

# **EDUCATION FOR ALL ASSESSMENT 2000**

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## **Description**

Information and data for this report was provided by senior personnel of Government/Non-Government and private sectors, church leaders, Youth Groups, Womens Groups, other Associations and the media (radio, television and the newspaper) with regard to educational services (formal and non-formal) that they provide towards realising the goal, "Education for All" by year 2,000.

This report has also benefited from technical advice obtained from the Statistics Department. Annual reports, National Development and Strategic Plans, Examination Records, Projects' Reports, Census Report. UNICEF & UNESCO Bulletins also provided invaluable information and data.

Two oral surveys were conducted to obtain the following

- (a) number of children in Class 1 in 1999 who have had early Childhood Education
- (b) interviewing children, youth and adults in rural and urban locations in Tongatapu (only)

The writer was assisted by a visit by Mrs Celia Barelle and Mrs Ada Pannet, Mobile Team (UNESCO) and two Workshops organized by UNESCO (Apia) and the Pacific RTAG

## **Background**

Tonga, an independent Kingdom, has a population of over 97,000. The census figure of 1996 was 97,784. There are 150 islands of which only 36 are inhabited.

The formal education system is divided into three stages: Primary or elementary school (six years), secondary school (7 years) and post-secondary (generally 6 months to three years depending on the type of training offered).

Education is compulsory for all children between the ages of 6 and 14, or unless a child has completed six years of primary education. At present, primary education is free, but could be subject to fee paying if prescribed by the Minister of Education under the powers granted to him by the Education Act of 1974. Schools are established on every habitable island where there are children of compulsory school age.

The administration of Tonga's education system is highly centralised. Most of the decisions relating to Education are vested in the Minister of Education through the powers bestowed on him by the Education Act of 1974, from issues relating to educational aims and objectives, syllabi, prescriptions, school curricula, examinations, teaching methods and contents, evaluation procedures to regulations pertaining to teacher appointments, to dismissal and admission of pupils to public schools.

Responsibilities for Education are shared by Government and non-government (mainly religious) organisations as shown:

Table 1

	Government Schools		Non-Government Schools	
	Primary	105	15469	11
Secondary	8	3292	33	10,985
Post-Secondary Formal/Non-formal	8		6	USP, Atenisi, University of the Nations

*Year : Annual Report 1997*

*Source: Attendance Officers Record*

It can be seen from the above table, the government is responsible for educating 93% of primary school-aged children and the remaining 7% are managed by Church Education Systems. Access is 100% and participation rate is estimated at 99.9%. Those who do not attend school are either severely handicapped or terminally ill.

On the other hand the majority of students [about 77%] studying at secondary level are in non-government schools and only 23% in Government schools. The non-government schools, with the exception of one, receive a government subsidy of T\$50 per student per year. They also have the privilege to apply for importation of educational materials and equipment free of duty. Participation rate is approximately 100% up to the age of 16 years or form 5 level.

At Post secondary level the government is responsible for over 50% of the facilities and training and the remainder are managed by non-government and private organisations.

# PART I DESCRIPTIVE SECTION

## 1.0 EFA GOALS AND TARGETS

### Introduction

This is a review of the overall major decisions taken and actions undertaken by all actors involved in EFA issues, since the World Conference in Jomtien, Thailand (1990).

This assessment covers both public and private programmes, activities and services, both in school and out of school that aim to meet Basic Learning Needs of Children, Youth and Adults as defined in the World Declaration on 'Education for All'.

This report also addresses major changes and achievements in terms of the six dimensions of the EFA Assessment exercise of education in primary, secondary and post secondary.

The long term goals and targets decided by the National Authorities for the development of Education in the decade were laid down in two National Development Plans (1990 - 1995) and one Strategic Development Plan (7), (1996 - 2000) basically.

To expand and up-grade the standards and quality of education in all levels of schooling primary, secondary and post-secondary including:

- programmes
- resources (human & physical)
- education and facilities in rural areas
- scholarship programmes for skilled manpower
- enhancement of co-operation between educational authorities in the kingdom
- training programmes in areas that are important to the development of the country e.g. technical skills, health, tourism etc

To develop a population of competent and self confident individuals who are capable of directing, controlling and determining their own destinies, a people who are aware that they have choices and can exercise their right to choose.

Source: Strategic Development Plan

Other additional goals were set when a need was identified and these goals are referred to under each specific level.

## 1.1 Expansion of Early Childhood care and developmental activities

Early Childhood Education is administered by the Tongan Pre School Association, a non government organization established in 1986. There is no government policy for this level of education and the Pre-school education aimed at the following:

- (i) upgrading of the standards and the quality of
  - (a) teachers
  - (b) programmes
  - (c) centres
- (ii) to obtain assistance and recognition from Government

## 1.2 Primary

Tonga has been internationally recognized as one of the first few Pacific Island countries to have attained universal primary education. On that basis, the focus has been more on the plans and strategies for enhancing the quality of educational provisions already in place in the country.

At the primary level, the long term goals are to ensure that at the end of universal primary education for six years:

- (a) every child will have developed pride in himself/herself, his/her community, his/her country and will have developed a sense of identity
- (b) every child will have developed a love of learning, books and reading and a thirst for knowledge
- (c) every child will be ready for secondary education by attaining a high level of proficiency in Tongan and English literacy, numeracy and mastering the basic skills and knowledge in all subjects and will have developed positive attitudes to all subjects.
- (d) every child will be well-disciplined, believe in God and know that he or she is a Tongan, will be spiritually emotionally, mentally and physically healthy and live in a healthy environment.

The Secondary Schools Programmes continued to enhance the basic skills laid down in the Primary Schools. Those skills are further developed in the formal and non-formal programmes offered by Government and other sectors. The decision makers of the Ministry of Education after the Jomtien Conference declared 1990 - 2000 to be a **Literacy Decade** and to make every day a "Special Day" for every child in the Kingdom.

### **1.3 Learning Achievement and Outcomes**

Special emphasis on quality learning to :

- improve literacy
- improve numeracy
- upgrade teachers skills
- help teachers with assessment of their teaching and the children's learning
- improve the management of the school
- improve resources to school
- improve school buildings
- upgrade special remedial education programme

### **1.4 Adult Literacy**

#### **(i) Secondary**

The Secondary Education Division aimed for its education development to:

- improve the overall standard and quality
- develop and implement quality and meaningful programmes conducive to harmonious, social, economic, cultural and spiritual development of Tonga.
- upgrade educational resources and training facilities
- achieve quality universal secondary education at Form 5
- cultivate and enhance co-operation between educational authorities.

#### **(ii) Post Secondary formal/non-formal**

The Community Development and Training Centre (CDTC) was established by Government to co-ordinate and expand post Secondary training opportunities throughout the Kingdom.

