

TONGA



GOVERNMENT

REPORT

OF THE

MINISTRY

OF

EDUCATION

FOR THE YEAR

2003

25 June 2004

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 2003.

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

Paula S. Bloomfield
Interim Minister of Education.

**His Majesty
King Taufa'ahau Tupou IV
The Palace
NUKU'ALOFA**

CONTENT		
PARTS		PAGE
	Abbreviations	ii
	List of Figures and Tables	iii - vi
	List of Appendices and Charts	vii
PART I	INTRODUCTION	1 - 10
i.	Historical Preface	2- 6
ii.	Tonga's National Education System	6 - 10
PART II	ORGANISATION, FUNCTIONS AND AIMS OF EDUCATION	11 - 21
i.	Organisation	12 - 18
ii.	Functions	19
iii.	Aims of Education	19 - 21
PART III	REPORTS ON ACTIVITIES IN 2003	22 - 136
ia.	Office of the Minister of Education	22 - 24
ib.	Office of the Director of Education	25 - 33
ii.	Professional Services	34 - 56
iii.	Primary Education	57 - 86
iv.	Secondary Education	87 - 106
v.	Post Secondary, Youth, Sports and Culture and Short Term Training	107 - 136
PART IV	PARTNERSHIP WITH NON GOVERNMENT EDUCATION AUTHORITIES	137 - 138
PART V	CONCLUSION	139 – 140
	APPENDICES	141 - 216

ABBREVIATIONS

NTTHS	Niutoputapu High School
NFHS	Niua Fo'ou High School
SPBEA	South Pacific Board for Educational Assessment
UNESCO	United Nations Educational, Scientific and Cultural Organisation
THSNF/7	Tonga High School National Form 7
EHS	'Eua High School
AO	Area Organiser
ASEO	Assistant Senior Education Officer
AVI	Australian Volunteers International
AYAD	Australian Youth Ambassadors
CWL	Catholic Women's League
CEO	Chief Education Office
CDTC	Community Development and Training Centre
CDU	Curriculum Development Unit
D/DE	Deputy Director of Education
DE	Director of Education
DECC	Distance Education and Communication Centre
EFA	Education For All
EO	Education Officer
FWC	Free Wesleyan Church
HHS	Ha'apai High School
JOCV/JAICA	Japanese Overseas Cooperation Volunteer
LDS	Latter Day Saints
MOE	Ministry of Education
NFHS	Niua Fo'ou High School
OIC	Officer in Charge
PSSC	Pacific Senior School Certificate
RC	Roman Catholic
SEE	Secondary Entrance Examination
SEO	Senior Education Officer
TTC	Teachers Training College
TC	Tonga College
THS	Tonga High School
TIOE	Tonga Institute of Education
TIHE	Tonga Institute of Higher Education
TIST	Tonga Institute of Science and Technology
TMPI	Tonga Maritime Polytechnic Institute
TNYC	Tonga National Youth Congress
TSC	Tonga School Certificate
TSS	Tonga Side School
USP	University of the South Pacific
VSA	Volunteer Service Abroad (New Zealand)

LIST OF FIGURES AND TABLES

SECTION	SUB SECTION	NO.	TITLE	PAGE
PART I		1	Tonga's Education System: The Formal	10
PART II		2	Organizational Chart of the Ministry of Education 2003	18
	TABLES			
PART II		1	Staff Establishment - Ministry of Education: 2003	12-17
PART III	ia	1	Financial Allocation to the Office of the Minister of Education	23
		1	Meetings attended by the Director of Education	27
	ib	1	Expenditure and Revenue for the Ministry of Education in 2003	28
		2	Development Projects Implemented in 2003	29
		3	Number of Volunteers in the Ministry of Education in 2003	30
	ii	1	Meetings and Workshops in 2003	37
		2	Educational Publications in 2003	41-42
		3	Expenses Incurred under the Public Examinations Vote for 2002/2003	44
		4	2001 In-Country Training Workshops and Consultants' Visits	45-46
		5	Number of Schools Presenting Candidates to Examinations in 2003 by Education System and By Level of Examination	46
		6	Number of Schools Presenting Candidates to Examinations in 2003 By District and By Level of Examination	47
		7	Number of Secondary Entrance Examination Candidates in 2003 by Gender and by Age	49
		8	Number of Secondary Entrance Examination Candidates in 2003 by District and by Gender	49
		9	Total Number of Repeaters in the Secondary Entrance Examination in 2003 by District	49
		10	Secondary Entrance Examination Results - 2003: Total Means of Candidates by District	50
		11	Secondary Entrance Examination Results - 2003: Subject Means by District	50
		12	Form 2 Common Examination Results in 2003	51
		13	Results of the Tonga Certificate Examination by Whole Territory since 1988	52
		14	Result of the 2003 Transfer Examinations	53

iii	15	Results of the Pacific Senior Secondary Certificate Examination by Whole Territory since 1989	54
	16a	Results of the New Zealand Bursaries Examinations since 1991 for Tonga High School National Form 7 only	55
	16b	Results of the New Zealand Bursaries Examinations: 2003	55
	17	Results of the IGCSE Qualification for Tonga High School and A & AS Qualification for Tonga High School National Form 7	56
	1	Financial Allocation for the Primary Division in 2003	60-61
	2	Primary Staff and Locations in 2003	62
	3	Primary Schools in the Building Scheme for 2003	63
	4	Total Number of Staff Employed in the Primary Division in 2003	65-66
	5	Serving Teachers in the TIOE and sitting the Class Examinations in 2003	66
	6	Workshops conducted for Primary Schools by Overseas Consultants in 2003	69
	7	Number of Primary School Teachers since 1997	7 0
	8	Teacher/Pupil Ratio since 1997	7 0
	9	Primary School Teachers' Qualifications in 2003 by Education System and by Sex	71
	10	Number of Primary Schools in Tonga by Managing Authority and by District	72
	11	Primary School Enrolment since 1997 by Controlling Authority and by Sex	73
	12	Primary School Enrolment in 2003 by Sex and by Controlling Authority	7 4
	13	Primary School Enrolment by District, by Controlling Authority, and by Sex as of 31 March 2003	74-75
	14	Central District Government Primary Enrolment and Teachers' Number, by School, by Class and by Sex as of 31 March 2003	76
	15	Western District Government Primary Enrolment and Teachers' Number by School, by Class and by Sex as of 31 March 2003	77
	16	Eastern District Government Primary Enrolment and Teachers' Number by School, by Class and by Sex as of 31 March 2003	78
	17	'Eua District Government Primary Enrolment and Teachers' Number by School, by Class and by Sex as of 31 March 2003	79

MINISTRY OF EDUCATION ANNUAL REPORT 2003

	18	Ha'apai District Government Primary Enrolment and Teachers' Number by School, Number by School, by Class and by Sex as of 31 March 2003	80
	19	Vava'u District Government Primary Enrolment and Teachers' Number by School, by Class and by Sex as of 31 March 2003	81
	20	Niuas District Government Primary Enrolment and Teachers' Number by School, by Class and by Sex as of 31 March 2003	82
	21	Church Primary School Enrolment and Teachers' Number by School, by Class and by Sex as of 31 March 2003	82
iv	1	Distribution and Utilisation of Funds Allocated to Secondary Division in 2003	89
	2	Distribution of Funds to Non-Government Secondary Schools	89
	3a	Secondary School Teachers's Qualifications – 23	91
	3b	Government Secondary School Teachers in 2003 by Sex and by Nationality	91
	3c	Teachers in Non-Government Secondary Schools in 2003 by Controlling Authority, by Sex and by Nationality	92
	4	Number of Secondary School Teachers since 1998 by Controlling Authority, by Sex and by Nationality	92
	5	Number of Secondary Schools in 2003 by District, and by Controlling Authority	93
	6	Government Secondary School Enrolment by District and by Sex for 2003	93
	7	Secondary School Enrolment since 1998 by Controlling Authority and by Sex	94
	8	Teacher/Pupil Ratio at the Secondary School Level since 1999	94
	9a	Free Wesleyan Secondary School Enrolment by District and by Sex in 2003	95
	9b	Free Wesleyan Post Secondary School Enrolment by District and by Sex in 2003	95
	10a	Roman Catholic Secondary School Enrolment by District and by Sex in 2003	96
	10b	Roman Catholic Vocational School Enrolment by District and by Sex in 2003	96
	11	LDS Secondary School Enrolment by District and by Sex in 2003	97
	12	Free Church of Tonga Secondary School Enrolment by District and by Sex in 2003	97
	13	Seventh Day Adventist Secondary School Enrolment by District and by Sex in 2003	97
v	1	CDTC Enrolment in 2003 by Programme	111
	2	Occupied Posts at TIST in 2003	115
	3.1	Enrolment in Maritime Courses	116
	3.2.	Enrolment in Technical Courses	116
	4	Programmes Offered by the Maritime Division in 2003	117
	5	Training Programmes Conducted by the Technical Division in 2003	118
	6.1	Enrolment at TIOE by Level and by Gender in 2003	120

6.2.	Enrolment at TIOE by Level, Sponsor, and Gender - 2003	120
7	Enrolment in the Graduate Diploma of Teaching and Learning (Secondary) by Sponsor and by Gender in 2003	122
8	Number of New Scholarship Awards by Donor Countries in 2003	124
9	Distribution of Awards in 2003	124
10	Awards in 2003 by Sponsors, Funding and Level of Study	125
A	NZAID In-Country Training Programmes January – December 2003	132
B	AusAID In-Country Training Programmes January – December 2003	132
C	NZAID Short-Term Training Attachments: Recent STTA Awardees In-Country Training Programmes January – December 2003	133

List Of Appendices		Page
Appendix 1	Examination Results: 2003	141-199
Appendix 2	Secondary and Middle Schools Enrolment - 2003	200 – 209
	CHARTS	
Chart 1	Primary Roll - 2003	210
Chart 2	Number of Primary Students Sitting the Secondary Entrance Examination In Districts – 2003	211
Chart 3	Result of the Secondary Entrance Examinations for 2003 Average in each District	212
Chart 4	Results of the Tonga School Certificate Examinations since 1989	213
Chart 5	Results of the Pacific Senior Secondary Certificate Examinations since 1988	214
Chart 6	Number of Secondary Teachers since 1998	215
Chart 7	Grants to Non-Government Schools – 2003	216

List Of Appendices		Page
Appendix 1	Examination Results: 2003	110
Appendix 2	Primary School Enrolment As Of 31 October 2001	111 – 113
Table 1	School Enrolment By Age, By Sex And By Controlling Authority By Whole Territory: Government And Mission Primary Schools	111
Table 2	School Enrolment By Age, By Sex And By Controlling Authority By Whole Territory: All Government Primary Schools	112
Table 3	School Enrolment By Age, By Sex And By Controlling Authority By Whole Territory: All Mission Primary Schools	113
Appendix 3 (1)	Secondary And Middle Schools - Enrolment 2001	114 – 116
Table 1	All Controlling Authorities By Age, By Sex And By Form Level	114
Table 2	Government Secondary And Middle Schools By Age, By Sex And By Form Level	115
Table 3	Non Government Secondary And Middle Schools By Age, By Sex And By Form Level	116
Appendix 3 (2)	Secondary And Middle Schools - Dropouts 2001	117 – 199
Table 1	All Controlling Authorities By Age, By Sex And By Form Level	117
Table 2	Government Secondary And Middle Schools By Age, By Sex And By Form Level	118
Table 3	Non Government Secondary And Middle Schools By Age, By Sex And By Form Level	119
Appendix 3 (3)	Secondary And Middle Schools - Repeaters 2001	120 – 122
Table 1	All Controlling Authorities By Age, By Sex And By Form Level	120
Table 2	Government Secondary And Middle Schools By Age, By Sex And By Form Level	121
Table 3	Non Government Secondary And Middle Schools By Age, By Sex And By Form Level	122
Appendix 4	Student Access/Pathways To Post Compulsory Education	123
Appendix 5	Examination Results: 2001	124 – 178
	Secondary Entrance Examination	124
	Form 2 Common Examination	125
	Tonga School Certificate Examination	126 – 156
	Pacific Senior Secondary Certificate Examination	157 - 174
	New Zealand Bursaries Examination	175 - 178
Appendix 6		179
Appendix 7	Directory	

CHARTS		PAGE
FIGURE 1	Tonga's Education System: The Formal Structure	8
FIGURE 2	Organisational Chart of the Ministry of Education in 2001	14

List Of Appendices			Page
Appendix 1	Examination Results: 2003		110
Appendix 2	Primary School Enrolment As Of 31 October 2001		111 – 113
Table 1	School Enrolment By Age, By Sex And By Controlling Authority By Whole Territory: Government And Mission Primary Schools		111
Table 2	School Enrolment By Age, By Sex And By Controlling Authority By Whole Territory: All Government Primary Schools		112
Table 3	School Enrolment By Age, By Sex And By Controlling Authority By Whole Territory: All Mission Primary Schools		113
Appendix 3 (1)	Secondary And Middle Schools - Enrolment 2001		114 – 116
Table 1	All Controlling Authorities By Age, By Sex And By Form Level		114
Table 2	Government Secondary And Middle Schools By Age, By Sex And By Form Level		115
Table 3	Non Government Secondary And Middle Schools By Age, By Sex And By Form Level		116
Appendix 3 (2)	Secondary And Middle Schools - Dropouts 2001		117 – 199
Table 1	All Controlling Authorities By Age, By Sex And By Form Level		117
Table 2	Government Secondary And Middle Schools By Age, By Sex And By Form Level		118
Table 3	Non Government Secondary And Middle Schools By Age, By Sex And By Form Level		119
Appendix 3 (3)	Secondary And Middle Schools - Repeaters 2001		120 – 122
Table 1	All Controlling Authorities By Age, By Sex And By Form Level		120
Table 2	Government Secondary And Middle Schools By Age, By Sex And By Form Level		121
Table 3	Non Government Secondary And Middle Schools By Age, By Sex And By		122

MINISTRY OF EDUCATION ANNUAL REPORT 2003

	Form Level	
Appendix 4	Student Access/Pathways To Post Compulsory Education	123
Appendix 5	Examination Results: 2001	124 – 178
	Secondary Entrance Examination	124
	Form 2 Common Examination	125
	Tonga School Certificate Examination	126 – 156
	Pacific Senior Secondary Certificate Examination	157 - 174
	New Zealand Bursaries Examination	175 - 178
Appendix 6		179
Appendix 7	Directory	

PART I

INTRODUCTION

TONGA'S NATIONAL

EDUCATION

SYSTEM

TONGA'S NATIONAL EDUCATION SYSTEM

1. HISTORICAL PREFACE

- 1.1. The first missionaries, belonging to the London Missionary Society, landed in Tonga in 1797. In 1799, the murder of the King, Tuku'aho, the Tu'i Kanokupolu, brought Tonga into a period of serious strife, during which three of these missionaries were murdered. The remaining four missionaries left Tonga, and no further attempt was made to christianise the country for some years. In 1822, the Rev. Walter Lawry, of the Wesleyan Missionary Society arrived but he left sixteen months later because of the menacing attitude of the local people. A further effort was made in 1826 when the Wesleyan Mission gained foothold in Tonga, under the leadership of the Rev. J. Thomas and Rev. Hutchinson. This Mission was able to establish the first school on 17 March 1828. However, it was the Rev. J. Turner who planned the first orthography and began writing simple books to be used in the schools.
- 1.2. Formal education, primary education initially, was first introduced into Tonga by the missionaries in the early 19th century. The first school was opened at Hihifo with twenty students, mostly adults. A little later, a second school was opened in Nuku'alofa, with a roll of fifty. Instruction in these schools was in Tongan, and the subject matter was directly connected with Christian teaching and the Bible. The missionaries found it necessary to educate the local people not only on moral and religious issues but also on basic skills such as literacy, numeracy and writing so that they could better understand the implications of the new faith. The establishment of the first schools however received some opposition particularly from Ata, a chief who was a strong adherent of the old faith. Despite the opposition, the schools continued to grow resulting in the shortage of teachers. This led to the adoption of the Monitorial system of Lancaster and Bell System, which had been used in England at the beginning of the nineteenth century. Textbooks were written in longhand, and copies made by Tongans selected for the legibility of their handwriting.
- 1.3. The work of the Mission was extended to Ha'apai at the request of King Taufa'ahau, and between 1830 and 1832, Rev. Thomas established six schools in Ha'apai, with a total roll of 1,037 pupils who were mainly adults. In the same year, there were 953 pupils enrolled in the schools in Tongatapu. In September of 1835, Taufa'ahau, who later became King George Tupou I, ordered his chiefs to conduct a census of the Ha'apai Group. It was found that Ha'apai had a total population of 4,654 of whom 3,448 were alleged members of the Wesleyan Church; 214 were leaders; 80 were preachers; 429 were teachers and 3,158 or 68% of the entire population were enrolled in the 54 schools established in the group. With increasing knowledge, the pupils were graded into classes, and the syllabus was extended beyond mere Biblical studies. Taufa'ahau, his wife and six others commenced a study of the English language. At this time, Rev. Turner wrote:

"We are convinced that something ought to be done for the younger part of our charge than has yet been done; to give them a more regular and thorough education. There is no regular plan of teaching writing and branches of useful learning. We are such in want of someone to commence infant schools in these islands. Why may we not have school masters and school mistresses in these islands as well as at other mission stations?"
- 1.4. The war of 1852 disrupted education, and life generally throughout the islands. Ten years prior to the outbreak of this war, a Roman Catechetical school had been opened by Father Chevron at Pea. He was supported by Chiefs Moeaki and Ma'afu, adherents of the old religion, but who opposed the rising power of Taufa'ahau and his alliance with the Protestant missionaries. The conversion of the Tu'i Tonga, Laufilitonga, to Roman Catholic in 1848 had a marked effect on interest in the work of that mission. During the Pea War of 1852, all schools were closed and Missionaries were forced to take refuge wherever they could find a group friendly enough to offer sanctuary. Immediately after the cessation of hostilities, Fr. Lamaze opened a Catholic day school for boys. This school remained limited until the establishment of St. Peter Chanel's School, 'Apifo'ou, in 1866, a co-educational establishment.
- 1.5. The establishment of the constitutional government in 1862, together with the acceptance of Christianity, saw increasing demand for trained people to run the various establishments in the newly established government, as well as those to become religious instructors and church ministers. The first secondary school was therefore established by the Wesleyan Mission in 1866. This was founded by King George Tupou I, the King responsible for many modern reforms in Tonga. On this school, he conferred his name, Tupou College, and to it he sent his grandsons. Much of the syllabus was the same as in many English grammar schools during the nineteenth century.

- 1.6. In 1876, the first Act of Parliament was passed, regulating Education in Tonga and thus making it compulsory for ages 7 - 16 years old. Later in 1882, this Act was revised. Under the terms of the 1882 Act, all existing primary schools became Government schools (Clause 2), and the Premier became the Minister of Education (Clause 3). The same Act also empowered the Premier to be responsible for the appointment of an Assistant Minister of Education, and all officials connected with education. He would also have charge of all school buildings and the dwelling of teachers. Clauses 5 and 6 dealt with the establishment of schools, it being decreed that:

'In all Wesleyan towns where there were over thirty children, a Wesleyan school master shall be appointed,' And similarly, in Roman Catholic settlements, a Catholic schoolmaster was to be appointed. In all other cases, the appointment was to be made by the Legislative Assembly. In all Wesleyan schools, the Protestant Bible shall be read daily, and in all Catholic schools, the Catholic Bible shall be read daily (Clause 7). Further, each school was to open from 9 to 10 each Wednesday, while it was lawful for a Minister of Religion to enter a school to instruct children of his own denomination (Clause 8). Clause 9 provided for the commencement and conclusion of all school sessions with a prayer.

- 1.7. Clauses 10-14 dealt with the establishment of schoolhouses and dwellings of teachers, and the acquisition of all existing church schools. New schools were to be built in villages where the Legislative Assembly decided that the need existed. They were to be built by the equal work of all taxpayers, as directed by the town officer, with a penalty of ten dollars fine for failing to assist. All buildings were to be built 'in a style worthy of the Government of good native houses,' the size to be in proportion to the number of children attending the school. The women of the village were to make the matting for the floor, with a one-dollar fine in default. Existing church schools were to be removed to the education compound in each village, and compensation was to be paid to churches for these buildings. Similarly, it was the responsibility of the community to build good houses for the teachers.
- 1.8. The Premier was to be responsible for the decision on the type of books to be used, and parents were required to buy suitable books for their children (or else suffer a fine of one dollar). All books were to be offered for sale at a reasonable price by the Government (Clause 15).
- 1.9. Clauses 16-18 covers the appointment and payment of teachers. All teachers were to be appointed by the Premier, who was responsible for the examination of teachers. Salaries were to be commensurate with competence, and in proportion to the number of children attending the school, and on the result of school examinations. The salary paid depended on these criteria, and also on the amount of money granted each year by the Legislative Assembly for this purpose. Salaries were to be paid quarterly.
- 1.10. Attendance and leaving regulations appear in Clauses 20-24. These made school attendance compulsory for all between the ages of 5 and 16 years, and no child was permitted to leave school without the permission from the School Inspector. Such permission was granted only to those who could read, write, and do 'compound division' satisfactorily. Absenteeism was an offence excusable only by illness, and no child was permitted to change to another school without the permission of the Inspector. Fines of up to 15 dollars were imposed for breaches of these regulations.
- 1.11. Such was the state of Education in 1882, which also saw the establishment of the first government secondary school, Tonga College. Some amendments were made to the 1882 Act and were included in a further Act passed in 1893. This Act and further Acts of 1903 and 1913 are mentioned in official documents but no copies of these Acts can be found. The records of this period are believed to have been destroyed by a fire some time in the 1920's. It appears that one of these Acts may have legalised the re-opening of the Mission primary schools, as from 1906 these schools began to appear in the villages again.
- 1.12. The Education Act of 1927 is considered as probably the beginning of modern secondary education in Tonga. Implementation of the various provisions saw major changes to the curriculum and assessment as well as a general expansion of secondary schools. A common syllabus for all secondary schools was introduced with definite programmes for those intending to enter the civil service. A selection examination was introduced at the end of primary education as well as the Public service, Scholarships and Teachers' Certificate Examinations.

- 1.13. Minor amendments were made to the 1927 Act, which were consolidated in 1947. This Act was later repealed by the 1974 Act, which is in force at the present time. Under the terms of this Act, 'compulsory school age' is 'any age between six years and thirteen years and accordingly every person shall be deemed to be of compulsory school age if he has attained the age of six years and has not attained the age of fourteen years.' However, the Act further stipulates that a child is exempted from compulsory attendance if:
- (i) There is no school within walking distance of the child's place of residence;
 - (ii) The parent or guardian makes other arrangements, deemed by the Minister to be suitable and efficient for the education of the child;
 - (iii) The child has completed six years of primary education;
 - (iv) The child is prevented from attending school by sickness or other unavoidable cause.
- 1.14. The Minister of Education is responsible for the administration of this Act on behalf of the Government, 'and all acts done by him or under his direction or authority shall be deemed to have been done by Government.'

KEY EVENTS SINCE THE 1970'S

1970

- Examinations available: Tonga Higher Leaving Certificate, New Zealand School Certificate (NZSC), Victoria School Certificate, New South Wales School Certificate, Victoria Matriculation, New South Wales Matriculation, New Zealand University Entrance (NZUE);
- Scholarships Officer post established;
- Catholics phased out primary education.

1971

- Primary curriculum development began.

1972

- First Tongan Director of Education appointed - Mr. Sione Na'a Fiefia;
- Senior Education Officer (SEO) post for Secondary education established.

1974

- SEO posts for Primary and Post-Secondary created.

1975

- Supervising Teacher (ST) posts for Primary Education created.

1976

- Curriculum Development Officer post created and Curriculum Development Unit established.

1980

- Tonga became a member of the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

1982

- Niuatoputapu District High School established.

1984

- Establishment of the Tonga National Commission for UNESCO

1985

- Tonga Maritime Polytechnic Institute (TMPI), Vava'u High School and Community Development & Training Centre (CDTC) established.

1986

- 'Eua High School established. Founding of the Diploma in Education programme at Teacher' Training College.

1987

- New Zealand School Certificate examination localised and known as the Tonga School Certificate (TSC).

1988

- Pacific Senior Secondary Certificate (PSSC) examination introduced to replace NZUE.

1990

- Niuafo'ou High School established;
- Computer Training began.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

1991

- National Form 7 Programme established.

1992

- Distance Education, Research and Communications Centre established; Satellite programme established.

1993

- Diploma in Agriculture, Tourism and Hospitality, and Accounting Studies established at CDTC.

1995

- Masters programme through distance education.

1996

- Government formally recognises the CDTC Diploma in Agriculture and Accounting Studies as equivalent to Diploma programmes awarded by recognised overseas institutions; First graduates of CDTC Diploma programme awarded with certificates;
- Introduction of Strategic Planning Exercise; Education Regulation Expert recruited under Australian Staffing Assistance Scheme to review education regulations; Access to E-mail and INTERNET established.

1997

- Establishment of the Tonga College Development Committee;
- Establishment of the Teachers' Resources Centre in Tongatapu in September;
- Introduction of the Quality Management Programme for the Ministry, beginning at the Curriculum Development Unit under the assistance of the New Zealand Government.

1998

- Establishment of the Royal School of Science;
- Establishment of trial units through Distance Education for 3 Diploma I subjects for teacher training for teachers who hold Class I Teaching Certificate;
- First Orientation Programme offered for Tongan scholarship awardees;
- Establishment of Diploma Programme in Information Technology.

1999

- Establishment of Post Graduate Diploma in Teaching for Graduate Teachers;

2000

- Tonga High School gutted by fire – make shift tents used as temporary classrooms

2001

- Ha'apai High School established;
- Minister of Education of 32 years (Dr. S. Langi Kavaliku) retires.
- Hon. Tutoatasi Fakafanua becomes Minister of Education on 25 January 2001

2002

- Appointment of the Hon. Interim Minister of Education, Paula S. Bloomfield on 2nd January 2002. Hon. Paula S. Bloomfield was Director of Education before he became Interim Minister of Education.
- Appointment of Viliami Takau (Kula-he-Ako) as Director of Education.
- Establishment of the Tonga Institute of Higher Education (TIHE).
- First Bachelor in Accounting and Information Technology through Distance Education in Tonga.
- Launching of the Tonga Education Sector Study.
- Ha'apai High School sits the TSC for the first time.
- Takeover of the Tonga Civil Service Training Centre.
- Health Programme through distance education.
- Relocation of TIOE to the Tonga National Form 7 compound.
- Establishment of the Tonga Institute of Sports.

2003

- The Draft of the Strategic Plan for Education in Tonga 2003 – 2013 was completed.
- Completion of the Tonga-Education Sector Study (TESS) Final Report.
- Signing of Contract between the Government of Tonga and the Government of the People's Republic of China for the Reconstruction of Tonga High School.
- Ground Breaking Ceremony for Tonga High School Reconstruction Project.
- The official handing over of the management of M.V Takuo from the Ministry of Fisheries to the Ministry of Education.
- Reconstruction of schools that were destroyed / damaged by Hurricane Waka in Vava'u by the Government of Tahiti.
- Signing of the Agreement on the European Union Aid to Tonga between the Government of Tonga and the European Union and the first time for the Ministry of Education to be directly responsible for its own projects.
- The completion of the Tonga Education Sector Study that was launched in 2002.

Sources: *Turner, P., and Wilson, M. The Report of the Ha'apai Section for the Year Ending June, 1839;*
Tonga Government Gazette: 6 December 1882;
Laws of Tonga, Volume 3, Chapter 86, 1988;
Annual Reports of the Ministry of Education prior to 2002.

2. THE EDUCATION SYSTEM

- 2.1. 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). Figure 1 below illustrates the division of the national education system into the levels of education in Tonga.
- 2.2. 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.
- 2.3. 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, teacher appointments, dismissal and admission of pupils to public schools.
- 2.4. In 2003, Education received the highest allocation of public expenditure, \$ 15,524,065-00 to carry out its annual programmes.
- 2.5. In 2003, there were 119 primary schools with 17,891 students. Of these, 107 (91.2%) were operated by Government, with the remainder being managed by mission and private authorities. Access is 100% or universal, whereas participation rate at this level is estimated at 99.9%. Those who do not attend school are either severely handicapped or terminally ill and are exempted from school upon the recommendation of Health Authorities.
- 2.6. For the same year, there were 42 secondary and middle schools with 14,592 students. Of these, 10 (24.4%) were operated by Government with the remaining schools managed by eight non-government education authorities. For the year under review, the latter received a government subsidy of \$100 per student. In addition, they have the privilege to apply for importation of materials and equipment for educational purposes free of imports duty, including vehicles and school building materials. Participation rate at this level is approximately 100% up to the age of 16 or Form 5 level.
- 2.7. Under Post-Secondary Education, Government continues to provide 60 percent of facilities and training, compared to 53 percent in previous years. The remaining 40 percent is owned and administered by mission and private authorities. Tonga's training provision within the formal education sector includes the following:
 - 2.7.1. *Community Development and Training Centre (CDTC)*
 - 2.7.1.1 This Centre was established in 1985 under the Ministry of Education. At present, it provides, coordinates and facilitates the implementation of non-formal education programmes (technical and non-technical) to the public and private sectors for upgrading knowledge and skills related to different occupations in the labour market. The Centre also provides certificate and diploma programmes in Accounting, Agricultural Studies and Tourism, Hospitality and Catering Studies and is also responsible for tertiary education and training.
 - 2.7.1.2 His Majesty King Taufa'ahau Tupou IV officially opened the Centre for Information Technology on Monday 1st of July 2002. On this occasion, the Bachelor of Business (Majoring in Accounting) degree offered by "The Open Polytechnic of New Zealand" (TOPNZ) at this centre was also launched. There were 25 students enrolled in this degree programme.
 - 2.7.2. *Tonga Maritime Polytechnic Institute (TMPI) a.k.a. Tonga Institute of Science and Technology*
 - 2.7.2.1. This is a Government training institution under the administration of the Community Development and Training Centre (CDTC). It provides maritime training for deckhands, motormen, stewards and cooks for shipping companies. The Institute also offers training in

MINISTRY OF EDUCATION ANNUAL REPORT 2003

other trade areas such as general engineering (Fitting, Turning, Welding, etc.), automotive, electrical, carpentry and so forth up to certificate levels. It also offers non-formal training programmes to technical employees and small boat owners in terms of sea safety precautions, engine maintenance, welding, hydraulics and pneumatics. Trade testing and certification is also carried out by the Institute in some trade on behalf of the Ministry of Education.

2.7.3. *Teachers Training College (TTC) a.k.a. Tonga Institute of Education (TIOE)*

- 2.7.3.1. This institution is also under the administration of CDTC. It trains primary and secondary school teachers in government and non-government education systems up to diploma level. It offers a three-year pre-service training programme for school leavers, with a credit of one year for serving teachers with a Class I Certificate and school leavers with Bursary qualifications. It also offers a one-year postgraduate Diploma in Teaching for Graduate Teachers. This Institute is now located at Halafo'ou and it occupies the buildings in which the Tonga High School National Form 7 and DECC previously occupied.

2.7.4. *Distance Education and Communications Centre (DECC)*

- 2.7.4.1. This Centre is administered also by CDTC. It concentrates on the delivery of training and education programmes through the distance education mode, research into Marine Science, and more recently, Video Production and Computer training at Certificate and Diploma levels for both the private and public sectors. This Centre has moved its location from Halafo'ou to the CDTC Centre.

2.7.5. *Queen Salote School of Nursing*

- 2.7.5.1. The nursing school is administered by the Ministry of Health. It recruits and trains school leavers to become nurses in government hospitals and health centres throughout the Kingdom. It also provides in-service and specialised training for nursing staff as well as a certificate programme in nursing for both the private and public sectors.

2.7.6. *Tonga Health Training Centre*

- 2.7.6.1. Through this Centre, the Ministry of Health provides non-formal Health Awareness programmes through the radio and television to the public. At the village/community level, health programmes are provided to experienced women in the area of child delivery. Other programmes include training for health officers, public health inspectors, X-ray assistants, laboratory assistants, district medical officers and dental chair-side assistants.

2.7.7. *Tonga Defence Force*

- 2.7.7.1. This Department offers short-term training in the areas of building construction, electrical and motor mechanics to provide for its own requirements. It recently introduced training in computer programming which is open to any interested individual.

2.7.8. *Police Training School*

- 2.7.8.1. This school is administered by the Ministry of Police, and provides basic training for its recruits to the police force, fire and prison services. The Police Mobile Unit (PMU) and Tonga Police Band are also stationed and trained at this Training school.

2.7.9. *Royal School of Science*

- 2.7.9.1. This school was established in 1998 and is currently administered by the Tonga Defence Force. It offers programmes up to a Bachelor's level on Defence and Information Technology through Distance mode.

2.7.10. *University of the South Pacific (USP) Tonga Centre*

- 2.7.10.1. This Centre offers formal (up to Master's degree level) and non-formal programmes to local students/individuals through the distance education mode.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

- 2.7.11. *St. Joseph's Business College*
- 2.7.11.1 This is a Catholic owned institution, which provides training for school leavers and in-service training to employees (government and non-government) in the areas of business, typing and secretarial work.
- 2.7.12. *'Ahopanilolo Technical College*
- 2.7.12.1 This vocational College is managed also by the Catholic Education System and focuses on the training of chefs and trainees for the hospitality and tourism industry. Fashion and Design are also offered at this institution.
- 2.7.13. *Mont fort Technical Institute*
- 2.7.13.1. This Institute is also operated by the Catholic Education System and was established late in 1996 to provide basic training for Form 4 school leavers in the areas of carpentry, automotive, painting, welding, and so forth.
- 2.7.14. *Hango Agricultural College*
- 2.7.14.1. This training institution operates under the Free Wesleyan Church Education system and offers training to school leavers and adults on farming concepts to diploma level (Massey University). It mainly trains personnel within the FWC's scope of requirements.
- 2.7.15. *'Atenisi Institute*
- 2.7.15.1. A private institution which consists of a secondary division and a university. Its scope of training at post secondary level is mainly in the arts and sciences up to the Master's degree level.
- 2.8. In addition to these formal courses, training under non-formal provisions is also administered by both Government and Non-Government sectors. Some of these include:
- 2.8.1. *University of the Nations*
- 2.8.1.1. This is 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 programmes, including carpentry and community development.
- 2.8.2. *Sia'atoutai Theological College*
- 2.8.2.1 This institution is under the administration of the Free Wesleyan Church of Tonga, and it offers study programmes to school leavers and experienced adults (including trained teachers) who wish to graduate with a diploma or degree in divinity, the latter which is in collaboration with the University of Auckland under a twinning arrangement. The College also offers in-service training to pastoral ministers and members of the Church, as well as formal courses such as English and Computer Studies for their trainees.
- 2.8.3 *Catholic Women's League (CWL)*
- 2.8.3.1. This organisation was set up by the late Bishop Patelesio Finau of the Roman Catholic Church in 1992. It currently provides training and counselling to the women youth and young children in Tonga. All training and counselling is coordinated by the Centre for Women and Children at Fasi Moe Afi.
- 2.8.4 *Tupou High School of Business*
- This institution is also under the administration of the Free Wesleyan Church of Tonga. It offers Diploma and Certificate in Business from the Whitireia Polytechnic of New Zealand.
- 2.8.5. A variety of ad-hoc short courses are also offered by both government departments and the private sector. The major ones include *the Short Term Training Centre (STTC)*, which was once known as the Civil Service Training Centre under the management of the Establishment Division of the Prime Minister's Office. Today, the STTC is under the management of the Ministry of Education. This change of management became effective on the 1st July 2002.

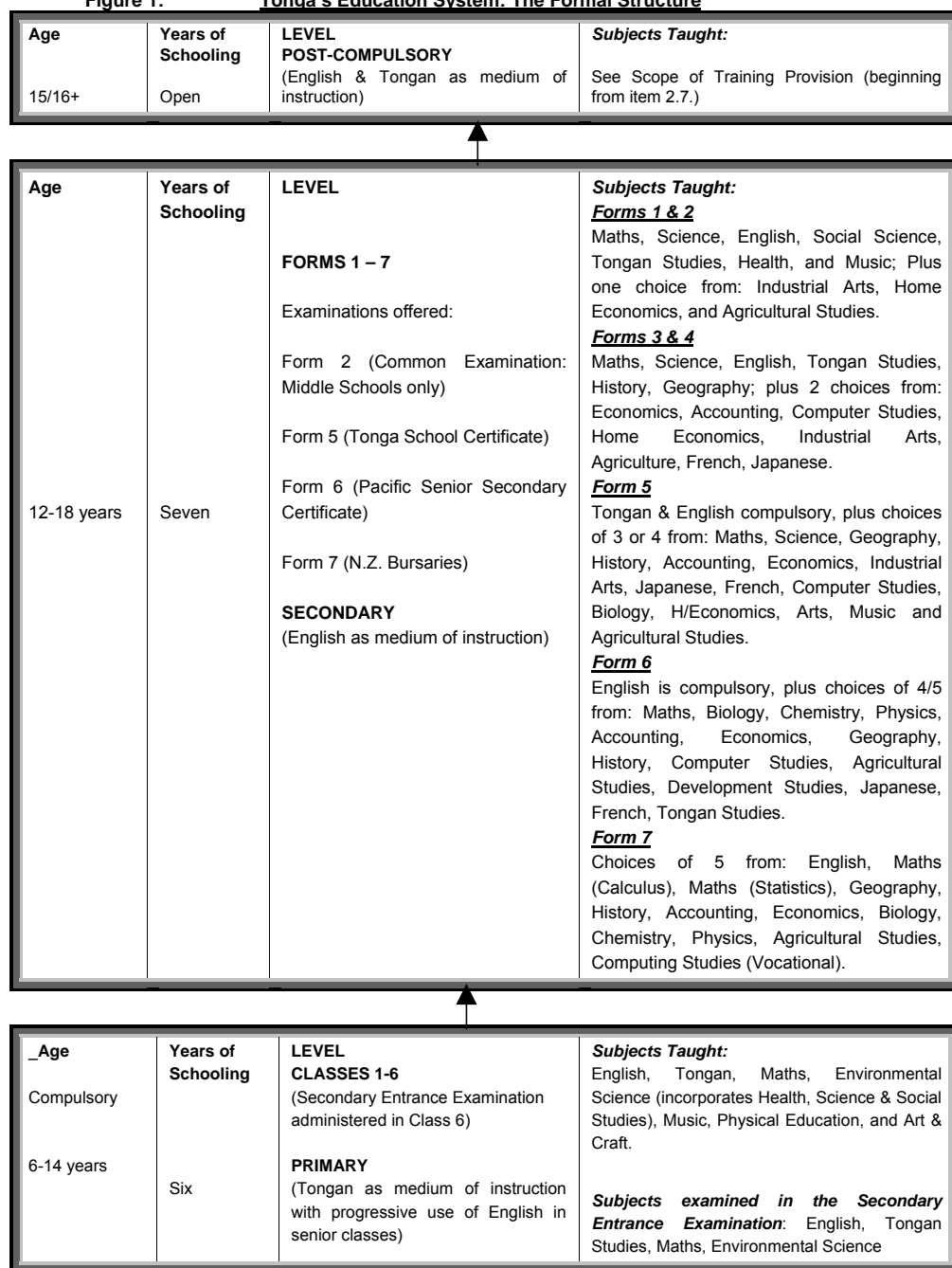
MINISTRY OF EDUCATION ANNUAL REPORT 2003

The centre provides training to help upgrade training for civil servants and employees of the private sector, mainly in administrative, managerial and supervisory skills); *Langafonua 'a Fafine Tonga* (basic training for women in improving quality of life, leadership and other such specific skills); the *Tonga Development Bank* (training in small business development) and the *Tonga National Youth Congress* (TNYC) (life skills, AIDS and Population Education Awareness, Small Business Schemes, and so forth).

- 2.9. The major task of the Ministry of Education is to ensure that the population is provided with quality Educational programmes, which ensure that the appropriate skills, knowledge and attitudes needed by the population are achieved and that it meets the objectives of Tonga's developmental planning. With the achievement of universal primary and secondary education, increasing attention is targeted at the development of Post-Secondary education, particularly skills training in areas, which are urgently needed to generate employment opportunities and achieve sustainable economic growth.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Figure 1: Tonga's Education System: The Formal Structure



PART II

ORGANISATION,

FUNCTIONS

AND

AIMS OF EDUCATION

ORGANISATION, FUNCTIONS AND AIMS OF EDUCATION

1. ORGANISATION

1.1. Structure

- 1.1.1. The Ministry of Education is organised in accordance with its main functions approved by the Minister of Education under the powers conferred on him by the 1974 Education Act. The Organisational Chart in Figure 2 below denotes the structure into which these functions were organised and allocated in 2003.

1.2. Staff Establishment

- 1.2.1. The organisation of the Ministry of Education, as shown in Figure 2, determines the deployment of staff, both teaching and non-teaching, throughout the main Divisions of the Ministry. Table 1 below shows the establishment of staff and number of posts by 31 December 2003.