Under the umbrella of CDTC, there is an integrated network of institutions

- Tonga Institute of Education (TIOE)
- Tonga Institute of Science and Technology (TIST)
- Distance Education and Communication Centre (DECC)
- Tonga National Form 7 (TNF) 7 (1991-1998)
- Tonga National Youth Congress (TNYC)

The institutions - CDTC, TIOE, TIST and DECC work closely together in the some of the programmes working towards realising the long-term goals for expansion of :

- training courses in response to local demands (youth groups, community groups etc)
- technical skills training for the country's needs
- high achievements - TNF 7, computer courses Accounting, Agriculture Diploma Courses etc
- high professional standard - teachers [Diploma Programme]
- Masters Degree by Distance Learning [DECC]
- training resources and quality radio programmes

### **1.5 Educational Training Skills**

Goals set by the Government for other sectors, Education and Health and other non-government organizations to provide services to achieve:

- a high quality of life for the people
- a high standard of living throughout the kingdom
- respect for the options of both present and future generations
- individual fulfillment
- political stability
- a stable economic and financial environment with less dependence on foreign aid

### **1.6 Education for Better Living**

Community Development and Training Centre for Government has programmes for Youth and Adults towards realizing this target by providing learning opportunities for Youth to:

- cultivate and enhance sporting talents
- promote the preservation and maintenance of the Tongan Culture and Heritage
- carry out research work on the Tongan traditions and Culture, in partnership with the Curriculum Development Unit, to compile as resources for schools.

UNESCO's programmes in Tonga:

- support for cultural development and cultural co-operation
- promote national efforts in the maintenance and appreciation of Tongan traditional forms of expressive and material arts; e.g South Pacific Festival of Arts
- provide training opportunities for cultural personnel:- e.g Vaka Moana, Tonga National Centre

## 2.0 EFA STRATEGY AND/OR PLAN OF ACTION

### Introduction

The Ministry of Education planned to conduct awareness programmes as an immediate response to the global concern addressed in the Jomtien Conference.

- Education for All by year 2,000
- Education as a basic human right
- Education as a life-long process
- Education to eradicate illiteracy

### AWARENESS PROGRAMMES

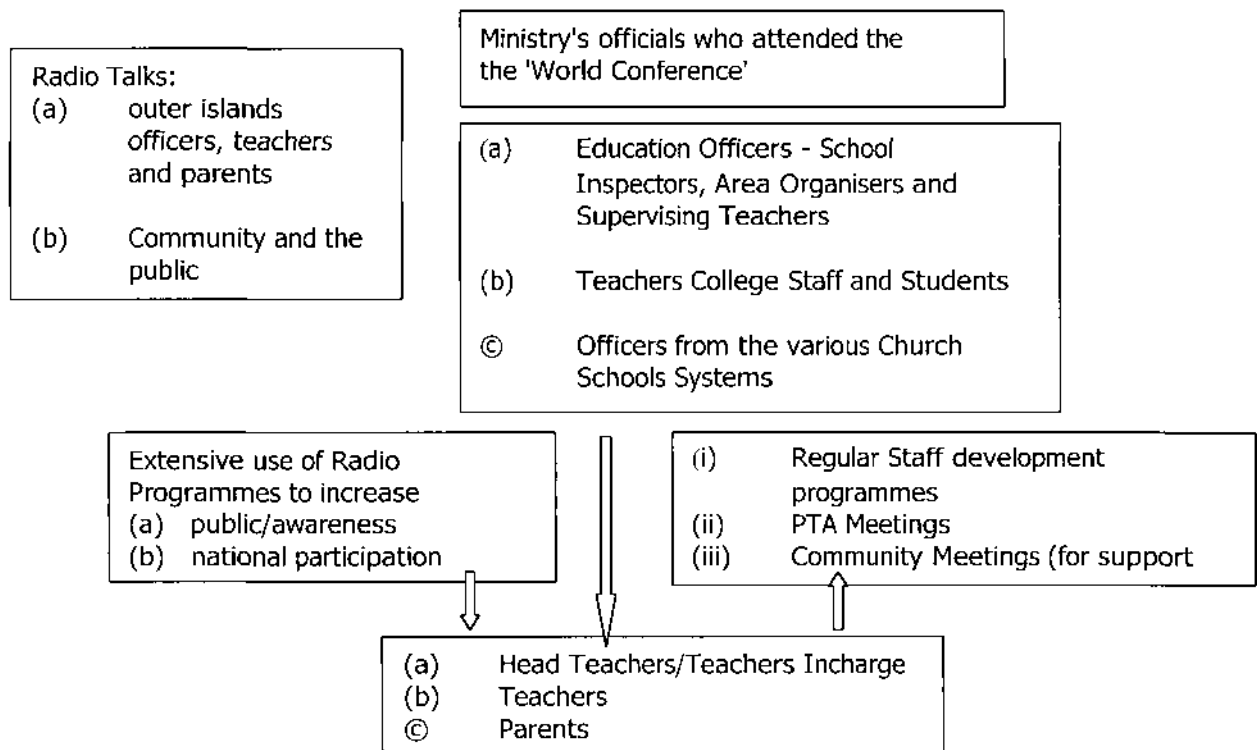
<p>(i) to make it Tonga's commitment to work together and direct all efforts using the country's limited resources to meet 'Basic Learning Needs' of the population.</p> <p>(ii) to develop a population of competent, self confident individuals who are capable of directing controlling and determining their own destinies</p> <p>(iii) to achieve universal access to quality basic education</p>	<p>Tonga's commitment to her growing population is to ensure that</p> <p>(a) essential learning tools-literacy, oral expression, numeracy and problems solving</p> <p>(b) basic learning content-knowledge, skills, values and attitudes</p>
	<p>Universal access to quality basic education is a fundamental pre-requisite to the achievement of justice, lasting peace and meaningful and worthwhile development for Tonga and the</p>

Source : 1991 Workplan

The strategy to be used for the awareness programmes was the 'CASCADE MODEL' of TRAINING and the modes of delivery were:

- (a) centre-based talks and interactions
- (b) Radio talks
- (c) Monthly publications of "Tokoni Faiako"





Source: Yearly Workplan

## Primary Education

The Development Plans laid down specific programmes in primary education to address the following key issues:

The upgrading of school premises and classroom equipment;  
 Restructuring of the primary curriculum to address the problem of low standards of literacy achieved by students by the end of six years schooling. The Development Plan 7 pointed out that:  
**A relatively high proportion of students repeating the final year of primary school because of literacy or numeracy problems has indicated certain deficiencies in the primary education system. The primary education curriculum should be restructured to allow for greater literacy and numeracy results by the sixth year.**

The plan of action was to review the curriculum materials and develop new curriculum materials in language and mathematics.

The Plan went on to propose a development strategy which involved launching systematic reviews of identified development areas first and then following up with project formulation for attracting possible external funding. The segments identified included:

- building of staff quarters for teachers in the schools of the outer islands eg Ha'apai, Nina etc
- upgrading of sanitation facilities in primary schools
- development of new curriculum materials and the revision of existing materials
- repairing of old furniture and purchasing of new school furniture and equipment
- upgrading the quality and relevance of curriculum programmes to meet the needs of all students
- promotion of active community participation in the education process and development of a coherent approach to community education and public awareness of important social, cultural and political issues which impinge on the achievement of quality education
- collecting basic data and conducting action research in areas which are needed to provide information to illuminate policy and administrative decisions that can transform classroom practices, curriculum development and the training and education of teachers
- upgrading the quality of leadership and the effectiveness and efficiency of educational management and administration at all levels
- assessing of literacy and numeracy levels – PILLS, BELS Exam (SEE) etc.
- upgrading teachers' and students competencies in the two languages of Education: Tongan and English
- building of new school premises to replace old or temporary buildings used as classrooms
- establishing new schools to alleviate the problem of students' long distance travelling
- purchasing and developing of classroom resources and teacher support materials and equipment, reading books etc.