Part II: Table 1: Staff Establishment – Ministry of Education: 2003

DIVISION	DESIGNATION	NO. OF POSTS	REMARKS
<i>Minister's Office</i>	Minister	1	
	Senior Assistant Secretary	1	
	Computer Programmer	1	Vacant
	Senior Executive Officer	1	
	VIP Driver	1	Vacant
	Assistant Secretary	1	Vacant. To serve the Tonga National Commission for UNESCO.
Sub-total		6	
<i>Office of the Director</i>	Director	1	
	Deputy Director of Education	1	
(Secretariat)	Chief Education Officer	1	
	Senior Education Officer	1	
-Administration & Personnel	Assistant Senior Education Officer	2	
-Budget & Accounts	Education Officer	2	1 vacant.
-General Affairs	Principal Accounting Officer	1	
-Policy & Planning	Senior Accounting Officer	1	Vacant
-Registry	Executive Officer	1	
-Transport Pool	Clerk Typist Gr. 1	1	Vacant
	Clerk Typist Gr. 2	1	
	Clerk Typist Gr. 3	1	Vacant
	Shorthand Typist Gr. 3	1	Vacant
	Computer Operator Gr. 1	1	Vacant
	Computer Operator Gr. 2	1	Vacant
	Computer Operator Gr. 3	1	
	Clerk Class I	1	
	Clerk Class II	2	One on Secondment to Soccer
	Clerk Class III	2	One Attached to THS
	Transport Supervisor	1	

MINISTRY OF EDUCATION ANNUAL REPORT 2003

	Driver	2	
Sub-total		25	
Professional Services	Chief Education Officer	2	1 Exams; 1 (Vacant) CDU
Secretariat	Senior Education Officer	7	1 for Direction, 5 for CDU & 1 for Exams
Curriculum	Assistant Senior Education Officer	9	7 for CDU and 2 for Exams
Examinations	Senior Lecturer	1	Exams
	Education Officer	11	7 for CDU, 3 for Exams, 1 for Direction
	Assistant Teacher	8	5 for CDU & 3 for Exams
	Computer Programmer	1	Direction: vacant
	Printing Officer Gr. 1	1	CDU
	Audio Visual Aids Officer	1	CDU
	Computer Operator Gr. 3	1	Exams: vacant
	Assistant Computer Programmer	2	Exams
	Driver	2	1 for CDU & 1 for Exams
	Clerk/Typist Gr. 1	2	1 for CDU & 1 for Exams
	Clerk Class 3	1	Direction
	Clerk/Typist Gr. 3	1	Direction
Sub-total		50	
Primary Education	Deputy Director	1	
	Chief Education Officer	1	
Secretariat	Assistant Senior Education Officer	6	
Field Offices	Education Officer	5	
Inspectorate	Attendance Officer	1	
Schools (107)	Chief Inspector of Schools	1	
	Senior Inspector of Schools	1	
	Inspector of Schools	4	
	Assistant Senior Inspector of Schools	3	
	Area Organiser	5	
	Senior Area Organiser	1	
	Assistant Senior Area Organiser	3	
	Supervising Teacher	10	
	School Broadcasting Officer	2	
	Accounting Officer	1	
	Chief Clerk	1	
	Clerk Class II	1	
	Clerk Typist Grade II	1	Vacant
	Computer Operator Gr. 3	1	
	Computer Assistant	1	Vacant
	Clerk/Typist Gr. 3	1	
	Driver	3	
	Master M.V. Pako	1	

MINISTRY OF EDUCATION ANNUAL REPORT 2003

	Engineer; M.V. Pako	1	
	Deckhand	1	Vacant
	Head Teacher Gr. 1	4	
	Head Teacher Gr. 2	16	
	Teacher in Charge Gr. 1	20	
	Teacher in Charge Gr. 2	24	
	Teacher in Charge Gr. 3	31	
	First Assistant Teacher Gr. 1	4	
	First Assistant Teacher Gr. 2	17	
	First Assistant Teacher Gr. 3	17	
	First Assistant Teacher Gr. 4	25	
	Infant Mistress Gr. 1	4	
	Infant Mistress Gr. 2	19	
	Infant Mistress Gr. 3	18	
	Infant Mistress Gr. 4	34	
	Senior Assistant Teacher	4	
	Senior Assistant Teacher Cl. I	248	
	Senior Assistant Teacher Cl. II	54	
	Senior Assistant Teacher Cl. III	90	
	Senior Assistant Teacher Diplomate	2	
	Overseas Trained Teacher/Diplomate	45	
	Assistant Teacher Graduate	9	
	Deputy Principal Gr. I	1	
	Deputy Principal Gr. II	5	
	Deputy Principal Gr. III	15	
	Principal Gr. I	1	
	Principal Gr. II	4	
	Principal Gr. III	15	
	Trained Uncertificated Teacher	53	
	Assistant Teacher Diplomate	91	
	Assistant Teacher	12	
	Junior Principal	1	Tonga Side School
	Junior Deputy Principal	1	Tonga Side School
	Assistant Teacher Graduate	1	Tonga Side School
	Assistant Teacher Diplomate	15	Tonga Side School
	Night Watchman	1	Tonga Side School
Sub-total		958	
<i>Secondary</i>	Deputy Director	1	
<i>Education</i>	Chief Education Officer	1	
<i>Secretariat</i>	Senior Education Officer	2	1 attached to Exams

MINISTRY OF EDUCATION ANNUAL REPORT 2003

-Schools (8)	Assistant Senior Education Officer	2	1 attached to Planning Unit; 1 attached to DECC
	Clerk/Typist Gr. 3	8	1 each for Direction; TC; THS; F7; NTT; EHS; NFHS; VHS; 1 vacant
	Clerk Class III	7	1 for Direction, 2 for TC; 1 for THS; 1 for THSNF/7; 1 for VHS; 1 for 'EHS
	Driver	5	2 vacant
	Librarian	4	1 each for VHS, 'EUA (Vacant), HHS, NFHS (Vacant)
	Principal	8	1 for each of the 8 schools (HHS vacant)
	Deputy Principal	11	2 each for THS; TC; VHS and 1 for each of the remaining Sec. Schools
	Senior Lecturer	44	9 for TC, 11 for THS; 8 THSF7; 7 for VHS & 5 for 'EHS, 4 for HHS
	Secondary Assistant Teacher	3	THS
	Senior Tutor	4	1 for TC; THS; VHS and 1 vacant at HHS
	Senior Mistress	4	1 for THS; VHS; 'EUA and 1 vacant at HHS
	Assistant Teacher Graduate	74	19 TC; 22 THS; 2 NTTHS; 13 VHS; 9 EHS; 2 NFHS; 7 (Vacant)
	Assistant Teacher Diplomee	166	40 TC; 38 THS; 11 NTTHS; 31 VHS; 31 EHS; 2 NFHS; (1 vacant EHS, VHS, NFHS,) 13 Vacant)
	Assistant Teacher	34	16 HHS; 8 NFHS; 10 THS
	Assistant Farm Manager	1	TC
	Band Master	1	TC
	Farm Manager	1	TC Vacant
	Driver/Farm Assistant	2	TC
	Farm Assistant	2	TC
	Cook	1	TC
	Caretaker/Handyman	4	1 each for VHS, TC (vacant), 1 HHS (vacant) & EHS
	Computer Operator Gr. 3	1	HHS: vacant
	Night Watchman	2	1 for THS and 1 vacant at HHS
	Clerk Class 2	5	1 for HHS (vacant); VHS; THS; THSNF/7;TC
	Sub-total	398	
	Deputy Director of Education (Youth, Sports and Culture)	1	
-Youth, Sports & Culture	Assistant Senior Education Officer	2	
	Education Officer	1	
	Assistant Teacher	2	
	Trainer/PE Specialist	1	(Vacant)
	Sub-total	7	
Post Secondary	Deputy Director	1	
	Deputy Principal	1	
	Planning Officer	1	

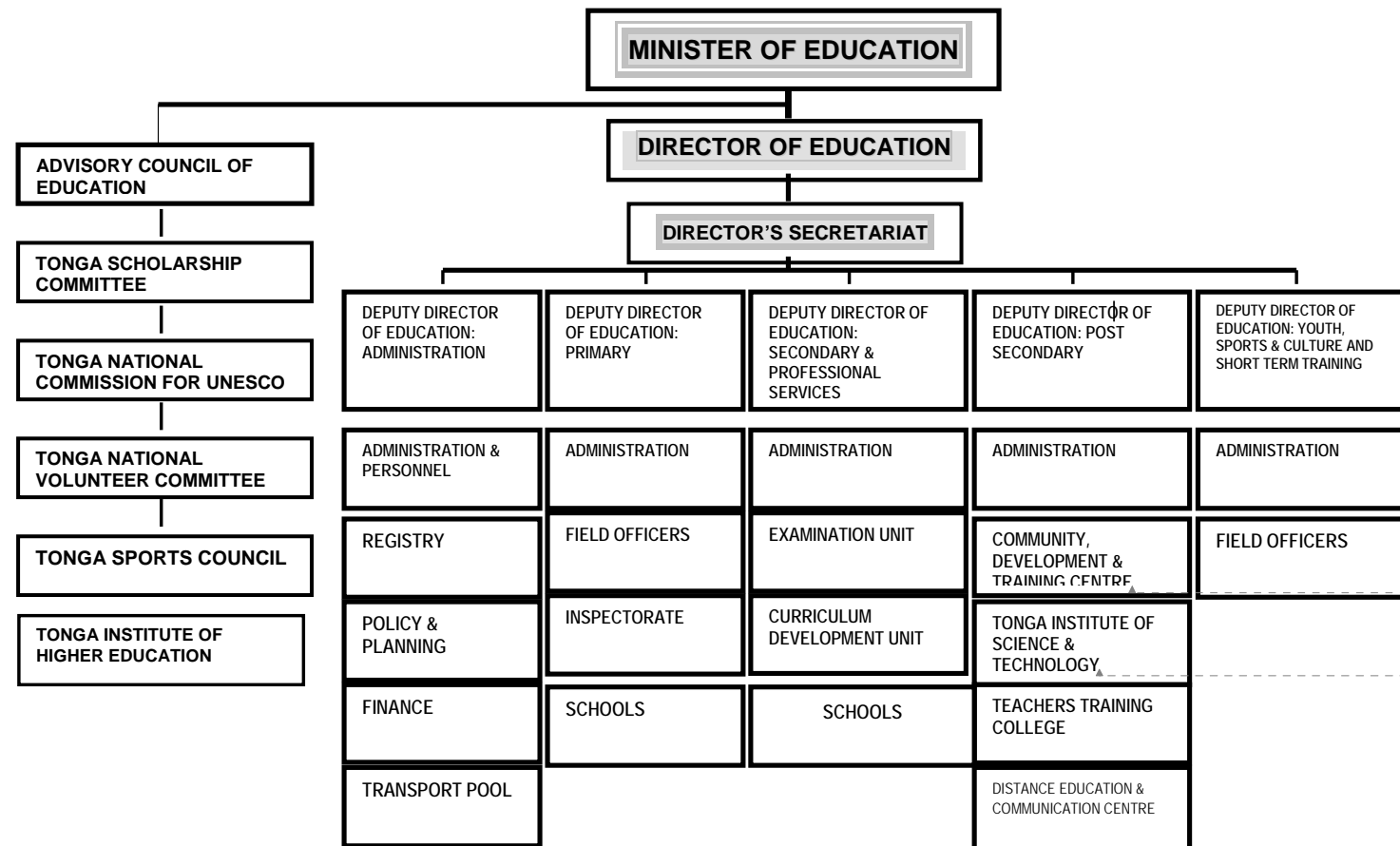
MINISTRY OF EDUCATION ANNUAL REPORT 2003

Community	Senior Lecturer	2	Coordinators for Accounting & Agriculture Programmes (1 Vacant)
Development	Assistant Teacher Graduate	1	Coordinator for Tourism Programme
and	Senior Accounting Officer	1	
Training	Senior Executive Officer	1	
Centre	Clerk Class I	1	
	Clerk/Typist Gr. 3	1	vacant
	Computer Operator Gr. III	2	
	Driver	1	
Sub-total		13	
-Tonga Institute of Science and Technology	Principal	1	Technology Section
	Deputy Principal	2	1 for Maritime; 1 for Technology
	Senior Education Officer	1	
	Senior Lecturer	7	6 for Technology; 1 for Maritime
	Assistant Teacher	12	10 for Technology; 2 for Maritime
	Assistant Instructor	3	Maritime
	Catering Instructor	1	Maritime
	Marine Engineer	1	Maritime
	Deck Naut. Inst.	1	Maritime
	Technical Instructor	1	Maritime
	Auxiliary Instructor	1	Maritime
	Clerk Class III	1	
	Clerk/Typist Gr. 3	1	
	Driver	1	
Sub-total		34	
-Tonga Institute of Education	Principal	1	
	Deputy Principal	1	
	Senior Lecturer	9	
	Assistant Teacher Graduate	4	Vacant
	Assistant Teacher	10	
	AVA Teacher	1	
	Specialist Teacher	1	
	Senior Assistant Teacher Cl.1	1	
	School Librarian	1	
	Clerk Class 3	1	
	Clerk/Typist Gr. 3	1	vacant
	Diploma III	1	
	Driver	1	
	Diploma 1	-	
	Diploma 2	48	
	Diploma 3	52	Total = 100
Sub-total		133	(100 Teacher Trainees)

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Distance Education and Communication Centre	Senior Computer Programmer	1	
	Computer Programmer	1	vacant
	Assistant Teacher	1	
	Computer Operator Gr. 3	1	
	Clerk Typist Gr. 3	1	
	Assistant Senior Comp. Programmer	1	vacant
Sub-total		6	
Scholarships	Senior Education Officer	1	
	Assistant Senior Education Officer	1	
	Education Officer	1	vacant
	Clerk Class I	1	
	Computer Operator Gr. 3	1	vacant
Sub-total		5	
GRAND TOTAL		1636	

FIGURE 2: ORGANISATIONAL CHART OF THE MINISTRY OF EDUCATION 2003



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2. FUNCTIONS

2.1. The major functions of the Ministry of Education are to:

- a. ensure the country is provided with skilled and competent manpower needed for sustainable development;
- b. 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
- c. ensure the effective, efficient and equitable implementation of the Education Act and other Government Policies.

2.2. ADMINISTRATION

2.2.1. The Minister of Education is responsible for the policies, direction and general administration of the Ministry under the powers granted by the 1974 Education Act. The Director of Education assists the Minister in the implementation and general administration of policies and programmes devised for the efficient operation of the Ministry as a whole. The Director is in turn assisted by six Deputy Directors who guide, monitor and implement educational programmes in the core Divisions of the Ministry, namely: Professional Services (Curriculum & Examinations), Primary Education, Secondary Education and Post-Secondary Education. Under the Offices of the Director and Deputy Directors, Administration Officers form the Secretariat and assist in the day to day operation of the Ministry and coordination of work between the various Divisions, Government and Non-Government, as well as regional and international organisations.

3. EDUCATIONAL AIMS

3.1. Broad Aims

3.1.1. Educational development in 2003 continued to subscribe to the broad aims laid down in the Seventh Strategic Development Plan (2001 - 2004). It aimed to provide a balanced programme of education for the full development of children, both as individuals and as productive members of society, by developing Tonga's human resources to meet the country's manpower needs, which are required to:

- achieve a high quality of life for the people overall;
- achieve a high standard of living throughout the Kingdom;
- respect the options of both present and future generations;
- maintain a highly valued and adaptive culture;
- achieve individual fulfilment;
- achieve political stability; and,
- achieve a stable economic and financial environment with less dependence on foreign aid.

3.1.2. As these broad aims are primarily long term, strategies for their achievements are developed and continuously reviewed accordingly.

3.2. A Look to the Future: Vision

3.2.1. 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. Since 1996, the Ministry continued in 2003 to operate under its own Draft Strategic Plan, which now serves as a guideline for Education as we move into the 21st Century. Some of the components of the Plan include:

3.2.2. Organisational Vision

3.2.2.1. That by the year 2013, Tonga will have achieved the following:

- a. Provision of, and 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, classrooms, building facilities and resource materials, and that equity of outcome is achieved at primary, secondary and post secondary levels in terms of gender balance, distribution of resources to the outer islands and rural areas, educational attainment, bilingual competence, computer literacy, the right to an opinion, stable family life and clean and healthy environments;

- b. The Ministry is completely re-structured to meet the needs of the 21st Century and for the Education Act, with its supportive regulations and policies, to reflect the changes;
- c. The minimum compulsory leaving age is raised to 17 or Form 6 level;
- d. A well-coordinated physical education programme is established and incorporated into the formal school curricula;
- e. Cultural imperatives are developed and in place;
- f. Technical and Vocational education and training are further expanded and developed;
- g. More educational programmes are offered through the Distance Education mode;
- h. A National Qualifications Board is established and national qualifications are regionally and internationally recognised;
- i. Formal pre-school programmes for early childhood education are developed;
- j. Information Technology is formally integrated into the school curricula;
- k. A national university is established for Tonga.

3.2.3. Mission

- 3.2.3.1. From the Organisational Vision flows the Ministry's mission statement for the next decade, which is:

"To provide and sustain lifelong relevant and quality education for all Tongans."

3.2.4. Strategies

- 3.2.4.1. To achieve its mission, the Ministry of Education proposed to employ the following strategies:
- 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 services and provision 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 achievement of (a) and (b) above;
 - d. To develop programmes in higher education as well as in technical and vocational areas;
 - e. To promote basic research to illuminate policies for educational planning, management and administrative purposes;
 - f. To improve communication and dialogue with other partners in the education process, such as non-government systems, school communities, parents and employers.

3.2.5. Desired Outcomes

- 3.2.5.1. Some of the desired outcomes from the strategic goals are listed below:
- a. Equity of access to educational services and education achievement for both sexes, rural and urban areas and outer islands and for all social and economic groups at all levels of education;
 - b. Full retention rate to Form 6 level;
 - c. Reduction of the repetition rate to nil or less than 5% of total enrolment;
 - d. Equal access and equity in types and level of employment for all sections of the community and for both sexes and that adequate employment opportunities exist to allow for wider choices;
 - e. That the majority of Tongans have had some form of post-compulsory or tertiary education;
 - f. Adequate and quality facilities, and resources in all schools, government and non-government at all levels;
 - g. All schools and all levels staffed by qualified, competent and dedicated teachers;
 - h. Quality curricula used in all schools at all levels;
 - i. Both Government and private sector organisations are staffed by appropriately educated and trained competent and dedicated personnel;
 - j. Effective communication links and partnerships established with all providers of educational services in Tonga;
 - k. Formal and informal linkages established with partner institutions abroad;
 - l. Qualifications internationally accredited and recognised;
 - m. High literacy and numeracy achievements with less than 5% of students still at risk by Class 4;
 - n. National population equally competent in Tongan and English;

- o. General population aware of environmental conservation and protection issues and are actively engaged in activities designed to enhance and nurture the environment;
- p. All children live in stable, loving and supportive family units;
- q. Strong and active community support for education.

3.2.6 Although the aims of Education are long-term in nature, each Division of the Ministry, in accordance with its allocated functions, is assigned specific tasks and responsibilities to meet these desired outcomes in its set annual programmes. Part III of the Report details the activities carried out by each Division in 2003 which provides an insight into the strategies adopted as well as activities implemented under each individual educational programme towards realising the long-term goals of Education.

PART III

(ia)

OFFICE OF

THE MINISTER

OF

EDUCATION

OFFICE OF THE MINISTER OF EDUCATION

1. LEGISLATION, DUTIES AND RESPONSIBILITIES

- 1.1. His Majesty appoints a Minister of Education whose term of service is at the pleasure of His Majesty. The Ministry of Education operates under the direction and control of the Minister. The duties and responsibilities of the Minister are governed by the Education Act of 1974. Presently, the Minister of Education is also the Minister Responsible for Youth, Sports and Culture. The Minister is assisted in his tasks by the Director of Education.
- 1.2. Under the said Act, the Minister is empowered to appoint a Chairman and members of *the Advisory Council for Education*. The Minister is also empowered to appoint a Chairman, Deputy Chairman and members of *the Scholarship Committee* with the approval of Cabinet (Education: Amendment Act 2001). The Sports Council Act of 1989 also empowers the Minister Responsible for Sports to appoint a Chairman, Deputy Chairman and members of *the Tonga Sports Council* with the approval of His Majesty in Privy Council.

2. STAFFING

- 2.1. The Minister of Education is immediately served by Secretariat staff who are responsible for the general administration of the office. In 2003, staff establishment was as follows:-
 - 1 Minister of Education (Interim)
 - 1 Senior Assistant Secretary
 - 1 Computer Programmer (vacant due to promotion of former incumbent)
 - 1 Senior Executive Officer
 - 1 VIP Driver (vacant due to promotion of former incumbent)
- 2.2. The Chief Education Officer (Administration) continued her secondment to the Minister's Office and the UNESCO National Commission for Tonga, which falls under the chairmanship of the Minister.

3. BUDGET (TOP\$)

- 3.1. The breakdown of financial estimates allocated to the Minister's Office during the 2003 period is tabled here-under:-

Part III (ia):Table 1 **Financial Allocation to the Office of the Minister of Education in 2003**

ITEM	2002/2003 FY	2003/2004 FY	PERCENTAGE CHANGE
Salaries for Established Staff	60,335	58,292	55.7%
Wages for Un-established Staff	1,500	3,250	3%
Travel and Communication	41,502	35,500	33.9%
Maintenance and Operations	1,651	2,075	2.0%
Purchase of Goods and Services	1,251	1,625	1.6%
Operational Grants and Transfers	4,000	4,000	3.9%
Capital Expenditure	0	0	
Total	110,239	104,742	100%

4 Attendance in Meetings of the Hon. Interim Minister of Education

- 6th East Asia and Pacific Ministerial Consultation on Children from 5-7 May in Bali, Indonesia funded by the Tonga Government;
- Commonwealth Youth Ministers' Meeting (CYMM) and Regional Advisory Board and Committee of Management from 26-27 May in Gaborone, Botswana funded by the Tonga Government;
- UNESCO Consultation Meeting of National Commissions from 7-11 July in Nadi, Fiji funded by UNESCO;
- Closing Ceremony of the South Pacific Games on 12 July in Suva, Fiji funded by the Tonga Government;
- 2nd Meeting of the Council of the World Association of Abacus and Mental Arithmetic (WAAMA) from 17-18 September funded by WAAMA;
- 15th Conference of Commonwealth Education Ministers from 27-30 October in Edinburgh, Scotland funded by the Tonga Government;
- Meeting with the Cambridge International Examination Headquarters from 30-31 October in Stanstead, UK funded by the Tonga Government;
- 57th Meeting of the Council of the University of the South Pacific from 10-11 December in Suva, Fiji funded by the Tonga Government

5. OTHER COMMITMENTS

- 5.1. The Hon. Interim Minister presided at the Legislative Assembly from May – October.
- 5.2. He also held district meetings with primary school teachers on 21 January (Western District/Vahe Hihifo), 22 January (Eastern District/Vahe Hahake) and 24 January (Central District/Vahe Loto).
- 5.3. He was also Guest of Honour at the Ministry of Education's Thanksgiving and Dedication Service on 23 January, Nuku'alofa; the Ha'apai High School Day in Pangai on 23 August; the St. Joseph's Business College Graduation in Ma'ufanga on 26 November and the Vava'u High School Prize Giving Ceremony in Neiafu on 2 December.

PART III

(ib)

OFFICE OF THE DIRECTOR OF EDUCATION

OFFICE OF THE DIRECTOR OF EDUCATION

1. LEGISLATION, DUTIES AND RESPONSIBILITIES

- 1.1 The Education Act of 1974 empowers the Minister of Education, with the consent of Cabinet, to appoint a Director of Education. The Minister in accordance with the provisions of the Education Act directs the duties and responsibilities of the Director. The same Act allows the Director of Education to serve as an ex-officio member of the Advisory Council for Education.
- 1.2 The Director of Education is assisted in his tasks by six Deputy Directors of Education who head the main core functional areas of the Ministry namely:
 - Administration;
 - Primary Education;
 - Secondary Education & Professional Services (Curriculum & Examinations);
 - Post Secondary Education; and
 - Youth, Sports and Culture and Short Term Training;
 - Short-Term Training

2. STAFFING

- 2.1 The Director of Education is immediately served by Administration and Planning Officers through the Deputy Director of Education (Administration, Planning & Finance). In 2003, the staffing establishment in the Office of the Director was as follows:-

• Director	1
• Deputy Director of Education	1 Administration, Planning & Finance
• Chief Education Officer	1 Administration, Planning & Finance
• Senior Education Officer	1 Administration & Planning
• Assistant Senior Education Officer	2 Administration & Planning
• Education Officer	2 Planning
• Clerk Typist Gr. 1	1 Vacant
• Clerk Typist Gr. 2	1 Vacant
• Clerk Typist Gr. 3	1 Vacant
• Shorthand Typist Gr. 3	1 Vacant
• Computer Operator Gr. 1	1 Vacant
• Computer Operator Gr. 2	1 Vacant
• Computer Operator Gr. 3	1
• Clerk Class I	1
• Clerk Class II	2 One on Secondment to Soccer
• Clerk Class III	2 One Attached to THS
• Transport Supervisor	1
• Driver	2

TOTAL 23

- 2.2 In addition to general administration and planning duties, and coordination of communication between the Office of the Minister and Office of the Director, Administration and Planning Officers are responsible also for all tasks relating to personnel and human resource management for all staff of the Ministry, including teachers. They also serve the Secretariats of the Tonga National Volunteer Committee and the UNESCO National Commission for Tonga. Administration and Planning Officers are also responsible for the general administration, planning, coordination and communication between the office of the Minister and the Office of the Director.

2.3. Meetings Attended by the Director of Education

Part III(ib): Table 1: Meetings Attended by the Director of Education in 2003

	MEETING	DATES	VENUE	SPONSOR
1	Final Meeting of the Tonga Education Sector Study	26-28 February	Wellington, New Zealand	Govt. of New Zealand
2	SPBEA Board Meeting	24-26 May	Suva, Fiji	USP
3	56 th USP Council Meeting	27-30 May	Suva, Fiji	Tonga Govt.
4	32 nd Session of the General Conference of UNESCO	25 Sept. – 17 October.	Paris, France	Tonga Govt.
5	SPBEA 2003 Annual General Meeting	22 November	Rarotonga, Cook Is.	SPBEA
6	UNESCO Pacific Directors Meeting	24 – 28 Nov.	Rarotonga, Cook Is.	UNESCO

3. EDUCATIONAL FINANCE

3.1 Staffing

3.1.1. The central Financial Division of the Ministry is also under the direction of the Director of Education and supervised by the Deputy Director of Education (Administration, Planning & Finance).

3.1.2. In the year under review, staff establishment in this division was as follows:-

1	Principal Accounting Officer	1	
2	Senior Accounting Officer	1	Vacant
3	Executive Officer	1	
4	Clerk Typist Gr. 1	1	Vacant
5	Clerk Typist Gr. 2	1	
6	Clerk Typist Gr. 3	1	Vacant
7	Shorthand Typist Gr. 3	1	Vacant
8	Computer Operator Gr. 1	1	Vacant
9	Computer Operator Gr. 2	1	Vacant
10	Computer Operator Gr. 3	1	
11	Clerk Class 1	1	
12	Clerk Class 2	2	One on Secondment to Soccer
13	Clerk Class 3	2	One Attached to THS

3.2. Overall Revenue and Expenditure

Part III (ib): Table 2: Expenditure and Revenue for the Ministry of Education in 2003

Division	Salaries (\$)	Services (\$)	Total (\$)	%Total
Administration (Minister's Office, Direction & Administration)	570,501-00	147,325-00	717,826-00	4.7
Professional Services (Direction, Curriculum Development, Examinations)	495,595.00	128,841.00	624,436.00	4
Primary Education (Direction, School Inspection, Primary Education Services, M.V. Pako, Tonga Side School)	7,240,836-00	195,400.00	7,436,236-00	47.9
Secondary Education (Tonga College, Tonga High School, 'Eua High School, Vava'u High School, Niuatoputapu High School, Niuafo'ou High School, Tonga National Form 7, Talafo'ou Middle School, Ha'apai High School)	3,326,006.00	191,690	3,517,696	22.6
Post-Secondary (Direction, Community Development and Training Centre, Distance Education and Communications Centre, Institute of Education, Institute of Science and Technology, Scholarships), Youth, Sports and Culture	1,156,010-00	2,071,861-00	3,227,871-00	20.8
TOTAL	12,788,948.00	2,735,117-00	15,524,065-00	100
REVENUE			\$ 1,032,604	
1. School and Examination Fees			\$1,030,958.00	
2. Sundries			\$1,646.00	
TOTAL			\$1,032,604.00	

4. EDUCATIONAL PLANNING

- 4.1 In 2003, the Planning Unit of the Ministry remained the direct responsibility of the Director of Education. Under the supervision of the Deputy Director of Administration, Planning and Finance, the staff of this unit which comprised of, two Assistant Senior Education Officers and one Education Officer worked together in carrying the tasks as directed by the Director.

Such tasks included the following:

- Devise mechanisms for the collection of data relevant for policy and planning purposes. This includes the collection of data for the Ministry's Annual Report as well as requests from international organisations.
- Collect, process and analyse data.
- Disseminate information relating to Project Formats and National Planning.
- Prepare and edit educational project requests in accordance with DCC/Donor Format.
- Keep records of project requests, decisions, agreements, MOUs, and so forth.
- Reconcile project expenditure and Statements of Acquittal.
- Conduct follow-ups on projects and assist in project implementation and monitoring

4.2 Development Projects

4.2.1. A list of some of the development projects implemented by the Ministry is shown in Table 3 below:

Part III (ib): Table 3: Development Projects Implemented in 2003

	NAME	DONOR
1	Extension of Vaini GPS	Japan's Grassroots Grant Project
2	Construction of Hala'ovave GPS Phase 1	ditto
3	Extension of Ngele'ia GPS	ditto
4	Extension GPS 'Atata	ditto
5	Upgrading of Te'ekiu GPS	ditto / Germany
6	Extension of Talafo'ou Middle School.	ditto
7	Renovation of Koulo GPS	ditto
8	Extension of GPS Holonga / Vava'u	ditto
9	Construction of hall – GPS Fanga	ditto / Canada Fund (TANGO)
10	Reconstruction of Tonga High School, Nuku'alofa.	People's Republic of China
11	Extension of GPS Hihifo, Ha'apai.	Japan's Grassroots Grant Project
12	Construction of the new Niuatoputapu High School.	Government of New Zealand

4.3.2. In addition to the above, the Ministry continued to negotiate with overseas funding agencies for the funding of some of its projects. Many divisions and schools of the Ministry received direct financial aid from overseas countries through their various diplomatic missions here in Tonga.

4.3.3. The collection of data for planning and management continued to be the major activity of the unit in 2003. Various divisions of the Ministry assisted the unit in this task to ensure that the information received was correct and relevant for planning and management purposes. However, there is a need for the Ministry to set up a proper database such as Education Management Information System (EMIRS), which will assist the Unit significantly in the collection and storage of data. An EMIRS system manages and analyses information needed for Educational Planning, information on Teachers, students and school resources. This information can be translated into indicators, which are used to help formulate educational policies and likewise, carry them out. More importantly, this information can help to improve the quality of Education.

5. VOLUNTEER SERVICES

- 5.1. The chairmanship of the Tonga National Volunteer Committee is currently held by the Minister of Education.
- 5.2. The services of volunteers in a wide range of programmes have long been recognized as essential to the development of the Kingdom. They contribute much needed skills that are not available locally, and have also continued to staff both government and non-government schools with qualified and experienced teachers at a cost affordable to employers. During their assignment in the Kingdom, they successfully transfer skills and knowledge to local counterparts, and share each other's cultures. The forging of links is also an important aspect of the volunteer scheme as volunteers have continued to assist former workplaces with financial contributions, equipment and resources after they leave post.
- 5.3. The following table shows the number of volunteers serving in the Ministry of Education in 2003:-

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ib): Table 4: Number of Volunteers in the Ministry of Education in 2003

	NAME	POSITION	WORKPLACE	TERM OF CONTRACT
JAPANESE OVERSEAS COOPERATION VOLUNTEER-JOCV- (JUNIOR MEMBERS)				
1	Makoto Kato	Physical Education	TIOE	Apr 01 – Apr 03
2	Junko Kadota	Abacus	CDU	Jul 01 – July 03
3	Keisuke Nakamura	Industrial Arts	'Eua High School	Dec. 01 – Dec 03
4	Hitomi Tsuma	Japanese Language	'Eua High School	Dec. 01 – Dec 03
5	Miwa Kurata	Physical Education	CDU	April 02 – April 04
6	Eriko Tsukijima	Japanese Language	CDU	Jan 02 – Jan 04
7	Yoshitsugu Yamaguchi	Science & Maths	Primary Division	July 02 – July - 04
8	Yurika Ikeda	Japanese Language	Tonga High School	Dec 02 - Dec 04
9	Tomoyuki Nakagawa	Japanese Language	Vava'u High School	Dec 02 - Dec 04
JOCV SENIOR VOLUNTEERS (Japan)				
10	Koji Awatani	Electrical Electronics	TIST	July 01 – July 03
11	Nanyo Karube	Automotive Mechanics	TIST	Oct. 02 – Oct 04
PEACE CORP VOLUNTEERS (USA)				
12	Elizabeth Novak	School Based Community Education	GPS Tufuvai	9/13/04
13	James Pollom	School Based Community Education	'Eua High School	9/13/04
14	Judith R.G Hicks	Lecturer	TIOE	9/13/04
15	Corissa R Gephart	School Based Community Education	GPS Nomuka	April --- 9 -- 04
16	Nicole A. Blake	Lecturer	Ha'apai High School	9/13/04
17	Rebecca B. List	School Based Community Education	GPS Nomuka	9/13/04
18	M. Carlin Timmons	Lecturer	NTT High School	4/12/04
19	Alyson Walker	Lecturer	NTT High School	4/12/04
20	Dawn Watson	Lecturer	NFO High School	4/12/04
21	Carissa Johnson	School Based Community Education	GPS Alele (NFO)	9/13/04

6. UNESCO NATIONAL COMMISSION FOR TONGA

6.1. Legislation

6.1.1. Tonga became a member of UNESCO (United Nations Educational, Scientific and Cultural Organisation) on 29 September 1980. Four years later, on 11 September 1984, the Tonga Government established the Tonga National Commission for UNESCO as an agency within the Ministry of Education. It is currently one of 190 National Commissions playing a key role to support and achieve the goals of UNESCO. The Terms of Reference of the National Commission was amended on 26 September 2000 to reflect expanding programmes, and the National Commission renamed the UNESCO National Commission for Tonga. The President of the Commission is the Minister of Education, or if the Minister so decides, a person appointed by him with the consent of Cabinet. The Minister of Education has the authority also to appoint all members of the Commission with the consent of Cabinet.

6.2. Staffing

6.2.1. The National Commission had no full time staff in 2003. The Secretariat was served by administration officers in the Office of the Director of Education. The Chief Education Officer for Administration carried out the responsibilities of the Secretary General. A post of Assistant Secretary has been established and negotiations are under way to fill the post in 2004.

6.3. Extent of Assistance from UNESCO

6.3.1. Participation Programme

In 2003, the following six projects were being implemented:-

Code	Title	Amount	Beneficiary
183184/01TON	Information Communication Technology (ICT) for Distance Education: Completed in 2003	USD26,000	Faculty of ICT, Tonga Institute of Higher Education
183184/02TON	Science Equipment for Ha'apai High School	USD20,000	Ha'apai High School
183184/03TON	Reinforcing Archives for Information Access and Cultural Heritage	USD17,500	Free Wesleyan Church of Tonga Archives Unit
183184/04TON	Houma Youth Training and Counselling Centre	USD12,000	Tonga Community Development Trust
183184/05TON	Regional Meeting to Establish a Regional Qualifications Framework: Completed in 2003	USD20,000	Ministry of Education
183184/06TON	Strengthening National Capacity for the Management and Administration of Tonga's Education System: Completed in 2003	USD20,000	Ministry of Education and Non-Government Education Systems
TOTAL		USD\$115,500.00 Approx. T\$245,400.00	

6.3.2. Emergency Assistance Programme

USD\$25,000 (T\$53,078) to purchase resources for Vava'u primary schools affected by Cyclone Waka. Completed in 2003.

6.3.3. Regular Programme

6.3.3.1. UNESCO's Regular Programme is also another avenue where Tonga receives assistance, but projects are more regional based and coordinated and implemented by the Cluster Office in Samoa or Headquarters in France. Again, projects reflect UNESCO's fields of competence and continued to include Education For All;

- 6.3.3.2. Secondary Teachers Education Programme; Press and Broadcasting; Culture of Peace; Cultural Heritage; Information and Communication Technology; Science Development; Man and the Biosphere; Oceanographic, Hydrological and Geosciences Programmes; Women in Development; Technical Vocational Education and Training; Management of Social Transformation (MOST) and participation in sub-regional/regional meetings, seminars and training courses.

6.4. Other UNESCO sponsored activities

6.4.1. Tonga was represented in the following UNESCO sponsored activities (2003):-

- * *World Heritage Capacity Building Workshop, 12-21 February in Apia, Samoa;*
- * *Regional Workshop on Educational Statistics, 19-23 May in Port Moresby, PNG;*
- * UNESCO Consultation Meeting of National Commissions for UNESCO, 7-11 July in Nadi, Fiji;
- * UNESCO Associated Schools Project Network (ASPnet) 50th Anniversary Congress, 3-8 August in Auckland, New Zealand;
- * 32nd Session of the General Conference of UNESCO, 29 September – 17 October in Paris, France;
- * 39th Session of the Advanced Training Programme in Educational Planning and Management, 2003/04 in Paris, France;
- * UNESCO Seminar on Information Systems and Indicators in Education, 5-7 November in Nuku'alofa, Tonga;
- * UNESCO Pacific Directors of Education Meeting, 24-28 November in Rarotonga, Cook Islands;
- * Training Programme on the Greenstone Digital Library Software in the Pacific, 24-28 November in Suva, Fiji;
- * Regional Meeting to Establish a Regional Qualifications Framework, 24-28 November in Rarotonga, Cook Islands;
- * Workshop on Sound Archiving for the Pacific Islands National Radios, 28 November – 1 December in Nadi, Fiji;
- * Interregional Training Seminar for new Secretary Generals of National Commissions for UNESCO, 1-9 December in Paris, France
- * UNESCO Technical and Vocational Education and Training Workshop, 8-9 December in Vanuatu;
- * Education For All Workshop, 8 – 12 December in Apia, Samoa

6.5. Tonga Government's contribution to UNESCO

- 6.5.1. Member States are obliged to pay a financial contribution to UNESCO every biennium. For 2002/03, the Tonga Government's contribution totalled T\$12,027 as per the following breakdown:-

2002 = T\$6011
(comprised of US\$1,197 = T\$2624 and Euro 1,324 = T\$3387)

2003 = T\$6016
(comprised of US\$1,198 = T\$2626 and Euro 1,325 = T\$3390)

- 6.5.2. Tonga's membership of UNESCO is considered very cost effective in terms of Return on Investment, and this is indicated to some extent by the substantial assistance received from UNESCO, including its direct financial contribution to the National Commission under the Participation Programme.

6.5.3. Budget

- 6.5.3.1. There was no budget allocated for the National Commission in 2003. Expenses incurred, mainly communication and travel costs for Tonga's attendance in the 32nd Session of the General Conference of UNESCO, were met from the Ministry of Education's Administration Budget.

6.6. Visitors to the National Commission

- * Mr. Magele Isa'ako, Consultant, UNESCO Office for the Pacific States, Apia from 18 to 23 August to follow up implementation of Participation Programme projects;
- * Mr. Serge Peano, Consultant, UNESCO International Institute for Educational Planning, Paris from 25 October to 1 November to look at the existing capacity of the Planning Unit of the Ministry of Education and make recommendations for improvement;
- * Mr. Zechariah Zaki Pollock, Consultant, Ministry of Education, Commonwealth of Dominica from 30 October – 8 November to conduct the UNESCO Seminar on Information Systems and Indicators in Education

6.7. Main activities of the National Commission

- * Preparing Project Proposals;
- * Following up implementation of projects;
- * Preparing the annual report of the Commission;
- * Coordinating and Organising the activities of the Commission;
- * Consultation with other organizations, which fall within UNESCO's fields of competence;
- * Co-hosting meetings held in Tonga;
- * Providing briefing papers for meetings;
- * Completing Questionnaires;
- * Programming and liaising visiting personnel;
- * Documenting and disseminating publications;
- * Observing and Celebrating UNESCO and UN International Days;
- * Working with Television Tonga to promote UNESCO's video productions;
- * Developing the Associated Schools Network (21 schools);
- * General Correspondence;

6.8. 2003 was significant for the following events:-

- * International Year of Freshwater;
- * Commencement of the United Nations Literacy Decade (2003-2012);
- * Continuation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010);
- * Continuation of the International Decade for Human Rights (1995-2004)

6.9. Other Matters:

- 6.9.1. Tonga also submitted the candidature of the 'Lakalaka' for the Second Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity. Of the 56 candidatures submitted, 28 were selected and the Lakalaka was one of them. The goal of this programme is to raise public awareness of the value of this heritage and encourage governments to take legal and administrative steps for its safeguarding.
- 6.9.2. Tonga was also instrumental in joining hands with other Pacific Member States in submitting a Draft Resolution calling attention to the plight of small islands, particularly regarding sustainable development, in the context of the Barbados+10 review to take place in Mauritius in 2004. The draft resolution was adopted by the 32nd Session of the General Conference of UNESCO in October 2003.

PART III

(ii)

PROFESSIONAL

SERVICES

PROFESSIONAL SERVICES

I. INTRODUCTION

1. The Professional Services Division was responsible for the development of curricula materials and the administration of printing examinations documents which were aimed at the general development of education at the primary and secondary levels.
2. The Deputy Director of Education (Professional Services & Secondary) is responsible for the Professional Services Division, which consists of the Direction Section based at Head Office as well as the Curriculum Development Unit, Production Services and the Examinations Unit.

II. BROAD OBJECTIVE

The Professional Services Division continue to subscribe to the broad objective as stated in the Government's National Vision (SDP7) of achieving:

* well-educated and skilled labour force...

III. CURRICULUM DEVELOPMENT UNIT & PRODUCTION SERVICES

1. STRATEGIES:

The Curriculum Development Unit under the Deputy Director of Education (Professional Services & Secondary), continues to assist the Director of Education and the Minister of Education in the implementation of the Kingdom's Education policies and objectives through the following specific strategies:

- i) continued improvement of the standard and the quality of education in Primary and Secondary school levels;
- ii) continued production and upgrading of resource materials for students and teachers in both Primary and Secondary School levels;
- iii) continued upgrading of education and training programmes in terms of in-service workshops and the provision of new and improved resources;
- iv) continued professional development of CDU officers and everyone involved in the design and development of curricula;
- v) continued research and innovation into curriculum, resource needs and effectiveness of implemented syllabuses and materials;
- vi) continued evaluation and assessment of programmes and materials;
- vii) the building up of a comprehensive and current reference resource room (library) to assist writers in materials development and in their own professional development;
- viii) efficient administration and management of CDU;
- ix) continued linkages between Primary and Secondary Levels, the T.I.O.E, Tertiary Education and the Tongan community at large;
- x) continued enhancement of co-operation between education authorities in the Kingdom and overseas.

2. FINANCE:

The budget for CDU can be found in Part III (ib) Table 2

- a) The daily operation of CDU in the areas of stationery and other office supplies.
- b) The repair and maintenance of computers and printers, including the purchase of software, diskettes and parts.
- c) The maintenance of printing machines, guillotine, binders, photographic equipment and photocopiers.
- d) The completions of the development, trial and printing of prescriptions and curriculum resource materials in the following subject areas: English, History, Geography, Tongan Studies, Science and Mathematics for Secondary Schools.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

3. STAFF

- i) All matters concerning CDU & Production Services are the direct responsibility of the Deputy Director of Education (Professional Services & Secondary)
- ii) The Chief Education Officer co-ordinated subject team's activities, in-service training and writing workshops, Advisory Committee meetings, general administrative work and other tasks assigned by the Director and Deputy Director of Education (Professional Services & Secondary). Mrs. Evaline Ha'angana, the Chief Education Officer (CEO) was on leave in May and Mr. Laki T. Pifeleti was the acting CEO until the appointment of Mrs. Kalala Unu to be the CEO in August.
- iii) CDU continued to follow the guidelines outlined under the Quality Management Programme in the daily operation of some of its activities. This involved the delegation of some of the administrative responsibilities to senior officers in various sections such as:
 - a) The day-to-day operation of the Production Unit was the responsibility of the Senior Education Officer (Production).
 - b) The Audio Visual Aid Officer was responsible for co-ordinating the work of the computer Operators and Graphic Artists.
 - c) The Assistant Senior Education Officer (Administration) recorded and forwarded Leave Applications such as Casual Leave, Sick Leave and Special Leave to the Main Office, updated the Asset Registry of the Unit and performed other administrative duties.
- iv) A total of 20 full time staff worked at Production Services and CDU, this comprised of 1 Chief Education Officer, 2 Senior Education Officer, 3 Assistant Senior Education Officers, 2 Education Officers, 1 Audio Visual Aid Officer, 6 Assistant Teachers, 1 Printing Officer, 1 Assistant Computer Operator, 1 Driver and 2 Japanese Volunteers, 2 Officers are attached to Tonga High School, 2 at Tonga College and 3 at Tonga Institute of Higher Education.
- v) JOCV volunteer, Junko Tobita worked with Miwa Nafe on the Soroban programmes for Primary Schools & TIOE. Eriko Tsukijima coordinated the Japanese language programme.
- vi) Assistant Computer Operator - Temalisi F. Kata.
- vii) Vehicle P937 was cared for and driven by Ulakai Faka'osilea. Other drivers in the absence of Ulakai were Mosese Fonohema, Laki Tupou and Sione La'akulu.

4. MEETING & WORKSHOP

Part III (ii): Table 1 Meeting & Workshops in 2003

SECONDARY

Month	Subject Area	Consultant & Participants	Venue
January	National Smoke, Alcohol & Drugs	Vili Vete	Basilica
February	Design & Technology	Australian Consultant/ Lavenita Fonua	CDU
February	National Alcohol & Drugs	Vili Vete	Drugs Centre, Longolongo
March	School Base Assessment	SBA Team /Vili Vete	'Eua High School
March - October	National Secondary Quiz Sponsored by TDB and administered by MOE & A3Z	CDU Staff	A3Z & final at QSC Hall
June	Language Seminar (Pacific Islands)	Vili Vete	Wellington, NZ
July	National Biosafety Workshop	Laki T. Pifeleti	FWC Conference Room
July	Monolingual Tongan Dictionary Workshop	Dr. Melenaita Taumoefolau/ Selected Tongan Specialists	Civil Service Training Centre
August	UNESCO Visit	Secretary to the UNESCO (Samoa)/ Vili Vete and 'Aisea Hingano	CDU
October	Tonga National for the Prevention and Control of Non- Communicable Disease Workshop	Laki T. Pifeleti	International Dateline Hotel

5. THE CURRICULUM DEVELOPMENT PROCESS:

5.1 The usual stages involved in developing new or reviewing current curriculum materials are:

- i) Developing and reviewing syllabi and prescription;
- ii) Developing course materials for levels needed;
- iii) Trialling of course materials in pilot schools;
- iv) Obtaining evaluation and feedback from pilot schools to assist curricula revision;
- v) Final typing and formatting;
- vi) Printing for national implementation;
- vii) In-service training of teachers;
- viii) National implementation for the course;
- ix) Review and revision of the curriculum for improvement and reprint.

5.2 Each subject varies in the stage of development and the progress of their development was, to a great extent, depended on the availability of subject officers, assistant writers and computer operators.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

6. REPORTS:

i) Primary Report:-

Reports on Primary Curriculum Programmes are in the Primary Division Annual Report. According to the CEO (P), the review of the Primary Syllabus is pending on assessments and the suitable time for the work to be completed.

ii) Secondary Subjects:-

Due to CDU subject officers attached to government secondary schools, there had been less workshops and curriculum developments for most of the subjects. The following reports will show only the subjects with full time staff to do the tasks:

a. Geography:

Form 3 Geography Pupil's Books I and II had been developed and they were ready for the Advisory Committee.

b. Tongan Studies:

Review and start writing of the Resource Material: Volume 3 "Tala 'o e Ngaahi Kolo".

c. History:

Form 3: Theme 3 : Religion had been approved and published. Theme on Government is not yet ready. The delay is due to computer technical faults. This unit should be ready by term one 2004.

Form 4: Theme 1: "Regional Co-operation" was completed and published and now used in Schools. Theme 2: "Colonialism to Independence and Theme 3: "Leadership" are progressing satisfactorily.

Form 5: Resource Books for Pupils on the following topics: League of Nations, United Nations, and Commonwealth of Nations are still being compiled.

d. Design & Technology:

Syllabus for Forms 1 & 2 was developed and completed to be available to schools in 2004. The Design & Technology Framework is used as a guide for developing of Units or Modules. Mr. 'Oto Va'inga Misi , Dulcie Tei and Lavenita Fonua are still working on those Modules.

e. Japanese:

Forms 3, 4 and 5 Pupil's Book were developed and ready for the Advisory Committee in December.

f. Soroban:

The Soroban programme continued in selected schools in Tongatapu, Ha'apai, Vava'u and 'Eua.

The number of schools and pupils who learned soroban by region is as follows:

Region	# of schools	# of Pupils	Classes
Tongatapu	27	2655	3, 4 & 5
Vava'u	16	1070	3, 4 & 5
Ha'apai	6	305	3, 4 & 5
'Eua	5	270	3 & 4
Total	54 schools	4300	

There are 3 Japanese Overseas Co-operation Volunteers (JOCV) as soroban officers in each of Tongatapu, Vava'u & Ha'apai Districts. The officer and JOC Volunteer visited schools every morning

MINISTRY OF EDUCATION ANNUAL REPORT 2003

every day, teaching new concepts and carrying out Step Test twice a term. The JOC Volunteer in Tongatapu visited 'Eua schools to assist teachers with their Soroban programme.

A Soroban Competition was held in October in each district. Tokyo Lion's Rotary Club donated the prizes to winners and also donated the money for printing the pupil's exercise books (4560 books) and teacher's guide (400 books). And these books had been distributed already to each school.

Ms Junko Tobita (JOCV) taught Soroban at Tonga Institute of Education (T.I.O.E.) and that is one of the compulsory lessons for primary teacher's course. Some of the problems that hindered progress in the teaching of Soroban at school include the following:

- i. Since Soroban is not allocated a specific timetable, some teachers do not teach it to students.
- ii. There is shortage of Pupil's exercise books and Teacher's Guide.

h. English

English text for Form 1 was finalised and printed for schools. Reviewing of the English Form 2 is in progress, that is some units had been typed. Proofreading of the typed units is carried on while waiting for the rest of the Units to be completed. Simultaneously, work is in progress for the Teacher's Guide. Similar kind of work will continue on to review Form 3 Text when Form 2 text is completed.

7 MONOLINGUAL TONGAN DICTIONARY (TIKISINALE)

Training and preparation of the Dictionary team was held three times in 2003, unofficial four day workshops requested by participants while Dr. Melenaita Taumoevalau was here for the History Conference in May, a two weeks official workshops in September and another two week-workshops in December. After the September workshop pages from A of Churchward Dictionary was allocated to participants to re-define the words in Tongan as assignment for December 2003. This was the beginning of works for the first Tongan Tikisinale. Five members from the team were able to complete their assignments successfully.

8. PRODUCTION SERVICES:

The Production Services consists of the Computer work, photocopying, printing and distribution. Various educational materials have been produced including national exam papers for Secondary Entrance Examination, Form 2 and the Tonga School Certificate. Printing of Teacher's work books both Primary and Secondary divisions. Ministry's annual report are also printed in our production unit, which was previously printed in the Government Printing Department. Regular servicing and maintenance of equipment ensures continuous, and smooth operation of the Ministry's educational programmes to meet the demands.

i) Computer and Photocopying Rooms:

- a) The Audio Visual Aid officer, Sateki Halaleva was and still in charge of this room, its staff, equipment and programmes. Other officers involved with computer work and special productions were: Sonatane Kauvaka – Computer Graphic Work, Poasi Niu – Primary Stories and School Journals; Vili Vete – History, and Eriko Tsukijima – Japanese Language.
- b) The same printing equipment was used as from the previous year.
- c) The programme was mainly typing draft documents and amended; finalised texts prior to printing; magazine photo processed and prepared for printing. The printed materials are shown under Table 2 Educational Publications.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

ii) Printing, Storage Rooms and Vehicle Shelter:-

Laki Tupou was in charge of the staff and programmes of this section. The staff consisted of 5 Assistant Teachers Diplomats, one Printer and one driver. For each of the document to be printed or reprinted the procedures were print, collate, staple, pack, store/deliver. Publications were done mostly for the Primary Schools, Secondary Schools and the Ministry of Education. The printed texts and resources were delivered to the Ministry of Education Book room at Central Administration and sold there. Exams papers were printed from June to September. The list of Educational publications is shown in Table 2.

Vehicle P937 was donated by Australia together with the printing equipment in the early 1990s.

9. RESOURCE ROOM:

The Resource Room received professional journals, curriculum documents, copies of printed materials for teachers and pupils' books. Pamphlets, reports and other documents were from Ministry's participation in regional and international funded projects such as UNESCO, UNDP, SPBEA, Australia and New Zealand. Request and estimated costing for improving the room was pending at Central Administration for funds location.

10. OTHER PROGRAMMES AND PARTICIPATIONS:

The Staff were actively involved in Ministry of Education's programmes. Jeffrey Taufa and Vili Vete were involved with the Annual Secondary Schools Inspection and Assessment of teachers. Many of the staff was also involved with preparation, supervision, marking and reporting of various exam papers for Primary and Secondary schools. Vili Vete and 'Aisea Hingano were members of the National Tala-'o-Tonga sub-committee and the Monolingual Dictionary development. These involvements were essential as they strengthened the links between materials developed, classroom implementation and evaluation procedures. A new air condition was installed in the Dark Room.

MINISTRY OF EDUCATION ANNUAL REPORT 2003**Part III (ii): Table 2 EDUCATIONAL PUBLICATIONS 2003****PRIMARY DIVISION**

SUBJECTS	ITEMS/LEVELS	NO PAGES/COPIES
Planning (all Subjects)	Plan Books	400/1480
Reports	SEE Reports	81/60
Environment Science		31/500
Tests		
Assessment	Soroban Tests	16/7950
Soroban		
Social Science Reprint	Form 1	45/200

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Annual School Magazines	2002	82/450
Tonga Institute of Education	2002	80/200
Ha'apai High School	2002	116/650
Vava'u High School	2002	100/170
Niuafu'ou High School	2002	40/200
Niutoputapu High School	2002	90/200
Mailefihii/Siu'ilikutapu College		91/200
'Eua High School		
Examination Papers	<p>Secondary Entrance Examination</p> <p>TONGA SCHOOL CERTIFICATE</p> <p>TSC Application Forms; Tongan, Accounting, Japanese, English, Agriculture, Geography, Industrial, Math, Computer, Economics, Science, Home Economics.</p> <p>Form 2 Common Exam. English, Math, Tonga, Science</p>	<p>Eng Qt & A – 24/4000</p> <p>Env.Sci. Qt & A – 10/4000</p> <p>Fika Qt & A – 8/4000</p> <p>Tonga Qt & A – 6/4000</p> <p>Tongan Qt – 8/2500</p> <p>A – 15/2500</p> <p>Accounting Qt – 6/900</p> <p>A – 5/900</p> <p>Japanese F & T – 7/90 Eng.</p> <p>Qt – 5/2600</p> <p>A – 4/2600</p> <p>Agri. Qt – 3/850</p> <p>A – 2/850</p> <p>Geo. Qt – 11/1260</p> <p>Indus. Qt – 3/350</p> <p>Acc. Qt – 6/350</p> <p>Math Qt – 3/2300</p> <p>A – 6/2300</p> <p>Comp Qt – 5/900</p> <p>Sci. Qt – 4/1600</p> <p>A – 10/1600</p> <p>Eco Qt – 4/1000</p> <p>A – 5/1000</p> <p>H/Eco Qt – 15/200</p> <p>Eng. 16/400</p> <p>Maths 15/400</p> <p>Sci 5/400</p> <p>Tonga 6/400</p>
Ministry of Education	Annual Reports	<p>40 English, 194 pp</p> <p>40 Tongan, 199pp</p>

10.1 CONCLUSION:

For those who had worked at the Curriculum Development Unit in 2003, it was a productive year with its accomplishments, changes and plans of ongoing programmes for this year. In line with the Ministry of Education's plans and directions, most of the Primary and Secondary Curriculum developers were based / attached in their divisions or schools to implement the developed courses in the classrooms and to get feedbacks for confirmation of the texts and resources; and their standards for Tonga. Though the number of staff members was reduced, the remaining professional and technical staff continued working and producing curriculum materials to meet quality and required standard suitable to schools in Tonga. The continuous tightening up on the Budget and emphasis on Quality Management has an effect on reducing the staff within this important branch of the Ministry of Education.

11. Examinations Unit

11.1. Strategies:

11.1.1. The Examinations Unit, under the Director of Education, continues to assist the Ministry of Education in the implementation of the Kingdom's education policies and objectives through the following strategies:

- i. continued improvements of the standards and quality of examinations and assessment mechanisms at the 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, whenever appropriate, with overseas-set examinations, that is, the Form 6 Pacific Senior Secondary Certificate (PSSC) examination, and the Form 7 New Zealand Bursary Examination;
- iii. continued provision and upgrading of resources and facilities related to examination processing;
- iv. continued provision of in-service training for everyone involved in examinations;
- v. continued enhancement of co-operation between education authorities in the Kingdom and overseas.

11.2. Finances:

11.2.1. From the budget allocation of the 2002/2003 Financial Year to that of 2003/2004, there was no increase in the provision for salaries which made up the bulk of the allocation for the Examinations Unit. In the 2003/2004 Financial Year, the Public Examinations Vote, in its fifth year was utilised for the administration of examinations. Details of expenses incurred under this vote is shown in Table 3. Other operations relating to examinations and assessment were funded under the financial assistance of the New Zealand Government and the South Pacific Board of Educational Assessment.

11.2.2. The total sum of \$80,000 approved by Tonga Cabinet during its first year has been cut each year as advised from MOE Central Administration due to top level decision and actions. This has led to Exams Unit administration operation problems especially claims for Markers and administration expenses as from December to June each year. Public Examination Vote is authorised, managed and records kept at central Administration under the Director of Education, Deputy Directors and Principal Accountant Officer. Thus, the reduced sum could not fully cover all the required expenses for the Exams Unit Programme.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii) Table (3) : Expenses Incurred under the Public Examinations Vote for 2003

Description	Amount (T\$)
Printing/Publishing	20,000.00
Fees	-
Examiners/Moderators	6,500.00
Supervisors	17,500.00
Markers	32,440.30
Inspectors/Assessment	2,000.00
Training	1,500.00
Cover Charge	1,500.00
Stationery and Supplies	5,000.00
TOTAL (Actual)	86,440.30

11.3. Facilities and Resources

11.3.1 Resources and facilities available at the disposal of the Examinations Unit in 2003 were:-

11.3.1.1. One building with office and a garage.

11.3.1.2. Computer hardware with specially designed software for examinations and assessment purposes;

11.3.1.3. Office equipment including 2 photocopiers and 1 facsimile machine.

11.3.1.4. One vehicle kindly provided by Seattle (USA) and Christchurch Rotary Club in 1996.

11.4. Staff

11.4.1. Commencing in January, the Examinations Unit's Staff consisted of 1 Chief Officer Education, 2 Senior Education Officers (1 on special leave without pay), 2 Assistant Senior Education Officers (1 retired in March), 1 Education Officer (on Study leave), 1 Assistant Computer Programmer (study leave), 3 Assistant Teachers (1 on study leave), 1 Computer Operator Grade III, a driver, and a Watchman.

11.5. Staff Training

11.5.1. There were several overseas and in-country training programmes offered to the Examinations Unit and MOE in 2003. Visiting consultants, other in-country training and workshops held for both staff of the Unit and those involved in examinations and assessment activities are shown in Table 4 below.

11.5.2. One of the Assistant Teachers Diplome, 'Aleki Valahulu, went on an attachment study programme to NZ, Timaru in Dunedin for 1 year, starting in March 2002 to April 2003. He resumed work in May.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii): Table (4) : 2003 In-Country Training and Workshops Consultants and Attachments

Month(s)	Consultant(s) Attachment	Origin/ Funding	Subject	Participants
Jan. 8-19	Dr. 'Uhila-moe-langi Fasi	SPBEA	Process TSC results	CEO & Computer Programmers
Feb 8	Ana Raivoce	SPBEA	TITAN training for EU staff	EU staff
Feb 17-25	Dr. Visiesio Pongi ,Ana Raivoce & Hans Zindel	SPBEA	PSSC Internal Assessments & Item Analysis	TBU, 'Eua, Hp. Vv.
Feb. 20-24	Mohammed Shafraz	SPBEA	IT Training (ATLAS & SPARTA)	EU staff
	Anne Ballard	SPBEA	PSSC Technology	Form 6 Technology teachers
March 14	David Whyte	MOE	TSC Computer Science	All Form 5 Computer teachers
March 17-21	Steve Lusby	SPBEA	Revise Accounting & Economics prescriptions-Form 7	Form 7 Accounting & Economic teachers
April 7-10	Dr. Visiesio Pongi	SPBEA	Revise Form 7 Maths prescription	All Form 7 Maths teachers
May 6-9	Dr. Visiesio Pongi Ana Raivoce	SPBEA	Revise Primary School STATS Revise TSC English & Prescriptions	Primary Officers TBU teachers
June 9-13	Tu'ifua Takapautolo	SPBEA	Training workshop for Heads of Assessment Units	All Heads of Assessment Units from the Region
June 15-20	Tu'ifua & Tavai Vikilani	SPBEA	IT training for Assessment Units	Heads of Assessments and IT personnels from the Region
July 13-18	Dr. 'Uhila Fasi Tu'ifua Takapautolo Dr. Hans Zindel,	SPBEA MOE	PSSC Verification visits	Form 6 in Tonga
	Tu'ifua	AusAID & MOE	ACACA Conference	Heads of Assessments from member countries

MINISTRY OF EDUCATION ANNUAL REPORT 2003

July 28-31			(Adelaide, South Australia)	
Aug 20-22	Dr. Vise Pongi & Hans Zindel	SPBEA	ReviseTSC Art, Music & French prescriptions	TBU teachers
Aug. 25-26	Christine Cayle	CIE	CIE briefing	Dep. Director (Secondary), CEOs (Exams & CDU), Principal-Tonga High National Form 7
Sept 24-26	Anne Ballard & Dr. 'Uhila Fasi	SPBEA	PSSC Verification of Design Technology	Tonga High School, 'Apifo'ou College, Liahona High School, Vava'u High School
Oct. 29	Gary Higgins	SPBEA	Moderate Fine Arts-PSSC	All Schools taking Arts

11.6. Number of Schools

11.6.1. Tables 5 and 6 show the number of schools by grouping and by district which represent candidates to both the Ministry's local and overseas-set examinations at the Primary and Secondary school levels.

Part III (ii): Table (5) : Number of schools that presented Candidates to Examinations in 2003 by Education Systems and by Level of Examination

EXAMINATION LEVEL	Government	Missions	Private	TOTAL
A. PRIMARY				
Secondary Entrance Examination (SEE)	107	9	-	116
B. SECONDARY				
Form 2 Common Examination	9	8	-	17
Tonga School Certificate (TSC)	7	24	-	31
Transfer to Form 2-5	3	-	-	3
Pacific Senior Secondary Certificate (PSSC)	5	13	-	18
Form 7- New Zealand Bursary Examination	3	1	-	4

MINISTRY OF EDUCATION ANNUAL REPORT 2003

III (ii): Table (6) : Number of schools that presented Candidates to Examinations in 2003 by District and by Level of Examination

Examination Level	Central	Eastern	Western	'Eua	Ha'apai	Vava'u	NTT	NF	TOTAL
A. PRIMARY									
Secondary Entrance Examination	9	22	16	5	19	30	3	2	106
B. SECONDARY									
Form 2 Common Examination	2	2	3	2	2	4	1	1	17
Tonga School Certificate	9	6	2	2	4	5	1	1	30
Transfer	2	-	-	-	-	1	-	-	3
Pacific Senior Secondary Certificate	7	4	1	1	2	3	-	-	18
Form 7 Bursary Examination	2	1	-	-	-	1	-	-	4

11.7. Activities

- 11.7.1. A great deal of the Unit's work involves the development of the various public examinations conducted in the Kingdom. In 2003, the Ministry once again conducted the following examinations:
- a. the Secondary School Entrance Examination (October);
 - b. the Form 2 Common Examination (October);
 - c. the Tonga School Certificate Examination (November).
- 11.7.2. In addition, the Unit also administered the Transfer Examination for those students wishing to transfer to, and between the Government Schools.
- 11.7.3. Many secondary schools throughout the Kingdom also presented candidates to the following overseas examinations:
- a. the Pacific Senior Secondary Certificate;
 - b. the New South Wales Certificate; ('Atenisi Institute);
 - c. the New South Wales Higher School Certificate; ('Atenisi Institute);
 - d. the New Zealand University Bursaries Examination;
 - e. USP Foundation.

11.8. Secondary Entrance Examination (SEE):

- 11.8.1. The Ministry of Education again conducted the annual Secondary Entrance Examination for 2003 in October. As started in 2002, the examination consisted of four one-hour papers in English, Mathematics, Tongan Studies and Environmental Science. In the interest of fairness the marks from the four papers were once again standardised before they were aggregated to produce a national rank order of all the candidates. This was then used by the Ministry as well as the other education authorities as the principal means of allocating students to their preferred secondary schools. Class 6 students at Tonga Side School however, did not take part in the examination because the school has its own Forms 1, 2 and 3. Selection for secondary school for these students were carried out at the end of Form 2 & Form 3 after they sit the Form 2 Common Examination and the Form 3 Final Examination.
- 11.8.2. In 2003, a total of 3,252 class 6 pupils sat the Secondary Entrance Examination, a decrease of 28 students from that of 2002. The proportion of boys and girls sitting the examination in 2003 was 53% and 47%, respectively. Compared to 2002 the proportion was 54% and 46%. Ninety-five percent of the candidates were from government primary schools which maintained the same figure in 2002, the remainder being from mission schools. The distribution of candidates by gender and by age is detailed in table 7, and the distribution of candidates by district and by gender is detailed in *Table 8*.
- 11.8.3. The proportion of 2003 SEE candidates who sat the entrance examination for the first, second and third time were 70%, 29% and 1% respectively. Compared to 2002: 67%, 31% : 2%; 2001: 68%, 30.5%, 1.5%. There is a slight decrease in the number of students repeating Class VI, particularly those for the second time. Further details on repeaters are shown in *Table 9*, *Tables 10 and 11* also provide more detailed information on the SEE results.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii): Table (7): **Total number of Candidates for the 2003 Secondary Entrance Examination by Gender and by Age**

Age	9		10		11		12		13		14		Others		TOTAL	
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Subtotal	5	4	310	263	827	905	322	499	30	77	4	6	0	0	1498	1754
TOTAL	9		573		1,732		821		107		10		0		3,252	

Part III (ii): Table (8) : **Number of Secondary Entrance Examination Candidates in 2003 by District and by Gender.**

Distri ct	Tongatapu						'Eua		Ha'ap ai		Vava' u		NTT		NF		Missi on		TOTAL	
	Central		Eastern		Wester n															
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Subto tal	45 0	49 9	29 3	36 8	19 8	21 8	8 2	9 1	1 1 2	1 5 2	2 8 3	2 9 6	19 3 3	7 1 1	6 2 8	7 8	150 6	174 6		
TOTAL	949		661		416		173		264		579		52		18		140		3,252	

Part III (ii): Table (9) : **Total number of Repeaters in the Secondary Entrance Examination in 2003 by District.**

District		Number of Repeaters
Tongatapu	Central	301
	Eastern	218
	Western	214
Vava'u		160
Ha'apai		260
'Eua		53
Niuas		16
Missions		30
TOTAL		1,252

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii): Table (10) : Secondary Entrance Examination Results - 2003 : Total Means of Candidates by District

District	Total No. of Schools	Total No. of Candidates	Percentage of District in Each Category			District Mean
			Cat.1	Cat.2	Cat.3	
Central	9	949	43	11	46	51
Eastern	22	661	37	12	51	50
Western	16	416	30	13	57	48
'Eua	5	173	34	20	76	50
Ha'apai	18	264	35	13	52	48
Vava'u	29	579	45	12	43	52
Niua's	5	70	31	16	53	50
Mission	9	140	22	14	64	43

Category 1: Total mean of 220 and over for the 4 subjects.
 Category 2: Total mean of 200 and over but less than 220 for the 4 subjects.
 Category 3: Total mean of less than 200 for the 4 subjects.

Part III (ii): Table (11) : Secondary Entrance Examination Results - 2003 : Subject Means by District

Subjects	Central	Eastern	Western	'Eua	Ha'apai	Vava'u	Niua's	Mission
Tonga	51	49	48	51	50	53	53	43
English	52	49	48	48	45	51	49	47
Maths	51	50	48	50	48	53	48	41
Env.Sci.	51	50	48	52	50	53	52	41
TOTAL	205	198	192	201	193	210	203	172

NB: Includes the schools from all Non-Government Education System throughout Tonga

11.9. Form 2 Common Examinations:

11.9.1. This examination consists of five compulsory subjects namely English, Tongan Studies, Mathematics, Science and Social Science, and is compulsory for all government schools. Non-government schools who wish to take part may do so but must comply with the conditions set for government schools. The main purpose of this examination is primarily to check the students and teachers' progress at the end of the first two years at the secondary level. It is also used for the selection of Form 2 students from Talafo'ou Government Middle School and Tonga Side School for entrance to Form 3 at Tonga High School. In 2003, there were 118 and 70 candidates for this examination from Tonga Side School and Talafo'ou Middle School respectively. The results for these examinations are shown in *Table 12* on the following page.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii): Table (12) : Form 2 Common Examination Results in 2003

School	No.Sat	No.Qualified to Tonga High School
Tonga Side School	118	36 (31%)
Talafo'ou Government Middle School	70	3 (4%)
TOTAL	188	39 (21%)

11.10. Tonga School Certificate (TSC) Examination:

- 11.10.1. The Ministry of Education once again administered the Tonga School Certificate (TSC) Examination in 2003, at the end of Form 5 where it was responsible for the setting, marking and administration of all thirteen of the main subjects offered in the award, that is: Tongan Studies, English, Mathematics, Science, Accounting, Economics, History, Geography, Home Economics, Industrial Arts, Agricultural Science, Computer Studies and Japanese. The Japanese Language was offered in 1995 for the first time as a Tongan based subject and Computer Studies was offered in 1996 for the first time. Biology, French, and Music were for the first time set and moderated in Tonga except for Art which was moderated in New Zealand. The New Zealand Qualifications Authority continued to offer assistance with moderation, though for all intents and purposes, the TSC is now fully a Tonga-based examination.
- 11.10.2. In 2003 a total of 2001 candidates from secondary schools throughout the kingdom entered the examination, which shows an increase from 2002's 1993. In 2001, 1849 (74%) candidates sat the examination for the first time compared to 2000 1731 (60%), 1999 1785 (51%), 1998 1766 (72%), 1997 1777 (71%), 1996 1739 (97%), 1995 1345 (69%). This indicates a sharp decrease in the number of students repeating Form 5 and an improvement in the number of candidates sitting the examination for the first time.
- 11.10.3. The percentage of male candidates increased from 40% in 1998 to 44% in 1999 and 42% in 2000 to 44% in 2001. Female candidates stays the same 56% in 1998 and 1999. Slightly increase to a 58% in 2000 and dropped to a 56% in 2001. The Government schools provided 27% of the candidates, with the remaining of 73% from the Non-Government schools in 1998, 28% : 72% in 1999, 27% : 73% in 2000, 30% : 70%. Every candidate who sat the examination was issued with a certificate showing the subjects sat and the grades achieved in each subject. The grade issued for each subject was based on a 9-point scale with Grade 9 being the lowest possible grade and 1 as the highest possible grade. A summary of the results for this examination since 1988 is shown in *Table 13* on the following page. Further details are provided in the Appendix.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii): Table (13) : **Results of the Tonga School Certificate Examination by Whole Territory since 1988**

Year	No. of Candidates	No. Qualified to Form 6	% Qualified to Form 6
1988	1699	372	21.9
1989	1616	342	21.2
1990	2024	456	22.5
1991	2142	449	21.0
1992	2239	550	24.6
1993	2250	451	20.0
1994	2007	505	25.2
1995	1930	736	38.1
1996	1779	723	41.0
1997	1758	759	43.2
1998	1750	733	42
1999	1767	767	43.4
2000	1724	711	41.1
2001	1827	676	37
2002	1993	846	42.4
2003	2001	891	44.5

11.10.4. It is evident from Table 13 that there has been a gradual increase in the number of students qualified to enter Form 6 since the introduction of the Tonga School Certificate examination in 1988. As may also be noted from Table 13, there was a significant increase in the number of candidates qualified to enter Form 6 beginning in 1994, with a sharp increase in 1995 by 12.9%. It appears that the number of candidates qualifying for entry into the Form 6 level has continued to rise since 1995 although at a lower percentage to the increase in the 1995 results. A big drop occurred in 2001 but it rose again in 2002 and steadily increased in 2003.

11.11. Transfer Examination:

11.11.1. This examination is designed to cater for the demands for entrance into Forms 2 – 5 in Government Secondary Schools, particularly Tonga High School and Tonga College. This examination is conducted in December and January every year. This development, on the other hand, has led to a drain in already severely limited resources in these schools, creating the need for the physical expansion of the schools concerned, as well as stretching to the limits the teaching and learning resources available.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

This thus led to a revision in the criteria for entry, not only to alleviate these shortages in resources but also to ensure that standards are maintained at these schools. As a result, only a few of the students who sat these examinations met the criteria for entrance into Tonga High School and Tonga College in 2003. Results for this examination is shown in Table 14.

Part III (ii): Table (14) : Results of the 2003 Transfer Examinations

Month	Total No. of Candidates	No. Passed to Tonga High School	No. Passed to Tonga College
December 2003	71	20	1
January 2004	28	9	6

11.12. Pacific Senior Secondary Certificate (PSSC):

11.12.1. Secondary schools throughout Tonga continue to present candidates for the Pacific Senior Secondary Certificate Award at the end of Form 6. A total of 16 subjects were offered in 2003, namely English, Mathematics, Biology, Chemistry, Physics, Accounting, Economics, Geography, History, Agricultural Science, Computer Science, Development Studies, Japanese in 1999, French as a Foreign Language in 2000, Tala-'o-Tonga in 2001, and Design Technology in 2002. The Pacific Senior Secondary Certificate is considered as the regional replacement for the New Zealand Universities Entrance Examination, which was available for the last time in 1988. It has been developed by the South Pacific Board for Educational Assessment (SPBEA) in Fiji and is sat by students in Tonga, Samoa, the Solomons, Kiribati, Vanuatu, Tuvalu and Nauru.

11.12.2. Internal Assessment has become an increasingly important part of the PSSC Award with all subjects having internally assessed components, ranging from a 70:30, 60:40 to 50:50.

11.12.3. In 2003, a total of 1103 from Tonga entered the award. The PSSC Award is graded according to a continuous 9-point scale, with 1 representing the highest possible grade. The PSSC results since 1989 are summarised in Table 15 below with further details provided in the *Appendix*.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

(ii): Table (15) : **Results of the Pacific Senior Secondary Certificate Examination
by Whole Territory Since 1989**

Year	Number of Candidates	Number Qualified to University	% Qualified to University
1989	700	112	#16.0
1990	632	69	10.9
1990	632	84	*13.3
1991	725	273	#37.7
1992	810	275	#34.0
1993	878	261	#29.7
1994	813	267	#38.8
1995	795	304	#38.2
1996	922	390	#42.0
1997	977	387	#40.0
1998	1041	452	43
1999	1016	428	42
2000	1089	514	47
2001	1103	524	48
2002	1088	569	60
2003	1119	559	50

Key: * Qualified for USP; + Qualified for Form 7; # Qualified for the Civil Service

11.13. Form 7

11.13.1. New Zealand Bursaries Examination

11.13.1.1. The Tonga National Form 7 (TNF7) now Tonga High School National Form 7, established in 1991, again presented candidates for the New Zealand Bursaries Examination in 2003. A total of 178 candidates were presented for this examination of which 77 (43%) qualified to enter university. The results of this examination since 1991 are shown in *Table 16a* and further details are provided in the *Appendix*.

11.13.1.2. Additional Form 7 schools as from 1999 onwards is shown in *Part III (ii) Table 16(b)*.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (ii): Table (16) a. Results of the NZ Bursaries Examinations since 1991 for Tonga National Form 7 only.

Year	No. of candidates	No. Qualified to University	% Qualified to University
1991	36	36	100
1992	90	90	100
1993	84	73	86.9
1994	97	66	68.0
1995	96	64	66.6
1996	109	76	69.7
1997	117	74	63.2
1998	120	84	70
1999	198	79	40
2000	104	33	32
2001	110	58	53
2002	107	56	52
2003	119	61	51

Part III (ii): Table (16) b. Results of the NZ Bursaries Examinations 2003

School	No. of candidates	No. Qualified	% Qualified
Tonga High School National Form 7	119	61	51
Tonga College Form 7	28	4	14
Lavengamalie College Form 7	22	7	31
Vava'u High School Form 7	17	5	29
TOTAL	186	77	41

MINISTRY OF EDUCATION ANNUAL REPORT 2003

11.14 Cambridge International Examinations (CIE)

11.14.1 The Ministry of Education for the first time presented candidates for the CIE in October 2003, in accordance to a Memorandum of Understanding signed between the Cambridge Local Examinations Syndicate and the Ministry of Education. These candidates were from the Tonga High School Form 6 and Form 7.

11.14.2. Tonga High School registered 6 candidates to sit for the IGCSE and Tonga High School National Form 7 registered 16 students to sit for the A & AS level for the October-December exam. Results for this pilot scheme is shown in the table below, *Part III (ii), Table (17)*.

Part III (ii): Table (17) Results of the IGCSE Qualification for Tonga High School and A & AS Qualification for Tonga High School National Form 7

Qualification	Syllabus Title	No. of Candidates	No. Qualified	% Qualified
IGCSE	Accounting	2	2	100
	First Language English	5	5	100
	Mathematics (without course work)	5	5	100
	Chemistry	1	1	100
A & AS level	English Language	5	5	100
	Geography	1	1	100
	Biology	10	0	0
	Chemistry	9	0	0
	Physics	10	0	0
	Accounting	1	0	0
	Economics	3	1	33
	Mathematics	14	10	71

11.15 Conclusion

11.15.1 Year 2003 was a busy and challenging year for the Professional Services Division (which includes Exams Unit & Curriculum Development Unit). Much work was primarily focused in the administration of National Exams and overseas based exams to ensure efficiency and effectiveness in its operation. Moreover, Form 5 prescriptions were revised to update the needs of these subjects to keep apace with worldwide development. These activities contributed to the many successes achieved by the Professional Services Division in the 2003 calendar year.

PART III

(iii)

PRIMARY EDUCATION

PRIMARY EDUCATION

1. VISION, GOALS AND MISSION OF PRIMARY EDUCATION

- 1.1 The vision of the Primary Education Division (PED) for the children of Tonga is:
 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 who can exercise their right to choose.
- 1.2 The PED believes that universal access to quality basic education is a fundamental prerequisite to the achievement of justice, lasting peace and meaningful and worthwhile development for Tonga and the Tongans. Quality basic education in the Tongan context means universal primary education for six years from ages 6 to 11 and universal secondary education for five years from ages 12 to 16, that is, to Form 5 level.
- 1.3 At the primary level, then, the long-term goals are to ensure that at the end of the six years of primary education :
 - 1.3.1 every child will have developed pride in herself/himself, her/his community, her/his country and will have developed a strong sense of personal identity;
 - 1.3.2 every child will have developed a love of learning, books and reading, and a thirst for knowledge;
 - 1.3.3 every child will be ready for secondary education by attaining a high level of proficiency in Tongan and English literacy, numeric and mastering the basic skills and knowledge in Tongan, English, Maths, Science, Social Studies, Music and Culture, Art and Craft, Health and Nutrition, and Sports and Physical Education and will have developed positive attitudes towards all of the above;
 - 1.3.4 every child will be well disciplined, believes in God, and knows that she /he is a Tongan, will be spiritually, emotionally, mentally and physically healthy and lives in a healthy environment.; and
 - 1.3.5 Tongan primary school children will be top in the Pacific region in Tongan, English, Maths, Science, Social Studies, Music and Culture, Art and Craft, Health and Nutrition, Sports and Physical Education.
- 1.4 To achieve these goals, the PED adopted this Mission for 2003.
 The mission of Primary Education is to provide and sustain relevant and quality education children of compulsory school age in all parts of Tonga. This means that :
 - 1.4.1 every child, particularly children with learning difficulties, will be cared for individually and will master the skills, and will have knowledge and attitudes established for her/his class level;
 - 1.4.2 every teacher will be caring, competent and dedicated to achievement of the aims of primary education in Tonga;
 - 1.4.3 every field officer will be supportive, competent and effective and will take a leadership role in pursuing the achievement of the aims of primary education;
 - 1.4.4 the Primary Education Division will provide all necessary support, resources and materials to ensure that the aims of primary education are achieved;
 - 1.4.5 2003 will continue to prioritise Special Education, which means that the main focus of all will be directed at the needs of children and schools that are achieving below the national norms;

MINISTRY OF EDUCATION ANNUAL REPORT 2003

- 1.4.6 monitoring of programmes and implementation processes, particularly the provision of support services to teachers in the classrooms, will be particularly highlighted.
- 1.5. The Primary Education Division is well aware of the fact that Tonga has very limited financial resources to support the kind of quality primary education considered desirable for Tonga. The Primary Division is, therefore, concentrating on four key strategies:
 - 1.5.1 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;
 - 1.5.2 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;
 - 1.5.3 Upgrading the quality and relevance of curriculum programmes 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;
 - 1.5.4 Upgrading teachers' and students' competencies in the two languages of education: Tongan and English.
- 1.6 There are other secondary strategies which are also pertinent to the achievement of quality primary education. They include :
 - 1.6.1 provision of adequate physical facilities, such as classrooms, toilets, safe water, school libraries, offices and staff quarters, basic equipment and resources for classrooms including science, technical, vocational, music and sports equipment and the renovation and upgrading of existing facilities and equipment.
 - 1.6.2 promotion of active community participation in the education process and development of a coherent approach to community education and public awareness of critically important social, cultural and political issues which impinge on the achievement of quality education and which have the potential to adversely affect the normal, healthy growth of children and the development of more effective and cooperative linkages with other partners in the education process, locally, regionally and internationally.
 - 1.6.3 collecting basic education data and conducting educational 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 of teachers.
 - 1.6.4 building of new school premises to replace old or temporary buildings used as classrooms under the Grassroot Project funded by the Government of Japan.
 - 1.6.5 purchasing and developing of classroom resources and teacher support materials and equipment plus books for children which throughout the year has been one of the major contribution of PTAs.
- 1.7 The above are supportive of the social goals set by the SDP7 (2001 – 2004), which include the achievement of the following :
 - 1.7.1 Good quality primary education with equal opportunity and access for both men and women;
 - 1.7.2 That all school age children attend school ;
 - 1.7.3 A social safety net, ensuring an adequate standard of living and quality of life for those in need ;
 - 1.7.4 Good health for all in a healthy island setting through safe and hygienic homes, schools, villages, workplaces, towns and urban areas, roads and so forth.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

1.7.5 As in previous years, countries such as New Zealand, Australia and Japan have provided assistance to the Division for the construction and renovation of classrooms, the supply of reading books and journals for school children and the training of primary school teachers.