A parallel development that is now explicitly highlighted in official documents but which has been pursued vigorously is that of establishing a cadre of young, highly qualified and progressive officers involved in inspection and advisory services to teachers. There is sound coordination between the officers based at the Ministry headquarters in Nukualofa and the Area Organisers and Supervising Teachers posted to the districts. The senior echelon personnel in the Ministry of Education collectively constitute an outstanding management and leadership group possessing wide experience and advanced scholarship, with two of the four Deputy Directors holding PhDs in the areas of assessment (up to 1996) and linguistics (up to 1999).

### **3.0 EFA DECISION MAKING AND MANAGEMENT**

The Ministry of Education is expected to provide leadership in education matters generally in the country. Its specific divisions focus on the assigned roles which currently cover primary, secondary and post-secondary education, curriculum, examinations, teacher education, and indirectly yearly childhood education and non-formal education. The Minister of Education, through the staff of the Ministry, collaborates with the Churches and reports annually on the performance of the education sector. The management responsibility rests with the senior officers of the Ministry, under the supervision and guidance of the Director, four Deputy Directors and a number of officers based at headquarters and in the field.

### **4.0 COOPERATION IN EFA**

Tonga also receives assistance from various overseas voluntary organisations in the form of volunteers from the following organisations: Peace Corps (United States): Volunteer Service Overseas (Great Britain) Japan Overseas Cooperation Volunteers: Australian Volunteers Abroad: Volunteer Service Abroad (New Zealand) UN Volunteers.

The continued co-operation and goodwill existing between Government and Non-Government education authorities is the cornerstone of Tonga's National Education System.

The Ministry of Education remains indebted to Non-Government education authorities for their continued assistance and contribution to national educational developments, both the academic disciplines and 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.

Through the Advisory Council of Education established by the Education Act of 1974, Government/Non-Government education authorities are able to meet twice a year to discuss major policy issues, directions etc particularly those relating to changes in the curricula and examination prescriptions. There are also regular dialogues in the form of meetings of Principals, Curriculum Writing Teams, Examination Moderators and for those 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 Curriculum Development Unit. They also collaborated in the external examinations administered by the Ministry of Education such as Secondary Schools Entrance Examination - Form 2 common examination, Tonga School Certificate. Some of the non-government schools have also been responsible for administering and funding areas in education which do not fall within the formal structure of education such as Early Childhood Education (Pre-Schools), Special needs and Theological training. In addition to these they continued to participate in national activities and celebrations.

Government assistance to non-government education authorities is made in various forms. The most visible one 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.

Places in Government Tertiary Institutions eg Training College and those abroad through the Scholarships programme continued to be allocated to non-government education authorities.

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, UNDP, UNICEF, etc.

It is the Ministry's hope that the partnership between the Government and non-Government education Authorities and other government sectors that provide educational programmes to women's groups, youth, young farmer, and the general public and overseas country donors will be maintained and strengthened.

It should also be noted that the parents and communities contribute a great deal towards the education of their children both financial and in-kind contributions. Without their assistance and co-operation, the schools would not be able to function.

## 5.0 INVESTMENT IN EFA SINCE 1990

The educational services of the Ministry of Education are largely paid out of public funds although some services such as curriculum development, post-secondary education and senior secondary examinations are funded partly through external assistance. While the expenditure from the public funds is reasonably stable across time, external assistance fluctuates, depending on the development projects in process at a particular time.

Year	Public current expenditure on primary education	Total current public expenditure on education
1990	3,473,343	8,593,155
1991	3,764,572	8,745,039
1992	3,671,780	8,920,300
1993	4,162,227	9,074,717
1994	4,577,791	9,882,471
1995	4,708,057	9,893,111
1996	6,048,686	11,814,796
1997	6,065,195	11,279,356
1998	5,670,389	11,887,245
1999	6,006,754	14,757,109

Table 2: Source: Annual Reports and Statistics Report

As shown in the table, there is an increase every year to cater for teachers' salaries. The increase in salaries was brought about by a structural review made in 1990. Most of the training of teachers was carried out under funded projects.

## 5.1 External Assistance

Foreign aid is a significant component of development programmes in Tonga. It contributes to the education sector by providing training opportunities and technical assistance, and supporting the construction of facilities.

### (a) Scholarships

Since the 1980's Tonga has continued to invest heavily in the education and training of personnel in the civil service and particularly in the social services sector, Health and Education.

As seen in the following table the social sectors alone garnered 56.2% of the total awards with education obtaining the biggest share at 35.9%.

Distribution of awards by field of study, 1997.

Table 3:

Field of study	Number	% of total
Education	78	35.9
Medicine	44	20.3
Law	18	8.3
Commerce	34	15.7
Administration	10	4.6
Science and Technology	19	8.8
Agriculture/Fisheries	14	6.4
Total	217	100

Source: Annual Report

Table 4  
New Scholarship by Donor Country Award for 1996-1998

Country/Organisation	1996	1997	1998
AUS AID	16	9	8
AUS AID Third Country	10	10	5
NZODA	10	7	8
NZODA Third Country	8	19	12
Tonga Government	11	11	11
CFTC	2	-	2
French Government	1	-	-
British Government	2	-	2
Republic of China	-	3	-

Source : Annual Report

The figures given here only cover scholarships allocated by the Tonga Government Scholarships Committee. They do not include private students and students studying under other scholarship programmes such as the New Zealand Aotearoa Scholarship Programme and Australia's Scholarship ADCOS scheme. It is estimated that there are over 1,000 students studying through these private means.

The Ministry continued to receive assistance from donor countries.

- (a) Curriculum Development: Australia and New Zealand assistance in the revision, trialling and production of materials and related in-service training.
- (b) Japanese assistance:
  - development of soroban materials
  - teaching soroban in the Primary and at the Training College
  - development and teaching of the Japanese Language in Government Secondary Schools
  - school buildings (primary, secondary)
- © Australia assistance
  - teacher's housing (in three phases)
  - new classrooms
  - Community Development and Training Centre Project

## 5.2 BELS Programme

Funded by UNDP/UNESCO has assisted Tonga's primary education since 1993 in the following areas:

- Literacy development
- educational assessment
- community support for education

- Educational Management

In literacy, the assistance is largely through provision of training for teachers in the development of literacy materials and appropriate teaching methodologies (10 units). The Head Teachers are offered intensive courses in educational management. For educational assessment it takes two forms – training of teachers and officers and testing children's literacy and numeracy skills. In Community Support for Education and Early Childhood Education, a new sub-component as from 1998, it provides basic training for head-teachers and teachers to enable them to conduct training for parents in ways in which they could assist their children to develop the basic skills, attitudes, knowledge and values which would maximize their children's performances.

### **5.3 Teacher's Resources Centre**

This Centre was set up in 1997 and is basically a place where

- teachers can come to get access to resources and new ideas
- they can develop their own resources
- workshops could be conducted and meetings held

## **PART II ANALYTIC SECTION**

### **6.0 PROGRESS TOWARDS GOALS AND TARGETS (1990 - 1999)**

#### **Introduction**

Through the commitments the Government has made to international conventions and declarations, in particular those outlined below, the Government has also recognized the following national goals in relation to education.

#### **Convention on the Rights of the Child (CRC)**

Tonga ratified the CRC on 3<sup>rd</sup> October 1995, thereby, making a commitment to the child's right to education. Article 28 of CRC establishes that right. Education is recognised to be essential for all children. The article stresses the right must be achieved on the basis of equal opportunity". This in summary includes:

- Making primary education compulsory and available free to all;
- Promoting the different forms of secondary education and vocational education;
- Making higher education accessible to all;
- Making educational and vocational information readily available; and
- Taking measures to encourage regular attendance at schools and reducing dropout rates.

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#### **International Conference on Population and Development (ICPD)**

Tonga endorsed the Programme of Action of the International Conference on Population and Development (ICPD) held in Cairo in September 1994. As such, the Government pledged:

- To achieve universal access to quality education, with particular priority being given to primary and technical education and job training, to combat illiteracy and to eliminate gender disparities in access to, retention in, and support for, education;
- To promote non-formal education for young people, guaranteeing equal access for women and men to literacy centres; and
- To introduce and improve the content of the curriculum so as to promote greater responsibility and awareness on the interrelationships between population and sustainable development; health issues, including reproductive health; and gender equity.



### **Convention for the Elimination of all Forms of Discrimination against Women (CEDAW)**

Tonga acceded to the CEDAW . By doing so, the Government acknowledges the strategic objectives contained within CEDAW relating to the elimination of gender discrimination against girls and women. These include:

- Ensuring equal access to education;
- Eradicating illiteracy among women;
- Improving women's access to vocational training, science and technology and continuing education;
- Developing non-discriminatory education and training;
- Allocating sufficient resources to monitor the implementation of educational reforms.

### **Copenhagen Declaration on Social Development**

Tonga was a signatory to 1995 Copenhagen Declaration on Social Development and thereby, pledged their commitment to the rights and goals relating to education that are contained in this declaration. In summary these are:

- The right of all children to education;
- That school discipline will be administered in a manner consistent with the child's dignity;
- To encourage the international cooperation in education especially to eliminate ignorance and illiteracy;
- That the education of the child should be directed to developing the personality of the child, their talents and mental and physical abilities: developing respect for the child's parents, cultural identity, language and values; preparing the child for responsible life in a free society and developing respect for the natural environment;

### **Main EFA events and actions since 1990**

The official reviews of segments of the education system such as early childhood education, curriculum, teacher education and post-secondary education were some of the initiatives in the past four years which were aimed at enhancing the process of EFA as an on-going government commitment to the nation. At a more public level, the past years have witnessed regular consultations between the senior officers of the Ministry and the teachers, particularly head-teachers. A series of school-based training workshops for teachers, some conducted as part of the BELS programme activities, have also featured prominently during this period. A key component of BELS that deals with the topic of community support for education has to date trained almost 90% of the parents and almost 100% of teachers.

In brief, the type of EFA-related events that took place in the decade:

(a) Reviews and Formulation of Projects

Areas covered: early childhood education, teacher education, curriculum development for primary, secondary and post-secondary levels, projects for upgrading school facilities and buildings, communication and staff development, transport and on going staff training.

Other areas included: clarification and promotion of a bilingual policy for schools; specific guidelines for Language Education developed by CDU; and in-service courses conducted to promote bilingual programmes in schools.

Some of the major activities during the decade:

- setting up of libraries (Elpam materials from Australia)
- activities to mark International Literacy Day every September
- Book Flood Project/School Journals
- school management
- Multi-class teaching
- development of reading materials in the vernacular
- Mobile Library Service
- story reaching/story telling at home

Tonga had already achieved UPE well before Jomtien. Its goals with regards to EFA since 1990 are therefore geared more towards qualitative improvements in the professional areas such as teacher education, curriculum, assessment and the post-secondary developments covering the newly introduced national Form 7 under the umbrella of CDTC in 1991-1998.

The other goals focus on improvements in the physical facilities and teaching-learning resources at the school level, including provision of better housing for teachers, especially in outer islands.

## 6.1 Early Childhood Education

Of the six identified target dimensions for EFA, this particular dimension became the Government's concern during the decade due to pressure from the Tonga Pre-School Association, community groups and parents. However to provide policy-makers and senior government officers with sufficient data on which to base their decisions in relation to early childhood education a study was commissioned in 1995 to provide information on existing provisions in the centres and their quality. Also as part of the review recommendations for future developments and likely areas where Government could best assist in bringing quality to this level of education, were to be made.

The review was conducted by Ms P Cubey of the New Zealand Volunteer Services Abroad (VSA) and Ms Wendy Koloi as Tonga Ministry of Education Counterpart. This was a component of the New Zealand Overseas Development Assistance (NZODA) for the Tonga Education Section. The review covered 30 centres with a total of 1011 children and 68 teachers with varying qualifications and levels of professional skills. The immediate need from the review was for Government through the Ministry of Education to train teachers and upgrade the quality of existing centres.

Although the gross enrolment ratio in early childhood development programme in 1999 is low the increase in the number of early childhood centres from 20 - 45 indicates that this is the beginning of this type of programme within Tonga. The Government is well aware of the importance of this programme for laying down the foundation for primary education but due to limited resources it can do no more than give its full moral support at this stage. Also under the current Education Act, Compulsory Age begins at 6.

The Tonga Pre-School Association has contributed a lot. The Association has played a significant role in fostering and understanding of the importance of early childhood education and also it strengthens the links between the schools, the families and the communities.

The review conducted in 1995 revealed the urgent need for training of teachers. The plan already in the pipe-line was for the Institute of Education to set up an Early Childhood Department with two lecturers to organise and monitor the training of early childhood teachers. The mode of training would be centre-based and college based.

One strong factor that has perhaps slowed down the development of early childhood centres is the availability of trained teachers. Most of the teachers work on a voluntary basis and are also untrained because they cannot afford the course offered by the USP extension services. Also most parents still believe that young children learn best through interactions with adults in their environment.

Some centres especially in the urban areas charge very high fees and it is mostly children of working parents are who are able to attend. In the village centres they rely heavily on parents to provide resources, general cleaning of the place, pay for electricity and water and pay the teachers' allowance also. This is done through fund raising and church festivals.

Thus formal parental participation programme (Community Support for Education) through the BELS programme was the new dimension of seeing parents as partners in children's early learning at these basic levels. The new dimension calls for parents participation and involvement in what is happening inside the classrooms as well as the learning processes that take place at home and outside the school hours.

The CSFE component of BELS, collectively, not only reminds parents of their roles and responsibilities in matters of a child's health and welfare but also introduces ideas seen as positive from an educational point of view like emergent reading skills at home,

improving reading and writing skills at home, stimulating intellectual pursuits at home etc.

However parents must be convinced that their traditional patterns of child-rearing and cultural values are the processes to be stabilised in their own natural way before great parental involvement in emergent literacy is involved. This is included in strengthening links between the families that is part of the CSFE component.