1.7.6. In addition, concurrent development programmes are taking place in other educational divisions that also have impact on primary education:

- the review and re-structuring of the Teacher Education pre-service programme;
- the establishment of the Production Unit at CDU;
- the establishment of the Distance Education and Communication Centre; and
- the Tonga Institute of Higher Education with networks overseas and the improved accessibility to the Internet and courses offered on line; the introduction of the Diploma in Professional Teaching and Learning;
- the establishment of Ha'apai High School to provide universal access to Secondary Education.

1.7.7 These, to mention a few, also contribute to the development of Primary Education.

2. FINANCE

2.1. Table 1 below shows the financial allocation for the Primary Education Division in 2003.

I. **Table III (iii): Table 1: Financial Allocation for the Primary Division in 2003**

Vote Item	Primary Allocation - 2001	Jan -June 2002	July-Dec 2003	Total	%of Total
19030101 Salary		106559.37	80928.23	187487.6	2.996
19030101 Overtime		7652.38	1399.91	9052.29	0.145
19030101 Allowances		23733.71	11198.53	34932.24	0.558
19030101 Wages		8981.75	8354.58	17336.33	0.277
19030101 Domestic Transport		47426.06	18486.55	65912.61	1.053
19030101 Telecommunications		6923.17	1762.69	8685.86	0.139
19030101 Broadcasting		15775.96	8932	24707.96	0.395
19030101 Fuel		780.29	582.79	1363.08	0.022
19030101 Service of Office building		235234.69	59752.38	294987.07	4.714
19030101 Service of Office Equipment		642	240	882	0.014
19030101 Electricity		4023.83	305.12	4328.95	0.069
19030101 Water		3389.57	496.37	3885.94	0.062
19030101 Office Supplies		200.56	17.5	218.06	0.003
19030101 Printing and Stationary		6.73	186.43	193.16	0.003
19030101 Office Equipment		200.56		200.56	0.003
19030101 Rental		7008	1500	8508	0.136
19030101 Technical Equipment Supplies		187983.95	22121.81	210105.76	3.358
19030101 Training		364.05		364.05	0.006
19030201 Salary Inspection		185051.91	127362.04	312413.95	4.993
19030301 Salary Primary Ed. Service		2947293.24	1847756.61	4795049.85	76.628
19030401 Salary Tonga Side School		153348.87	99339.28	252688.15	4.038
19030401 Salary Wages		887.63	1996.91	2884.54	0.046
19030401 Telecommunications Charges		980.7	205.62	1186.32	0.019
19030401 Electricity		918.4		918.4	0.015
19030401 Water		894.84	878.48	1773.32	0.028
19030401 Office Supplies		98.84	83.28	182.12	0.003
19030401 Technical Equipment		2775.53	80.7	2856.23	0.046

MINISTRY OF EDUCATION ANNUAL REPORT 2003

	Supplies				
19030501	Salaries MV Pako	4528.38	4424.52	8952.9	0.143
19030501	Overtime MV Pako	607.89	736.34	1344.23	0.021
19030501	Service of MV Pako	1463		1463	0.023
19030501	Technical Equipment Supplies	581.98	502.28	1084.26	0.017
19030501	Wages MV Pako	847.91	798.52	1646.43	0.026
Total		3,957,165.75	2,300,429.47	6,257,595.22	100.0
% of Total on Salary Only					89.147

2.2 It can be seen from Table 1 that as in previous years, the largest portion of the Primary Division's budget was used up for salaries. For the 2003 Calendar Year, this made up 89.1% of this Division's allocation leaving very little money for operation and maintenance. Quality primary education is difficult to achieve when the schools severely lack the resources with which to support activities and curriculum innovations. In fact, the amount allocated to School Supplies constitutes not even 1% of the total allocation to the Primary Division. Because operational funds are inadequate, particularly for school resources, the school rely heavily on the financial support of Parents & Teachers Associations but yet this is still inadequate.

2.3 It should be noted, however, that parents and communities contribute a great deal towards the education of their children.

3. RESOURCES AND FACILITIES

3.1. The Primary Education consists of administrative and professional units, which are responsible for the management, administration and professional services of the Division, the field officers provide district and school-based support to schools. The administrative and professional staff, which comprised of the administrative and management staff, clerical and financial support staff, curriculum officers, in-service training officers, assessment and evaluation staff, school broadcasting and attendance officers, were accommodated in the following localities:

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part 111 (iii) Table 2: Primary Staff and Locations in 2003

Unit	Location
Direction	Main Office and Vaiola Motu'a are centres for Salaries and other administrative matters.
Attendance and Statistics	Vaiola Motu'a and Primary Annex, CDU.
Inspection	Vaiola Motu'a and Primary Annex CDU.
Education Officers	Primary Annex CDU
Physical Education and Sports	'Atele Indoor Stadium
Vaheloto Field Office	Vaiola Motu'a
Curriculum Development	Curriculum Development Unit
Soroban	Curriculum Development Unit
Schools Broadcasting	Distance Education and Research Centre (Pahu)
Hahake Field Office	Primary Annex CDU.
Hihifo Field Office	Primary Annex CDU
Vava'u	Neiafu Education Office
Ha'apai	Pangai Education Office
'Eua	Eua District High School
Niuaatoputapu	INiuaatoputapu District High School
Niuafo'ou	Niuafo'ou District High School

- 3.2. The Primary Division also has offices in Ha'apai and Vava'u, each one being manned by an Assistant Senior Area Organizer, Inspector, Education Officer and a Supervising Teacher. This is the seventh year in which Education Officers have been posted to serve in the field education districts instead of being based in Tongatapu, travelling out for the in-service training when needed. M.V. Pako has been serving the Ha'apai Group, transporting officers to the outer islands schools to provide teachers with both administrative and professional advices. In addition to that teachers continued to receive their administrative and professional advices through their one hour weekly radio programmes (Radio Tonga)
- 3.3 The two Niuas were under the supervision of the Principals of the two District High Schools. One of the officers was able to visit Niuafo'ou only during October for the annual evaluation of teachers. As for 'Eua, one Area Organizer was posted there to assist the teachers professionally as well as administratively.
- 3.4. The Parents & Teachers Associations (PTAs) also contributed to capital development in a number of schools by building classrooms, toilet facilities, teachers' houses, school libraries, and fences and providing much needed teaching and classroom resources. Building projects continued and the major donor was Japan (Grassroot Project Assistance).

MINISTRY OF EDUCATION ANNUAL REPORT 2003

Part III (iii): Table 3: Primary Schools in the Building Scheme for 2003

SCHOOL	FACILITIES	DONOR
1. VAINI	1 Block of 4 new classrooms	Grassroot Project JAPAN
2. HALA – 'O - VAVE	2 Blocks of 3 new classrooms each 8 Toilet Set 2 Cement Water Tank of (5000 gallons each) Back filling of school ground and playground	Grassroot Project JAPAN
3. NGELE'IA	8 Toilets Set and renovation for the old unit to be a Library.	Grassroot Project JAPAN
4. 'ATATA	2 new Classrooms	Grassroot Project JAPAN
5. TALAFO'OU MIDDLE SCHOOL	1 Block of 3 new classrooms 4 Toilet Set /1 cement tank (500 gallons)	Grassroot Project JAPAN
6. FANGA	- A multipurpose hall	Grassroot Project JAPAN
7. TE'EKIU	2 New Classrooms 6 Toilet Set 2 Cement Tank of 5000 gallon each	Grassroot Project JAPAN Germany
8. HIHIFO / HA'APAI	6 New Classrooms 8 Toilet Set – 2 Cement tanks (5000 gallons)	Grassroot Project JAPAN
9. KOULO	- Renovation of 2 Classrooms	Grassroot Project JAPAN
10. HOLONGA / VAVA'U	Teachers' Quarter	Grassroot Project JAPAN

- 3.5 The field officers provided district and school – based support to school. The allocation of field Officers to Districts as shown below:-

District	Number of officers
Central	7
Eastern	6
Western	6
Vava'u	4
Ha'apai	4
'Eua	1
Niuas	-
Total	28

- 3.6. Within the 7 Districts in the Primary Division there are 107 primary schools owned and administered by Government.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

These schools are allocated according to the following:-

District	Number of schools
Central	10
Eastern	22
Western	16
Vava'u	30
Ha'apai	19
'Eua	5
Niua	5
Total	107

MINISTRY OF EDUCATION ANNUAL REPORT 2003

4. STAFF AND STAFF DEVELOPMENT

4.1 Staffing

4.1.1 Table 4 shows the number of teachers and officers employed in the Primary Division in 2003.

Part III : Table 4: Total Number of Staff Employed in the Primary Division in 2003

POST	NUMBER			TOTAL SALARY
	F	M	T	
Deputy Director	1	0	1	\$20,790
Chief Education Officer	1	0	1	\$16,142
Chief Inspector of School	1	0	1	\$16,534
Assistant Senior Inspector of School	1	1	2	\$29,765
Assistant Senior Area Organiser	2	1	3	\$42,528
Assistant Senior Education Officer	4	1	5	\$71,760
Senior Inspector of Schools	0	1	1	\$15,413
Inspectors of Schools	3	1	4	\$46,702
Education Officers	3	2	5	\$64,336
Area Organiser	1	4	5	\$69,120
Supervising Teacher	6	4	10	\$117,757
School Broadcasting Officers	1	0	1	\$26,592
Attendance Officer	0	1	1	\$10,784
Accounting Officer	0	1	1	\$9,791
Chief Clerk	1	0	1	\$7,520
Clerk Class II	1	0	1	\$4,025
Computer Operator Gr. III	1	0	1	\$6,909
Drivers	0	2	2	\$6,254
Principal Grade 1	0	1	1	\$15,208
Principal Grade 2	1	3	4	\$53,506
Principal Grade 3	9	6	15	\$184,076
Deputy Principal Grade 1	1	0	1	\$12,240
Deputy Principal Grade 2	4	1	5	\$158,512
Deputy Principal Grade 3	12	3	15	\$165,120
Head Teachers Grade 1	0	4	4	\$46,437
Head Teachers Grade 2	9	6	15	\$176,128
Teacher In-Charge Grade 1	12	9	21	\$213,743
Teacher In-Charge Grade 2	15	7	22	\$182,189
Teacher In-Charge Grade 3	12	11	23	\$161,689
First Assistant Teacher Grade 1	2	2	4	\$43,034
First Assistant Teacher Grade 2	9	6	15	\$138,071
First Assistant Teacher Grade 3	18	3	21	\$165,292
First Assistant Teacher Grade 4	10	3	13	\$89,501
Infant Mistresses Grade 1	3	1	4	\$40,040
Infant Mistresses Grade 2	18	1	19	\$177,038
Infant Mistresses Grade 3	15	3	18	\$148,073
Infant Teacher Grade 4	9	5	14	\$116,125
Senior Assistant Teachers : Primary	170	88	258	\$2,868,744.00
SUB-TOTAL	373	206	579	2529275
Overseas Trained Teachers	192	91	283	\$747,125
Trained Uncertificated Teachers	18	13	31	\$51,435
Volunteers : JOCV	2	3	5	\$0

MINISTRY OF EDUCATION ANNUAL REPORT 2003

VSO (UK)	0	0	0	0
SUB-TOTAL	212	107	319	441824
TONGA SIDE SCHOOL				
Junior Principal	1	0	1	15208
Junior Deputy Principal	1	0	1	14352
Assistant Teachers	31	7	38	262604
SUB-TOTAL	33	7	40	292164
MV PAKO				
Master	0	1	1	\$7,310
Engineer	0	1	1	\$6,645
<i>Sub-Total</i>	<i>0</i>	<i>2</i>	<i>2</i>	<i>13955</i>
TOTAL	618	322	940	\$ 3,860,193

4.2 Staff Development

- 4.2.1 The development of the Primary Division's human resources is the most important strategy adopted by the Division for achieving quality education. The Division aims also at raising the basic academic qualifications of officers from diploma to degree level, and the professional qualification of teachers from Teachers' Certificates to diploma level. However, in 2003, only six teachers were able to take up the Diploma Program of study in the Tonga Institute of Education. Teachers Class Certificates exams for Classes 2 and 3 are also offered annually to the locally trained teachers to upgrade their qualifications from Class 3 to Class 1. Teachers also continue to be regularly in-serviced to upgrade their professional skills. Table below shows the number of serving teachers who were undergoing upgrading training at the Teachers' College, those who sat the Teachers' Class Exams and their qualifications.
- 4.2.2

Part III (ii) Table 5 : Serving Teachers in the TIOE and Sitting the Class Exams in 2003

EXAMS	NUMBER SITTING	NUMBER PASSED	COMMENTS
Diploma 1	-	-	
Diploma 2	6	6	
Diploma 3	3	3	
Class 3	3	0	Subject passes
Class 2	10	5	Subject passes for the rest
Class 1	14	12	Subject passes for the rest
TOTAL	30	26	40% pass rate

- 4.2.2 In addition to the Teachers' Class Exams and upgrading training at the Teachers' College, teachers are in-serviced throughout the year through school-based assistance provided by the District Field Officers, Education Officers, Curriculum Development Unit Officers, and Exams Unit Officers. Other in-country programmes include those conducted by regional organizations such as IOE and other institutions and schools of USP and SPBEA and international organizations such as UNESCO. The two main donors to Education, Australia and New Zealand, also provided in-service training through the various programmes they funded.

4.3 Impact Study.

- 4.3.1 The Ministry continued to follow closely the recommendations made in this study to flood the schools with quality books and train these teachers to use the books productively and to ensure that reading and writing skills are taught. Changes were made to the planning of programmes and time tables to specifically allocate times for the teaching of reading and writing. In 2003 the officers in the Primary Division continued to monitor closely the progress made by children in the reading and writing skills that they are expected to have achieved at the end of each level. Improvement has been made. The Ministry continued to improve the access of pupils to good quality books and other reading materials. The training of teachers and principals in book-based methods was consolidated and extended.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

4.3.1.2 District Activities and Programmes:

4.3.1.2.1. A number of strategies were employed to achieve the various objectives established. Each District designed an Action Plan for each Term to incorporate all Ministerial programmes as well as District ones.

4.3.1.2.2. A Divisional Calendar was designed as a baseline for all District Plans. These were distributed to all schools. Individual schools in turn develop this calendar to include highlight activities within their own school.

4.3.1.2.3. The following were activities Highlighted in 2003.

Term 1	Term 2	Term 3
Language	Environmental Science Week	Completion of all Syllabi (C/1 – C/5)
Literacy English Week	Soroban Competition	Secondary Entrance Examination
Literacy Tonga Week	Ball Games (rugby, soccer, netball, volleyball).	Cultural Display of Traditional Dances
Mathematics Numeracy Week		
Athletics	Soccer Competition	

04.3.1.2.4. Some Extra-Curricula Activities Highlights:-

- His Majesty's 85th Birthday
- Visit by Imperial Prince and Princess of Japan
- Visit from a Group of Teachers – Fiji (Lautoka)

4.3.2 Classroom Assessment and Monitoring of Curriculum Outcomes.

4.3.2.1 A school based Assessment training was conducted by the Ministry for all schools in Tonga. Some of the officers were fortunate to have joined this important training. School based in-service of SBA strategies was employed throughout the districts.

4.3.2.2 We were fortunate to be assisted and guided by Dr. Visessio Pongi on designing another set of items for assessing Class 3 in three subject Areas; English, Tongan and Mathematics. It is hoped that on completion these will be used as a standardised test tool for all Primary Schools in Tonga.

4.3.2.3. Evaluation

4.3.2.3.1. The evaluation of primary school teachers was once again carried out in 2003 but on a slightly different perspective from the 2002 exercise because of cost constraints and deliberate efforts to eliminate teacher performance inefficiency but at the same time promote and encourage high standards of teacher performance.

4.3.2.3.2. This year saw the introduction of two mid – term evaluation exercises (Terms 1 & 2) aimed at identifying those teachers who are committed to their work right from the beginning of the year and those who do not.

As a result of the mid – term evaluation exercises, the 2003 evaluation was confined only to all post holders, all Senior Assistant Teachers (SATs) and Trained Uncertificated Teachers (TUTs) in the two Niuas, island schools of Vava'u and Ha'apai, and including 'Atata and 'Eueiki. The only SATs evaluated in Tongatapu and 'Eua and the main islands of Vava'u and Ha'apai were only those who have performed very well in the mid – term evaluation exercises and those who performed well below standard.

- 4.3.2.4. A total 420 teachers were therefore evaluated this year. About 95% were found performing at very credible levels. Of the 103 head teachers evaluated, about 97% were discharging their duties effectively and efficiently.

The evaluation exercise was centred around five main areas namely classroom organization, classroom display, resources and activities, planning and implementation, teachers' records, and children's work. Teachers' general behaviour and work commitment were also assessed and results, highly satisfactory.

- 4.3.2.5. Performance levels in the first four components were remarkably well, while the fifth component showed some marked improvement over the last year's.

Findings also highlighted that on average, teachers of classes 1 and 6 were the most committed and then followed by teachers of classes 5, 2, 3 and 4 respectively.

- 4.3.2.6. At the beginning of this year, workshops and in-service training were instigated on School Based Assessment and the pivotal role it will play in school assessment not only for the year but in the years to come.

- 4.3.2.7. Formative – type assessment was again emphasized and all teachers were encouraged to employ them in classroom assessments as a mean of improving classroom teaching and learning. Summative – type assessment was therefore discouraged (except in Class 6 who have an external examination to sit close to the end of the year) and teachers and officers worked hand in hand to promote these initiatives.

- 4.3.2.8. Dr. Visessio Pongi was able to conduct workshops on developing Standardised Tests for Tongan schools in Class 4 with the division's officers. The exercise was both a great success and a great learning exercise for officers. The instrument is yet to be trialled.

- 4.3.2.9. Findings from monitoring programmes, mid – term and main evaluation exercises and assessment tasks have suggested that children's performance are, on average progressing, and the number of under – achievers are gradually decreasing.

4.4 Numeracy and Literacy (Primary)

- 4.4.1 Mr. Murray Gadd, the NZ Consultant under the Strengthening Project was able to come again in 2003 and that was his final visit. He visited classrooms and gave assistance to teachers on shared reading, guided reading and related methods. The recordings of Reading, Writing Lessons (Shared and Guided) that were made in some classrooms in 2001 continued to be used by the officers for training of teachers. The tapes are accompanied by professional developments notes highlighting teaching points eg. Each lesson integrates speaking, reading and writing into one lesson.

- 4.4.2. During Murray's final visit he was able to work with officers, staff and teacher trainees (TIOE) teachers in Tongatapu, Ha'apai and Vava'u. 'Eua was also programmed for him to visit but due to unfavourable weather that visit was cancelled. However in addition to covering of the finer points of Reading and Writing (Shared Guided) particular attention was also given to exploring ways to:-

- encourage students to use all reading cues and strategies in an integrated way when unpacking texts;
- question for thinking as well as recall in Reading;
- promote shared writing that encourages students to "have a go";
- encourage risk taking amongst students in writing;
- promote phonemic awareness and vocabulary extension;
- Interact constantly with students during the literacy learning process.

MINISTRY OF EDUCATION ANNUAL REPORT 2003

- 4.4.3. Murray's work in Tonga was a success. He trained the Officers and teachers on different strategies of teaching Reading and Writing (Shared & Guided) effectively. The Government of New Zealand under this aid programme made a huge donation of quality books for all levels.

Both Government and Mission Primary Schools received 1,500 books each consisting of Readers in Levels, Literacy Links, Pacific Literacy Guided Readers, Phonics, Big Books etc. The classrooms have a very rich supply of books.

- 4.4.4. Looking Ahead – Literacy and Numeracy continued to be upper most in the priority list.
- 4.4.5. It was also incorporated into the training activities interventions to combat the weaknesses identified in various area such as the Secondary Schools Examination, classroom assessment of the teaching and learning component, and in the planning of reading and writing lessons (shared and guided) to link to the real life themes of the language programme. The mode of all training this year was either school or district based and organised by the officers of each respective district.

Part III (ii) Table 6 : Workshops Conducted for Primary Schools by Overseas Consultants in 2003

SUBJECT	CONSULTANT	TIME	ORGANISATION
Reading / Writing	Murray Gadd	30 June (officers)	New Zealand Aid
	Murray Gadd	1 st – 9 July (Teachers / Tongatapu)	New Zealand Aid
	Murray Gadd	3 – 4 July (Vava'u)	New Zealand Aid
	Murray Gadd	7 – 8 July TIOE	New Zealand Aid
	Murray Gadd	10 – 11 July (Ha'apai)	New Zealand Aid
Standardised tests of Achievement for Tongan Schools	Dr. Visiesio Pongi	5 th - 9 th May	SPBEA - Suva

- 4.4.6. Teachers continued to “practise, practise, and practise” all that they have been taught to improve literacy and numeracy skills. Officers worked with key teachers in each school to be responsible for organizing school based training to consolidate and reinforce methodologies and practices established.
- 4.4.7. The children were well immersed in quality books and there was improvement in their reading and writing. The teachers used the different language forms from these books to link to the real life themes of the modules.
- 4.4.8. These language forms provided good models of the language features for both the teachers and the pupils such as :
- Selection and Organisation of the ideas (Meaning);
 - Expression – (Grammar * Cohesion);
 - Signs and Symbols.

4.5. Looking Ahead

4.5.1 Literacy and numeracy continued to be uppermost in the priority list of all primary school programmes and activities for the year 2003. Greater emphasis was made on reading in particular to reduce the percentage of students at risk throughout Tonga, as stated in the specific aim of the Language In-service programme.

4.6. Number of Teachers

4.6.1. Table 7 below shows the number of Primary School Teachers since 1997 and Table 8 shows the Teacher/Pupil Ratio since 1997.

Part III (ii): Table 7: Number of Primary School Teachers Since 1997

YEAR	EDUCATION SYSTEM	MALE	FEMALE	TOTAL	% FEMALE	% TOTAL
1997	Government	223	502	725	69.2	91.5
	Church	14	53	67	79.1	8.4
TOTAL		237	555	792	70.1	100
1998	Government	213	476	689	69.1	91.6
	Church	13	50	63	79.4	8.4
TOTAL		226	526	752	69.9	100
1999	Government	215	457	672	68	90.2
	Church	22	51	73	69.8	9.8
TOTAL		237	508	745	68.1	100
2000	Government	214	464	754	61.5	81.7
	Church	21	55	76	72.3	8.3
TOTAL		235	519	830	62.5	100
2001	Government	239	502	741	67.7	90.0
	Church	24	58	82	70.7	10.0
TOTAL		263	560	823	68.0	100
2002	Government	217	476	693	68.7	89.7
	Church	16	64	80	80.0	10.3
TOTAL		233	540	773	69.9	100
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

Part III (ii) Table 8: Teacher/Pupil Ratio Since 1997

YEAR	NUMBER OF PUPILS	NUMBER OF TEACHERS	TEACHER/PUPIL RATIO
1997	16,648	792	1:21
1998	15,276	752	1:20
1999	16,551	745	1:22
2000	16,697	830	1:20
2001	17,026	823	1:21
2002	16,942	773	1:22
2003	17,891	824	1.22

Part III (ii)Table 9: Primary School Teachers' Qualifications in 2003 by Education System and By Sex

QUALIFICATION	DEGREE			DIPLOMA			CLASS 1			CLASS 2			CLASS 3			*TUT TUT/DIP			#UT			TOTAL			% OF CLASS
EDUCATION SYSTEM	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	3 and less
GOVERNMENT																									
Central District	0	0	0	27	63	90	7	22	29	0	4	4	3	10	13	2	6	8	0	2	2	39	107	146	15.7
▣Tonga Side School	1	1	2	7	33	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	34	42	0
Eastern District	0	0	0	32	57	89	7	29	36	0	7	7	7	13	20	2	0	2	0	2	2	48	108	156	15.4
Western District	0	0	0	19	28	47	6	15	21	0	4	4	4	16	20	0	3	3	0	0	0	29	66	95	24.2
'Eua	0	0	0	5	14	19	5	9	14	2	3	5	1	0	1	1	0	1	0	1	1	14	27	41	7.3
Ha'apai	0	0	0	26	10	36	4	16	20	0	1	1	2	4	6	5	2	7	0	1	1	37	34	71	19.8
Vava'u	0	0	0	26	42	68	13	42	55	4	2	6	2	4	6	1	3	4	0	0	0	46	93	139	7.2
Niuaotoputapu	0	0	0	2	8	10	2	2	4	0	0	0	0	0	0	1	0	1	0	0	0	5	10	15	6.7
Niuafo'ou	0	0	0	3	2	5	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	3	4	7	0
Total	1	1	2	147	257	404	44	137	181	6	21	27	19	47	66	12	14	26	0	6	6	267	483	750	13.8
Percentage of Total	0.3			56.7			25.4			3.8			9.3			3.6			0.8			100			
Non-Government Schools																									
Free Wesleyan	2	1	3	1	4	5	0	1	1	2	0	2	8	5	13	6	2	8	14	8	22	33	21	54	79.6
Seventh Day Adventist	1	1	2	2	6	8	0	0	0	0	0	0	3	2	5	0	0	0	1	1	2	7	10	17	41.2
Tokaikolo	0	1	1	1	0	2	0	2	2	0	0	0	1	1	2	0	0	0	0	3	3	2	8	10	50.0
Baha'i	3	6	9	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10	13	0
Total	7	8	15	3	16	19	0	3	3	2	0	2	12	8	20	6	2	8	15	9	24	45	49	94	55.3
Percentage of Total	16.0			20.2			3.1			2.1			21.3			8.5			25.5			100			
GRAND TOTAL	8	9	17	150	273	423	44	140	184	8	21	29	31	55	86	18	16	34	15	15	30	274	532	806	19.0
% OF GRAND TOTAL	2.1			52.5			22.8			3.6			10.7			4.2			3.8			100			

* : Trained Uncertificated Teacher # : Untrained Teacher ▣ : Includes teachers at the Secondary School level

5. NUMBER OF SCHOOLS

- 5.1 Primary Education in Tonga 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. In one or two islands, the population is highly mobile and in some years, there might be school-aged children and in some years, there might not. The school at Tofua, Ha'apai was closed because there were no school-aged pupils on the island. Table 10 below shows the distribution of primary schools in Tonga, both Government and Non-Government. Ninety-one percent of the schools are owned by Government and the remainder are managed by church education systems; the Free Wesleyan Church administers 7, the Seventh Day Adventist Church administers 2; the Tokaikolo Church administers one and the Bahai Faith administers one.

Part III (ii): Table 10: Number of Primary Schools in Tonga in 2003 by Managing Authority and By District

DISTRICT	CONTROLLING AUTHORITY					TOTAL
	GOVERN- MENT	FREE WESLEYAN	SEVENTH DAY	TOKAIKOLO	BAHA'I	
Tongatapu	48	5	2	1	1	57
'Eua	5	0	0	0	0	5
Ha'apai	19	2	0	1	0	22
Vava'u	30	0	0	0	0	30
Niuaotoputap u	3	0	0	0	0	3
Niuafo'ou	2	0	0	0	0	2
TOTAL	107	7	2	1	2	119

6. ENROLMENT

- 6.1. Enrolment at the primary education level, as previously stated, is compulsory. Parents are encouraged to take their children to school. However, there is universal access and participation at this level. Enrolment has stabilised more or less in the last five years around the 16,000, with marginal variations only. However, in 2001, for the first time, enrolment reached 17,026. In 2002 the number dropped to 16942. Table 11 shows how the enrolment at primary level fluctuates in the last five years. And in September 2003 the roll went up to 17891 an increase of 5.2%.
- 6.2 The variations are due to a number of factors. It could be due to variations in the birth rate and migration rate. It is suspected that the variations could be partly attributed to the number of expatriates, Tongan children being sent back to their parents overseas, or sent to Tonga for educational purposes. More details are provided in the following tables:

Part III (ii) Table 11: Primary School Enrolment Since 1997 By Controlling Authority and By Sex (October Figures)

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YEAR	EDUCATION SYSTEM	NUMBER OF SCHOOLS	BOYS	GIRLS	TOTAL	% TOTAL
1997	Government	105	8333	7136	15469	93.0
	Church	11	637	542	1179	7.0
Total		116	8970	7678	16648	100.0
1998	Government	106	8079	6939	15018	92.7
	Church	11	629	559	1188	7.3
Total		117	8970	7498	16206	100.0
1999	Government	106	8272	7166	15438	92.8
	Church	11	662	552	1214	7.2
Total		117	8934	7718	16652	100.0
2000	Government	106	8168	7200	15368	92.0
	Church	11	731	598	1329	8.2
Total		117	8899	7798	16697	100.0
2001	Government	107	8158	7309	15467	90.8
	Church	11	827	732	1559	9.2
Total		118	8985	8041	17026	100.0
2002	Government	107	8083	7361	15444	91.2
	Church	11	788	710	1498	8.8
Total		118	8871	8071	16942	100.0
2003	Government	109	8756	7716	16472	92.0
	Church	12	740	679	1419	8.0
Total		121	9496	8395	17891	100.0

Part III (ii) Table 12: **Primary School Enrolment in 2003 By Sex and By Controlling Authority**

EDUCATION SYSTEM	MALE	FEMALE	TOTAL	%FEMALE	%TOTAL
Government	8,756	7,716	16,472	46.8	92.1
FWC	282	220	502	43.8	2.8
SDA	236	247	483	51.1	2.7
TOKAIKOLO	148	129	277	46.6	1.5
BAHA'I	74	83	157	52.9	0.9
TOTAL	9496	8395	17891	46.9	100.0

Part III (ii) Table 13: *Primary School Enrolment By District, By Controlling Authority and By Sex as of 31 March -2003.*

% of Total at	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	2726	2456	5182	77	68	145	199	207	406	139	113	252	74	83	157	3215	2927	6142
	Eastern	1872	1603	3475				37	40	77							1909	1643	3552
	Western	1182	1051	2233	148	113	261										1330	1164	2494
68.1	Sub-Total	5780	5110	10890	225	181	406	236	247	483	139	113	252	74	83	157	6454	5734	12188
5.2	'Eua	502	433	935													502	433	935
8.1	Ha'apai	693	638	1331	66	55	121										759	693	1452

MINISTRY OF EDUCATION ANNUAL REPORT 2003

17.0	Vava'u	1565	1397	2962													1565	1397	2962
1.2	NTT	148	83	231													148	83	231
0.7	NF	68	55	123													68	55	123
TOTAL		8756	7716	16472	291	236	527	236	247	483	139	113	252	74	83	157	9496	8395	17891

- 6.3 It can be seen from Tables 11 and 12 that Government's share of the school population for the last six years remained around 93%. The Free Wesleyan Church continues to educate the largest share among the non-government education systems. According to Table 13, Tongatapu educated the largest percentage of the primary school population at 68.1% followed by Vava'u with 17.0%, Ha'apai with 8.1%, 'Eua with 5.2% and the two Niuas with 2.6% (NTT=1.7%).

6.3 Every year the Primary Division compares school enrolments for March and September. While Tables 13 show, the March figures a grand total of 17891 an increase of 840 from 2002.

Part 111. (iii) Tables 14 : Vahe Loto District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

School	Class 1			Class 2			Class 3			Class 4			Class 5			Class 6			Total			TEACHERS		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1 Fasi-moe-Afi	39	26	65	30	23	53	24	32	56	30	30	60	54	28	82	44	42	86	221	181	402	3	12	15
2 Fanga-o-Pilolevu	21	29	50	23	29	52	31	21	52	28	26	54	27	34	61	60	37	97	190	176	366	2	11	13
3 Haveluloto	44	37	81	47	34	81	35	32	67	38	32	70	40	32	72	65	47	112	269	214	483	6	11	17
4 Kolomotu'a	29	16	45	24	29	53	29	25	54	35	17	52	34	23	57	38	29	67	189	139	328	3	7	10
5 Longolongo	31	25	56	37	29	66	28	23	51	28	32	60	30	27	57	45	53	98	199	189	388	2	11	13
6 Ma'ufanga	51	51	102	34	52	86	54	49	103	49	43	92	49	44	93	78	72	150	315	311	626	5	15	20
7 Nuku'alofa	75	52	127	78	69	147	74	79	153	66	81	147	79	97	176	100	107	207	472	485	957	4	25	29
8 Ngele'ia	36	21	57	13	25	38	38	35	73	40	23	63	34	22	56	49	41	90	210	167	377	3	9	12
9 Va'e Popua	14	20	34	19	18	37	25	17	42	17	16	33	20	8	28	30	21	51	123	100	223	3	5	8
10 Tonga Side School (Nuku'alofa)	34	55	89	37	39	76	36	43	79	40	48	88	52	23	75	65	63	128	264	271	535	3	16	19
11 Tonga Side School (Ngele'ia)	38	39	77	39	42	81	15	22	37	16	15	31							108	118	226	1	7	8
TOTAL	412	371	783	381	389	770	389	378	767	387	363	750	419	338	757	574	512	1086	2560	2351	4911	35	129	164

Part III. (iii) : Table 15 : Vahe Hihifo District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS 1			CLASS 2			CLASS 3			CLASS 4			CLASS 5			CLASS 6			TOTAL			TEACHERS		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 Atata	3	2	5	6	3	9	-	7	7	2	3	5	3	6	9	10	3	13	24	24	48	2	1	3
2 Eueki	2	-	2	2	2	4	-	-	-	2	-	2	2	1	3	0	1	1	8	4	12	2	-	2
3 Fahefa	9	4	13	5	5	10	6	6	12	8	4	12	5	6	11	6	13	19	39	38	77	2	3	5
4 Fatai	13	8	21	17	9	26	12	9	21	8	13	21	13	12	25	17	15	32	80	66	146	2	4	6
5 Halalalo	16	8	24	14	8	22	16	10	26	15	11	26	12	9	21	18	18	36	91	64	155	3	4	7
6 Hifoia	15	7	22	11	15	26	9	7	16	8	11	19	9	10	19	13	9	22	65	59	124	2	4	6
7 Houma	19	22	41	22	18	40	10	31	41	20	30	50	22	16	38	35	31	66	128	148	276	2	10	12
8 Kahoua	12	5	17	14	7	21	11	8	19	12	12	24	13	9	22	19	14	33	81	55	136	2	4	6
9 Kanokupolu	8	9	17	4	3	7	9	3	12	8	4	12	12	8	20	5	4	9	46	31	77	1	3	4
10 Kolovai	10	10	20	10	13	23	8	4	12	18	10	28	12	13	25	15	17	32	73	67	140	3	3	6
11 Metahau	3	13	16	7	7	14	12	3	15	7	8	18	6	6	12	8	5	13	43	42	85	4	2	6
12 Pea	13	6	19	14	11	25	9	19	28	18	10	28	13	13	26	19	14	33	86	73	159	-	7	7
13 Puke	10	7	17	7	7	14	8	4	12	7	6	13	5	5	10	10	8	18	47	37	84	1	4	5
14 Siatoutai	6	4	10	6	3	9	3	7	10	6	4	10	2	4	6	4	6	10	27	26	53	-	3	3
15 Tekeiu	14	13	27	8	9	17	12	13	25	13	14	27	8	10	18	12	18	30	67	77	144	1	5	6
16 Tokomoloto	16	15	31	17	13	30	10	15	25	19	12	31	18	11	29	28	26	54	108	92	200	1	6	7
17 Tonga Side School (Tokomoloto)	34	34	68	14	32	46	11	13	24	10	9	19							69	88	157	1	5	6
Hihifo TOTAL	203	167	370	178	165	343	146	159	305	181	161	345	155	139	294	219	202	421	1082	991	2073	29	68	97

Part III. (iii) : Table 16 : Vahe Hahake District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS 1			CLASS 2			CLASS 3			CLASS 4			CLASS 5			CLASS 6			TOTAL			TEACHERS		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 Afa	4	6	10	9	10	19	6	9	15	8	7	15	3	4	7	8	6	14	38	42	80	-	5	5
2 Atele	22	20	42	26	23	49	22	13	35	21	24	45	16	33	49	49	25	74	156	138	294	2	10	12
3 Folaha	13	16	29	15	19	34	16	20	36	15	16	31	12	17	29	22	14	36	93	102	195	3	3	6
4 Fua'amotu	18	15	33	12	11	23	15	9	24	12	25	37	18	15	33	18	21	39	93	96	189	-	6	6
5 Ha'amonga	17	6	23	10	11	21	6	6	12	10	8	18	8	11	19	8	15	23	59	57	116	1	5	6
6 Ha'asini	23	12	35	16	7	23	14	12	26	13	8	21	14	16	30	15	16	31	94	72	166	2	5	7
7 Hoi	11	6	17	9	4	13	11	5	16	7	7	14	8	6	14	5	9	14	51	37	88	5	1	6
8 Holonga	11	6	17	9	8	17	8	11	19	8	9	17	8	11	19	14	14	28	58	59	117	2	4	6
9 Kai'avale	6	5	11	6	6	12	7	4	11	9	5	14	11	5	16	15	4	19	54	29	83	2	3	5
10 Kolonga	20	11	31	14	18	32	18	20	38	31	16	47	20	16	36	20	11	31	123	92	215	2	5	7
11 Lapaha	28	16	44	20	16	36	20	17	37	23	29	52	27	25	52	19	24	43	137	127	264	1	10	11
12 Longoteme	10	2	12	6	9	15	8	6	14	4	8	12	10	7	17	19	5	24	57	37	94	2	4	6
13 Lotolu	4	5	9	5	2	7	5	4	9	5	-	5	7	2	9	4	7	11	30	20	50	1	2	3
14 Malapo	10	4	14	6	4	10	6	4	10	8	4	12	4	9	13	8	8	16	42	33	75	2	2	4
15 Mu'a	33	17	50	15	21	36	21	21	42	23	21	43	23	21	44	40	29	69	160	130	290	5	7	12
16 Navutoka	13	12	25	9	9	18	9	13	22	9	16	25	11	10	21	23	19	42	74	79	153	2	4	6
17 Nukuleka	3	3	6	6	1	7	7	2	9	3	3	6	2	5	7	6	1	7	27	15	42	1	2	3
18 Talafo'ou	7	7	14	11	7	18	6	11	17	9	10	19	11	9	20	7	9	16	51	53	104	-	6	6
19 Tolca	3	1	4	3	2	5	4	1	5	2	1	3	-	1	1	4	2	6	16	8	24	-	2	2
20 Tu'aliku	10	5	15	4	7	11	7	4	11	8	4	12	7	3	10	15	14	29	51	37	88	2	4	6
21 Vaini	19	32	51	24	24	48	24	25	49	30	21	51	41	25	66	25	14	39	193	168	361	3	11	14
22 Veitongo	18	13	31	9	15	24	8	12	20	14	14	28	12	6	18	17	8	25	78	68	146	3	3	6
Hahake TOTAL	303	220	523	244	234	478	248	229	477	272	256	527	273	257	530	361	275	636	1735	1499	3234	41	104	145

Part III. (iii) : Table 17 : 'Eua District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS1			CLASS2			CLASS3			CLASS4			CLASS5			CLASS6			TOTAL			TEACHERS		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 Angaha	24	18	42	33	23	56	26	23	49	23	28	51	21	29	50	29	39	68	153	160	316	5	8	13
2 Halaia	15	16	31	15	18	33	19	13	32	19	14	33	20	12	32	20	18	38	108	9	199	2	6	8
3 Huma	3	3	6	2	3	5	5	3	8	1	2	3	1	1	2	8	3	11	20	15	35	2	1	3
4 Onoua	28	23	51	25	26	51	27	20	47	31	18	49	29	18	47	28	20	48	168	125	293	4	8	12
5 Tufu'ai	6	8	14	3	3	6	3	2	5	-	1	1	4	1	5	5	3	8	21	18	39	1	2	3
'EUA TOTAL	76	68	144	78	73	151	80	61	141	74	63	137	75	61	136	90	83	173	473	327	882	14	25	39

Part III. (iii) : Table 18 : Ha'apai District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS 1			CLASS 2			CLASS 3			CLASS 4			CLASS 5			CLASS 6			TOTAL			TEACHERS		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 Fakakakai	4	3	7	1	6	7	5	2	7	7	6	13	5	1	6	9	4	13	31	22	53	2	1	3
2 Faleloa	13	9	22	7	10	17	10	8	18	5	8	13	10	8	18	12	4	16	57	47	104	2	2	4
3 Fonofua	3	7	10	-	-	-	1	1	2	1	3	4	1	-	1	4	-	4	10	11	21	2	-	2
4 Fotua	18	12	30	13	10	23	8	18	24	8	8	16	10	8	18	16	15	31	73	71	144	4	2	6
5 Fotuha'a	2	5	7	2	1	3	1	1	2	2	3	5	2	1	3	4	3	7	13	14	27	1	1	2
6 Ha'afeva	5	4	9	8	3	11	4	4	8	7	6	13	1	5	6	6	5	11	31	27	58	3	1	4
7 Ha'ano	-	3	3	2	1	3	3	3	6	3	-	3	1	4	5	4	4	8	13	15	28	2	1	3
8 Hihifo	7	15	22	17	16	33	11	14	25	15	13	28	16	14	30	23	12	35	89	84	173	3	3	6
9 Kotu	3	4	7	5	3	8	2	5	7	2	2	4	3	6	9	4	3	7	19	23	42	-	-	2
10 Koulo	5	7	12	5	5	10	5	6	11	7	6	13	4	4	8	5	4	9	31	32	63	-	-	4
11 Lofanga	4	2	6	2	3	5	3	3	6	2	-	2	4	2	6	3	1	4	18	11	29	1	2	3
12 Mango	-	1	1	1	1	2	2	1	3	-	1	1	3	-	4	1	-	1	7	5	12	2	-	2
13 Mo'unga'one	1	2	3	2	2	4	-	5	5	3	-	3	2	2	4	4	5	9	12	16	28	-	-	3
14 Mata'aho	11	7	18	13	8	21	8	8	16	4	10	14	5	9	14	10	3	13	51	45	96	3	3	6
15 Matuku	1	5	6	1	3	4	1	3	4	3	2	5	2	2	4	3	3	6	11	18	29	1	1	2
16 Nomuka	4	3	7	0	5	5	5	3	8	2	3	5	7	2	9	4	6	10	22	22	44	2	3	5
17 O'ua	4	0	4	1	1	2	4	3	7	2	2	4	3	3	6	6	1	7	20	10	30	1	2	3
18 Pangai	19	12	31	12	7	19	21	22	43	21	14	35	19	17	36	28	24	52	120	96	216	2	4	6
19 Tunga	4	5	9	3	6	9	2	6	8	5	1	6	4	5	9	8	6	14	26	29	55	2	1	3
GRAND TOTAL	108	106	214	95	91	186	96	116	210	99	88	187		93	196		103	257	654	598	1252	33	36	69