It is better coordinated through the strategies of training classroom teachers with their groups of parents as follow:-

- ECE/pre-school and the children's parents
- Classes 1 + 2 with the parents
- Classes 3 + 4 with the parents
- Classes 5 + 6 with the parents

The teachers are trained to refine the roles of parents at each specific level of basic education. This is a strategy that will improve the quality of learning at basic level from early childhood education to upper primary level.

The Pre-School Association is to be commended for its untiring efforts in the last twenty four years. It has played a significant role in fostering and understanding of the importance of early childhood education. It has also strengthened the links between the schools, the families and the communities.

The number of pre-schools has increased from 20 in 1990, 33 in 1995 (30 registered, 3 unregistered) and 45 in 1999, an increase of 55%.

## **6.2 Primary**

The Ministry has been practising for years, admission of five year olds to the formal school system. This reflects the Ministry's long-term objective in strengthening of the educational foundation. This is in line with the Government's policy to improve the quality and relevance of primary education.

The legal framework of compulsory education in the primary level has contributed to the achievement of universal primary education and quality is now the ultimate goal.

The schools are within good walking distance of the child's place of residence. On every inhabited island there is a school.

During the decade a few more schools were established due to pressure from the parents for accessibility and safety.

Enrolment at this level has stabilised more or less during the decade with marginal variations only.

Table 5

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
16,522	16,522	16,655	16,658	16,793	16,540	16,857	16,648	16,749	16,683

Source: Annual Reports, Attendance Officer's Records

### 6.2.1 Primary Participation Rates

Table 6

Age group	Male			Female		
	Attending	Not Attending	Participation rate	Attending	Not Attending	Participation rate
6-9	5066	129	97.5%	4,381	104	97.7
10-14	6137	295	95.4%	5783	197	96.6
15-19	3576	1981	64.6%	3700	1536	70.7

The participation rate of males and females in the 6-9 age group are both at 98%. The 10-14 age group shows that the girls participation rate is slightly higher than the boys. The trend over the years is that more boys repeat in the Class 6 level.

### 6.2.2. Teacher / Pupil Ratio

The teacher pupil ratio for the decade since 1980 for both government and non-government organisations.

Table 7

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
No of Pupils	16,522	16,655	16,658	16,730	16,540	16,652	16,857	16,648	16,749	16,683
No of Teachers	689	714	784	754	701	784	804	792	746	740
Teacher/Pupil Ratio	1.24	1.23	1.23	1.22	1.23	1.21	1.21	1.21	1.20	1.22

The teacher-pupil ratio is generous because of the number of composite and multi-class teacher schools in the rural and outer islands.

For 1997 in comparison the Public and Private pupil/teacher ratio by district was as follows:

Table 8

Central	1:26	1:11
Western	1:20	1:12
Eastern	1:23	1:17
Vava'u	1:19	No private school
Ha'apai	1:18	1:9

Source: Annual Report

School enrolment from 1993-1997 by Sex

Table 9

Year	Male	Female	Total	
1993	8764	7975	16739	115 schools
1994	8794	7746	16540	115 schools
1995	8856	7796	16652	116 schools
1996	9027	7830	16857	116 schools
1997	8970	7678	16648	116 schools

Source: Annual Report

As shown above, there are more males than females.

### 6.2.3 Repeaters and Drop-outs

The boys have for years appeared to repeat in greater numbers than girls. In 1993 the percentage of boys repeating was 54%. In 1997, although the number of repeaters has dropped, still there were more boys than girls.

At class 6 all children are given two years or more if needed to sit the Secondary Entrance Examination. The system has to provide extra teachers and resources to cater for the additional number of repeaters.

One of the basic goals at this level is to eliminate repeating at Class 1 to Class 6 and to work toward making the system more proficient and effective in assisting all children to master the tools of the educational process within the six years of compulsory schooling.

The percentage of repeaters at Class 6 is not necessarily an indication of the proficiency of the students but rather of the rising aspirations of parents and the level of competition for places in the best secondary schools.

Table 10  
Enrolment by district/by controlling authority 1993 and 1997

District	Government School						Church Organisations					
	Male		Female		Total		Male		Female		Total	
	1993	1997	1993	1997	1993	1997	1993	1997	1993	1997	1993	1997
Central	2429	2446	2289	2203	4718	4649	286	361	318	339	604	700
Eastern	1728	1810	1586	1525	331	3335	46	43	49	26	95	69
Western	996	1029	869	844	1865	1873	213	176	181	19	394	295
Eua	473	409	409	389	882	836						
Ha'apai	729	771	641	641	1370	1412	64	57	47	58	111	115
Vava'u	1573	1595	1383	1337	2956	2932	21		18		39	
NTT	133	156	123	131	256	287						
NF	62	79	72	66	135	145						
Total	8124	8333	732	7136	15496	15469	630	637	613	542	1243	1179

Source: Annual Report

It can be seen from Table 10, that Tongatapu educated the largest percentage of the primary school population at 65.6%, followed by Vava'u with 17.6% and Ha'apai 9.2%, Eua with 5% and the two Niua's with 2.6% in 1997, a decrease of 0.5% from 1993.

The schools in the Central District of Tongatapu are considered to be always at an advantage – they have access to the activities and facilities of the capital, and they regularly benefit from the professional advice of supervising teachers and other officers.

It is clear that Government is committed not only to maintaining the level of provision and standards already reached at the primary level, but also to moving ahead in effecting further qualitative improvements in training facilities, resources and staff quarters in the outer islands. The Headquarters of the Primary Division in Ha'apai and Vava'u have four officers each to administer and provide professional advice to teachers. One officer is posted to the two Niua's where he spends approximately six weeks on one island then another six weeks on the other. Another education officer is posted in Eua to provide professional advice to teachers.

In 1996 there were ten staff quarters donated by the Australian Government for Ha'apai schools.

The New Zealand Government donated funds for staff quarters at the two Niua's and additional classrooms and toilet facilities in Eua in collaboration with the PTAs.

Japan, under its Grassroots Assistance Programme, also provided funding for the provision of additional facilities in Vava'u.

Cyclone Hina in 1997 destroyed some of the school buildings and materials. Under the Reconstruction Schools Project jointly funded by Tonga Government, New Zealand and Australian governments, the 21 schools that were badly damaged were either upgraded or had new facilities provided.

The Parent-Teacher Associations (PTAs) also contributed to capital development in a number of schools by building classrooms, toilet facilities, school libraries, staff houses and teaching materials. The PTA should be commended for their efforts towards the provision of quality education for their children.

The last national census taken in 1996 confirmed the effectiveness of compulsory education regarding school attendance and participation rates by age group and sex.

#### A. Survival Rate to Grade 6

The overall survival rate to Grade 6 is good. The female survival rate decreases after Grade 4. The co-efficient of efficiency is high due to wastage in repetition (class 1, class 6) and drop outs.

#### Percentage of Pupils having reached Grade 6 (SEE Examination)

The majority of the class 6 pupils who sat the Secondary Entrance Examination in 1997 were those who entered class 1 in 1992 plus the repeaters. The table below shows the number of pupils from each district and the number and percentage of candidates achieving over 200 aggregate for the four subjects. The overall performance of students improved from 28% in 1989 to 30% in 1994 and in 1997 it went up to 33.3% as shown.