Part III. (iii) : Table 19 : Vava'u District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS 1			CLASS 2			CLASS 3			CLASS 4			CLASS 5			CLASS 6			TOTAL			TEACHERS		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	M	F	TOTAL
1 Faievai	2	4	6	-	2	2	3	1	4	2	1	3	2	2	4	3	1	4	12	11	23	1	1	2
2 Feletoa	18	13	31	11	8	19	15	13	28	12	13	25	10	14	24	17	17	34	83	78	161	1	6	7
3 Ha'alaufuli	19	18	37	20	24	44	12	15	27	14	19	33	22	15	37	23	19	42	110	110	220	3	5	8
4 Holonga	8	2	10	3	6	9	3	3	6	9	4	13	3	2	5	3	10	13	29	27	56	1	3	4
5 Houma	4	5	9	6	7	13	2	7	9	12	3	15	6	10	16	7	6	13	37	38	75	2	2	4
6 Hunga	5	2	7	2	4	6	4	2	6	3	4	7	4	2	6	3	9	12	21	23	44	3		3
7 Kapa	-	1	1	-								-	-			1	1	2	1	2	3	1		1
8 Koloa	5	-	5	2	3	5	2	1	3	1	2	3	1	2	3		1	1	11	9	20		2	2
9 Lape	-		-	1	-	1			0	1		1					1	1	2	1	3		1	1
10 Leimatu'a	18	16	34	17	10	27	18	9	27	18	22	40	19	14	33	23	22	45	113	93	206	3	6	9
11 Liviela	43	32	75	34	32	66	32	37	69	25	28	53	27	33	60	41	39	80	202	201	403	2	12	14
12 Longomapu	16	13	29	9	12	21	12	8	20	7	10	17	4	14	18	23	10	33	71	67	138	2	4	6
13 Makave	10	12	22	21	19	40	11	12	23	11	13	24	11	4	15	11	21	32	75	81	156	1	5	6
14 Matamaka	1	1	2	-	2	2	1	1	2	5	1	6	2	1	3	3	2	5	12	8	20	1	1	2
15 Neiafu	43	37	80	40	30	70	33	39	72	47	26	73	39	38	77	57	33	90	259	203	462	4	14	18
16 Nuapapu	1	1	2	3	1	4	3	2	5	1	3	4	7	2	9	4	2	6	19	11	30	1	1	2
17 Nga'unoho	5	2	7	2	3	5	2	2	4	4	2	6	3	1	4	5	5	10	21	15	36	1	1	2
18 Ofu	4	2	6	-		2	2	1	3	2	1	3	3	3	6	1	2	3	12	9	21	1	1	2
19 Olo'ua	2	-	2	2	-	2	-	2	2	1	3	4	2	1	3	3	2	5	10	8	18		2	2
20 Ovaka	2	-	2	2	-	2	2	2	4	2	2	4	1	1	2	2	2	4	11	7	18	1	1	2
21 Otea	1	2	3	2	2	4	-	1	1	3	2	5					3	3	6	10	16	1	1	2
22 Pangaimotu	9	14	23	7	6	13	10	6	16	7	7	14	9	7	16	11	13	24	53	53	106	2	3	5
23 Taao	5	10	15	10	4	14	6	6	12	7	4	11	6	9	15	13	13	26	47	46	93	2	3	5
24 Taunga	1	-	1	-	-	-	-	-	-	-	-	-	1		1	1		1	3		3		1	1
25 Tefisi	10	9	19	14	7	21	16	8	24	12	11	23	18	13	31	12	10	22	82	58	140	2	4	6
26 Toulā	7	7	14	14	4	18	10	6	16	5	9	14	7	8	15	13	8	21	56	42	98	2	4	6
27 Tu'anuku	6	2	8	10	3	13	7	4	11	2	4	6	6	1	7	5	6	11	36	20	56	2	1	3
28 Tu'anekeviale	12	12	24	8	9	17	6	6	12	12	7	19	6	7	13	9	16	25	53	57	110	2	4	6
29 Utungake	11	4	15	5	5	10	5	3	8	4	6	10	3	4	7	6	7	13	34	29	63		3	3
30 Utulei	2	-	2	3	-	3	4	1	5	1		1	1	2	3	5	2	7	16	5	21	1	1	2
GRAND TOTAL	270	221	491	248	205	453	221	198	419	230	207	437	223	210	433	305	283	588	1497	1322	2819	43	93	136

Part III. (iii) : Table 20 : Nias District Government Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS 1			CLASS 2			CLASS 3			CLASS 4			CLASS 5			CLASS 6			TOTAL			TEACHERS		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 Falehu	4	4	8	1	6	7	5	2	7	4	4	8	5	4	9	12	4	16	31	24	55	1	3	4
2 Hihifo	10	8	18	16	5	21	18	8	26	17	8	25	13	8	21	17	11	28	91	48	139	-	6	6
3 Tafahi	3	2	5	1	3	4	3	1	4	1	1	2	1	-	1	4	2	6	13	9	22	3	-	3
4 Aleleuta	9	7	16	11	6	17	7	10	17	9	6	15	9	6	15	9	5	14	54	40	94	3	3	6
5 Tongamalo	4	2	6	4	2	6	1	4	5	-	5	5	5	1	6	2	2	4	16	16	32	2	1	3
GRAND TOTAL	30	23	53	33	22	55	34	25	59	31	24	55	33	19	52	44	24	68	205	137	342	9	13	22

Part III. (iii) : Table 21 : Church Primary Enrolment and Teachers Numbers By School By Class and By Sex as of 31 March 2003.

SCHOOL	CLASS 1			CLASS 2			CLASS 3			CLASS 4			CLASS 5			CLASS 6			TOTAL			TEACHERS		
	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	M	F	TOTAL	M	F	TOTAL
1 FWPS Nuku'alofa	17	12	29	13	12	25	5	12	17	12	13	25	15	7	22	21	13	34	83	69	152	2	6	8
2 FWPS Nukunuku	5	8	13	5	8	13	9	5	14	11	7	18	3	6	9	6	7	13	39	41	80	1	5	6
3 FWPS Kolovai	8	4	12	2	3	5	6	7	13	6	4	10	10	5	15	4	7	11	36	30	66	1	5	6
4 FWPS 'Utulau	10	9	19	1	6	7	9	3	12	6	4	10	8	5	13	10	5	15	44	32	76	2	2	4
5 FWPS Vaotu'u	7	5	12	3	2	5	6	1	7	3	1	4	2	2	4	5	1	6	26	12	38	3	2	5
6 FWPS Nomuka	7	3	10	3	3	6	3	6	9	1	3	4	2	3	5	6	4	10	22	22	44	2	4	6
7 FWPS Pangai Hihifo	11	8	19	3	2	5	3	3	6	6	1	7	6	2	8	4	1	5	33	17	50	1	4	5
8 SDA Hilliard	45	27	72	25	35	60	40	46	86	33	33	66	31	37	68	24	27	51	198	205	403		11	11
9 SDA Beulah	7	8	15	4	9	13	4	5	9	7	5	12	5	4	9	9	7	16	36	38	74		3	3
10 Lavengamalie Primary School	29	15	44	22	21	43	25	19	44	15	20	35	23	19	42	22	18	40	136	112	248	1	11	12
11 Ocean of Light	12	16	28	11	14	25	12	15	27	13	12	25	10	12	22	11	13	24	69	82	151		6	6
12 'Ofamo'oni Primary School	4	7	11	6	9	15					103								10	16	26	2		2
TOTAL	162	122	284	98	124	222	122	122	244	113	103	216	115	102	217	122	103	225	732	676	1382	15	59	74

6.5 Repeaters and Drop-outs

- 6.5.1 Primary school children are allowed to repeat in two levels only: Class 1 and Class 6. In Class 1, children are expected to acquire the basic tools for learning. If by the end of the year, children have not mastered these basic skills, they are required to repeat the year in order to prepare them more satisfactorily to cope with higher level learning. At Class 6, all children are given two years or more if needed, to sit the Secondary Entrance Examination (SEE).
- 6.5.2 It can be seen from the September figures (Appendix) that the number of pupils repeating Class 6 has decreased from 1059 in 2001 to 1171 in 2002, an increase of 10.6% (112 pupils). This figure is much lower than the previous years. The system has to extra teachers and resources to cater for the additional numbers at this level. One of the basic goals at this level is to eliminate repeating at Class 1 and Class 6 but to work towards 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. However, the percentage of repeaters at Class 6 is declining very tremendously. Most of the pupils pass this entrance tests in the first attempt, and enter secondary schools.

7. PROGRAMMES AND ACTIVITIES

7.1 Curriculum Implementation

7.1.1 Language

- 7.1.1.2. Language and Numeracy continued to be emphasised throughout the year in all Districts. We were still fortunate this year, although for the last time, to have the expertise of Mr. Murray Gadd, under the New Zealand Aid. He ended a most fruitful programme by providing an in-service on how to make use of the thousands of books to be used early 2004. Vava'u and Ha'apai were fortunate to host Mr. Gadd for the last time.

7.2. Mobile Library

- 7.2.1 This service was not provided in 2003, the bus was broken.

7.3 Physical Education

- 7.3.1. Teachers were once again encouraged to carry out the Physical Education lessons as most tend to use these periods to catch up in other subject areas. To ensure that Physical Education is done according to the Set Timetable, teachers were expected to set up a Physical Education Corner in their classrooms and have Physical Education Tables, Games, Flags, Balls, Ropes and a Whistle etc. In the Annual Evaluation of Teachers the evaluators found that most classrooms had this corner well labelled with all the required resources and teachers plan of program showed that they were actually doing it. All teachers were encouraged to run the programme through radio broadcasts during the year.
- 7.3.2. Two Sports Officers from the Ministry of Education assisted the schools in the Sports and Aerobics activities. The activities for His Majesty's Birthday (Greeting / Aerobics) was organized by the sports officer and the officers of the Primary Division.

7.4. Music

- 7.4.1. The feedback from teachers in this subject area is that a Teachers is required for each level and Officers have given them guidelines on how to teach music and singing effectively. However some schools participated in music competition organized in 2003 by other organizations for the Heilala Week and most won prizes.

7.5. The BELS Programme:

- 7.5.1. The BELS Programme, funded by UNDP/UNESCO assisted Tonga in a number of areas: literacy development, educational assessment, educational management, and vocational training. The main components are: literacy education, classroom assessment of the teaching and learning, community support for education with early childhood education as a sub-component and educational management are all very relevant to primary education.

7.5.2 Although the project has ended, the primary schools has benefited a great deal from it. Teachers continued to put into practice the training they had received under the Project for the development of literacy materials and appropriate teaching Methodologies for Reading (Running Record, guided and shared) and likewise with writing. Literacy materials and Science Literacy Materials were sent to schools and a supply was put in the Mobile Library. It also offered intensive courses for head teachers, in community support for education. It took the form of basic training for head teachers and teachers to enable them to conduct training of parents in ways in which they could assist their children to develop the basic skills, attitudes, knowledge and values which would maximise their children's performance; and in, educational assessment.

7.6 Secondary Entrance Examination (SEE)

7.6.1 The Ministry of Education again conducted the annual Secondary Entrance Examination for 2003 in October. This examination consisted of four one-hour papers in English, Mathematics, Tongan Studies and Environmental Science. The marks from the four papers were once again standardised before they were aggregated to produce a national rank order of all the candidates. This was then used by the Ministry as well as the other education authorities as the principal means of allocating students to their preferred secondary schools. Class 6 students at Tonga Side School however did not take part in the examination as the school has its own Forms 1 and 2 Selection examinations for secondary school.

7.6.2 Results of this examination may be found in the Appendix for Part III (ii) (Professional Services (Exams)).

7.7 Other Curriculum Programmes

7.7.1 There has been no further development in the areas of Environmental Studies and Art and Craft due to shortage of staff at CDU. The schools continued to use the old syllabus and a reprint of the class 6 social studies was made. Reprinting of some of the curriculum materials was a pressing need in 2003 and due to financial constraints only a small reprinting of the Tongan Syllabus was done.

7.8 Other Activities

7.8.1 Tongan Culture

7.8.1.1 Every year the primary schools conduct a programme in Tongan Culture, which usually takes the form of teaching the pupils to perform the various Tongan Dances, and to make Tongan Handicrafts. In 2002, the dance festivals were done school-based. All schools performed a kailao for boys and tau'olunga for girls for selected Tongan songs composed by the late Queen Salote. The officers of the Ministry were present when the schools performed for the officers of the Ministry and the parents towards the end of November.

7.8.2 Plants Project

7.8.2.1 The Plants Project has been on-going in the primary division for some years. Under this project schools have planted largely exotic timber trees and vegetables. An added dimension to the Project is the emphasis on cultural and traditional plants in an attempt to preserve the rare plants and encourage the development of plant sanctuaries in selected primary schools. The aim is to propagate and save plant species which are endangered or which are important culturally, either as food, medicine, making of scented coconut oil, or in flower garlands, etc. In all schools, the Ministry of Agriculture and Forestry has initiated similar projects in which primary schools are provided with plant seedlings.

7.8.2.2 This project continued being supervised by the Environmental Science Team. On Tongatapu, free seedlings were distributed throughout the schools. The project still aim at encouraging the growing of ornamental plants traditionally, fruit trees, timber/wood trees, endangered species of plants or rare ones. Vegetable gardens were also encouraged.

7.8.3. Health Project

7.8.3.1 The aim of this Project is to promote the good health of all children in the primary schools as well as ensuring that their school environments are clean and healthy. The health programme was enforced and there was a marked improvement in the cleanliness of schools. The division appointed one of the primary officers to look after the schools health programmes and sanitation.

7.8.3.2 In addition to these activities, Ms Miwa, JOCV, continued with the survey on the growth of the Primary School students. From her research, certain exercises were necessary for the children to have good growth development since there is a tendency for class 5 and 6 children to increase in height and weight more rapidly. Once a child starts developing the excessive overweight, it is difficult to avoid obesity. Therefore, establishing a firm curriculum for Physical Education at the primary school level is very important whereby children would establish a healthy life style and eating habits.

7.8.3.3 Ensuring a healthy environment and promoting healthy habits continue to be one of the important activities carried out in all schools. GPS Fahefa in the Western District was nominated as the Health Promoting Schools for Tonga. This was monitored by field officers in collaboration with the public Health Officers from the Ministry of Health.

7.8.3.4 The Mobile Dental Service on Tongatapu continued to be active. The programme was monitored by Dentists from the Ministry of Health assisted by the teachers of each school.

7.8.4 Sports

7.8.4.1 The Sports programme is conducted every year in the primary schools in which pupils are taught basic skills in various sports such as netball, rugby union, rugby league, soccer, cricket and volleyball. In 2003 competitions were organised whereby pupils were involved in athletic activities in term 1, ball games in term 2, and cultural dances in term 3. However, the most recent and popular sports is soccer.

7.8.4.2 Although an action plan was drawn up with set sports for each Terms, soccer was however the sport which went on to provide a school competition for schools on Tongatapu. This was sponsored by the Friendly Island Football Association (FIFA). They also provided a training programme for some selected teachers.

7.8.5 International Commemorative Days/Years

7.8.5.1 A number of International Days commemorating or highlighting important events and issues were part of the school activities in 2003. Commonwealth Day is celebrated on March 11 every year. As in past year, the Radio Schools Broadcasting Programme in 2003 also was devoted to highlighting events and information relating to the Commonwealth. The World Food Day is celebrated every year with a number of activities. The World Literacy Day is also celebrated annually on 8 September and schools focussed on literacy events. Some also competed in particular events in the Music Festival held in conjunction with the Heilala Festival. Other days observed with activities was the World Health Day, World Teachers Day and World Environment Day.

7.8.6 Schools Broadcasting Programme

7.2.6.1 The radio programme continued to provide invaluable assistance to schools and teachers as well as parents, particularly for those in the outer islands. A special aspect of the Friday's programme is the in-service training for teachers in curriculum areas such as Language, Maths, Environmental studies, Art/Craft, Music, Physical Education etc. EM Jones, a private company based in Nuku'alofa continued to sponsor the fortnightly evening radio programmes for the public and teachers on Wednesdays. This programme is aimed at promoting community support for education, such as that provided by Parents' Teachers' Associations. This medium also provides opportunities for educating the public on critical educational issues and strategies that parents could adopt to assist their children to improve their performance.

The Quiz Programme sponsored by Westpac Bank of Tonga was carried out in Term 3, 2003 and 6 schools from each of the three districts participated. The Ministry of Education was responsible for the Questions taken from the curriculum and the schools broadcaster was the host of the programme.

* In the first place was GPS Nuku'alofa and Havelu.

7.8.7 Soroban Programme

- 7.8.7.1 The Soroban Programme continued to be implemented in the schools. The programme was consolidated and expanded in Tongatapu, Ha'apai, Vava'u and 'Eua. In Tongatapu, where the two Soroban officers are based, Pupils are given practical sessions from Monday to Thursday every week. Each school is visited once every fortnight. The sessions are done in the first 15 minutes of each Maths period. The 28 schools on Tongatapu are visited regularly and the 6 schools on Ha'apai, 19 schools on Vava'u and 5 schools on 'Eua also. The programme is serviced by one full-time officer based at CDU and one Japanese Soroban Officer funded by Japan. Vava'u and Ha'apai each has a JOCV volunteers but 'Eua is still taken care of by the volunteer based on Tongatapu.
- 7.8.7.2 This programme, continued to be exercised in Tongatapu, Vava'u, Ha'apai and 'Eua. The subject is done during Mathematics. Two officers based at CDU are responsible for Tongatapu, one JOCV for Ha'apai and Vava'u respectively.
- 7.8.7.3 The Programme is supported almost entirely in its implementation by the Tonga Soroban Education Association (TSEA), with most of the funding donated by TSEA members in Japan. In 2003 the Programme was highlighted by the district competitions. District competition was held only in Vava'u and Ha'apai. The Soroban programme is a compulsory subject for all primary school teacher trainees at the Tonga Institute of Education.

8. OTHER MATTERS

8.1 Special Education

- 8.2.1 The Primary Division continued the attempt to incorporate teaching strategies that address the problems of children with special needs into the standard teaching programmes of schools. The teaching and learning strategies of the curriculum programmes, in fact, fit in well with this effort since they emphasized classroom skills that meet the needs of the individual learner. Field officers also focus their assistance on the most needy schools, teachers and pupils.

9. CONCLUSION

- 9.1 The learner is the centre of all our educational efforts. As in previous years, we try to make every school day a Special Day for every child in the Kingdom. We are far from achieving that Vision but it is hoped that each day, we are making some small progress toward the attainment of that goal. On the whole, 2003 was another extremely busy year with many new innovations on trial and curriculum programmes adopted by the schools. The burden of learning and trial on both pupils and teachers was enormous and the fact that the pupils performed as well as they did, is a measure of the level of commitment that teachers have and the importance that the communities place on the support of educational developments. All developments, but particularly educational change, require commitment and collaborations from a number of groups. In Tonga partnership between schools, teachers, communities and educational authorities seems to continue to thrive. Each group is committed to the achievement of the same ideals. Educational development in Tonga will continue to prosper only as long as that partnership is maintained and actively sustained and as long as each group believes and works towards the same goals. But community support is dependent very much on whether they perceive their needs and those of their children to be satisfactorily met by the Education System. The onus is, therefore, for the Division to continue to meet those expectations and to continue to improve its performance.

PART III

(iv)

SECONDARY EDUCATION

SECONDARY EDUCATION

1. INTRODUCTION

- 1.1. The Secondary Education Division in 2003 was under the responsibility of 1 Deputy Director of Education who was based at the Head Office in Nuku'alofa. With the aid of her staff, the Deputy Director continued to assist the Director of Education and Minister of Education in the development, maintenance and implementation of good quality and internationally recognised educational programmes at the secondary level of education.

1.2. OBJECTIVES

- 1.2.1. Education at the secondary level continued to subscribe to the aims set out in the Seventh Strategic Development Plan (SDP7) 2001 - 2004. In particular, secondary education pursued the following priority objectives in accordance to the objectives set down in the SDP7.
- to improve overall standard and quality of education at the secondary level;
 - continue to develop and implement quality and meaningful educational programmes conducive to harmonious social, economic, cultural and spiritual development of Tonga;
 - continue to upgrade educational resources and training facilities in secondary schools in Tonga;
 - continue to cultivate and enhance cooperation between educational authorities in the Kingdom.

2. FINANCIAL REPORT

- 2.1. To help achieve its targets, a total amount of \$5,150,733-00 was utilised by the Secondary Education Division in 2003 for both salaries and operational services. 67% of this amount was spent on salaries and wages. Table 1 below shows how the budget allocation for the Secondary Division was distributed and utilised in 2003.
- 2.2. A lot of effort and resources were also dedicated to enhancing the good working relationship between the Government and other educational authorities in the Kingdom. In 2003 the Ministry continued to administer the annual grant to non-government schools. A total of \$690,600.00 was distributed to non- government secondary school systems throughout the country with the exception of the Latter Day Saints secondary schools, which were completely funded by the church.

Part III (iv) : Table 1 : **Distribution and Utilisation of Funds Allocated to the Secondary Division in 2003**

SUB DIVISION	SALARIES & WAGES	OPERATIONAL SERVICES	GRANT TO SCHOOLS	TOTAL	% TOTAL
Direction	\$116087.00	\$826,350.00		\$942,437.00	18%
Tonga College	\$796,392.00	\$34,453.00		\$830,845.00	16%
Tonga High School	\$730,399.00	\$88,429.00		\$818,828.00	16%
Niuaotoputapu High School	\$188,800.00	\$10,501.00		\$199,301.00	4%
Vava'u High School	\$519,097.00	\$18,450.00		\$537,547.00	11%
Eua High School	\$456,670	\$10,002.00		\$466,672.00	9%
Niuafo'ou High School	\$167,261.00	\$8,102.00		\$175,363.00	3%
Tonga High School National Form 7	\$191,788.00	\$8,202.00		\$199,990.00	4%
Ha'apai High School	\$275,599.00	\$13,551.00		\$289,150.00	6%
Grant to Mission/Private Schools			\$690,600.00	\$690,600.00	13%
TOTAL	\$3,442,093.00	\$1,018,040.00	\$690,600.00	\$5,150,733.00	100%
% TOTAL	% 67	20%	13%	100%	

2.3. The distribution of grants to non-government schools in 2003 as mentioned in paragraph 2.2. was as follows:

Part III (iv): Table 2: **Distribution of Funds to Non-Government Secondary Schools**

Education System	2001(\$100 per head)		2002(\$100 per head)		2003 (\$100 per head)	
	Amount (T\$)	%	Amount (T\$)	%	Amount (T\$)	%
Free Wesleyan Church	305,450.00	44.2%	344,300.00	42.8%	285,500.00	41%
Roman Catholic Church	173,450.00	25.1%	244,200.00	30.3%	195,000.00	28%
Tokaikolo Church	33,400.00	4.8%	37,300.00	4.6%	30,800.00	5%
Anglican Church	38,700.00	5.6%	52,000.00	6.5%	48,800.00	7%
'Atenisi High School	9,200.00	1.3%	8,400.00	1.0%	7,900.00	1%
Free Church of Tonga	71,300.00	10.3%	60,300.00	7.5%	53,200.00	8%
Seventh Day Adventist Church	58,850.00	8.5%	58,300.00	7.2%	65,500.00	9.5%
Ocean of Light	-	-	-	-	3,900.00	.5%
Total	690,350.00	100%	804,800.00	100%	690,600.00	100%

3. RESOURCES AND FACILITIES

3.1. GOVERNMENT SCHOOLS

- 3.1.1. Most of the secondary schools were well equipped with office equipment for administrative purposes. All indicated possession of at least 1 computer, and 1 printer while all schools indicated ownership of either a photocopier or ink and/or spirit duplicating machine for day-to-day administrative purposes, as well as the production of educational resource materials and internal examination papers.
- 3.1.2. In terms of resource materials, there were over a total of 38,500 library books in government secondary schools throughout Tonga. Relevant textbooks for subjects offered at each level were also made available in part through provisions made in the budget with the majority being provided from school levies in the form of textbook fees. In addition, locally developed materials were available for sale at the Curriculum Development Unit for both teachers and pupils.
- 3.1.3. In 2003 the school buildings in government secondary schools were reported to be mostly in good condition, with the exception of Tonga College, Niuafu'ou High School and Niuatoputapu High School which reported that some of their buildings, in particular, teachers' houses and toilets are in poor conditions and in need of repair. Niuatoputapu High School is fortunate because the New Zealand Government is in the process of building a new school, which will also have staff quarters.

3.2. NON-GOVERNMENT SCHOOLS

- 3.2.1. Secondary schools operating under non-government education systems reported generally satisfactory conditions in terms of building and other physical facilities, equipment and educational resource materials. Most schools had access to computer facilities for both administrative and educational purposes. For those that did not have access to any, manual and electronic typewriters, as well as duplicating machines and photocopiers were available for administrative purposes and for the production of school-based resource materials, as well as internal examination papers. All non-government secondary schools indicated access to a library with an average of 5,500 books for each school. As in the case of government secondary schools, locally produced resource and curriculum materials were also available to the non-government education systems from the Curriculum Development Unit for the use of both teachers and students.

4. STAFF

4.1. DIRECTION

- 4.1.1. All matters relating to the Secondary Education Division were the direct responsibility of the Deputy Director of Education (Secondary) based at the Head Office. A Chief Education Officer, also based at the Head Office, was responsible for coordinating the Division's activities in 2003 including the annual inspection programme, staff administration, distribution of grants to non-government secondary schools and other activities related to the development of secondary education in the Kingdom.

4.2. SECONDARY SCHOOL TEACHERS

- 4.2.1. In 2003, a total of 1072 teachers were employed throughout the secondary schools in the Kingdom. Details of the distribution of qualification amongst teachers are in Tables 3a, 3b, 3c below.

Part III (iv): Table 3a: **Secondary School Teachers' Qualifications 2003**

Controlling Authority	Phd		Masters		Bachelors		Diploma		Certificate		NoPost Sec		TOTAL		G-T	%Total	%Female
	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Government		1	7	6	33	55	86	83	3		1		130	145	275	25.65%	52.73%
Free Wesleyan		1	4	5	35	31	61	51	40	20	4	7	144	115	259	24.86%	44.40%
Roman Catholic	1		1	2	18	12	27	35	13	12	11	8	71	69	140	13.44%	49.29%
Latter Day Saints	1		4	5	23	48	12	15	50	45	4	1	94	114	208	19.96%	54.81%
Seventh Day Adventist			1		5	7	7	16	3		1	2	17	25	42	4.03%	59.52%
Free Church of Tonga			1		9	4	12	13	7	9	4	11	33	37	70	6.72%	52.86%
Anglican			1		9	2	4	2	3	3	1	4	18	11	29	2.78%	37.93%
Tokaikolo	1		2	3	2	6	3	2	1	3	3	5	12	19	31	2.98%	61.29%
Bahai Faith			2		1		1	2		1			4	3	7	0.67%	45.45%
Atenisi	2		3	1		3	1	1					6	5	11	1.06	42.86%
Total	5	2	26	22	135	168	214	220	120	93	29	38	529	543	1072	100%	52.11%

4.3. GOVERNMENT SECONDARY SCHOOL SYSTEM

- 4.3.1 In 2003, a total of 275 teachers were employed in the Government Secondary Schools, of which 52.7% were females. Government employs 25.6% of all secondary school teachers in the kingdom. (A summary of the teachers in the government secondary schools system is shown in Table 3a).

Part III (iv) : Table 3b: **Government Secondary School Teachers in 2003 By Sex and By Nationality**

SCHOOL	TONGAN			EXPATRIATE			TOTAL			TOTAL	%Female
	M	F	Total	Male	Female	Total	Male	Female	Total		
Tonga High School	19	31	50	1	1	2	20	32	52	18.91%	61.50%
Tonga College	31	25	56	1		1	32	25	57	20.73%	43.90%
'Eua High School	20	20	40	2	1	3	22	21	43	15.64%	48.84%
Vavatu High School	19	22	41		1	1	19	23	42	15.27%	54.76%
Hilapeli High School	11	12	23		2	2	11	14	25	9.09%	56%
Nuafoou High School	3	4	7	1		1	4	4	8	2.91%	50%
Nukunono High School	9	4	13				9	4	13	4.73%	30.77%
Tonga National F77	2	12	14				2	12	14	5.05%	85.71%
Talafoou MBS	10	5	15	0	0	0	10	5	15	5.45%	33.33%
Middle School V/KN	1	5	6	0	0	0	1	5	6	2.18%	83.33%
TOTAL	125	140	265	5	5	10	130	145	275	100.00%	52.73%

4.4. NON-GOVERNMENT SECONDARY SCHOOL SYSTEMS

- 4.4.1. As in previous years, the Non-Government education systems were once again responsible for educating the majority of the students at the secondary level. Of the 1072 teachers who taught at this level in 2003, 797 (74.4%) of them taught in Non-Government schools. Further details are in the following tables below.
- 4.4.2. The distribution of teachers for the non-government secondary schools is shown in Table 3c. in the next page.

Part III (iv) : Table 3c : **Teachers in Non-Government Secondary Schools in 2003 By Controlling Authority, By Sex and By Nationality**

Education System	TONGAN			EXPARIATE			TOTAL			TOTAL	%Female
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL		
Free Wesleyan	141	108	249	3	7	10	144	115	259	325%	4440%
Roman Catholic	62	62	124	9	7	16	71	69	140	175%	4929%
Latter Day Saints	87	112	199	7	2	9	94	114	208	2610%	5481%
Seventh Day Adventist	15	25	40	2	0	2	17	25	42	52%	5952%
Free Church of Tonga	31	37	68	2	0	2	33	37	70	878%	5288%
Anglican	17	7	24	1	4	5	18	11	29	36%	3798%
Tokelau Church	12	19	31	0	0	0	12	19	31	389%	6129%
Aleis Institute	3	3	6	3	2	5	6	5	11	138%	4548%
Baha Faith	1	1	2	3	2	5	4	3	7	088%	4288%
TOTAL	389	374	763	31	24	55	399	388	787	100%	4994%

Part III (iv) : Table 4 : **Number of Secondary School Teachers Since 1998 By Controlling Authority By Sex and By Nationality**

YEAR		Tongan		Expatriate		Total		G/Total	% Female
		M	F	M	F	M	F		
1998	Government	104	102	5	5	109	107	216	49.50%
	Non-Government	297	258	42	31	339	289	628	46%
	TOTAL	401	360	47	36	448	396	844	46.90%
1999	Government	122	91	9	9	131	100	231	43.30%
	Non-Government	255	234	33	45	369	361	730	49.50%
	TOTAL	377	325	42	54	500	461	961	48%
2000	Government	126	121	6	7	132	128	260	49.20%
	Non-Government	338	306	30	59	368	365	733	49.80%
	TOTAL	464	427	36	66	500	493	993	49.60%
2001	Government	122	124	6	2	128	126	254	49.60%
	Non-Government	378	336	19	35	397	371	768	48.30%
	TOTAL	500	460	25	37	525	497	1,022	48.60%
2002	Government	132	133	4	2	136	135	271	49.80%
	Non-Government	329	348	22	42	351	390	741	52.60%
	TOTAL	461	481	26	44	487	525	1012	51.90%
2003	Government	125	140	5	5	130	145	275	52.73%
	Non-Government	369	374	30	24	399	398	797	49.93%
	TOTAL	494	514	35	29	529	543	1072	50.65%

5. NUMBER OF SCHOOLS

5.1. The Number of Secondary Schools is given in the Table immediately below.

Part III (iv) : Table 5: **Number of Secondary Schools in 2003 By District and By Controlling Authority**

DISTRICT	GOV'T	FWC	SDA	TOC	RC	LDS	FCT	AC	AI	BAHAI	TOTAL
Tongatapu	7	10	2	1	2	4	1	1	1	1	30
'Eua	1	1				1					3
Ha'apai	1	2			1	1	1				6
Vava'u	1	1	1		1	1	1				6
Niutoputapu	1										1
Niuafo'ou	1										1
TOTAL	12	14	3	1	4	7	3	1	1	1	47

6. ENROLMENT

- 6.1. The total enrolment for the secondary school system in 2003 was 14,592 (0.17 % increase) compared to 14,567 in 2003. The distribution of students in 2003 by District and by Controlling Authority is shown in Table 7.
- 6.2. For the past five years, the total enrolment at Secondary Level has remained steady between 13000 and 15000. More details on Enrolment may be found in Table 7

6.3. GOVERNMENT SECONDARY SCHOOLS

- 6.3.1. In 2003, a total of 4,366 students were enrolled in the government secondary schools throughout the Kingdom. Of this total, 55.9% enrolled in the secondary schools on Tongatapu. Table 6 shows the distribution of students in 2003 within the Government Secondary School System.

Part III (iv) : Table 6 : **Government Secondary School Enrolment By District and By Sex for 2003**

DISTRICT	SCHOOL	M	F	TOTAL	%Total	%Female
Tongatapu	Tonga High School	335	562	897	20.55%	62.65%
	THS F/7					
	Tonga College	907		907	20.77%	0%
	Talafo'ou Middle School	118	103	221	5.06%	46.60%
	Tonga Side School	137	178	315	7.21%	56.51%
Sub-Total	Form 1Middle School	45	58	103	2.36%	56.31%
	Vaini, Kolovai and Neiafu	1542	901	2443		
'EUA	'Eua High School	216	260	476	10.90%	54.62%
VAVA'U	Vava'u High School	300	408	708	16.22%	57.63%
NIUATOPUTAPU	Niutoputapu High School	105	112	217	4.97%	51.61%
NIUAFO'OU	Niuafo'ou High School	62	47	109	2.50%	43.12%
HA'APAI	Ha'apai High School	190	223	413	9.46%	54%
Sub-Total		873	1050	1923		
TOTAL		2415	1951	4366	100%	44.69%

Part III (iv) : Table 7 : Secondary School Enrolment Since 1998 By Controlling Authority and By Sex

YEAR	EDUCATION SYSTEM	MALE	FEMALE	TOTAL	%FEMALE	%TOTAL
1998	Government	1,686	1,580	3,266	48%	24.00%
	Church	4888	5079	9,969	51%	75.00%
	Private	59	57	116	49%	1.00%
Total		6633	6716	13,349	50%	100.00%
1999	Government	2148	1510	3658	41%	26.20%
	Church	4991	5254	10245	51%	73.20%
	Private	47	37	84	44.1	0.6
Total		7186	6801	13,987	49%	100.00%
2000	Government	2004	1586	3590	44.2	24
	Church	5587	5694	11281	50.5	75.4
	Private	47	37	84	44	0.6
Total		7638	7317	14955	49%	100.00%
2001	Government	1977	1600	3577	44.7	26.6
	Church	4733	5,058	9791	51.7	72.8
	Private	36	38	74	51.4	0.6
Total		6746	6696	13,442	49,8%	100.00%
2002	Government	2168	18669	4037	46.3	27.7
	Church	5083	5342	10425	51.2	71.6
	Private	63	42	105	40	0.7
Total		7,314	7,253	14567	50%	100.00%
2003	Government	2415	1951	4366	44.69%	29.92%
	Church	4627	5525	10152	54.42%	69.57%
	Private	47	27	74	36.49%	0.51%
Total		7089	7503	14592	51.42%	100%

Part III (iv) : Table 8: Teacher/Pupil Ratio at the Secondary School Level Since 1999

YEAR	Number of Studs	Number of Teachr	Teachr/Pupil Ratio
1999	13,981	961	1:15
2000	14,955	993	1:15
2001	13,442	1022	1:13
2002	14,567	1012	1:14
2003	13,690	1072	1:13

6.3.2. Table 8 shows that since 1999, there have been slight changes in the teacher/pupil ratio over the past 5 years. In 2003, the teacher/pupil ratio decreased slightly to from 1:14 in 2002 to 1:13. This could be accounted to the decrease in the number of students and the increase in the number of teachers throughout the Secondary Education level.

6.4. NON-GOVERNMENT SECONDARY SCHOOL ENROLMENT

The non-government education systems administered 35 of the 47 secondary and middle schools that were operative in 2003, enrolling 10,226 of the 14,592 students studying at secondary level. Of the students that enrolled in non-government schools. Details of student enrolment for 2003 can be found in the Appendix.

6.4.1 Free Wesleyan Church Education System

6.4.1.1. The Free Wesleyan secondary school system operated a total of 11 schools at the secondary level in 2003, providing secondary education for more students than any other Non-Government School System in the kingdom. Of the 14,592 students enrolled at this level in 2003, 3,503 (24%) were enrolled in the Free Wesleyan's secondary school programme.

Part III (iv) : Table 9a: **Free Wesleyan Secondary School Enrolment By District and By Sex in 2003**

DISTRICT	SCHOOL	M	F	Total	% Total	% Female
TONGATAPU	Queen Salote College		705	705	20.13%	100%
	Tupuo College	503		503	14.36%	0%
	Tupou High School	422	854	1276	36.43%	66.93%
	Mo'unga'olive College	38	37	75	2.14%	49.33%
	Pea Middle School	28	17	45	1.28%	37.77%
	Vaini Middle School	13	6	19	0.54%	31.58%
	Houma Middle School	11	11	22	0.63%	50%
Sub-Total		1015	1630	2645	75.51%	
'EUA	Hofangahau College	73	69	142	4.05%	48.60%
VAVA'U	Mailefihi/Siu'ilikutapu	179	237	416	11.88%	56.97%
	Taufa'ahau/Pilolevu	121	115	236	6.74%	48.73%
HA'APAI	Tupouto'a College	35	29	64	1.83%	45.31%
Sub-Total		408	450	858	24.49%	
GRAND TOTAL		1423	2080	3503	100%	59.38%

Note: Dropouts included. Refer to Annex 6 for details.

Tupou High School is one school with three other campuses namely, Tapunisiliva, Vaololoa and Nukunuku.

6.4.1.2 The Free Wesleyan Church Education System also provided post secondary education through two of its schools. More details on the enrolment at this level are provided in Table 9b.

Part III (iv) : Table 9b: **Free Wesleyan Post Secondary School Enrolment By District and By Sex in 2003**

DISTRICT	M	F	Total	%Total	%Female
'EUA	Hango Agricultural College				
	Certificate Year 1	4	6	10	3.70%
	Certificate Year 2	7	2	9	3.32%
	Certificate Year 3	9	8	17	6.27%
TONGATAPU					
Tupou H S Dip.in					
Business Studies	Year 1	40	85	125	46.13%
	Year 2	35	75	110	40.60%
TOTAL	95	176	271	100%	64.95%

Note: Dropouts included. Refer to Annex 6 Table 1 for details.

6.4.2. Roman Catholic Education System

6.4.2.1. In 2003, the Roman Catholic Education System provided secondary education for 2,225 students or 15.2% of the total secondary school population. This makes this education system the 3rd largest provider of Education in Tonga. The Roman Catholic education system also provided post-secondary education for 257 students mainly through its three technical and vocational schools, namely St. Joseph's Business College, 'Ahopanilolo Technical School and Montfort Technical School. More details are shown in Tables 11 and 12.

Part III (iv) : Table 10a : **Roman Catholic Secondary School Enrolment By District and By Sex in 2003**

DISTRICT	SCHOOL	M	F	Total	%Total	%Female
TONGATAPU	'Apifo'ou	515	673	1188	53.39%	56.65%
	Takuilau	151	212	363	16.31%	58.40%
	St.Joseph's Community College	87	63	150	6.74%	42%
HA'APAI	St.Joseph's Community College	101	53	154	6.92%	34.42%
VAVA'U	Chanel College	166	204	370	16.63%	55.14%
TOTAL		1020	1205	2225	100%	54.16%

Part III(iv) : Table 10b: **Roman Catholic Vocational School Enrolment By District and By Sex in 2003**

DISTRICT	SCHOOL	MALE	FEMALE	Total	%Total	%Female
TONGATAPU	Ahopanilolo Technical School	24	66	90	35.01%	73.34%
	St.Joseph Business College		124	124	48.25	100%
	Monforte Technical School	43	0	43	16.73%	0%
TOTAL		67	190	257	100%	73.93%

6.4.3. LATTER DAY SAINTS EDUCATION SYSTEM

6.4.3.1. The LDS Education System educated 15.5% of the secondary school population in 2003. The LDS Education System managed 7 secondary schools which composed of 2 high schools and 5 middle schools. All LDS Schools are independent economically and its schools do not receive any grant from the Government.

6.4.3.2. In 2003, the schools under this system had an aggregate total of 2414 students of which 1,201 (49.8%) were females.

Part III (iv): Table 11: **LDS Secondary School Enrolment By District and By Sex in 2003**

DISTRICT	SCHOOL	M	F	Total	%Total	%Female
TONGATAPU	Liahona High School	515	534	1049	43.45%	50.91%
	Liahona Middle School	124	137	261	10.81%	52.49%
	Havelu Middle School	180	160	340	14.08%	47.06%
	Pakilau Middle School	132	105	237	9.82%	44.30%
Sub-Total		951	936	1887		
'EUA	'Eua Middle School	22	31	53	2.20%	58.50%
HA'APAI	Pangai Middle School	33	35	68	2.82%	51.47%
VAVA'U	Sainahe High School	207	199	406	16.82%	49.01%
TOTAL		1213	1201	2414	100%	49.75%

6.4.4. Free Church of Tonga Education System

6.4.4.1. The Free Church of Tonga Education System enrolled a total of 594 students in 2003. The total enrolment number for all Free Church of Tonga recorded 646 and in 2002, 508. Table 12 shows the details of enrolment for this system.

Part III (iv): Table 12: **Free Church of Tonga Secondary School Enrolment By District and By Sex in 2003**

DISTRICT	SCHOOL	M	F	Total	%Total	%Female
Tongatapu	Tailulu College	196	211	407	68.52%	51.84%
Vava'u	Tailulu College	83	63	146	24.58%	43.15%
Ha'apai	Tailulu College	23	18	41	6.90%	43.90%
TOTAL		302	292	594	100%	49.16%

Note: Dropouts included. Refer to Annex 6 Table 1 for details.

6.4.5. SEVENTH DAY ADVENTIST EDUCATION SYSTEM

6.4.5.1. The Seventh Day Adventist System operated 1 full-scale secondary school, Beulah College in 2003 with 2 Primary and Middle schools, namely, Hilliard Memorial on Tongatapu and Mizpah in Vava'u, expanding up to Form 3 and 4 levels, respectively. The total enrolment for Beulah College in 2003 was 290 of which 148 (51%) were females. Over the past 3 years, Beulah College has not increased so much in population. In 2000, the enrolment number was 309, in 2001, it was 334 and in 2002, 333. The overall enrolment for all the secondary schools under this system was 645. Details of Enrolment for this system in 2003 can be found below in Table 13.

Part III (iv): Table 13: **Seventh Day Adventist Secondary School Enrolment By District and By Sex in 2003**

DISTRICT	SCHOOL	M	F	Total	%Total	%Female
Tongatapu	Beulah College	142	148	290	44.96%	51.03%
	Hilliard	95	89	184	28.53%	48.37%
Vava'u	Mizpah	94	77	171	26.51%	45.03%
TOTAL		331	314	645	100%	48.68%

Note: Dropouts included. Refer to Annex 6 Table 1 for details.

6.4.6. TOKAIKOLO CHURCH EDUCATION SYSTEM

- 6.4.6.1. The Tokaikolo Church operated 1 secondary school, Lavengamalie College that enrolled 310 students in 2003 of whom 168 (54.2%) were females. The Tokaikolo Church Education System educated 2.1 percent of the Secondary School children in 2003.

6.4.7. ANGLICAN CHURCH EDUCATION SYSTEM

- 6.4.7.1. The Anglican Church operated 1 secondary school, St. Andrew's High School, which enrolled 405 students in 2003. This represents a decrease of the total enrolment of 724 in 2002. In 2003, the Anglican Education system educated 2.8% of Secondary School Children in Tonga.

6.4.8. 'ATENISI INSTITUTE

- 6.4.8.1. Átenisi is the only privately owned educational institute in Tonga. The rest of the other Non Government Schools are run by the Churches. The enrolment figure for Átenisi in 2003 is 74 with 27 (36.5%) females. Átenisi educates 0.5% of Secondary Students in Tonga and this is the smallest portion of enrolment in Tonga.

7. ACTIVITIES

7.1. GOVERNMENT SECONDARY SCHOOL SYSTEM

7.1.1. Tonga College

- 7.1.1.1. Tonga College started the 2003 academic year with Teachers' Planning Week from 20 – 24 January 2003. The students started school for the 1st Term on Monday 27 January 2003.
- 7.1.1.2. The college started the year with 961 students. At the end of the year the college closed with only 853 students, 106 students having been transferred to another school or have left school. The school population in levels are as follows: form 1 – 125; form 2 – 120; form 3 – 166; form 4 – 184; form 5 – 183; form 6 – 139; form 7 – 34.
- 7.1.1.3. In 2003, there was a total of 65 staff working at the College. Out of this number, 57 were full-time teachers, 1 band master, 4 farming staff, 1 clerk-typist and 2 pay-clerks.
- 7.1.1.3.1. New teachers (returning scholars) included Professor Li (Agriculture), Luseane Sikuea (BA, MA), Margeret Vivili (BSc), Soane Selui (BSc), and Kahea Tu'akoi (Dip Ed.).
- 7.1.1.3.2. Of the 57 teachers, 22 were graduates and 35 were diplomates.
- 7.1.1.3.3. During the year, 2 teachers (Ms. Nola Tonga and Fositina Kama) left for various reasons.
- 7.1.1.3.4. Mr. Maliepo Paunga passed away suddenly, this was a tragic loss not only to Tonga College, but to the Ministry of Education as a whole. The Ministry pays tribute to his work and contribution to the development of technical training in the same. May he rest in peace.
- 7.1.1.4. Compulsory subjects included English, Mathematics, Science, Tala-'o-Tonga, Health Studies, Social Studies, Social Science, Brass Band.
- 7.1.1.5. Optional subjects included Industrial Arts, Agriculture, Music, Computer Studies, Accounting, Economics, History, Geography, Physics, Biology and Chemistry.
- 7.1.1.6. The time-table framework was devised in such a way that it will enable teachers to teach an appropriate teaching load of 24 x 50 minute classes per week. The senior teachers of the senior classes took an average of 19 classes per week. There were 6 periods of 50 minutes per day. The process of learning was on fluent and adequate hours in all the school days of the week.
- 7.1.1.7. The College continued in 2003 to present 149 candidates for the Tonga School Certificate (TSC) Examinations, 114 candidates to the Pacific Senior Secondary Certificate (PSSC) Examinations 26 candidates sat the New Zealand Bursary Examinations.

- 7.1.1.7.1. The senior teachers provided an extra special teaching programme to reinforce the students' learning and examination preparation for senior classes. The programme started in August and ended just before the beginning of the examinations. The problems identified in the teaching and learning programme were students skipping classes / runaway, low attitudes towards learning and teachers missing classes on explained / unexplained reasons.
- 7.1.1.8. The induction of prefects for 2003 was held on Friday 28 February and the Guest of Honour was the Acting Director of Education at the time, Mr. Colin Lutui.
- 7.1.1.9. The winner of the inter-house athletics competition was Tuku'aho House.
- 7.1.1.10. The College continued to participate in the Annual Inter- College Athletics Competition and won 14 gold medals, 8 silver medals and 8 bronze medals.
- 7.1.1.11. The also participated in other sports such as Rugby, Soccer, and Volleyball. In the Rugby Competitions, the school won the shields for grades 1, 3, 4 and the senior team. The school also won 2 grades in the Soccer competitions and another 2 grades in the Volleyball competitions.
- 7.1.1.12. Farming is part of the extra-curricular activities where students work in the farm to cultivate taro, kumala, yams, cassava and vegetables to provide food for their lunch and to feed the sports squad as well as for commercial purposes. At the same time, students taking Agriculture continuously cultivate vegetables and other crops for the practical component of the same.
- 7.1.1.13. Mr. Mana Latu, retired Deputy Director of Education, was elected President of the Parents Teachers' Association (PTA) for the year 2003. The school acknowledges his advice, guidance and support. The PTA has contributed so much to the school in terms of money, food for sports and a bus for the students. We would like to thank the parents for their support and we look forward to working together in harmony.
- 7.1.1.14. The Tonga College Ex-students Association visited the school once a month and they continued to support the college by contributions to sports and other activities.
- 7.1.1.15. The PTA and the Ex-students Association worked well together and good relationship was maintained throughout the year.
- 7.1.1.16. The year 2003 is marked the year of peace settlement with Tupou College. It was identified that the problems between Tonga College and Tupou College originated from sports competitions. The combined effort of the two colleges was therefore placed on sports for solution. Fellowship at sports gatherings were organized and the problem of fighting at sports ground was minimized and finally eliminated. The peace of God has been brought in hence it is the hope of the 2 colleges that this be a lasting peace.
- 7.1.1.17. The college celebrated its 121st anniversary on 1 November 2003 at the Ex-students Association's new compound. The Guest of Honour was His Majesty King Taufa'ahau Tupou IV. The college day was celebrated together with the Groundbreaking Ceremony of the ex-students' new memorial hall (Lopaukamea II). The students and the PTA contributed food for lunch and funds for the PTA annual donation to the school.
- 7.1.1.18. The college participated in othe activities such as the opening of Parliament, the participation of the Brass Band in ex-students' funerals, fundraising and other related activities of the college. The students also participated in cultural performances at His Majesty's birthday celebrations including presenting a birthday gift.
- 7.1.1.19. The college acknowledges and thank the PTA and the Ex-students Association for the various assistance rendered to the college during the year under review. The Principal thanks the Ministry of Education for their continuing support, advice and contributions to the running of the college in 2003.

7.1.2. Tonga High School

- 7.1.2.1. The school started the academic year with 58 full time staff, all of which were employed by the Ministry.
- 7.1.2.2. The school continued to follow the syllabus prescribed by the Ministry for each subject offered at Forms 1 – 5 while Form 6 followed the syllabus prescribed by the South Pacific Board for Educational Assessment towards the PSSC Examinations at the end of the year.
- 7.1.2.3. Form 2 students continued to take the Form 2 Common Examination prepared by the Ministry of Education. The school continued to take in students from Talafo'ou Middle School and Tonga Side School who qualified from this Form 2 examination as well as from the transfer examinations.
- 7.1.2.4. In 2003 the school presented 131 students for the Pacific Senior Secondary Certificate examination and 119 were successful. One hundred and fourteen (114) students sat the Tonga School Certificate examination, one hundred and thirteen (113) were successful.
- 7.1.2.5. The school participated in the inter-collegiate competitions, in Athletics, Rugby, Netball and Soccer. In the Inter-college athletics Tonga High School won 10 Gold Medals and 17 others.
- 7.1.2.6. Two of our students also represented the school at the SPG, that is, Natasha Peacock in Taekwondo and Salesi 'Akau'ola in Judo.
- 7.1.2.7. Our Brass Band continues its service to the school and to other functions and we are very grateful to the PTA who have taken on the challenge of replacing lost and damaged instruments, thus allowing more students to be part of the Band.
- 7.1.2.8. Religious Instructions are carried out once a week for an hour and singing practice is also incorporated into our school programmes.
- 7.1.2.9. On Thursday 9 October 2003, the Groundbreaking Ceremony for the reconstruction of THS was held. We look forward to the completion of the new school, 17 months from then.
- 7.1.2.10. In 2003, THS students and teams won several secondary schools competitions both in academic and non-academic fields. To mention a few, our National Quiz team won the National Quiz competition; Matthew Whyte won prizes in the PFL Art competition and also passed the International French Language Examination; Jamie Fa'oliu also won first prize in an Essay Competition on Racial Discrimination during International week; other students won second prize in the same competition and in the Dog Population Control Story Writing Competition; THS also enjoyed considerable success in the Australian Mathematics Competition; Richard Latu, Lavinia Fifita and Tokilupe Latu were successful in the Annual Japanese Writing Competition.
- 7.1.2.11. The PTA succeeded in raising more than \$70,000 in the PTA organized fundraising in August; this money has been used to fund certain PTA on-going projects at school and other projects requested by the school.
- 7.1.2.12. There have been other highlights too which, at the best of times, made life at THS very interesting. These included the following:-
 - * being selected to be the sister school to Suva Grammar for the SPG;
 - * hosting some members of the Fijian Under – 18 Team;
 - * standing in line and performing the sōkē and the ma'ulu'ulu at the Dateline Hotel for their Imperial Highnesses from Japan;
 - * counseling sessions with Rev. Holmberg as part of Langikapo Project;
 - * visits from Chinese delegations for the reconstruction of THS;
 - * visit and sessions for teachers and students from Global Educators, Mr. & Mrs. Buri
 - * the Groundbreaking Ceremony for the reconstruction of THS.

7.1.2.13. Mrs. Lapulou Taulahi passed away suddenly, this was a tragic loss not only to Tonga High School, but to the Ministry of Education as a whole. The Ministry pays tribute to her work especially her valuable contribution to the development of Maths as well as to the enormous efforts she expended towards the discipline and welfare of the girls at Tonga High School. She will be remembered lovingly by all those she touched in her special way. May she rest in peace.

7.1.2.14. The school wishes to acknowledge with thanks the kind assistance of the following individuals and organizations who have helped the school in various ways this year: Hon. Titilupe Fanetupouvava'u Tuita for graciously accepting the invitation to have been the Guest of Honour at the 2003 Graduation Ceremony; the Hon. Interim Minister of Education, and the Director of Education, for their ongoing support and directions to the school and for trusting us to serve at THS in 2003; the president of the THS Ex-students Association (Dr. Viliami Fukofuka) and THS ex-students in Tonga, New Zealand, Australia and the USA; the president of THS PTA (Dr. Akanesi Makakaufaki) and the parents of our students who have never refused us anything in your support for your children's education. It is hoped that you will always have faith that your generosity continues to contribute to the school's development.

7.1.2.15. To the following people and associations who have given so generously in various forms such as sports gear, school fee scholarships, time and experience, fruits from their gardens, music and traditional talents: Sione Tupouniua and the THS Rugby Development Committee, Sione Vaka & Company (Class of 1963), Aotearoa Class of 1973, TCF, Masilamea Club, Taniela Fiefa and the Salt Lake City Chapter, 'Otenili Tu'ipulotu, Malukava, Royal Tongan Airlines, Look Sharp and many others who remain nameless but who have helped our students in many ways.

7.1.2.25.1. To the staff, both teaching and ancillary, thank you for staying in the boat through rough and bad weather, through rain and sunshine. Thank you for your unfailing support and the selfless giving of your time, talent and prayers in our quest for THE BEST !

7.1.3. Niuatoputapu High School

7.1.3.1. The school commenced its academic year on 20 January 2003 with the Teachers' Planning Week. The staff comprised of 11 assistant teachers, the Principal, Deputy Principal and 1 clerk. The school continued to follow the curriculum prescribed by the Ministry.

7.1.3.2. As in previous years, the school continued to operate on the lands and premises of the Free Wesleyan and Roman Catholic Churches as stipulated in the Memorandum of Agreement between the two churches and the Government. Meanwhile, construction of the new high school, funded by the New Zealand Government started in January. By the end of the year phase one was almost completed, however, the project is to be completed the following year.

7.1.3.3. The school celebrated its 22nd anniversary on 14 June 2003. A thanksgiving service was held in the morning with Rev. Haiteni Loketi as the preacher. This was followed by feasting and entertainment by the students and ex-students. A total of \$13,000 was collected that day, and this amount started a PTA Project Fund to procure 20 computers and textbooks for the school.

7.1.3.4. The school continued to present candidates for the Tonga School Certificate Examination. In 2003, 30 candidates of whom 20 (66.6%) qualified for Form 6. It was an improvement by 16.6% from the performance in 2002, in which only 12 (50%) of the 24 candidates qualified to enter Form 6.

7.1.3.5. The school received Home Economics and Industrial Arts equipments amounting to a total of \$73,000 as a grant from the Japanese Government through Japan's Grant Assistance for Grassroots Projects.

- 7.1.3.6. The school continued to be blessed by the various gifts received from both local and overseas donor like the New Zealand Government, Japanese Government, PCV Partnership Programme, Tonga Cooperative Federation, Tonga Development Bank, Tonga Communication Cooperation, PTA, Ex-students, Fiemo'ui Club, Pupunga Matavai Club, Viko-Niutoua Scholarship Club and individuals from the wider community. Sincere thanks are extended to them for their generous contribution. The school is deeply grateful and wishes that existing warm relationships will carry forth into the future.

7.1.4. Vava'u High School

- 7.1.4.1. The teachers and students of Vava'u High School maintained and upheld the School Motto – *TO THE BEST* – in the 2003 academic year.
- 7.1.4.2. The school started with 710 students, an increase of 6 % from previous year where the total enrollment was 670. The increase was due to the increase in the new entrants (Form 1 level) to the school. We were asked to allow 140 students into Form 1 level, this was a reflection of good examination performance in primary schools level. As a result we had four form 1 classes but in past years we only had three form 1 classes. Students of form 2 level had done well in the Form 2 Common Examination, a national examination conducted annually by the Ministry of Education.
- 7.1.4.2.1. In the senior levels we had an increase in student number for Form 5 and 6 and a decrease in Form 7. We had 120 students in Form 5 who sat the Tonga School Certificate Examination and 121 students in Form 6 who sat the Pacific Senior Secondary Examination. Form 7 roll went down to 17 students as to 22 students from the previous year.
- 7.1.4.3. The school had a new administration team for the year, a new principal and two new deputy principals. The two new deputies were Siaso Pohiva who had being a Senior Lecturer for many years at Tonga High School and Norie Blanks who has been a long time staff of Vava'u High School. Discipline of students and management of other outdoor activities of the school still rest greatly with the two senior tutors, Mr. Saluni Mafi and Seini Ikakoula.
- 7.1.4.3.1. The school had a staff of 44 teachers of which 16 were University Graduates and the rest were diplomates from the Tonga Institute of Education in Tongatapu.
- 7.1.4.4. The school had a student-teacher ratio of approximately 30 students per teacher in a contact period. This resulted at overcrowding teaching group, however, teachers were asked to do their best so that students had adequate access to teaching.
- 7.1.4.5. The school academic programmes were designed by the school Academic Committee. This committee was chaired by Norie Blanks, Deputy Principal and was assisted by the other Deputy Principal, Siaso Pohiva. The members of this committee included the Principal and the Heads of the Seven Departments of the school. The Academic Departments were English, Maths Science, Technology, Commerce, Tala 'o Tonga and Humanities.
- 7.1.4.6. The teacher appraisal system and the school based assessment helped a lot in trying to give students the best in their studies.
- 7.1.4.7. Teachers' planners and working books were regularly monitored to ensure quality teaching and learning were done.
- 7.1.4.8. Textbooks and instructional materials were made available to students and teachers of different levels. Computer facilities including a full internet facilities were provided to students and teachers alike. Printing facilities such as photocopies and risograph were available for use the whole year.
- 7.1.4.9. The school worked closely with the PTA and people at large for the purpose of helping student by giving motivation and encouragement to do their best academically. The PTA was also a source of funding when the school was in urgent need of resource and information for student learning.

- 7.1.4.10. Teachers were asked at most times to enhance the good relationship with students and parents. This good relationship was evidenced by the great turn up of parents to PTA meetings and school report distributions.
- 7.1.4.11. The other part of the school community, the Ex-students contributed school fee scholarships and other donations towards sports.
- 7.1.4.12. The school has always received donations from overseas donors, especially the European Union who rebuilt the school fence in the year under review.
- 7.1.4.13. Lastly, I would like to acknowledge the two deputy principals Norie Blanks and Siasoi Pohiva as well as all the staff for their constant assistance in upholding all school programmes for the year. My gratitude is also herewith extended to the Heads of the 7 Departments of the school for ensuring the academic committee which monitored all academic programmes of the school functioned. To all the teachers and students of Vava'u High School in 2003 I must say thank you very much for your endurance of all challenges and the continuous striving to achieve the best. May God bless you always.
- 7.1.5. 'Eua High School**
- 7.1.5.1. The 2003 academic year started with 555 students, of which 295 females and 260 males. At the end of the year the school closed with 284 females and 234 males, a total of 518 students. The decrease in roll was due to transfers of priests as well as ministerial transfer of government officers and migration, both internally and internationally.
- 7.1.5.2. The year started with 46 staff; 4 support staff and 42 teachers. The year ended with 44 staff, 41 teaching and 3 support staff.
- 7.1.5.3. Form 5 continued to take English, Mathematics, Science, Tala 'o Tonga as compulsory subjects then selected 2 options from Accounting, Economics, Home Economics, Industrial Arts, Agriculture, Japanese, Computer, History, and Geography. Seventy-six (76) students sat for the Tonga School Certificate Examination at the end of the year and 42 passed.
- 7.1.5.4. Form 6 had to take English as compulsory subject then selected 4 options from Biology, Chemistry, Physics, Accounting, Economics, Design Technology 1, Design Technology 2, Agriculture, Japanese, History, Geography, Mathematics and Tala 'o Tonga. Sixty (60) students sat for the Pacific Senior Secondary Certificate at the end of the year, and 40 passed.
- 7.1.5.5. The result of the the Tongatapu Inter- college Athletics competition were 4 gold medals, 22 silver medals, 21 bronze medals, with a total of 47 medals.
- 7.1.5.6. The PTA and the Ex-Students Association and other organizations continued to work together with the school during the year. Due to our limited financial resources and limited Government's provisions, our PTA had to meet some of the school's needs such as providing two classrooms with desks and forms to meet the increasing school population.
- 7.1.5.7. The British High Commission donated resources worth of \$4,000.00. to facilitate the newly introduced Design Technology 1 & 2 subjects.
- 7.1.5.8. The New Zealand Governor General donated library books, worth of \$5,000.00 through Read Pacific Ltd. This was her present to HM The King's birthday, through her visit to the handover of the New Zealand funded *paini* project from Forestry to Tonga Timber Ltd.
- 7.1.5.9. The New Zealand Governor General together with HRH Princess Pilolevu Tuita, Hon. Minister of Agriculture and Forestry, Hon. Tuita plus other officials from Tongatapu visited the school during the Tonga Timber Ltd Programme.
- 7.1.5.10. The Hon. Minister of Police, Hon. Minister of Justice, Hon. Minister of Labour and Commerce, Hon. Minister of Education, Hon. Minister of Agriculture and Forestry, the Chief Secretary and Secretary to Cabinet and other Senior Officials carried out the annual Parliamentary visit to the school on 4th October 2003.

- 7.1.5.11. Special thanks are hereby conveyed to all associations, charitable organizations and the Ministry of Education for contributions and support, which helped to make 2003 a successful year for the school.

7.1.6. Niuafo'ou High School

- 7.1.6.1. The school's academic year started on 27 January 2003. There were 13 staff serving at the school of which 11 were teachers and 1 clerk and a librarian (US peace corp volunteer).
- 7.1.6.2. The School celebrated its 14th anniversary on Sunday 27 July 2003. The Guest of Honour was Rev. Penisimani Kaivelata of the Free Church of Tonga. Present were the Government Representative, parents, staff, students, friends and guests.
- 7.1.6.3. A two day inter-house sports day for students of the district high school and the two primary schools was held on 16th and 17th April 2003. The Government Representative, Mr. Semisi Halaholo, parents, guests, friends and students enjoyed the day's events which also included a marching competition. Winners were presented with prizes by the Government Representative.
- 7.1.6.4. The New Zealand Government through the New Zealand High Commission in Nuku'alofa granted TOP\$17,000-00 to the school. This was used to buy a new generator, photocopier and fax, a total of TOP 11,150-00. The balance of TOP\$5,850-00 was used to buy books from New Zealand. Furthermore, the New Zealand High Commission also granted TOP\$2,000-00, which is yet to be received, and are to be used for books, 1 volleyball net, 2 volleyball balls, 1 soccer ball and 1 rugby ball.
- 7.1.6.5. The school is grateful for the support and assistance provided by various people and organizations throughout the year, namely the Hon. Lupepau'u Fusitu'a and Mr. Mata'i'ulua Fusitu'a, Mr. Solomon Vaikeli, Officer-in-Charge, Ministry of Agriculture and Forestry, Niuafo'ou, the PTA, the NZ High Commission, US Peace Corps, Tupou College Old Boys, the Tonga Cooperative Federation and the English Speaking Congregation of Nuku'alofa. The school hopes to continue working together with these people and organisations in the future.

7.1.7. Talafo'ou Middle School

- 7.1.7.1. A staff of 15 worked at the school in 2003. The school continued to teach the subjects prescribed by the Ministry of Education, namely, English, Mathematics, Science, Social Science, Geography, Economics, Music, Tongan Studies and Agriculture.
- 7.1.7.2. The school continued to provide candidates for the Form 2 Common Examination, which the Ministry uses as a selection examination to determine entry to the upper secondary level, particularly at Tonga High School. The result of the form 3 final examination to enter Tonga High School was a lot better this year in comparison to Tonga Side School Results.
- 7.1.7.3. The school celebrated its 16th anniversary on 15 August 2003. The school was honoured with the presence of Hon. Lauaki as the Guest of Honour.
- 7.1.7.4. A new 3 classroom building and a 4 block toilets were opened on 12 October 2003, again, by Hon. Lauaki of Talafo'ou. This project was funded by the Government of Japan.

7.1.8. Tonga High School National Form 7

- 7.1.8.1. As in previous years, our aim is to prepare students in one year to sit and pass the New Zealand Bursary/University Entrance/Scholarship Examination. This is also a foundation year for further tertiary studies. *Strive for Excellence* was the school's working motto.
- 7.1.8.2. The school opened on Monday 27th January 2003 with the teacher's Planning week which was held from Monday 20th to Friday 24th January with 126 students of which 70 were females and 56 were males who came from 13 different secondary schools in the Kingdom and overseas. Seven students left during the year for various reasons. The school closed with 119 students (67 females and 52 males).

- 7.1.8.3. The school had 5 administration staff, and 7 teachers to teach 10 subjects for 119 students. Some teachers left during the year. They were Mr. Vilimaka Foliaki, the Deputy Principal who taught Chemistry and Biology, left for the University of the South Pacific; Mr. Fe'ao Vakata, the Physics and Maths teacher, left for the Prime Minister's Office; Miss Patisepea Saafi, the Biology teacher, left for the Environment Department and Mrs. Sela Havea, the History teacher, left with her husband to work at the Pacific Theological College in Fiji. Miss Lisita Taufa, our part time English teacher from Tonga High School left to study in Hawaii.
- 7.1.8.4. In 2003 Tonga High School and Tonga High School National Form 7 programmes were merged so that staff and students of both schools could work together and to maximise the use of the resources we have. As a result, Mr. Angus Naupoto and Mr. Sepuloni Finau were transferred to Form 7 to teach the commerce subjects and Mathematics respectively. Mrs. Pauline Moa from Tonga High School also helped in teaching Biology in Term 3.
- 7.1.8.5. Students of both schools enjoyed working together, participating in cultural activities, playing in the school band, participating in sports, playing soccer, netball and rugby, especially the First Fifteen and the Under-18 Rugby teams. Sione 'Onesi, Morrison Dansey and 'Osaiaisi Takau were members of the National Under-18 Rugby Team who went on tour to Australia at the end of Term two. Vika Koloa also represented the Kingdom of Tonga in August at the 22nd Universiade 2003 sports in South Korea. We are very grateful to the Principal of Tonga High School, Mrs. 'Ana Heti Veikune and staff of both schools for the educational programmes that we have shared this year.
- 7.1.8.6. The school continued to follow the Form 7 New Zealand syllabus and they sat the New Zealand University Entrance Bursaries and Scholarship Examination at the end of the year. In 2003, 107 students sat the Bursary exam and 56 students qualified to enter University. The results were:-
- | | |
|----|-------------------------|
| 6 | A BURSARY AWARDS |
| 20 | B BURSARY AWARDS |
| 30 | ENTRANCE TO UNIVERSITY. |
- 7.1.8.6.1. A candidate must gain at least 3 credits to qualify for University Entrance where a credit means gaining at least 46% in one subject. A 'B' Bursary means a candidate has at least 3 credits and their aggregate mark is between 250 and 299 and an 'A' Bursary means a candidate has at least 3 credits and an aggregate mark of 300 or above.
- 7.1.8.6.2. One student, Dai Wang, gained a Scholarship Pass in Mathematics with Calculus. A Scholarship Pass is awarded to a student who is in the top 5% of all subject candidates.
- 7.1.8.6.3. This year 119 students sat this exam and we are very hopeful that the school will maintain its high standard of academic achievement.
- 7.1.8.7. The year 2003 is the last year for the New Zealand University Entrance Bursaries and Scholarship Examination. The New Zealand Government no longer offers this examination so in 2004 THSNF7 students will sit the South Pacific Form Seven Certificate (SPFSC) Examination which will be offered by the South Pacific Board for Educational Assessment (SPBEA) in Fiji. It is the same Board that offers the Pacific Senior Secondary Certificate (PSSC) Examination for Form 6.
- 7.1.8.8. The Cambridge International Examination is a world-wide examination that has been made available for the first time to our students this year. This exam gives a second opportunity for students who would like to make a difference in their academic education. Fourteen (14) students were the pioneers of this exam and attempted subjects at the Advanced Subsidiary Level (AS level). The subjects were Accounting, Economics, English, Geography, History, Biology, Chemistry and Physics.
- 7.1.8.9. Our school received its fair share of success at the Australian Mathematics Competition when Vilisoni Tamanilo obtained a Certificate of High Distinction. Three Certificates of Distinction were awarded to John Whyte, Mefilina Lanivia and Sione Likiliki.

- 7.1.8.10. About 10 students are likely to receive scholarships from various governments including Tonga, Australia, New Zealand and Japan and probably more when scholarships for 2004 are confirmed.
- 7.1.8.11. Our gratitude is herewith conveyed to the Honourable Interim Minister of Education, Paula Sunia Bloomfield, the Director of Education, Kula-he-Ako and the Deputy Directors for your support this year. Also to the staff of THSNF7 for your dedication to your duties. And to all the parents and guardians, and friends of the school and to all those who have contributed in any way to the school's programme this year.

7.1.9. Ha'apai High School

- 7.1.9.1. The school started its academic year on 27 January 2003 with Planning Week. The students commenced theirs the following week on 3 February 2003 with 432 students of which 228 were girls and 204 were boys. Forms went up to Form 6 this year and students sat the Pacific Senior Secondary Examinations. (Details in Annex 5) A staff of 25 worked at the school.
- 7.1.9.2. Ha'apai High School won the most medals at the local Inter-college athletics sports competition with 41 gold medals, 30 silver and 19 bronze, a total of 90 medals. A team of 12 students went to Tongatapu to compete at the Tonga Schools / Colleges Competition. Hapapai High School is proud to have won 2 gold medals of which 1 broke a record, 5 silver and 2 bronze.
- 7.1.9.3. Other extra-curricular activities included the school's participation in the World Water Day and the school won 1st prize for the float competition. Furthermore, Miss 'Ungatea Tu'ivailala won the essay competition on the same topic. The students were also involved in discussion of the Environmental issue of Climate Change and its Effect on Low Lying Areas like Ha'apai.
- 7.1.9.4. The school is grateful for the support and assistance provided by various people and organizations throughout the year, namely the Ha'apai Government Representative, Heads of Government Departments in Ha'apai, Makamaile 'o e Halatoaongo, San Francisco, USA, LDS Humanitarian Services, Rotary Club, the Australian Government, UNESCO, US Peace Corps, Office Equipment, PTA, Westpac Bank of Tonga, Tonga Development Bank and other Small Businesses.
- 7.1.9.4.1. Sincere gratitude is also expressed to the Hon. Interim Minister of Education and the Ministry of Education for all the support and advice given as well as other assistance given to the school. Our thanks goes to all the churches / denominations for your spiritual help and guidance. To the staff of the school and last but not the least, to all the parents, friends and guardians of the students. Thank you all.

8. STATISTICS

- 8.1. Relevant Statistics for Secondary Education may be found in the Appendix.

9. CONCLUSION

- 9.1. Once again, 2003 has been a successful academic year. Special thanks go out to all the various individuals, PTAs, Ex-Students Associations, charitable organisations and aid donors whose generous donations and unwavering support contributed substantially to the many successes achieved by the Secondary Education Division in 2003. Many thanks go also to all Non-Government Education Systems for the continuous partnership in the provision of education at the secondary school level in Tonga. It is hoped that these positive efforts will be maintained in years to come.

PART III

(v)

POST SECONDARY, YOUTH, SPORTS AND CULTURE AND SHORT TERM TRAINING

POST SECONDARY, YOUTH, SPORTS AND CULTURE AND SHORT TERM TRAINING

1. INTRODUCTION

- 1.1 The educational programmes at the post secondary level are co-ordinated and administered under the leadership of one Deputy Director of Education. Included under the responsibility of the Deputy Director for Post Secondary, is the Youth, Sports and Culture. This division is based at the Community Development and Training Centre (CDTC), the central administrative unit for Post Secondary Education.
- 1.2 Within the Post Secondary division of the Ministry of Education are the CDTC, the Distance Education and Communication Centre, the Tonga Institute of Science and Technology (TIST), the Tonga Institute of Education (TIOE) and the Scholarship Unit.

2. BROAD OBJECTIVES

- 2.1 All educational programmes implemented by the Post Secondary Division are formulated in order to achieve the social goals outlined in the Government's Strategic Development Plan Seven (SDP7: 2001-2004):
 - to continue to improve the standard and quality of education at the post secondary and non-formal level;
 - to expand post-secondary training programmes in areas that are important to the development of the country (eg. technical skills, health, tourism etc.), especially vocational and technical, with equal opportunity and access for both men and women;
 - To expand training and scholarship programmes to meet Tonga's increasing needs for skilled manpower.

3. Community Development and Training Centre (CDTC)

3.1. Objectives

- 3.1.1. The Community Development and Training Centre (CDTC) established by the Tonga Government in 1985 aims to coordinate and expand post secondary training opportunities throughout the Kingdom. It reflects the Government's desire to expand training opportunities in both the formal and informal sectors, but at the same time rationalize the use of staff, facilities and resources. It also reflects the Government's commitment to the expansion of training but in more efficient and cost effective ways.
- 3.1.2. The central objective of the CDTC is to expand training and develop educational opportunities throughout Tonga. In order to achieve this objective the CDTC seeks to:
 - provide as wide a possible range of post-secondary training programmes, including those leading to the award of post graduate diploma, certificate and middle level qualifications, short final courses and retraining programmes.
 - offer non-vocational adult courses, including a range of general and liberal studies and leisure type activities.
 - provide assistance to persons seeking to undertake or who are undertaking courses through institutions outside of Tonga.

3.2. Financial Report

- 3.2.1. Most of the funds allocated to the CDTC are taken up with the payment of salaries and wages to full time and daily paid staff, and the payment of fees to part-time instructors.
- 3.2.2. Other main items of expenditures include:
 - 3.2.2.1 The day to day running costs of the CDTC in the areas of transport, water, electricity and stationery.
 - 3.2.2.2 The maintenance of buildings, grounds, vehicles and office equipment.
 - 3.2.2.3 The repair and maintenance of computer facilities, including the purchase of software, parts and disks.
 - 3.2.2.4 Expenses associated with telecommunications equipment, such as, telephones, fax, and E Mail.
 - 3.2.2.5 The printing of course and teaching materials, and CDTC handbooks and information booklets.

3.3 Resources and Facilities

- 3.3.1. The resources and facilities available to the CDTC include:
 - 3.3.1.1. A purpose built administration building with office and conference room facilities.
 - 3.3.1.2. Two classroom buildings with 1 furnished classroom, 3 fully furnished computer laboratories, 1 conference room and 1 server room
 - 3.3.1.3 Specialist classrooms for Accounting (at the Tonga Institute of Education), Agriculture and Tourism and Hospitality (at the DECC) programmes.
 - 3.3.1.4. An Accounting resource room
 - 3.3.1.5. Recording equipment for schools' broadcasting.
 - 3.3.1.6. Software application packages and hardware equipment for computer training.
 - 3.3.1.7. A video production studio
 - 3.3.3.8. Access to E MAIL
 - 3.3.3.9. Books, manuals and reference materials for the Agriculture, Accounting, Information Technology and Tourism & Hospitality programmes.

3.4. Staff

- 3.4.1. During 2003 the following posts were occupied by staff at the CDTC: 1 Deputy Director of Post Secondary & Non Formal Education, 1 Acting Deputy Principal, 1 Senior Lecturer (Acting Planning and Curriculum Officer, Programme Co-ordinator for Agriculture and Accounting), 1 Assistant Teacher (Tourism and Hospitality Programme Co-ordinator), 1 Senior Accounting Officer, 1 Senior Executive Officer, 1 Clerk Class 1, 1 Computer Operator Grade 3, 1 Clerk Typist Grade 3, 41 part-time instructors, 2 peace corps volunteers and 1 Japanese senior volunteer.
- 3.4.2. Mr Brian Langi , programme co-ordinator for Agriculture and Accounting, and acting planning and curriculum officer attended on a training programme on Human Resource Development (HRD) and Technical and Vocational Education Training at the Korea Research Institute for Vocational Education & Training (KRIVET) in Seoul, South Korea from June 17th to 27th

Brian Langi also attended a one week workshop on "Supporting Distance Education through Policy Development" in Apia, Samoa from October 20th to 24th and on July 14th to 18th he attended a workshop in Suva, Fiji on "PSSC Agriculture Prescription Revision".

- 3.4.3. Si'atukimoana Vaea, acting deputy principal, left to Paris, France on a 10-month scholarship on "Educational Planning" This scholarship is sponsored by UNESCO.

3.5. Enrolment

- 3.5.1. Table 1 on the next page details the enrolment for CDTC programmes in 2003.

3.6. Activities

- 3.6.1. During the year the following activities took place:

- 3.6.1.1. The eighth National Awards Ceremony for the Post Secondary Division was held on May 7th 2004. However, the number of students who successfully completed the Certificates and Diplomas were as follows:

No.	Programme	Certificate/ Diploma	Number of Graduands
1	Accounting	Certificate	18
		Diploma	6
2	Agriculture	Certificate	5
		Diploma	25
3	Tourism & Hospitality	Certificate	35
4	Information Technology		
	a. Computing	Certificate	23
		Diploma	11
	b. Information Systems	Certificate	35
		Diploma	23
	Total		181

- 3.6.1.2. Classes were conducted throughout the year for the Diploma Programme in Accounting and Agriculture and the Certificate Programmes in Accounting, Agriculture and Tourism & Hospitality. The Agriculture and Computing programmes of the TIOE were merged with the Agricultural and Information Technology programmes of the CDTC. That is, 4 Agricultural students (new intakes) from the TIOE enrolled in the Certificate in Agriculture – Year 2 programme and 12 intakes enrolled in the Diploma in Information Technology programme. There were 2 students graduated with Certificate in Agriculture and 10 graduated with Diploma in Information in Technology.

- 3.6.1.3. The Bachelor of Business (Majoring in Information Technology) degree offered by "The Open Polytechnic of New Zealand" (TOPNZ) at this centre was launched on February 25th. There were 14 students enrolled in this degree programme.

3.7. Conclusion

- 3.7.1. This has been a successful year for the CDTC particularly in its ability to implement plans for the development of post secondary education.

Part III (v) : Table 1 : CDTC Enrolment in 2003 By Programmes

Programme Area	Gender		Average Age			Employment History					Employer			Education Standard					Total	Drop - outs	Passed
	M	F	20/30	30/40	40/50	JC	2CC	1C	OFF	SL	CS	B	PS	THL	TSC	PSSC	F7	Diploma			
Accounting Certificate	25	25	46	3	1	0	3	0	0	18	3	11	36	3	20	26	1	0	50	7	43
Accounting Diploma	30	25	30	13	12	9	0	5	2	1	18	18	19	4	12	19	0	0	55	10	19
Accounting/ information Degree	12	12	10	9	3	0	0	2	5	0	9	6	9	5	0	2	0	24	24	10	8
Agriculture Certificate – Year 1	20	11	30	1	0	2	0	0	1	21	9	0	0	2	16	3	0	0	31	1	8
Agriculture Certificate – Year 2	5	0	5	0	0	0	0	0	0	5	0	0	0	0	0	5	0	0	5	0	5
Agriculture	22	13		4	0	3	0	0	8	24	11	0	0	3	16	15	1	0	35	0	20
Tourism & Hospitality Certificate	1	35	36	0	0	1	0	0	0	0	1	0	1	0	1	32	4	0	36	5	28
Information Technology Certificate	52	74	117	7	2	4	2	1	3	8	4	1	2	0	0	45	4	0	126	15	43
Information Technology Diploma	22	37	57	2	0	0	1	0	0	20	4	0	0	0	0	10	1	0	59	6	34

KEY:

JC : Junior Clerk
1&2 CC : 1st & 2nd Class Clerk

CS : Civil Servants
B : Board

THL : Tonga Higher Leaving
TSC : Tonga School Certificate

OFF	:	Officers	PS	:	Private Sector	PSSC	:	Pacific Senior Secondary Certificate
SL	:	School Leaver				F7	:	Bursary

5. Distance Education and Communications Centre (DECC)

5.1. Introduction

5.1.1 The Distance Education and Communications Centre (formerly known as the Distance Education and Research Centre) was established in 1992 under the umbrella of the Community Development and Training Centre. It is responsible for the development of Distance Education Programmes at the higher education level and offers training programmes in Information Technology for the Ministry of Education, Government Departments, Private Sector, Agencies as well as the general public.

5.2. Staff

5.2.1 There were seven staff employed under the Distance Education and Communications Centre, although the center also accommodates 1 staff member for Video Production and 2 staff members for School Broadcasting for Primary Schools. The seven staff members under DECC included 1 Acting Planning Officer, 1 Senior Computer Programmer, 1 Computer Programmer, 1 Assistant Senior Education Officer, 1 Assistant Teacher (Graduate), 1 Assistant Teacher (Diplomate) and 1 Computer Operator Grade III.

5.2.2 In addition to the three full time instructors from DECC, there were 5 part-time instructors who assisted in the teaching of courses offered at the center. That is, 1 from Treasury, Ministry of Finance, 1 from the Tonga Development Bank, 1 from Tonga High School National Form 7, 1 from Tonga High School and 1 retired officer.