Table 11

District	No Candidate	No achieving Pass mark 271 to THS	%	No achieving 200+ Aggregate	%
Central	969	64	6.6	435	44.89
Eastern	791	16	2.0	224	28.3
Western	421	9	2.1	111	26.4
Eua	176	1	0.6	32	18.2
Haapai	327	10	3.1	99	30.3
Vavau	678	6	0.9	229	33.8
Nuatoputapu	51	0	0	10	19.6
Nuafoou	24	0	0	3	12.5
Total	3437	106	3.08	1143	33.26

Source: Annual Report



## Teachers Qualification

The teachers' qualifications have greatly improved over the years since the beginning of the diploma programme. The number of untrained teachers by 1994 was decreasing and the number with academic qualifications (Diploma, class 1, 2 & 3 Teachers Certificate) was increasing.

By 1997 there were no more untrained teachers working under the Government School system as shown below.

Table 12 Teachers Qualifications

			Government	Non Government
	1990	1994	1997	1997
Graduate	2	2	4	1
Diploma	49	174	277	11
Class 1	213	244	231	2
Class 2	111	81	69	6
Class 3	212	194	119	23
TUT	15	2	25	2
UT	87	4	0	22

Source: Annual Report

The two areas of curriculum and teacher education have received special attention by the education authorities in 1990 - 1996. A comprehensive review of the Training College was commissioned in 1993. The Review team reported that Teacher Education in the Kingdom was generally in a 'healthy state' and noted that the country had made great progress in training its own teaching force (to a truly professional standard). While some of the specific recommendations of the Review Team are being implemented gradually, the improved quality of students seeking admission into the new Diploma programme necessitated immediate adjustments to the admission criteria. Under the revised arrangements, students with Form 7 (or equivalent qualifications) and locally trained teachers who enter the programme have one year credited towards the three-year diploma and therefore are required to undertake just two years of training. The introduction of the national Form 7 programme in 1991 has upgraded the quality of intake into the pre-service programme.

More teachers have gone through the upgrading teacher training diploma programme. They come out as better qualified, efficient and competent teachers. The standard of teaching has improved over the years. The learning outcomes seen in the childrens work are promising. The basic learning skills and basic learning content have both been achieved.

The CDU has focussed on Language Education and Number in terms of policy clarification and development of curriculum materials. It defined its policy on languages as that encompassing bilingualism:

Tongan society has long benefited by using two national languages which complement each other. While each language satisfies specific needs, they combine to fulfil the common purposes of language in Tonga. Therefore, Tongan and English are compulsory subjects throughout all years of primary and secondary school. While Tongan is more important in early primary years, English becomes of equal emphasis by the time the child reaches class 4. This ensures that the policy of bilingualism can achieve its purposes. (English and Tongan Syllabus. Classes 1-6, CDU, 1994)

Source: English and Tongan Syllabus. Classes 1-6, CDU, 1994

Number of Primary School Teachers 1993 - 1997

Table 13

Year	Education System	Male	Female	Total
1993	Government	242	459	701
	Church	17	36	53
1994	Government	218	429	647
	Church	14	40	54
1995	"	235	496	731
	"	8	45	53
1996	"	246	498	744
	"	10	50	60
1997	"	223	502	725
	"	14	53	67

Source : Annual Report

It can be seen that the number of teachers have increased since the beginning of the decade more teachers have been trained under the Teachers College Diploma Programme. There are more female teachers than male.

### 6.3 Learning Achievement

Through pre-service and extensive in-service, (the latter receiving a boost through BELS), primary teachers have been upgrading their skills in classroom assessment. The children continue to participate in the annual examination and the results show that the majority have achieved the basic skills of learning. In particular all teachers have now been exposed to the concept of criterion reference test in a practical way through the BELS PILL tests in numeracy and literacy. Regular workshops on assessment have helped teachers to be able to interpret the children's performance and also inform parents.

Also special school management projects and the component of the BELS Project have assisted to increase children's learning in the new curriculum English and Maths. The attempt made by the Ministry to provide books to schools has greatly helped the children to be able to read. Teachers have almost reached the required professional standards through on-going training conducted by professional advisers and outside consultants and also the on-going pre-service training programmes offered by the Training College towards Diplomas of Education.

Tonga has an integrated network of institutions collectively serving the objectives of providing post-secondary training programmes in areas that are important to the development of the country - technical skills, health, tourism, agriculture etc (DP 7). These institutions include the CDTC, DERC, TTC and the TMPI. The Ministry of Education, through CDTC also coordinates the national policies and programmes for culture, youth and sports. CDTC has also been assigned responsibility for promoting the non-formal education sector as well.

Working closely with outside advisers and institutions, the Centre has successfully launched a number of courses in response to local demands and expectations, e.g. income-generating projects: small business management and skills training in specific projects, leadership training, networking and coordination, and activities run by the National Youth Congress (NYC).

#### 6.4 Adults / Literacy

Tonga's population is comparatively young with 40% at less than 15 years and 23% in the 15-24 age group hence the concentrated effort of the Government in providing the educational services in the primary, secondary and post secondary.

In the 1996 Census Report, out of the total population of 97,784 only 1,173 were illiterate.

Table 14

Age Group	Total	Illiterate	
6-9	9680	464	1:20
10-14	12,412	69	1:69
15-19	10,793	58	1:186
20-24	8,595	79	1:108
25-34	13,327	107	1:124
35-49	11,829	130	1:90
50+	13,562	266	1:50
Total		1,173	

Source: 1996 Census

### 6.4.1 Adult Literacy Rate

Based on the 1996 Census figures data shown in the Table below provides overall information on literacy in Tonga.

Table 15

Age group	Total	English & Tongan	English only	Tongan only	Illiterate	Not Stated
6-9	9680	3574	174	5466	464	2
10-14	12,462	11,062	78	1,202	69	1
15-19	10,793	9,969	43	721	58	2
20-24	8,595	7,740	16	759	79	1
25-34	13,327	11,400	282	1,791	107	1
35-49	11,829	8,519	41	3139	130	0
50	13,562	6,147	94	7055	266	0
Total	80,198	58,411	474	20,133	1173	7

In the 15+ age group the literacy rate is 76%

Source: 1996 Census

#### 6.4.1.1 Literacy Gender Parity

Again based on the 1996 Census the data on the Table Shown below shows that there were no significant differences in the literacy rates for males and females. The literacy rates for males was 98.4% compared to 98.7% for females.

There were slightly more males than females who were literate in both English and Tongan and slightly more females than males literate in English only and more males than females literate in Tongan only.

	Male No	%	Female No	%	Persons No	%
Literate	39,794	98.4	39,224	98.7	49,018	98.5
English and Tongan	29,335	72.5	29,076	73.1	58,418	72.8
English only	225	0.6	249	0.6	474	0.6
Tongan only	10,234	25.3	9,899	24.9	20,133	25.1
Illiterate	650	1.6	523	1.3	1,173	1.5
Not Reported	5	0.0	2	0.0	7	0.0
Total	40,449	100.0	39,749	100	80,198	100.0

Table 16: Source: Census Report - 1996

## 6.5 Educational Training Skills

Training to impart knowledge skills and attitudes that are necessary for the individuals everyday lives, their work and in order to improve their quality of life really begins in primary. This is further enhanced as they cover the different programmes of study in the secondary schools e.g. Industrial Arts, Home Economics, Health etc and likewise in the next stage of formal/non formal activities provided by Government/non government and private sectors.