5.3. Activities

5.3.1 Diploma In Information Technology Programme (Full-time and Part-time)

5.3.1.1. The Diploma in Information Technology Programme which started at the Distance Education and Communications Centre on 17th August, 1998, continued into its fifth year with an intake of 57 students, 29 students majored in Information System and 28 students majored in the Computer Science. At the end of the year, 23 students graduated with a Diploma in Information System and 11 students graduated with a Diploma in Computer Science.

5.3.2 Certificate In Information Technology (Full-Time)

- 5.3.2.1 The Certificate in Information Technology programme continued with an intake of 94 students of which 56 majored in Information Systems and 38 students majored in Computer Science. This is a one-year training programme. At the end of the year, 35 students graduated with the Certificate in Information systems and 23 students graduated with the Certificate in Computer Science.

5.4. Computer Courses (Short Term Courses)

- 5.4.1. The Centre continued to offer short term courses on computer applications to Government Departments as well as the General Public.
- 5.4.2. From the Government Departments, 38 Police Commission Officers completed three-week computer course in Windows 2000 and Internet, MS Words and MS Excel.
- 5.4.3. The Prime Minister's Office also sponsored a two weeks computer training in Database Management for 8 participants from various Government Departments. This was the third group of a continuous programme on the training of Database Management for Public Civil Servants.
- 5.4.4. The Centre continued to assist the Ministry's staffs from its various departments such as Main Office (Administration), Tonga Institute of Science and Technology, Tonga National Form 7, Tonga College, The Primary Division (Administration) and the CDTC's clerical division, in upgrading their computer skills mainly in the areas of windows and internet, word processing, and spreadsheet.
- 5.4.5. The General Public responded well to the Centre's Computer Courses in which the Centre provided a one-week training on Network and Server Administration, a two-week training on MS Words and also another two-week training on MS Excel.

**4. Tonga Maritime and Polytechnic Institute (TMPI)
(a.k.a Tonga Institute of Science and Technology)**

4.1. Objectives

- 4.1.1. The Tonga Maritime Polytechnical Institute (also known as the Tonga Institute of Science and Technology), continued to pursue the following objectives in 2003 in accordance to the Ministry of Education's long-term goals in Education to:
- continue the provision of courses to cater for the training needs of industries and employees who have the potential and wish to pursue further education and training in science and technology;
 - continue to plan and implement three year courses according to their cyclic order and financial provision and complemented by specific short courses of one or two weeks duration as well as staff development training opportunities;
 - continue to provide quality, cost-effective and high standard education and training for seafarers which: focuses on individual, community, national and international needs; is culturally sensitive; and which emphasises co-operative efforts, personal commitment to high professional standards, as well as responsible decision making which will form the basis for achieving set objectives;
 - ensure that maritime training conducted meets the requirements of international standards as set out in the "STCW'95 CONVENTION", and to maintain the standards and requirements under which Tonga was accepted into the IMO WHITE LIST.

4.2. Financial Report

- 4.2.1. Provisions through the estimate were used for salaries, wages and to support implementation of courses. As in previous years, due to insufficient provisions, funds were vired from various votes from other Divisions of the Ministry to finance other areas when their votes were depleted.

4.3. Resources and Facilities

- 4.3.1. Resources and facilities available at the Institute in 2003 were as listed by Division below.

4.3.1.1. Maritime Division

- 4.3.1.1.1. Resources and facilities available at the disposal of the Maritime Division included the following: 2 classrooms, 1 fire/smoke training unit, 1 life boat with davits, 1 kitchen and cooking facilities, 1 office, 1 laundry room, 1 emergency power generator, 1 staff room and 1 vessel (MFV “). The Maritime Division is also in possession of the body of the MV “Lea’aetohi”, which Cabinet approved to be transferred to TIST for training purposes. It must be noted that it was only the body without any other equipment. The engines were damaged beyond repair.

4.3.1.2. Technical Division

The Technical Division of the Institute had the following resources and facilities in 2003: 2 classrooms, 1 mechanical workshop, 2 mechanical stores, 1 panel-beating and spray painting workshop with spray booth, 1 electric-workshop, 1 automotive workshop, 1 hydraulic-pneumatic laboratory, 1 electrical laboratory, 1 carpentry machine shop, 1 carpentry workshop, 1 staff room and 1 emergency power house and 3 rainwater tanks.

4.3.1.3. Resources Needed

- 4.3.1.3.1. Both Maritime and Technical Divisions are in need of extra classrooms to accommodate the increasing number of different courses and students. The Maritime Division needs 2 additional classrooms and 1 engineering workshop. The Technical Division needs 3 classrooms and one carpentry workshop. There is also a need for a proper functional library. Students and staff alike need library facilities not only for references but also for research and private study.
- 4.3.1.3.2. The Maritime Division is urgently in need of a good standard training **simulator** to enable more specialized and sophisticated training of officers to be carried out, as well as exposing trainees to equipment and facilities required by the revised maritime regulations. The MV “Lea’aetohi” also needs to be refitted with new engines and be fully equipped and renovated to be used for training purposes.

4.4. Staff

4.4.1. Details relating to Institute staff in 2003 are detailed in Table 2.

Part III (v) : Table 2: Occupied posts at TIST in 2003.

POST	LEVEL	DIVISION				TOTAL
		Admin.	Technical	Il.	Maritime	
Principal	5	1	-	-	-	1
Deputy Principal	5	-	1	-	1	2
Senior Education Office	7	1	-	-	-	1
Senior Lecturer	7	-	2	-	3	5
Marine Engineer	7	-	-	-	1	1
Deck Nautical Instructor	7	-	-	-	1	1
Assistant Teacher	11/9	-	6	-	-	6
Technical Instructor	9	-	-	-	1	1
Catering Instructor	9	-	-	-	1	1
Clerk Gr. 2	14	1	-	-	-	1
Driver	14A	1	-	-	-	1
Office Assistant	Daily	1	-	-	-	1
Watchman	Daily	1	-	-	-	1
Groundskeeper	Daily	1	-	-	-	1
III. TOTAL		7	9		8	24

4.4.2. Volunteers

4.4.2.1. The Institute continued to have 3 JOCV senior volunteers; Mr. Koji Awatani working in the electrical engineering department, Mr. Nanyo Karube in the Automotive Mechanics department and Mr. Hideki Ikehata in the Marine Engineering department. In November 2003, Mr. Masayuri Miura also joined TMPI staff as successor of Mr. Koji Awatani.

4.4.3. Staff Who Resigned / Retired

4.4.3.1. No one resigned or retired in 2003.

4.5. Enrolment

4.5.1. The number of trainees enrolled in each course is presented in Tables 3.1 and 3.2 below. A more detailed analysis of the enrolment by course level is given in Table 4 and Table 5 in the next section.

Table 3.1 Enrolment in Maritime Courses in 2003

IV. Course	V. Number Enrolled
Rating (Deck, Engine, Catering)	78
Master/Engineer Class 6	14
Engineer Class 4	14
Master Class 4	14
Basic Ship Safety	42
Watchkeeper Rating - Deck	19
Watchkeeper Rating - Engine	6
LPG Familiarization	7
LPG Familiarization	27
Total	221

Table 3.2 Enrolment in Technical Courses in 2003

Course	Number Enrolled
Mechanical	16
Electrical	51
Automotive	61
Carpentry & Joinery	32
General Engineering & Construction	15
Panel Beating & Spray Painting	31
Design Technology (TIOE, yr. 2)	6
Total	212

4.6 Training Programmes

4.6.1. The following programmes were conducted by each Division during 2003.

4.6.1.1. Maritime Division

4.6.1.1.1. Details of courses and levels of training which the Maritime Division conducted are summarised in Table 4 below.

Part III (v) : Table 4 : Programmes Offered by the Maritime Division in 2003

	Course name	Field of Training	Number Enrolled	Duration	Date	No. Pass	No. Failed
1.	Safety Certificate		42	3 weeks	20/1-7/2.	42	-
2.	Rating Certificate Class 1	Deck	34	20 weeks	17/2 -3/7	30	4
		Engine	32	20 weeks	"	28	4
		Catering	12	20 weeks	"	12	-
3.	Master/Engineer Class 6	Deck & Engine	14	9 weeks	30/6 -2/8	7	7
4.	Master Class 4	Deck	14	14 weeks	8/9-12/12	6	8
5.	Engineer Class 4	Engine	14	14 weeks	8/9-12/12	10	4
6.	Watchkeeper Rating	Deck	19	10 weeks	/4 - 20/6	12	7
		Engineer	6	10 weeks	/4 - 20/6	6	-
7.	LPG Familiarization		7	2 weeks	4/3- 14/3	7	-
	LPG Familiarization		27	2 weeks	23/ - 2/7	27	-

4.6.1.1. Technical Division

4.6.1.2.1. Details of courses and levels of training conducted by the Technical Division are summarised in Table 5 below.

Part III (v) : Table 5 : **Training Programmes Conducted by the Technical Division in 2003**

COURSE	LEVEL	INTAKE NUMBER	DURATION	NUMBER OF STUDENT		
				PASS	INCOMPLETE	TOTAL
MECHANICAL FITTING	STAGE 1	15 – 1/2003	20/1 – 6/6	6	2	8
	STAGE 2	12 – 2/2003	7/7 – 31/10	7	1	8
ELECTRICAL	STAGE 1	1/2003	20/1 – 25/4	9	9	18
	STAGE 2	2/2003	12/5 – 15/8	13	-	13
	STAGE 3	3/2003	8/9 – 12/12	13	7	20
AUTOMOTIVE MECHANIC	STAGE 1	1/2003	20/1 – 11/4	16	11	27
	STAGE 2	2/2003	5/5 – 25/7	14	1	15
	SATGE 3	3/2003	18/8 – 7/11	19	-	19
GENERAL ENGINEERING & CONSTRUCTION	STAGE 1	3 – 1/2003	3/2 – 5/12	15	-	15
CARPENTRY & JOINERY	STAGE 1	4 – 1/2003	20/1 – 11/4	11	5	16
	STAGE 2	5 – 2/2003	14/4 – 4/7	6	2	8
	STAGE 3	2 – 3/2003	14/7 – 3/10	8	-	8
PANEL BEATING & SPRAY PAINTING	STAGE 1	1/2003	20/1 – 11/4	13	4	17
	STAGE 2	2/2003		8	2	10
	STAGE 3	3/2003	18/8 – 7/11	4	-	4
DESIGN TECH. (TIOE)	YEAR 2	1/2003	3/2 – 5/ 12	6	-	6

4.7. Other Activities:

- 4.7.1. The Institute participated in the Post-Secondary Combined Graduation Ceremony In June 2003.

6. Tonga Institute of Education

6.1 Introduction

- 6.1.1 Tonga Institute of Education continued in 2003 to provide Diploma in Education (Dip Ed) training for both Primary and secondary school teachers. The Dip Ed programme was established in 1986 and it is a 3-year programme. Teachers who successfully completed Teaching Certificate before the Dip Ed programme started in 1986 are allowed to upgrade their training in 2 years. Similarly, secondary school students who passed New Zealand Form 7 Bursaries examination can complete the Diploma in Education in 2 years.
- 6.1.2 All students who wish to do secondary teaching are required to undertake two major subjects in addition to the teaching education courses. Those opting to take primary school teaching are required to do a general programme.
- 6.1.3 The year 2003 was the fourth time in which TIOE offered the Graduate Diploma of Teaching and Learning (Secondary) programme for secondary school graduate teachers, who do not have any teaching qualification. This is a 20-week course and this third intake will complete in January 2005.

6.2 Mission

- 6.2.1 TIOE'S mission is "Nurturing quality teachers for Tonga".

6.3 Objectives

- 6.3.1 The Institute's main objectives for 2003 were to:
 - To promote effective usage of minimal 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 programme by coordinating strong links between TIOE lecturers, CDU, Associate Teachers and Primary and Secondary Divisions.
 - To continue to review and upgrade the existing academic programmes in order to:
 - a. prepare for accreditation processes with other teacher education institutions overseas.
 - b. to meet the needs of the country e.g. Pre-school and Distance Education.
 - To promote continuous professional development for:
 - a. administrators / lecturers, through in-service training, attachments and further studies.
 - b. student teachers through exchange schemes with other teachers 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 Tonga in teaching.

- To promote the active involvement of both lecturers and student teachers in research development within their departments.

6.4 Enrolment

6.4.1 A total of 315 students were enrolled at the Institute in 2003. Of these, 73 students were enrolled in Year 1, 110 in Year 2, and 132 in Year 3. Of the 132 students in Year 3, 36 are in the Dip Ed Primary Programme and 96 are in the Dip Ed Secondary Programme, and there were a total of 3 students from the Government Education System, 28 were from the Non-Government Education System, and 101 were private.

6.4.2 Details of the Enrolment are given in Tables 6.1 and 6.2.

Part III (v): Table 6.1: Enrolment at TIOE by level and gender - 2003.

	Diploma 1	Diploma 2	Diploma 3	TOTAL
Female	50	78	59	187
Male	23	34	73	130
TOTAL	73	112	132	317

Part III (v): Tables 6.2: Enrolment at TIOE by level, sponsor, and gender - 2003.

Level	Gov't	RC	FWC	TOK	FCT	SDA	ANG	LDS	BAH.	PRI	TOTAL
Dip. 1 (Pri.)											
Female	-	-	-	-	-	-	-	-	-	21	21
Male	-	-	-	-	-	-	-	-	-	2	2
Sub-total										23	23
Dip. 1 (Sec.)											
Female	-	2	3	-	1	-	-	-	-	23	29
Male	-	2	1	-	2	1	-	1	-	14	21
Sub-total	-	4	4	-	3	1	-	1	-	37	50
Total	-	4	4	-	3	1	-	1	-	60	73
Dip. 2 (Pri.)											
Female	6	-	-	-	-	-	-	-	-	20	26
Male	1	-	1	-	-	-	-	-	-	6	8
Sub-total	7	-	1	-	-	-	-	-	-	26	34
Dip 2 (Sec)											
Female	-	7	5	-	1	-	-	-	-	37	50
Male	-	3	4	-	-	-	-	1	-	18	26
Sub-total	-	10	9	-	1	-	-	1	-	55	76
TOTAL	7	10	10	-	1	-	-	1	-	81	110
Dip . 3 (Pri)											
Female	2	-	-	-	-	-	-	-	-	16	18
Male	1	-	-	-	-	-	-	-	-	17	18
Sub-total	3	-	-	-	-	-	-	-	-	33	36

Dip.3 (Sec.)											
Female	-	4	1	-	2	-	1	4	1	28	41
Male	-	3	6	1	4	-	-	1	-	40	55
Sub-total	-	7	7	1	6	-	1	5	1	68	96
TOTAL	3	7	7	1	6	-	1	5	1	101	132

KEY

Govt.	:	Government of Tonga	TOK	:	Tokaikolo
LDS	:	Latter Day Saints	ANG.	:	Anglican
RC	:	Roman Catholic	FCT	:	Free Church of Tonga
FWC	:	Free Wesleyan Church	SDA	:	Seventh Day Adventist
BAH	:	Baha'i	PRI	:	Private

6.5 Financial Report

6.5.1 Most of the funds allocated to the Tonga Institute of Education were consumed by salaries and wages of full time and daily paid staff.

6.5.2 Other main items of expenditures included:

- Day to day running of TIOE in terms of stationery, electricity, water and transport.
- Maintenance of buildings, grounds, vehicle and office equipment.
- Expenses associated with telecommunications equipment such as telephones, fax, email and internet.
- Printing of course and teaching materials, school experience and information booklets, as well as provision of library books for the TIOE library.

6.6 Resources and Facilities

6.6.1 The resources and facilities available to the TIOE in 2003 included a resource center for lecturers and students, computer equipment as well as internet access for lecturers and students, and powerpoint projector for teachers' presentations. There were also resources and equipment for teaching Music, sports and other subjects.

6.7 Staff

6.7.1 In the year 2003, the following posts were occupied by staff at TIOE: 1 Principal, 1 Deputy Principal, 1 Senior Education Officer (attached TIOE), 8 Senior Lecturers, 12 Assistant teachers (assisting the Senior Lecturers in teaching the various Programmes), 1 Librarian, 1 Clerk typist Gr. 3, 1 Clerk Grade 3 and 1 Driver.

6.7.2 We were fortunate to have the assistant of 1 JOCV music specialist and one USA Peace Corps in Education and English to work at TIOE for 1 and 2 years term respectively.

6.7.3 The Deputy Principal also retired in April after her long & valuable years of service to the Ministry serving in various posts, the last two years of which were at TIOE as Deputy Principal.

6.8 Staff Development and Training Programmes

6.8.1 Several staff members were involved in staff development workshops which held here in Tonga and abroad. These members include:

- The whole staff in an Assessment workshop conducted by Pesalili Finau during the Planning week in January.
- There was informal training of Internet & emailing for staff and students.

- There was also internal ongoing staff development for the lecturers conducted on various topics by different TIOE staff in their areas of expertise e.g. Assessment and lesson presentation in Primary Language by Latu Tapueluelu, Development of examination blueprint by Hepeti Takeifanga etc.
- In May, Seilose Fifita attended a one week workshop in Fiji to discuss the Chemistry prescription for the South Pacific Form 7 which is due to start in 2004. This workshop was organized and implemented by the South Pacific Board for Educational Assessment.
- Similarly, Loseta Folaumoeloa and Claude Tupou attended two separate workshops held here in Tonga discussing the Accounting and Economics prescriptions for the South Pacific Form 7.
- In May, New Zealand consultant, Murray Gadd, conducted a 1 day workshop for all the staff on Reading at the Primary School and worked with the Language teachers at TIOE in the afternoon.
- In August all staff and some student councillors attended a two days workshop organized and implemented by the Tonga Family Health Association on family health issues and how this could be incorporated into the school program.
- In October, all the staff attended a two and half days workshop conducted by Rosalie Pedder of New Zealand on Learning Styles, how we can improve our teaching strategies to meet those learning styles, how we take information in, how we store it and retrieve it and how we show it off.
- Mrs Lata 'Akau'ola Langi, Principal, attended a training course on Advanced Quality Management in Singapore in November.

6.9 Post – Graduate Diploma of Teaching and Learning (Secondary)

- 6.9.1 In 2003, 11 out of 13 graduate teachers continued to take the Graduate diploma of Teaching and Learning (Secondary) to the end. Two of them are from the Government schools and nine are from the non-government education systems. These 11 students were awarded the Graduate Diploma of Teaching and Learning in the graduation in May 2003. The details of those who graduated are summarized in Table 7.

Part III (v): Table 7: Enrolment in the Graduate Diploma of Teaching and learning (Secondary) by sponsorship and gender in 2003.

Level	Governement of Tonga	Latter Day Saints	Anglican Church	Total
Female	2	5	1	8
Male		1	2	3
Total	2	6	3	11

6.10 Activities

- 6.10.1 A summary of major activities or events that took place at TIOE in 2003.

- The external assessor, Cliff Benson from IOE, USP visited the Institute on the first week of January to appraise the academic work of the Institute as well as to validate the results of the TIOE Diploma 3 students of 2002 to ensure that the standard of work achieved is of a quality of the same par as that of other tertiary institutions overseas.
- The Institute was able to acquire permission to use the FWC Halafo'ou Hall (adjacent to TIOE) for Assembly, school lectures and other school activities. This move helped to ease pressure for larger sized classrooms.
- The Institute for the first time recruited its students of Information Technology & Agriculture from those who have obtained their Diploma in those two areas and wished to be teachers from the other divisions of the Post Secondary such as the Community Development and Training Centre and Tonga Institute of Science and Technology. They entered to do one year only of Professional Studies.

- The inauguration of the President (Mafi – to – ki – Falemaama), Vice President and the Student councilors for 2003 took place on the second week of February. The Patron, Hon. Fatafehi Tuita, was the Guest of Honour and Rev. Mohenoa Puloka led the induction service.
- A combined Post-secondary Graduation Ceremony was held in May for successful students of 2002. It also included those 11 students who successfully completed the Graduate Diploma of Teaching and Learning (Secondary). It was a joyful occasion and Her Royal Highness, Princess Salote Pilolevu Tuita, was the Guest of Honour.
- The Institute participated in the celebration of the Kings 85th birthday on the 3rd of July.
- A team of 40 Primary teachers from Fiji visited TIOE in May as part of their visit to the Primary Division of Tonga to learn how the Tongan language is taught at the Institute.
- A group from Uvea which consisted of some teachers and teacher trainees visited TIOE in June just to see the school especially some of the cultural activities done at the Institute.

6.11 Conclusion

- 6.11.1 The year 2003 was a very challenging and busy one in the life of TIOE. It was a year of hard work, yet fulfilling, for both staff and students in the effort to uphold the Institute's ability to nurture quality teachers for Tonga. There was a deliberate effort to improve the quality of resources and their accessibility for both students and teachers. The addition of a few computers, new texts to the library, a photocopier, and powerpoint projector to the existing resources helped a lot. The Implementation of the Quality Assurance project was closely followed in some areas and have yet to be established in others. However, TIOE has done its best in 2003 in all areas to fulfill its mission of "Nurturing quality Teachers for Tonga and will continue to continuously improve its program to suit the needs of the country and to be acceptable elsewhere in the region.

7. SCHOLARSHIPS

7.1 Introduction

- 7.1.1 The Scholarships Programme of the Government of Tonga is operating in its present structure under the leadership of the Tonga Government Scholarships Committee. It was jointly reviewed by Australia, New Zealand and Tonga in 1991 and again by a Scholarship Review Team in 1998 and approved by Cabinet. It attempts to meet the needs for all overseas training allocated by the Tonga Government Scholarships Committee.
- 7.1.2 Tonga continues to rely heavily on overseas funding for its scholarship programme. Table 6 below details the number of awards by donor countries for the last four years including 2003.
- 7.1.3 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.
- 7.1.4 Table 9 below summarises the total number of new awards allocated by the Scholarships Committee in 2003 while Table 8 provides a brief summary of the distribution of awards in 2003 fields of study.

Part 111(v) : Table 8: **No of New Awards by Donor Countres in 2003**

Country or Organisation	2000	New Awards For:		
		2001	2002	2003
1. ADS	2	4	2	2
2. ARDS	3	8	10	6
3. NZSA	7	10	2	3
4. NZPRA	12	15	13	9
5. Tonga Government	2	nil	6	10
6. CFTC	2	2	2	3
7. Canadian Commonwealth	1	1	-	1
8. British Commonwealth	1	1	1	-
9. NZ Commonwealth	1	-	-	-
10. Japan	1	-	1	1
11. India	-	-	1	-
12. Malaysia	-	-	1	1
13. People's Republic of China			2	2

Part 111(v) : Table 9: **Distribution of Awards in 2003**

Field of Study	Number	Percentage of Total
Education	3	9
Health	1	3
Law and Order	2	6
Economics and Commerce	11	31
Management and Administration	5	14
Science and Technology	8	25
Agriculture and Fisheries	2	6
Infrastructure	2	6
TOTAL	34	100

Part 111(v) : Table 10: Awards in 2003 by Sponsors, Funding and Level of Study

L/Sponsor	No. of Awards	Level of Study	Funding	Gender
Government				
1. Agriculture	-	-	-	-
2. Audit	1	Undergraduate	Tonga Govt.	F
3. Cen. Planning	1	Postgraduate	Aust.	F
4 Civil Aviation	1	Undergraduate	NZ	F
5 Crown Law	1	Undergraduate	Aust.	F
6. Education	3	2 Undergrad/1 Postgrad.	Tonga Govt/NZ/ CFTC	2F/1M
7. Environment	1	Undergraduate	Tonga Govt.	M
8. Finance	1	Undergraduate	Tonga Govt.	M
9. Fisheries	1	Undergraduate	Tonga Govt.	F
10. Foreign Affairs	-	-	-	-
11. Health	1	Undergraduate	Aust.	F
12. Justice	1	Undergraduate	NZ	M
13. Labour, Commerce & I	1	Postgraduate	Aust.	F
14 Lands, Survey	1	Undergraduate	Tonga Govt.	M
15. Police	1	Undergraduate	Tonga Govt.	F
16. Marine & Ports	1	Undergraduate	Tonga Govt.	M
17. Prime Minister Office	1	Undergraduate	NZ	F
18. Establishment Division	1	Postgraduate	CFTC	F
19. Printing Department	1	Undergraduate	NZ	F
20. Post Office	1	Undergraduate	Tonga Govt.	F
21. Statistics Department	1	Undergraduate	Aust.	F
22. Tonga Visitors' Bureau	1	Undergraduate	Tonga Govt.	F
23. Works	1	Undergraduate	NZ	M
24. Inland Revenue	2	Undergraduate	Aust/NZ	1M/1F
25. Customs & Trade	1	Undergraduate	NZ	1M
SUB-TOTAL	26			
Non-Government Education System				
1. Anglican	1	Undergraduate	Aust.	M
2. 'Atenisi	1	Postgraduate	Aust.	M
3. Catholic	1	Undergraduate	Aust.	M
4. Free Church of Tonga	1	Undergraduate	NZ	F
5. Free Wesleyan	1	Postgraduate	Tonga Govt.	M
6. Tokaikolo	1	Undergraduate	NZ	M
7. Latter Day Saints	1	Undergraduate	NZ	F
8. Seventh Day Adventist	1	Postgraduate	Aust.	M
SUB-TOTAL	8			
GRAND TOTAL	34	Total No. of Females -19		
		Total No. of males - 15		
Total number of awards	34			
Percentage of Females	54			
Percentage of Males	43			

7.2 Finances

- 7.2.1 Tonga continued in 2003 to contribute to institutions and centres of Higher Education overseas like the University of the South Pacific, Commonwealth of Learning, Commonwealth of Pacific Education and similar organisations.

8. YOUTH , SPORT AND CULTURE

8.1 INTRODUCTION

- 8.1.1. The Youth, Sports and Culture Division of the Ministry of Education was, in 2003, under the supervision of the Deputy Director of Education, Youth Sports and Culture. Its major function is to coordinate and facilitate implementation of Youth, Sports and Cultural programmes in the Kingdom. The Deputy Director was assisted by 1 Assistant Senior Education Officer and 1 Education Officer in the day-to-day administration of this Division. Furthermore as a milestone, the Ministry, in 2002, established the new Tonga Institute of Sports, to develop Physical Education and Sports. The new Institute operates from 'Atele Indoor Stadium.
- 8.1.2. The Youth, Sports and Culture Division continued in 2003 to formulate strategies to achieve its objectives in its role as the co-ordinating body for Youth, Sports and Cultural programmes. However, it is felt that there is still much to be done in these crucial areas in terms of establishing a National Policy framework for each subsection, to enhance the implementation of set annual programmes.
- 8.1.3. The financial assistance allocated by Government for the Youth, Sports and Culture Division is utilised mainly for implementation of activities outside the Ministry. In 2001/2002 the total budget for the section amounted to \$76,323.00, a drop of \$137,630.00 from the previous financial year. In 2002/2003 the budget increased to \$251,885.00. All monies were expended and distributed amongst Cultural, Youth and Sporting facilities managed and operated by the Interim Sports Council.

8.2 YOUTH

- 8.2.1 The Tonga National Youth Congress (TNYC) is a non-government organisation set up in 1990, to assist the Ministry of Education in identifying national youth objectives and programmes. It was believed at its establishment that in time, the TNYC should be able to function independently of the Ministry of Education.

8.2.2 Youth Credit Scheme.

This program was implemented in 1993 through joint cooperation between the South Pacific Commission (SPC), the International Labour Organisation (ILO) and the Tonga Government which involved the piloting of a Credit Scheme for young people in Tonga. The Scheme for young people in Tonga is at present administered by the Tonga National Youth Credit Scheme Committee which consists of representatives from the Tonga Development Bank, Ministry of Labour, Commerce and Industries, Tonga National Youth Congress, and the Ministry of Education.

- 8.2.3 SPC provided an initial injection of approximately AUD \$20,000.00 as seed capital and only those youth groups which are affiliated to TNYC are eligible to the Loan scheme. However, any youth groups which wished to submit a project proposal must have attended the training in IYB/SYB (i.e Improve Your Business/Start Your Business) workshop coordinated by the Youth Section. Such training programmes have already been conducted in Vava'u, Ha'apai and Tongatapu. As a result of this training, many youth groups from these areas have taken advantage of the Loan Scheme.

8.2.4 Programmes and Services

8.2.4.1 Media

The Radio Programme sponsored by O.G.Sanft & Sons continued in 2003. In addition the TNYC central office has managed to produce a bi-monthly magazine, 'LE'O 'OE KAHU'U', a newspaper of the youth, by the youth, for the youth. The US Peace Corps and UNDP have funded both the Magazine and the Radio show. The two means of Communication have been proven useful and successful. The latest form of communication with Youth Groups and individuals, is by Email, **Monday Morning Memo**, started at the beginning of 2003. This has also been proven an efficient and a convenient way of keeping the youths updated with both national and international events.

Miranda Petlow, the Australian Youth Ambassador who contributed so much to the upgrading of the media facilities and outputs, returned home at the end of the year. Tonga National Youth Congress is expectantly awaiting a replacement.

8.2.4.2 Regional Youth Service Award

The CYP, in the past few years have been conducting a Regional Youth Service Award in recognition of outstanding contributions to the development of society. Two of Tonga's entries, one in 2001 and one in 2002, won prizes consisting of a certificate as well as cash of £1000. Funds of equivalent amount were transferred to nominated bank accounts of the Youth Groups concerned, while the certificates were forwarded through the Ministry Of Education.

8.2.4.3 Tonga National Volunteer Service (TNVS)

The Tonga National Volunteer Service was established in 2001 to alleviate youth unemployment. It began with ten youths, 2 from Vava'u, 7 from Tongatapu, and 1 from Niuatoputapu. These youths underwent a three-month training course before going to work at various departments under a one-year contract. The places of work included Tonga National Youth Centres, Tonga Red Cross, Tonga Family Health, Department of Environment and TANGO. The 2nd Group of nine youths was sworn in on 12 May, 2002.

Eight out of the nine completed their term in June 2003. In September three more youths, Teisa Sitaleki of Ha'ato'u, Fatai Tokolahi of Kolomotu'a and Samisoni Molimoli of Longomapu were sworn in, and are currently serving as National Volunteers. Two other TNVs, Sione Hausia, Youth Coordinator for the Future Farmers of Tonga, and 'Emele Petelo, TNYC's Media Coordinator, have had their service extended another year.

Since the programme has been very successful, it is anticipated that the number of new recruits will increase, and the service extended to Secondary Schools. This volunteer service is funded by NZODA, Peace Corps, AUS/AIDS, UNDP and SPC.

8.2.4.4 Visitation

The staff of the Tonga National Youth Congress Central office, continued tirelessly to make regular visits to village youth groups during 2003, with the view to establishing a closer relationship and understanding between them, regarding the immediate needs of each group, and also the programmes conducted by the TNYC.

8.2.4.5 CYP Courses

Two of the eight candidates registered for the CYP course of Diploma in Youth Work, at the USP Centre in Tonga, withdrew before the end of the Second Semester. On a happier note however, the CYP Certificate Course in Youth Work got off the ground as an outcome of a combined effort by TNYC, Peace Corps and the Ministry of Education. This is a ten-month course beginning August 2002 to May 2003 with a total of 30 students; 9 from Tongatapu, 6 from Vava'u, 5 from Ha'apai, 4 from 'Eua, and 3 from each of the two Niua.

8.2.5 Training Programs and Workshops.

8.2.5.1 Overseas Workshops/ Conferences

At the International Telecommunication Youth Forum, Geneva 12th -18th October, 2003, Tonga's delegates were Ms Lu'isa Koloamatangi, Statistics Department, and Mr. Matangi To'aho, Tonga Institute Of Education.

Tonga was very well represented at the first ever Youth Summit held in concurrence with the 15th Conference of the Commonwealth Education Ministers, Edinburgh, 27 – 30 October 2003, by Ms Carolanne 'Ana Kaufusi Makakaufaki, teacher at Queen Salote College, and Mr. Sione Fatafehi Hausia, office staff TNYC.

Three representatives, Poasi Niu, Ministry of Education, Mafi Vaka'uta teacher at Tonga College and Ms 'Emele Petelo TNVS Co-Ordinator, attended a one-week Commonwealth Youth Enterprise Forum, Queensland, Australia, 10 – 13 November, 2003. This workshop, as in previous years, was funded and facilitated by the World-Wide Company, The Body Shop.

It was at the Seminar on Strategic Planning held in Nadi, Fiji, November 2002, that the Director of Education, Viliami Takau, officially expressed Tonga's interest in hosting the South Pacific Regional Centre, should it be moved from Honiara. No further reference had been made regarding this issue.

8.2.5.2 HIV/AIDS

UNICEF Study tour of Africa: In June 2003 Moana Kioa joined a group of 13 youths, representing the Solomon Islands, Vanuatu, Fiji and Tonga, in a one-month tour of Africa. The aim of this tour was for the youths of the South Pacific to experience and witness firsthand, the challenges that their counterparts face daily, with regards to HIV/AIDS.

HIV/AIDS Drama Training: Two officers from Wan Smol Bag Theatre, Vanuatu, conducted a 2-week Drama Training Workshop in September, 2003, with the aim of teaching extra skills and techniques in educating communities on HIV/AIDS awareness. Participants from Vava'u, Ha'apai and Tongatapu were selected based on their performance in their own drama group.

National / Worlds AIDS Day: The last week of November, 2003 had been named Tonga's AIDS Week. The Tonga National Youth Congress translated the materials to be distributed, and also arranged for TV and radio coverage. In collaboration with the MOW, Tonga Family Health Association, Salvation Army and Tonga Red Cross, the TNYC highlighted this National Program for the awareness of HIV/AIDS.

Peer Education Training: Ms Nanise Kioa of Niuafu'ou took part in a three-week peer education training in Fiji, conducted by Fiji's Aids Task Force. The aim was to equip participants with skills and knowledge to be used in their own communities. A follow up workshop will be held early in 2004.

8.2.5.3 UNICEF and Life Skills

Training Of Trainers: December 1 – 19, 2003, 25 youths from all over Tonga gathered at Fualu to be trained as Master Trainers for the Pacific Stars Life-Skills Program. UNICEF, the funding agency, sent their own facilitator.

Internal Administrative disruptions prevented the flow of UNICEF funding for Life-Skills programmes. However, there is a waiting list of groups requiring Life-Skills training, and hopefully funding will be available soon.

8.2.5.4 Tonga Youth Parliament

In October 2003, preliminary workshops were conducted by the TNYC staff, in Tongatapu and the outer island groups, to select suitable candidates to be members of the Youth Parliament 2003.

November 24 saw the presence of 38 youths in Nuku'alofa to mark the Opening of Tonga's second ever Youth Parliament.

The theme was Employment.

The major sponsor for this very popular educational event, was the British High Commission, with other donors being UNICEF, the US Peace Corps and TNYC.

On the whole, the occasion was a huge success.

8.2.5.5 Ship For World Youth Programme.

A number of youths who participated in the Ship For World Youth Programme 2002, found employment overseas at the beginning of 2003. Although the Programme gave this year a miss, it is hoped that the Government of Japan will invite youths from Tonga to take part in the same Programme in 2004.

8.2.5.6 Future Farmers of Tonga

The Future Farmers of Tonga, is a partnership project between TNYC, the Ministry of Agriculture, the US Peace Corps and Tonga Trade. The project is funded by the UN's Food and Agriculture Organization (FAO).

In September 2003, a workshop on budgeting and development of a yearly plan, was held. More workshops are expected early in 2004. The FFT Committee is currently working on obtaining funds in anticipation of increased enrolment.

8.3. TONGA INSTITUTE OF SPORT

8.3.1. Introduction

8.3.1.1. Officially this new division of the Ministry of Education was established on the 1st of July 2002, with one Deputy Director of Education, Youth, Sports and Culture and a few staff members. In February, 2003, new staff were added which included a Principal Training Officer, one Supervising Teacher and three Assistant Teachers.

8.3.2. Objectives

8.3.2.1. The aims of the Institute of Sports are as follows:

- * to develop Physical Education and sports programs for the youth of Tonga;
- * to develop and exploit their sports talents with the aim of gaining employments locally and overseas;
- * to ensure that Tonga has a healthy population.

8.3.3. Physical Education Booklets

8.3.3.1. In the beginning of the year 2003, Trial Teacher's Guide Booklets were prepared for both the primary and secondary schools with emphasis made on Physical Education and Health. The aim is to stimulate in the students a love of sports by participating in outdoor physical activities. These trial booklets (Form 1, 2, and 3) will be distributed to selected secondary schools in Tongatapu at the beginning of the 2004 with the aim that physical education be included in the school curriculum.

8.3.4. Staff Development

- 8.3.4.1. Three of the staff had the opportunity for skills development workshops overseas. Pasinamu Tautakitaki attended the first Regional Weightlifting Coaching Workshop held in Sigatoka, Fiji on October 19th - 25th, 2003.
- 8.3.4.2. Siosaia Taufā'ao attended a Coaching and Officiating in Sports Workshop in the AIS, Canberra from the 25th to the 29th of November, 2003.
- 8.3.4.3. Again, Pasinamu Tautakitaki attended the Oceania and South Pacific Junior Weightlifting Championship held in Alofi, Niue on the 2nd to the 4th of December 2003.
- 8.3.4.3.1. For the first time ever, a Tongan woman competitor was sent to this competition (Catherine Tualau of Folaha, Tongatapu). Catherine did not earn a medal but the experience gained from it would be of great value to her and future competitors.
- 8.3.4.3.2. What Pasinamu himself learned from this competition is of great value as a coach.

8.3.5. Training Workshops

- 8.3.5.1. Throughout the year, there have been training workshops held at the TIOS for the improvement of skills in sports and sports management.
- 8.3.5.2. From July 23rd to July 2, 2003 a training workshop on Basic Coaching Course (Run-Jump-Throw) was held at the TIOS, 'Atele Indoor Stadium for sports teachers from secondary schools.
- 8.3.5.3. Another workshop for volleyball was held towards the end of 2003 at the 'Atele Indoor Stadium and 50 representatives from Vava'u, Ha'apai and Tongatapu attended this workshop. The aim was to teach volleyball ball-handling skills and proper positioning of players during a game.

8.3.6. Future Outlook

- 8.3.6.1. The TIOS aims to continue working closely with other national sporting bodies in promoting sports not only in competition, but to promote sports as a way of life for Tongans in general for health promotion. The present situation of working together with the school system will continue and will increase in intensity to the extent that the consciousness of sports among the young people as a hobby and a possible source of income is increasingly invested.

8.4. CULTURE

- 8.4.1. The Youth, Sports and Culture Section continued in 2003 to coordinate many cultural activities at the primary through to the post-secondary level of education. Cultural Studies is still very much a significant part of the curriculum taught at primary and secondary levels. At the post-secondary level, the Tonga Institute of Education offers theoretical and practical training programmes in Culture for prospective teachers. Personnel from the communities have been called in to the Institute from time to time to assist in the teaching of practical components of the Tongan Culture for which no qualified staff was available.
- 8.4.2. The Ministry of Education, through the Youth, Sports and Culture Division continued to be a member of the Tonga National Center Advisory and Management Board. As such, it continued to maintain and enhance its partnership with the Tonga Visitors Bureau, through the Tonga National Center, in promoting the preservation and maintenance of the Tongan Culture and Heritage.
- 8.4.3. As evidence of the promotion and preservation of the Tongan Cultural Heritage the staff of this division together with two from CDU worked in collaboration with the Tonga Traditions Committee, headed by Hon. Tu'ivanuavou, in conducting the first phase which was a series of UNESCO – funded seminars which were held between May and October 2001. These seminars were conducted at 25 centres throughout the main island of Tongatapu, whereby information was collected through hand-written recording, audio tapes and videos of local speakers. The main purpose of this exercise was for cross-checking of known facts, as well as collecting new and unwritten ones. With further funding it is hoped that this work will continue to the other island groups of Tonga in 2002 and beyond. The second phase continued into 2003 with further cross-checking of records and editing of video tapes.

- 8.4.4. Staff from the Youth, Sports and Culture Division, in collaboration with relevant staff at the Curriculum Development Unit, continue to research on the Tongan Traditions and Culture with the hope of compiling collections as resources for school children. The exercise referred to in 3.4.3 has been proven a useful source of information, especially for reading materials which are being produced for all levels.

9. SHORT TERM TRAINING: IN COUNTRY AND OVERSEAS ATTACHMENTS

9.1. INTRODUCTION

9.1.1 Short Term Training

- 9.1.1.1. All short term training; In-Country and overseas attachments are coordinated at the Short Term Training Centre (STTC).

9.2. THE SHORT TERM TRAINING CENTRE

- 9.2.1. The Short Term Training Centre, previously known as the Civil Service Training Centre, under the management of the Establishment Division of the Prime Minister's Office, came under the management of the Ministry of Education on the 1st July 2002. The Deputy Director Responsible for this division is the Deputy Director of Education for Short Term Training and Sports.
- 9.2.2 All the course coordinated by the Centre come under the AUSAid and NZAID schemes (Details of course in Tables A, B & C). The functions of the Centre are to:
- i. Coordinate all Short Term AUSAid and NZAID, In-Country Courses;
 - ii. Coordinate the Diploma in Public Sector Management (DPSM) Courses from Massey University; and
 - iii. Coordinate NZAID training attachments to overseas countries.
- 9.2.3 The management of the Short Term In-Country courses is the main responsibility of the Centre. Each year, there are on average 30 – 35 In-Country courses offered at the Centre. In Table A below are the In-Country courses coordinated by the Centre in 2003.

Table A: NZAID IN-COUNTRY TRAINING PROGRAMMES January – December 2003.