CDTC Enrolment in 1997 by Programme

Table 17

Programme Area	Sex		Average Age			Education Standard				Total	Number Passed
	M	F	20/30	30/40	40/50	THL	TSC	PSSC	F7		
Accounting Diploma	11	15	9	9	8	3	6	6	1	26	16
Accounting Certificate	34	36	33	23	4	6	27	34	3	70	43
Agriculture Diploma	10	1	11		0	0	3	8	0	11	9
Tourism Hospitality Ordinary Certificate	1	13				1	13	0	0	14	9

THL Tonga High Leaving

TSC Tonga School Certificate

PSSC Pacific Senior Secondary Certificate

F7 Bursary

Source: Annual Report 1997

The participants were school leavers, civil servants and 42 from Boards and private sectors. The female participation rate is high and the overall passing rate is 63%. The centre (CDTC) established by government for the expansion of training and widening of educational opportunities benefited from a one million dollar project funded by Australia. The centre was able to carry out more training programmes towards diploma certificates in accounting and agriculture and other trade areas.

A sample of other courses that have been offered over the years at basic level includes:

- Plumbing
- Carpentry and Joinery
- Garage supervisors in private sector
- Basic computer skills

The Tonga Institute of Technology (TIOE) under the umbrella of CDTC continued to offer courses on general engineering, automotive mechanic at basic and intermediate level.

Sample of other courses:

- Mechanical engineering and instructor training
- Automotive engineering and instructor training
- Marine engineering
- Industrial Welding and Instructor training
- Practical Seamen's training
- Catering courses
- Industrial Arts courses
- Electrical Electronics
- Panel and Paint
- Plumbing etc.

The CDTC is expanding rapidly and is the major provider of skills training and the focus for community development in Tonga. Some of its promoting development activities have been:

- Village farmers training and meetings
- Women in development and meetings
- Youth group training and meetings
- Boy Scout training and meetings
- World Food Day Programmes for Tonga

In addition to training in essential skills provided by Community Development Centre (CDTC) and its network of institutions, the Catholic Education System administers four technical institutes which also provide training for school leavers and inservice training in these areas:

- Business, typing skills and Secretarial work
- Personnel in-service training for upgrading of knowledge and skills e.g. Life Skills
- Training of cooks and trainees for the hospitality and tourism industry, Fashion and Design
- Basic training for Form 4 school leavers in the areas of carpentry, automotive, painting, welding, etc.

The Free Wesleyan Education system also offers post-secondary training for school leavers and adults on farming concepts to diploma level.

Universities:

USP (extension services) offers formal programmes to school leavers and adults up to Master's Degree level and non formal programmes through the distance education mode.

'Atenisi Institute offers training in the Arts and Sciences up to the Master's Degree level.

University of the Nations offers training in:

- Christian Studies
- Youth Leadership
- Life Skills programmes including carpentry and community development

## **6.6 Education for Better Living**

Education has now clearly become a life long process with people learning at any age and at any place as needs and opportunities arise.

The Government continued to invest in the two social services, education and health, to provide subsidized services to the people through the use of the media (radio, television and newspapers) for community based activities, public awareness programmes and also to increase responsiveness to the dangers of smoking and obesity; disaster preparedness; HIV AIDS; benefits of breast-feeding etc. For example in 1996 Ministry of Health put out 445 radio programmes, 34 television programmes, 51 spots and pamphlets. The Churches were also putting out programmes through the media Sunday services songs, testimonials etc.

Youth and Church groups have regular programmes on the main street. Churches also conduct Bible Study Groups for women. Some of them have indicated that this is a good learning experience for them as it has helped them to read better. Also the broadcast to schools are educating the public also.

Courses offered by both Government departments and the private sectors include:

Civil Service Training Centre –

- upgrading training for civil servants and employees of the private sector mainly in administration, management and supervisory skills

Langafonua a Fafine Tonga, the Tonga Development Bank and Agriculture also provides:

- Basic training for women in improving quality of life, leadership and other such specific skills
- Training in small business development

The National Youth Congress also provides training for youth on:

- Culture
- AIDS
- Population Education Awareness

Works- Disaster preparedness

- Lands & Survey Natural Resources – Environmental Awareness

FWC offers courses such as:

- Theological training to degree level
- Upgrading of pastoral ministers work
- Evangelical work
- Christian education

In addition, UNESCO Apia's two year Youth programme which began with the training of a core group of 4 young people from each of the 13 Pacific Island Countries resulted in a National Youth Forum and other activities which have contributed to education for better living for youth.

Targets for better living in:	Education	Education for All by Year 2000
	Health	Health for All by Year 2000
	Church	Christianity for All by Year 2000

The centre also organized short courses in conjunction with other governments sectors or NGOs for youth groups and women's development groups on small projects.

Other training services available are provided by non-government organisations especially Churches for Youth and Women on areas like Bible Studies, singing competitions, drama etc.

Other government ministries e.g. Agriculture, Works, Health are also reaching out to the public with rural development programmes, awareness programmes on farming techniques, fishing gardening, HIV Aids responsiveness and disaster preparedness.

There is also extensive use of the media for drama, sports, and health awareness programmes. Television and radio also have educational programmes for children, youth and adults.

Newspapers also inform the public on political, educational, environmental and health issues.

The CDU also publishes a Newsletter to inform officers and teachers of news as well as the latest developments in curriculum in various subjects. The NGOs, especially the Churches, provide additional coverage of educational matters through their publications from time to time.

Other activities:

- (i) monthly meeting of Officers, Head-teachers, with the Director in Tongatapu only. Through these meetings the Officers and Head-teachers discuss Literacy and numeracy matters and how to effectively monitor these programmes.



- (ii) CDTC continues to facilitate community developmental activities such as village farm training, women's development programmes, youth groups training and World Food Day Programme for Tonga.

The Ministry of Education ensures that the population is provided with a standard balanced and quality programme of education as well as the appropriate skills, knowledge and attitudes it needs towards achieving the objectives of Tonga's development planning and individual satisfaction and benefit.

With the achievement of universal primary and secondary education, the development of post-secondary education is being given priority attention, particularly skill training in areas which are urgently needed to generate employment opportunities and achieve sustainable economic growth.

## **7. EFFECTIVENESS OF THE EFA STRATEGY PLAN AND PROGRAMMES**

Tonga has established a strong base for basic education through making primary education compulsory.

Having attained universal primary education, the continuing need has been to attend to the overall quality of primary education. Measures were also taken to ensure continuity from primary to Secondary and to post-secondary education through provisions of quality programmes, and upgrading of resources and facilities. These will also enhance equal access to resources for higher achievement levels.

The development of the language curriculum materials and Maths for Primary was funded by Australia. For the Secondary school level, Australia also funded the development of Maths and Science. New Zealand funded the development of English for Forms 1, 4 & 5. Other subjects covered were Music, Geography, History, Social Science and Health.

The immediate requirements is to continue to upgrade the level of scholars and the teaching force at the early childhood level and primary levels to match the enhanced capacity at the senior officers level.

It is realised that it is difficult for Tonga to take up some of the very urgent but expensive projects on its own. Tonga will continue to seek outside funding. As such Tonga, like other Pacific countries relies heavily on funded projects.

## **8.0 MAIN PROBLEMS ENCOUNTERED AND ANTICIPATED**

The Ministry correctly anticipated a number of constraints that had to be faced in its attempts at bringing about qualitative improvements in basic education. These constraints appeared in official documents like the Development Plan and Annual Reports. The main ones addressed were limited resources, budget cuts, personnel change

especially in key positions, transport and communication technologies, shortage of teachers due to resignation, retirement or migration, teachers untimely transfers, integrating of externally assisted programmes to fit in with the on-going programmes. Sometimes trainers and teachers look at a new project as extra work.

The period has witnessed delays in getting some of the planned activities implemented especially in the areas of school buildings, classroom facilities and in resources to supplement curriculum materials and quality books for reading.

The island schools are scattered and getting information to and from is sometimes a problem. Another hindrance is training of teachers in the outer islands. Sometimes work falls behind schedule due to one person being responsible for so many tasks.

## **9.0 PUBLIC AWARENESS, POLITICAL WILL AND NATIONAL CAPACITIES**

As responsibilities for education are shared by government and other church organisations, that collaboration has been strengthened and established over the years. This has promoted a strong public awareness of the country's educational need.

Concerted efforts and sound planning over the years have provided the Kingdom with adequate human resources for effective management and leadership in education.

## **10.0 GENERAL ASSESSMENT OF THE PROGRESS**

Tonga has addressed its comprehensive strategy for making significant improvements in the quality of basic education in the next few years. It covers the key dimensions of education such as teacher education, curriculum, assessment, advisory services to teachers, enhancing community support for education, upgrading the physical facilities and resources in school.

There is close co-operation between the Government and non-Government organisations. The external assistance to the national effort is strong and consistent and this boosts its capacity to meet its educational needs substantially.

Training of teachers has reached a stage that all untrained teachers have gone through the training process.

## **PART 3: PROSPECTS**

### **11.0 POLICY DIRECTIONS FOR THE FUTURE - WAY FORWARD**

It is clear that developments in the next decade will be based not only on the priorities identified by Government, but also on the basis of current developments in education, that is, there is a necessity to build on the strengths of the system, whilst at the same time, addressing the issues and concerns. Through the Human Resource Development (HRD) project currently undertaken by the Government of Tonga, the Ministry of Education was able, in 1996, to establish its own Strategic Plan to serve as a guideline for Education towards the 21<sup>st</sup> Century.

With reference to the need areas and effectiveness of EFA provisions identified in this Report, the Government's future plans will include these needs:

- a commitment to further increase access to ECE in the country;
- provision of universal access to quality basic education, in close partnership with NGOs and the community
- reduction of the percentage of children deemed to be at risk in their future learning through multiple intervention strategies: upgrading teachers' competencies, revision of curricula, provisions of resources to schools (quality books), and professional support services to schools and teachers (strengthening project funded by New Zealand to be continued);
- continue collaboration with NGOs in supporting continuing education for adults covering literacy and general life-skills areas;
- further develop all forms of training and
- acknowledge the need for providing children and adults with cultural imperatives and supporting family units within the cultural setting of the Tongan society.

#### **Organizational Vision**

That by the year 2010, Tonga will have achieved the following:

- a. Provision of universal access to quality basic education from Class 1 to Form 6 which means that Government and non-Government schools have equal access to teachers, classroom buildings, facilities and resource materials, and that equity of outcome is achieved at primary, secondary and post-secondary level in terms of gender balance, distribution of resources to the other outer islands and rural areas, educational attainment, bilingual confidence, computer literacy, the rights to an opinion, stable family life and clean and healthy environment.
- b. The Ministry is completely structured to meet the needs of the 21<sup>st</sup> century and the education act with its supportive regulations and policies reflects the changes.

- c. A well coordinated physical application programme is established and incorporated into the formal school curriculum.
- d. Cultural imperatives are developed and in place.
- e. The minimum compulsory leaving age raised to 17 or Form 6 level;
- f. A National Qualification Board established and national qualifications regionally and internationally recognized;
- g. Formal pre-school programmes for early childhood education implemented
- h. All forms of training are further developed and expanded
- i. Effective communication links and partnerships established with all deliverers of educational services in Tonga;
- j. Technical and Vocational education and training be further expanded and developed;
- k. More educational programmes offered through Distance Education;
- l. Continued in-service education and professional development of teachers in conjunction with the Teachers College and Officers;
- m. Information Technology to be formally integrated into the school curricula;
- n. A National University be established for Tonga

From this organisational vision flows the Ministry's mission statement for the next decade -

***“To provide and sustain life long relevant and quality education for all Tongans”.***

To achieve this mission the following strategies are proposed:

- a. to improve the effectiveness and expand the quality of basic education which includes improvements in access equity of input and output, establishment of counselling and provisions of services for children, with special needs, curriculum development, legislation, regulations, and policies, communication networks and linkages, teacher quality and competence, physical resources, material resources etc.

- b. to improve the efficiency and effectiveness of the management and administration of Education
- c. to provide, upgrade, and acquire resources and facilities for the successful achievements of a and b above.
- d. to improve communication and dialogue with other partners in the education process, such as non-government systems, school communities, parents and employers
- e. to support and encourage teachers during the implementation of all programmes
- f. to develop programmes in higher education as well as in technical and vocational areas
- g. To promote basic research to illuminate policies for educational planning, management and administration purposes.

### **Desired Outcomes**

Some of the desired outcomes from the strategic goals are:

- a. equity of access to educational services and educational achievement for both sexes, rural and urban areas and outer islands and for all social and economic groups at all levels of education
- b. reduction of the repetition rate to nil or less than 5% of total enrolment
- c. adequate and quality facilities and resources in all schools, government and non-government at all levels
- d. quality curricula used in all schools
- e. both governments and private sectors organisations are staffed by appropriately educated and trained, competent and dedicated personnel
- f. effective communication links and partnerships established with all deliveries of educational services in Tonga
- g. literacy and numeracy achievements high with less than 5% of students still at risk by Class 4
- h. All children live in a stable, loving, supporting, family unit

- i. strong and active community support for education
- j. formal and informal linkages established with partner institutions abroad
- k. national population equally competent in Tongan and English
- l. Full retention rate to Form 6 level
- m. qualifications internationally accredited and recognized
- n. All schools and all levels staffed by qualified, competent and dedicated teachers
- o. Equal access and equity in types and levels of employment for all sections of the community and for both sexes and that adequate employment opportunities exist to allow for wider choices
- p. That the majority of Tongans have had some form of post-compulsory or tertiary education
- q. General population aware of environmental conservation and protection issues and are actively engaged in activities designed to enhance and nurture the environment.

Each division of the Ministry, in accordance with its allocated functions will, in its set annual programmes, strive to meet these desired outcomes from the strategic goals.