Courses January - June 2003				Number of participants					
Requesting Org.	Name of courses	Date held	Total	male	female	private	ngo	public	
1 Land & survey	Solar Installation&Maintenance	27 - 31 January	21	21	0	16	4	1	
2 FWC Educ. Dept.	Study Skills - 2	10 - 21 February	49	22	27	0	45	4	
3 PMO	Financial Management	7 - 11 April	7	4	3	0	0	7	
4 MAF	Irrigation for com/farmers	5 - 9 May	19	19	0	13	0	6	
5 Chamber of Commerce	Meat handling	5 - 9 & 13 May	14	7	7	11	3	0	
# of req. org. = 5			110	73	37	85	7	18	
Courses on July - December 2003				Number of participants					
Requesting Org.	Name of courses	Date held	Total	male	female	private	ngo	public	
6 Catholic Educ. System	Leadership skills	18 - 23 August	28	8	20	0	28	0	
7 Ministry of Education	Monolingual Dictionary	1 - 12 September	11	9	2	0	1	10	
8 Ministry of Fisheries	Fish handling & processing	10-17 Sept.(Niua)	20	9	11	0	20	0	
		22-25 Sept.(Vv)	19	18	1	0	19	0	
9 Ministry of Fisheries	Outboard Motor Maintenance	10-15 Oct. (Ntt)	20	20	0	0	19	1	
		20-24 Oct. (Hp)	20	20	0	0	19	1	
10 Ministry of Labour	Security Guard	27Oct - 7 November	19	19	0	2	17	0	
11 Ministry of Labour	Housekeeping & Childcare	10 - 21 November	21	20	1	3	18	0	
# of req. org. = 4			158	123	35	5	141	12	
Total for ICT 2003									
# of req. org. = 9	# of courses = 12	# of days = 105	268	196	72	90	148	30	

Table B: AUSAID IN-COUNTRY TRAINING PROGRAMMES January – December 2003.

TABLE B: AusAID In-Country Training Programmes Jan. - Dec. 2003									
Req. Org.	Name of Training	Date	Total # of Participants	Male	Female	Private	NGO	Public	Outer Island Part.
1 Ministry of Agriculture & Forestry	Tractor Maintenance & Repair	3 - 14 Feb.2003	16	16	0	3	0	13	Nil
2 Ministry of Finance	Business Ethics for Senior Official	17 - 18 Feb.03	19	11	8	0	0	19	Nil
3 Ministry of Finance	Business Ethics for Business M	19 - 20 Feb.03	22	15	7	5	4	13	Nil
4 TANGO	Family Small Business	25 Aug. - 6 Sept.	24	16	8	19	4	1	2 = Vv & 1 = Hp
5 Health/ Int'l	Frontline Management	15 - 26 Sept. 03	28	15	13	15	13	1	1 = Vv
6 Ministry of Finance	Ethics in Business	2 & 3 Oct. 03	22	15	7		22	Nil	
7 Ministry of Finance	Advanced Ethics	6 & 9 Oct.03	12	8	4	6	6	Nil	
8 Ministry of Finance	Ethics Seminar for Senior Officials	8th Oct. 03	18	10	8	7	11	Nil	
9 Ministry of Health	Customer Service	24th - 26th Nov.	35	8	27	10	1	24	Nil
# of req. org. = 5	# of Courses = 9	# of T days = 42	Total = 196	114	82	65	9	122	4

TABLE C : NZAID SHORT TERM TRAINING ATTACHMENTS : RECENT STTA AWARDEES (JAN. - DEC. 2003)

	NAME	ORGANISATION	COURSE	TRAINER	DURATION	COMMENTS
1	George Blake Kaitu'	Kramer Engineering Consultants	Advanced Autocard	Western Insitute of Technology at Taranaki.	10 weeks	Ten days Autocard Training plus nine weeks unpaid Work Experience.
2	Lisiata Latu	Shipping Corp. of Polynesia	Liferaft repair and Maintenance	N.Z	3 months	Has completed attachment satisfactorily
3	Seini Kisina (School's Librarian)	Apifo'ou College	Library training course	Wellington, Convention Centre	3 days	completed attachment satisfactorily
4	Sione Ikamanu Tu'ipulotu (Chief Electrical Inspector)	Tonga Electric Power Board	Electrical Inspector Course	Christchurch Polytechnic Insitute of Technology	1 ½ weeks	Payment of Tuition Fees as requested by Tonga Electric Power Board
5	Sonatane Kauvaka	Education	Computer Graphic Design	Wanganui UCOL	36 weeks	Completed satisfactorily
6	Soana Cocker	Tonga Post	Diploma Information and communication Technology	Aoraki Institute of Technology	48 weeks	Satisfactorily progress reported
7	Viliani Sefesi	Audit Division	Attachment to Audit NZ and CA Qual.	NZ Institute of Cahrtered accountants	42 weeks	Satisfactorily progress reported
8	'Aleki Vatahulu	Education	Aoraki Institute of Technology	Diploma in IT	53 weeks	Completed satisfactorily
9	Lopeti Palefau	Prime Minister's Office	GMDSS	Auckland	1 week 17 - 21 Nov. 03	

INTAKE	YEAR	# GRADUATED / TOTAL PARTICIPANTS	MIN. / BD/ORG	MALE	FEMALE	GRADUATED / NOT GRADUATED
1	1998	19/21	Audit Dep.	-	1	G with High Distinction.
			Prime Minister's Office	1	1	G (2)
			Min. of Agriculture	3	-	G (3)
			Marine & Ports	2	-	G (2)
			Prison's Dept.	1	-	G
			Central Planning	1	1	G (2) One with High Dist.
			Civil Aviation	1	-	G
			Tonga Visitor's Bureau	1	-	G
			Min. of Education	-	2	1 Graduated
			Min. of Works	2	-	1 Graduated
			Printing Dept.	1	-	G
			Lands & Survey	1	-	G
			Tonga Traditions Committee	1	-	G
			Environment Dept.	-	1	G
				15	6	
2	2000	4/20	Central Planning	1	1	NG
			Law Dept.	1	-	NG
			Min. of Education	-	3	NG
			Prime Minister's Office	-	1	NG
			Civil Aviation	1	-	G
			Labour & Commerce	-	1	NG
			Post Office	-	1	NG
			Marine & Ports	-	1	G
			Tonga Visitor's Bureau	-	1	NG
			Min. of Health	1	1	1-G (ONLY female grad.)
			Min. of Agriculture	1	-	G
			Printing Dept.	1	-	NG
			Min. of Fisheries	1	-	NG
			Min. of Finance	1	-	NG
			Min. of Police	-	1	NG
			Min. of Justice	-	1	NG
				8	12	
3	2002	/21 (Results not confirmed yet)	Tonga Communication Corp.	1	1	
			Prime Minister's Office	-	1	
			Tonga Visitor's Bureau	-	2	
			Labour & Commerce	-	1	
			Min. of Agriculture	-	1	
			MOE _ TMPI	1	1	
			Central Planning	-	1	
			Tonga Water Board	2	-	
			Min. of Health	-	1	

MINISTRY OF EDUCATION ANNUAL REPORT 2003

			Min. of Works	-	1	
			Civil Aviation	1	2	
			Tonga Defence Services	2	-	
			Statistics Dept.	-	1	
			Min. of Finance	1	-	
				8	13	

9.3. RESOURCES AND FACILITIES

- 9.3.1 The resources and facilities at the Short Term Training Centre (STTC) consist of one building with four offices, a training room, kitchen and bathroom. Each office is equipped with a computer and printer and all have access to the internet for correspondence with the consultants, trainers, participants in the courses and the requesting organisations. There is also 1 photocopying machine, fax machine, overhead projector, laptop, 2 white boards and a Data overhead projector (which has been out of order).

9.4. STAFFING

- 9.4.1 In 2003, the following posts were occupied by the staff at the STTC: 1 Deputy Director of Education, 1 Acting Senior Training Officer; 1 Training Officer; 1 Assistant Secretary and one Computer Operator.

9.5. IMPLEMENTATION AND FUNCTIONS

- 9.5.1 Tonga has benefited from the Incountry trainings through Australia and New Zealand's assistances as shown in the following information:

- i. Number of Incountry Trainings21
- ii. Number of Trainees464
- iii. Number of training days147
- iv. Sectoral Distributions:

Public		Private		NGO	
Total	%	Total	%	Total	%
152	32.8	155	33.4	157	33.8

- 9.6. Evaluation of the incountry trainings needs to be carried out by an additional STTC senior staff requesting Australia and New Zealand's assistances. The figures under Benefits (mentioned above) indicates there could be more incountry trainings, trainees and training days, but there were shortfalls that could have shown up if there were evaluation exercises conducted to guide us as to the next right step to take. The Sectoral Distributions, on the other hand, shows a fair range of attendances and participations from the three sectors of Tonga's population.

9.7 CONCLUSION

- 9.7.1 The transition of the management of the Short Term Training Centre to the Ministry of Education was carried out without any difficulties or disruptions. The In-Country Training Courses, the Attachments and the DPSM programmes carried on as usual. The Ministry of Education welcomes this transition of management as it sees adult education and post secondary education as vital to the development of manpower skills and education in Tonga.

PART IV

PARTNERSHIP

WITH

NON – GOVERNMENT

EDUCATION
AUTHORITIES

Non – Government Education Authorities

- 1.1. The continued co-operation and goodwill existing between Government and Non-Government education authorities is the cornerstone of the National Education System.
- 1.2. The Ministry of Education remains indebted to Non-Government education authorities for their continued assistance and contribution to national educational developments, both in 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.
- 1.3. In 2003, cordial relations have been maintained and strengthened in a number of ways:
 - 1.3.1. Through the Advisory Council of Education established by the Education Act of 1974, Government and Non-Government education authorities are able to meet at least every 14 weeks to discuss major policy issues, directions, and so forth, particularly those relating to changes in the curricula and examination prescriptions. This is further supported through regular dialogues in the form of meetings of Principals, Curriculum Writing Teams, Examination moderators, and those other activities for which the assistance and expertise of Non-Government education authorities are often needed.
 - 1.3.2. Non-Government schools continued in 2003 to follow the prescriptions, syllabi and curriculum materials developed by the Curriculum Development Unit. 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 to these, 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 programme, Environmental Week, Health Week, Library Week, Music Festival, Day of Tolerance, as well as sporting and cultural events.
 - 1.3.3. 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\$100 per head, calculated on the enrolment of each school by 31st March. PART III (iv) of this report details the distribution of funds in 2003, which amounted to TOP\$690,600.00. 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. Places in Government Tertiary Institutions and those abroad through the Scholarships programme, continued to be allocated to Non-Government education authorities. For example, 8 (23.5%) places out of the 34 scholarships in 2002 were allocated to Non-Government Schools. As for other institutions, such as the Tonga Institute of Education College, for example 305 (96.8%) of the 315 enrolled were Non-Government sponsored students. 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.
- 1.4. I would especially like to express in this Report my deepest 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 authorities will be maintained and further strengthened in years to come, and that no doubt, the Non-Government education authorities will continue to provide the dedicated service on behalf of the school children of today and tomorrow.

PART V

CONCLUSION

CONCLUSION

- 1.1. I wish to express my sincere thanks to the Director of Education and all the staff of the Ministry for the meticulous manner and co-operative spirit in which they performed their tasks throughout the year. I would also like to express the same appreciation to those in Non-Government organisations, especially the churches, youth and women groups, parents and students, who had participated either directly or indirectly, in the provision of education in Tonga in 2003. I would also like to express my sincere appreciation to all aid donors for the assistance they have provided towards the development and upgrading of education in Tonga. Without a doubt, these have had significant and positive impact on the welfare and quality of life of the people of Tonga.
12. Finally, I would like to express my sincere appreciation to all members of the Legislative Assembly, Government Departments and members of the public for all assistance and advice offered during the year.

I have the honour to be

Your Majesty's
Most Humble and Obedient Servant,

Paula S. Bloomfield
INTERIM MINISTER OF EDUCATION

APPENDIX 1 : EXAMINATION RESULTS – 2003

1. SECONDARY ENTRANCE EXAMINATION

Total Means of Candidates by Educational Districts

District	Total No. of Schools	Total No. of Candidates	Percentage of District in Each Category			District Mean
			Cat.1	Cat.2	Cat.3	
Central	9	949	43	11	46	51
Eastern	22	661	37	12	51	50
Western	16	416	30	13	57	48
'Eua	5	173	34	20	76	50
Ha'apai	18	264	35	13	52	48
Vava'u	29	579	45	12	43	52
Niua's	5	70	31	16	53	50
Mission	9	140	22	14	64	43

Category 1: Total mean of 220 and over for the 4 subjects.
 Category 2: Total mean of 200 and over but less than 220 for the 4 subjects.
 Category 3: Total mean of less than 200 for the 4 subjects.

APPENDIX 1 : EXAMINATION RESULTS – 2003

2. FORM 2 COMMON EXAMINATION

School	No.Sat	No.Qualified to Tonga High School
Tonga Side School	118	36
Talafo'ou Government Middle School	70	3
TOTAL	188	9

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)
ALL CANDIDATES (30 SCHOOLS)

PASS	S U B J E C T																
	A/Sci	ACC	Art	Bio	Comp	Eco	Eng	Fren	Geo	Hist	H/Eco	I/Arts	Jap	Maths	Music	Sci	Tonga
No. Enrolled	410	470	60	215	780	650	2001	3	640	210	183	145	13	1680	28	1100	1993
No. Sat	403	468	44	208	771	647	1981	3	634	206	183	145	13	1672	28	1098	1883
No. Passed Grade 1	3	30	0	12	33	39	57	2	16	11	0	1	1	75	1	53	29
No. Passed Grade 2	19	36	3	14	53	46	113	0	44	17	4	6	1	74	2	83	112
No. Passed Grade 3	33	69	6	36	123	89	275	0	63	32	9	7	2	223	1	159	257
No. Passed Grade 4	92	117	8	56	163	170	451	0	106	37	34	26	5	424	3	242	432
No. Passed Grade 5	82	84	7	39	159	107	367	0	149	48	42	25	4	288	4	239	299
No. Passed Grade 6	106	92	15	35	155	139	472	0	171	46	56	42	0	377	14	217	490
No. Passed Grade 7	56	32	1	10	62	47	195	0	59	10	31	31	0	187	2	79	193
No. Passed Grade 8	8	6	4	5	11	3	16	1	10	4	4	5	0	20	1	10	46
No. Passed Grade 9	4	2	0	1	12	7	35	0	16	1	3	2	0	4	0	16	25
No. Absent	7	2	16	7	9	3	20	-	6	4	-	-	-	8	-	2	10

TOTAL NUMBER OF CANDIDATES ENROLLED - 1981
NO. QUALIFIED TO ENTER FORM 6 -

Grade 1: Outstanding level of achievement
Grade 2: Excellent level of achievement
Grade 3: High level of achievement
Grade 4: Very satisfactory level of achievement
Grade 5: Satisfactory level of achievement

Grade 6: Adequate level of achievement
Grade 7: Low level of achievement
Grade 8: Unsatisfactory level of achievement
Grade 9: No significant level of achievement

APPENDIX 1: EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

1. 'APIFO'OU COLLEGE

PASS	S U B J E C T													
	Acc	A/Sci	Bio	Eco	Comp	Eng	Geo	Hist	H/Eco	I/Arts	Maths	Music	Sci	Tonga
No. Enrolled	31	21	10	49	44	151	82	14	7	14	113	6	40	147
No. Sat	31	20	9	49	44	151	82	14	7	14	113	6	40	147
No. Passed Grade 1	2	-	-	11	1	2	-1	-	-	-	3	-	-	-
No. Passed Grade 2	0	-	-	7	3	10	4	2	-	-	5	1	1	2
No. Passed Grade 3	2	-	1	2	8	19	8	2	-	-	9	-	5	8
No. Passed Grade 4	11	-	3	12	6	34	10	-	-	1	25	1	7	32
No. Passed Grade 5	4	2	4	3	10	24	18	6	1	4	10	4	3	22
No. Passed Grade 6	7	10	1	10	8	40	24	3	3	4	36	-	12	52
No. Passed Grade 7	5	5	-	3	6	18	14	1	3	2	22	-	12	17
No. Passed Grade 8	-	3	-	-	1	-	3	-	-	3	3	-	-	9
No. Passed Grade 9	-	-	-	1	1	4	-	-	-	-	-	-	-	5
No. Absent	-	1	-	-	-	-	-	-	-	1	-	-	-	-

Total No. Sat - 151 No. Qualified to Form 6 - 49

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

2. BEULAH COLLEGE

PASS	S U B J E C T										
	Acc	A/Sci	Comp	Eco	Eng	Geo	Hist	H/Eco	Maths	Sci	Tonga
No. Enrolled	9	10	28	18	54	15	1	11	24	10	31
No. Sat	9	10	28	18	52	15	1	10	24	10	31
No. Passed Grade 1	-	-	0	-	-	-	-	-	-	-	-
No. Passed Grade 2	1	-	0	1	1	-	-	-	1	-	-
No. Passed Grade 3	2	-	2	4	6	-	-	1	4	1	1
No. Passed Grade 4	1	3	11	3	8	-	-	4	8	1	5
No. Passed Grade 5	-	3	8	-	10	3	-	4	5	6	11
No. Passed Grade 6	4	3	5	4	14	4	-	0	2	2	7
No. Passed Grade 7	1	-	2	5	10	5	1	1	1	-	5
No. Passed Grade 8	-	-	-	-	1	-	-	-	3	-	1
No. Passed Grade 9	-	1	-	1	2	3	-	-	-	-	1
No. Absent							-		-	-	-

Total No. Sat - 52 Qualified to Form 6 - 13

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

3. CHANEL HIGH SCHOOL

PASS	S U B J E C T										
	A/Sci	Bio	Eng	Geo	I/Arts	H/Eco	Maths	Sci	Acc	Compt	Tonga
No. Enrolled	13	20	88	42	18	21	88	39	10		88
No. Sat	13	19	86	41	18	21	85	38	10		88
No. Passed Grade 1	-	-	-	-	-	-	-	-	-	-	1
No. Passed Grade 2	1	-	1	2	-	-	1	1	-	-	6
No. Passed Grade 3	3	5	11	4	-	-	3	7	-	-	14
No. Passed Grade 4	3	5	12	3	-	5	12	8	1	3	24
No. Passed Grade 5	2	2	19	5	1	6	13	8	1	4	9
No. Passed Grade 6	2	5	18	18	8	7	25	6	1	3	22
No. Passed Grade 7	2	1	19	4	9	2	28	7	5	1	8
No. Passed Grade 8	-	1	-	2	-	-	2	1	2	1	3
No. Passed Grade 9	-	-	6	3	-	-	1	-	-	1	1
No. Absent		-									

Total No. Sat - 86 No. Qualified to Form 6 - 28

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

4. 'EUA HIGH SCHOOL

PASS	S U B J E C T												
	Acc	A/Sci	Eco	Eng	Geo	Comp	Hist	H/Eco	I/Arts	Jap	Maths	Sci	Tonga
No. Enrolled	11	29	19	67	33	16	8	4	8	5	67	67	67
No. Sat	11	29	19	67	33	16	8	4	8	5	67	67	67
No. Passed Grade 1	2	1	-	-	-	-	-	-	-	-	3	2	-
No. Passed Grade 2	-	3	-	4	4	1	2	2	-	-	1	7	4
No. Passed Grade 3	2	7	1	15	5	2	4	2	1	1	15	19	14
No. Passed Grade 4	4	11	9	18	9	7	-	-	2	4	25	25	29
No. Passed Grade 5	2	7	3	21	12	4	2	-	4	-	12	13	10
No. Passed Grade 6	1	-	5	8	3	2	-	-	1	-	9	-	9
No. Passed Grade 7	-	-	1	1	-	-	-	-	-	-	2	1	-
No. Passed Grade 8	-	-	-	-	-	-	-	-	-	-	-	-	1
No. Passed Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-
No. Absent													

Total No. Sat - 67 No. Qualified to Form 6 - 53

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

5. HA'APAI HIGH SCHOOL

PASS	S U B J E C T											
	Acc	A/Sci	Eco	Eng	Geo	Compt	Hist	Bio	I/Arts	Maths	Sci	Tonga
Total No. Enrolled	15	13	8	45	12	8	5	11	6	41	38	45
No. Sat	15	13	8	45	11	8	5	11	6	39	38	45
No. Passed Grade 1	-	1	-	-	3	-	-	1	-	4	4	3
No. Passed Grade 2	-	3	-	-	4	-	-	3	1	2	3	15
No. Passed Grade 3	2	0	2	8	1	1	-	3	2	6	8	11
No. Passed Grade 4	5	6	3	13	2	1	2	4	3	14	16	9
No. Passed Grade 5	2	3	1	9	1	2	1	-	-	8	6	7
No. Passed Grade 6	6	-	2	13	-	2	2	-	-	4	-	-
No. Passed Grade 7	-	-	-	2	-	2	-	-	-	1	1	-
No. Passed Grade 8	-	-	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	-	-	-	-	-	-	-	-	-	-	-
No. Absent												

Total No. Sat - 45 No. Qualified to Form 6 - 28

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

6. HOFANGAHAU COLLEGE

PASS	S	U	B	J	E	C	T		
	Acc	A/Sci	Eco	Eng	Geo	Hist	Maths	Sci	Tonga
No. Enrolled	8	14	8	26	10	3	26	9	26
No. Sat	8	14	8	26	10	3	22	9	26
No. Passed Grade 1	-	-	-	-	-	1	-	-	1
No. Passed Grade 2	1	-	-	1	-	-	-	-	2
No. Passed Grade 3	-	-	2	-	-	1	3	2	6
No. Passed Grade 4	4	4	4	3	2	1	5	1	7
No. Passed Grade 5	3	6	-	8	3	-	7	3	6
No. Passed Grade 6	-	4	2	9	4	-	4	2	4
No. Passed Grade 7	-	-	-	5	1	-	3	1	-
No. Passed Grade 8	-	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	-	-	-	-	-	-	-	-
VII. No. Absent									

Total No. Sat - 26

No. Qualified to Form 6 - 11

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

7. LAVENGAMALIE COLLEGE

PASS	S U B J E C T											
	Acc	A/Sci	Bio	Comp	Eco	Eng	Geo	Hist	Maths	Music	Sci	Tonga
No. Enrolled	6	10	12	9	14	43	11	6	42	1	19	41
No. Sat	6	10	12	9	13	43	11	6	42	1	19	41
No. Passed Grade 1	-	-	-	-	-	1	-	-	-	-	-	-
No. Passed Grade 2	1	-	2	1	3	1	-	-	1	-	3	4
No. Passed Grade 3	2	-	2	2	1	6	1	1	4	-	3	8
No. Passed Grade 4	-	1	4	2	3	15	1	-	8	-	3	13
No. Passed Grade 5	1	5	3	2	2	3	3	3	11	-	6	12
No. Passed Grade 6	1	4	1	1	2	15	6	1	14	1	4	4
No. Passed Grade 7	-	-	0	1	2	1	-	-	2	-	-	-
No. Passed Grade 8	-	-	-	-	-	-	-	1	1	-	-	-
No. Passed Grade 9	1	-	-	-	-	1	-	-	1	-	-	-
No. Absent	-	-	-	-	-	-	-	-	-	-	-	-

Total No. Sat - 43 No. Qualified to Form 6 - 20

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

8. LIAHONA HIGH SCHOOL

[illegible]

Total No. Sat	-	232	No. Qualified to Form 6	-	119
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APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

9. MAILEFIHI/SIU'ILIKUTAPU COLLEGE

PASS	S U B J E C T											
	Acc	A/Sci	Comp	Eco	Eng	Geo	Hist	H/Eco	I/Arts	Maths	Sci	Tonga
Total no. Enrolled	25	10	24	34	76	13	14	14	5	65	25	76
No. Sat	25	10	24	33	76	13	13	14	4	65	25	76
No. Passed Grade 1	-	1-	-	-	-	-	-	-	-	-	-	2
No. Passed Grade 2	-	-	-	-	1	2	2	-	-	-	-	9
No. Passed Grade 3	2	-	-	-	4	1	2	-	-	5	-	21
No. Passed Grade 4	7	4	4	5	19	3	3	1	1	12	5	25
No. Passed Grade 5	5	1	4	4	15	2	3	4	2	15	5	8
No. Passed Grade 6	10	5	13	13	27	5	2	5	1	24	11	10
No. Passed Grade 7	1	-	3	11	9	-	1	3	-	9	4	-
No. Passed Grade 8	-	-	-	-	1	-	-	1	-	-	-	-
No. Passed Grade 9	-	-	-	-	-	-	-	-	-	-	-	-
No. Absent	1	-	-	-	-	-	-	-	-	-	-	-

Total No. Sat - 76 No. Qualified to Form 6 - 24

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

10. MO'UNGA'OLIVE COLLEGE

PASS	S U B J E C T							
	Acc	A/Sci	Eco	Eng	Geo	Maths	Sci	Tonga
Total no. Enrolled	6	17	10	25	12	24	9	25
No. Sat	6	17	10	25	12	24	9	25
No. Passed Grade 1	-	-	-	-	-	-	-	-
No. Passed Grade 2	-	-	-	-	-	-	-	1
No. Passed Grade 3	-	1	1	3	1	-	-	3
No. Passed Grade 4	1	6	1	3	1	3	-	7
No. Passed Grade 5	-	3	3	4	3	4	4	6
No. Passed Grade 6	4	5	1	5	5	11	4	6
No. Passed Grade 7	1	2	2	6	1	6	1	2
No. Passed Grade 8	-	-	1	1	-	-	-	-
No. Passed Grade 9	-	-	1	3	1	-	-	-
No. Absent								

Total No. Sat - 25 No. Qualified to Form 6 - 4

APPENDIX 1: EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

11. NIUAFO'OU DISTRICT HIGH SCHOOL

PASS	S U B J E C T							
	Acc	A/Sci	Eco	Eng	Geo	Maths	Sci	Tonga
Total no. Enrolled	4	9	9	19	15	15	11	19
No. Sat	4	9	9	19	15	15	11	19
No. Passed Grade 1	-	-	-	-	-	-	-	-
No. Passed Grade 2	-	-	-	-	-	1	1	1
No. Passed Grade 3	1	-	2	2	1	-	1	3
No. Passed Grade 4	2	4	1	8	5	7	6	5
No. Passed Grade 5	-	1	1	5	6	4	2	6
No. Passed Grade 6	1	4	4	4	3	3	-	4
No. Passed Grade 7	-	-	1	-	-	-	-	-
No. Passed Grade 8	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	-	-	-	-	-	1	-
No. Absent								

Total No. Sat - 19

No. Qualified to Form 6 - 8

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

12. NIUATOPUTAPU DISTRICT HIGH SCHOOL

PASS	S U B J E C T									
	Acc	A/Sci	Eco	Eng	Geo	H/Eco	Maths	Sci	I/Arts	Tonga
Total no. Enrolled	6	11	18	30	17	3	30	30	2	30
No. Sat	6	11	18	30	17	3	30	30	2	30
No. Passed Grade 1	-	-	1	-	-	-	-	-	-	4
No. Passed Grade 2	-	1	-	1	1	1	2	-	-	6
No. Passed Grade 3	1	6	5	3	1	1	4	3	-	13
No. Passed Grade 4	3	4	5	10	4	1	9	4	1	4
No. Passed Grade 5	2	-	4	9	7	-	8	7	1	2
No. Passed Grade 6	-	-	3	6	4	-	5	15	-	1
No. Passed Grade 7	-	-	-	1	-	-	2	1	-	-
No. Passed Grade 8	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	-	-	-	-	-	-	-	-	-
No. Absent										

Total No. Sat - 30 No. Qualified to Form 6 - 20

APPENDIX 1 : EXAMINATION RESULTS – 2003
 3. TONGA SCHOOL CERTIFICATE (TSC)

13. OCEANOF LIGHT INTERNATIONAL SCHOOL

PASS	S U B J E C T						
	Acc	Bio	Comp	Eng	Hist	Maths	<i>Tonga</i>
Total no. Enrolled	3	5	6	5	2	5	2
No. Sat	3	5	6	5	2	5	2
No. Passed Grade 1	0	0	3	2	1	0	0
No. Passed Grade 2	1	0	1	2	0	1	0
No. Passed Grade 3	0	3	1	1	1	1	0
No. Passed Grade 4	1	2	1	0	0	3	1
No. Passed Grade 5	1	0	0	0	0	0	1
No. Passed Grade 6	0	0	0	0	0	0	0
No. Passed Grade 7	0	0	0	0	0	0	0
No. Passed Grade 8	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0
No. Absent	0	0	0	0	0	0	0

Total No. Sat - 6

No. Qualified to Form 6 - 5

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

14. QUEEN SALOTE COLLEGE

PASS	S U B J E C T										
	Acc	Bio	Comp	Eco	Eng	Geo	Hist	H/Eco	Maths	Sci	Tonga
Total no. Enrolled	57	34	77	43	124	13	25	4	123	122	118
No. Sat	57	34	77	43	122	13	25	4	119	122	118
No. Passed Grade 1	1	-	-	1	8	-	3	-	3	3	-
No. Passed Grade 2	6	3	-	2	7	-	1	-	3	6	4
No. Passed Grade 3	13	9	5	4	20	1	1	1	16	21	19
No. Passed Grade 4	20	10	12	11	38	4	7	1	45	35	47
No. Passed Grade 5	11	6	23	16	28	4	4	0	22	38	20
No. Passed Grade 6	6	4	30	7	15	3	7	2	23	13	23
No. Passed Grade 7	-	-	6	2	6	-	1	-	4	3	4
No. Passed Grade 8	-	2	-	-	-	1	-	-	3	1	1
No. Passed Grade 9	-	-	1	-	-	-	1	-	-	2	-
No. Absent											

Total No. Sat - 122 No. Qualified to Form 6 - 78

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

15. SAINIHA HIGH SCHOOL

PASS	S U B J E C T								
	Acc	A/Sci	Comp	Eco	Eng	H/Eco	Maths	Sci	Tonga
Total no. Enrolled	6	11	32	12	52	26	48	24	52
No. Sat	6	11	32	12	52	26	48	23	52
No. Passed Grade 1	1	-	-	-	1	-	-	1	-
No. Passed Grade 2	-	-	2	-	-	-	-	3	1
No. Passed Grade 3	1	1	6	1	3	2	2	6	12
No. Passed Grade 4	2	1	4	5	9	4	8	5	10
No. Passed Grade 5	1	6	7	2	11	6	9	6	9
No. Passed Grade 6	1	2	7	4	19	10	20	2	17
No. Passed Grade 7	-	1	5	-	9	4	8	-	2
No. Passed Grade 8	-	-	1	-	-	-	1	-	1
No. Passed Grade 9	-	-	-	-	-	-	-	-	-
No. Absent									
Total No. Sat - 52 No. Qualified to Form 6 - 17									

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

16. ST. ANDREW'S HIGH SCHOOL

PASS	S U B J E C T											
	A/Sci	Art	Compt	Eco	Eng	Geo	Hist	H/Eco	I/Arts	Maths	Sci	Tonga
Total no. Enrolled	12	16	30	13	77	41	3	7	12	55	50	71
No. Sat	12	16	30	13	77	41	3	7	12	54	50	71
No. Passed Grade 1	-	-	-	-	-	2	-	-	-	1	1	-
No. Passed Grade 2	-	-	2	-	4	2	-	-	-	1	1	4
No. Passed Grade 3	2	2	5	2	9	8	-	-	1	2	2	8
No. Passed Grade 4	-	4	3	3	12	9	1	-	-	15	12	20
No. Passed Grade 5	-	1	7	3	17	7	1	2	-	8	13	14
No. Passed Grade 6	5	7	12	3	24	4	-	2	4	17	11	21
No. Passed Grade 7	4	-	-	2	9	-	1	2	2	10	9	2
No. Passed Grade 8	-	2	1	-	-	-	-	-	-	-	-	2
No. Passed Grade 9	1	-	-	-	2	-	-	1	-	-	1	0
No. Absent												

Total No. Sat - 77

No. Qualified to Form 6 - 25

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

17. ST. JOSEPH BUSINESS COLLEGE

PASS	S U B J E C T		
	Acc	Eng	Maths
Total No. Enrolled	4	10	1
No. Sat	4	9	1
No. Passed Grade 1	-	-	-
No. Passed Grade 2	-	-	-
No. Passed Grade 3	-	1	-
No. Passed Grade 4	1	1	-
No. Passed Grade 5	-	3	-
No. Passed Grade 6	2	3	1
No. Passed Grade 7	1	1	-
No. Passed Grade 8	-	-	-
No. Passed Grade 9	-	-	-
No. Absent	-	-	-

Total No. Sat - 10 No. Qualified to Form 6 - 0

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

18. ST. JOSEPH COMMUNITY COLLEGE

PASS	S U B J E C T										
	Acc	A/Sci	Eco	Eng	H/Eco	I/Arts	Maths	Sci	Tonga	Comp	Geo
Total No. Enrolled	9	12	7	28	5	6	28	7	27	9	1
No. Sat	9	12	7	28	5	6	28	7	27	9	1
No. Passed Grade 1	-	-	1	1	-	-	1	-	-	-	-
No. Passed Grade 2	1	-	-	1	-	-	-	-	-	-	-
No. Passed Grade 3	-	-	-	1	-	-	2	2	2	2	-
No. Passed Grade 4	2	3	1-	6	-	-	1	2	5	-	-
No. Passed Grade 5	1	-	-	4	-	1-	4	1	3	2	-
No. Passed Grade 6	4	6	3	9	2	3	7	-	13	3	-
No. Passed Grade 7	-	3	1	2	3	2	11	-	4	2	1
No. Passed Grade 8	-	-	-	1	-	-	2	-	-	-	-
No. Passed Grade 9	-	-	1	3	-	-	-	-	-	-	-
No. Absent	-	-	-	-	-	-	-	-	-	-	-
<div> <div>Total No. Sat</div> <div>-</div> <div>28</div> <div>No. Qualified to Form 6</div> <div>-</div> <div>3</div> </div>											

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

19. TAILULU COLLEGE (TT)

PASS	S U B J E C T												
	Acc	A/Sci	Bio	Eco	Eng	Geo	Hist	H/Eco	Maths	Music	Sci	Tonga	Comp
Total No. Enrolled	12	16	13	17	55	19	8	8	45	5	37	54	2
No. Sat	12	16	13	17	55	19	7	8	44	5	37	54	2
No. Passed Grade 1	-	-	-	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 2	-	1	-	1	2	-	-	-	1	-	3	-	-
No. Passed Grade 3	-	4	2	5	4	1	-	-	5	-	2	1	-
No. Passed Grade 4	7	4	7	5	11	2	2	1	12	-	7	3	-
No. Passed Grade 5	-	3	-	2	11	5	3	4	4	-	9	5	1
No. Passed Grade 6	5	4	2	4	18	10	1	2	16	5	12	23	-
No. Passed Grade 7	-	-	2	-	9	1	-	1	6	-	4	19	1
No. Passed Grade 8	-	-	-	-	-	-	1	-	6	-	-	3	-
No. Passed Grade 9	-	-	-	-	-	1	-	-	2	-	1	1	-
No. Absent	-	-	-	-	-	-	-	-	1	-	-	-	-

Total No. Sat - 55

No. Qualified to Form 6 - 18

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

20. TAILULU COLLEGE (HP)

PASS	S U B J E C T						
	Acc	Eng	Geo	Maths	Sci	Tonga	H/Eco
Total No. Enrolled	2	6	4	5	5	6	2
No. Sat	2	6	4	5	5	6	2
No. Passed Grade 1	-	-	-	-	-	-	-
No. Passed Grade 2	-	-	-	-	-	-	-
No. Passed Grade 3	-	1	-	-	1	-	-
No. Passed Grade 4	-	1	2	2	2	2	-
No. Passed Grade 5	1	-	2	2	-	-	1
No. Passed Grade 6	1	1	1	1	2	2	-
No. Passed Grade 7	-	1	-	-	-	1	1
No. Passed Grade 8	-	1	-	-	-	1	-
No. Passed Grade 9	-	1	-	-	-	1	-
No. Absent	-	-	-	-	-	-	-

Total No. Sat - 6

No. Qualified to Form 6 - 2

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

21. TAILULU COLLEGE (VV)

PASS	S U B J E C T									
	A/Sci	Eng	Geo	H/Eco	Maths	Music	Sci	Tonga	I/Arts	Acc
Total No. Enrolled	7	27	20	4	22	5	17	27	2	4
No. Sat	7	27	20	3	22	4	17	27	2	4
No. Passed Grade 1	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 2	-	-	1	-	-	-	-	-	-	-
No. Passed Grade 3	1	-	3	-	2	-	-	4	-	-
No. Passed Grade 4	1	2	3	2	5	-	5	9	1	1
No. Passed Grade 5	2	4	5	-	5	1	4	5	-	-
No. Passed Grade 6	3	11	6	1	7	1	6	9	1	1
No. Passed Grade 7	-	7	2	-	3	2	2	0	-	2
No. Passed Grade 8	-	2	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	1	-	-	-	-	-	-	-	-
No. Absent	-	-	-	-	-	-	-	-	-	-
Total No. Sat	-	29	No. Qualified to Form 6		-	5				

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

22. TAKUILAU COLLEGE

PASS	S U B J E C T										
	Acc	A/Sci	Eco	Eng	Geo	Maths	Sci	Tonga	Comp	I/Arts	Hist
Total No. Enrolled	14	15	21	57	20	37	16	52	36	9	10
No. Sat	14	15	20	56	20	36	8	52	36	9	10
No. Passed Grade 1	1	-	1	-	-	-	-	-	-	-	-
No. Passed Grade 2	1	-	-	1	-	1	-	1	-	-	-
No. Passed Grade 3	2	-	3	7	-	3	-	4	-	-	-
No. Passed Grade 4	-	-	6	19	-	9	2	10	8	-	1
No. Passed Grade 5	1	-	5	9	1	7	2	11	4	-	3
No. Passed Grade 6	6	2	4	10	9	7	4	8	15	2	4
No. Passed Grade 7	1	12	1	6	8	6	-	9	7	6	2
No. Passed Grade 8	2	0	0	2	-	2	-	9	1	1	-
No. Passed Grade 9	0	1	0	2	2	1	-	-	1	-	-
No. Absent	-	-	1	1	-	1	-	-	-	-	-

Total No. Sat - 57 No. Qualified to Form 6 - 14

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

23. TAUFA'AHAU/PILOLEVU COLLEGE

PASS	S U B J E C T												
	Acc	A/Sci	Comp	Eco	Eng	Geo	H/Eco	I/Arts	Maths	Hist	Sci	Music	Tonga
Total No. Enrolled	8	19	26	18	49	10	13	4	33	5	8	1	49
No. Sat	8	18	26	18	49	10	13	4	33	5	8	1	49
No. Passed Grade 1	1	-	-	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 2	1	-	1	2	2	1	1	-	1	-	-	1	-
No. Passed Grade 3	1	-	3	1	1	2	1	-	4	2	3	-	3
No. Passed Grade 4	1	5	10	10	11	2	5	1	5	1	1	-	10
No. Passed Grade 5	2	9	4	1	9	4	2	1	6	-	3	-	11
No. Passed Grade 6	2	2	3	4	19	1	1	1	12	2	-	-	16
No. Passed Grade 7	-	2	3	0	4	-	3	1	5	-	1	-	9
No. Passed Grade 8	-	-	2	-	1	-	0	-	-	-	-	-	-
No. Passed Grade 9	-	-	-	-	2	-	-	-	-	-	-	-	-
No. Absent	-	1	-	-	-	-	-	-	-	-	-	-	-

Total No. Sat - 49 No. Qualified to Form 6 - 17

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

24. TONGA COLLEGE

PASS	S U B J E C T											
	Acc	A/Sci	Comp	Eco	Eng	Geo	Hist	I/Arts	Maths	Music	Sci	Tonga
Total No. Enrolled	27	28	106	47	148	53	6	14	141	3	136	146
No. Sat	27	28	106	46	145	53	6	14	137	3	135	146
No. Passed Grade 1	-	1	2	1	-	-	-	-	4	-	5	-
No. Passed Grade 2	-	6	4	2	5	2	-	-	6	-	9	-
No. Passed Grade 3	2	5	17	4	20	9	2	-	22	-	12	5
No. Passed Grade 4	4	7	24	7	41	13	3	3	37	1	23	11
No. Passed Grade 5	9	1	28	9	28	11	-	4	30	-	28	18
No. Passed Grade 6	7	4	20	20	40	9	-	2	24	1	38	63
No. Passed Grade 7	3	-	6	3	11	4	-	2	11	-	12	35
No. Passed Grade 8	2	4	2	-	-	1	1	1	2	1	3	7
No. Passed Grade 9	-	-	3	-	-	4	-	2	1	-	5	7
No. Absent				1	3				4		1	

Total No. Sat - 145 No. Qualified to Form 6 - 59

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

25. TONGA HIGH SCHOOL

PASS	S U B J E C T												
	Acc	Comp	Bio	Eco	Eng	French	Geo	Hist	I/Arts	Jap	Maths	Sci	Tonga
Total No. Enrolled	30	75	25	74	117	3	27	19	9	4	117	117	88
No. Sat	30	75	25	74	117	3	27	19	9	3	117	117	88
No. Passed Grade 1	1	12	11	9	30	2	6	2	1	1	33	27	10
No. Passed Grade 2	8	13	6	15	34	-	9	2	4	1	19	28	13
No. Passed Grade 3	9	22	7	19	29	-	4	3	1	1	35	34	25
No. Passed Grade 4	5	21	1	27	18	-	4	3	3	-	23	21	19
No. Passed Grade 5	2	5	-	2	5	-	4	4	-	-	6	4	9
No. Passed Grade 6	4	2	-	2	1	-	-	5	-	-	1	3	12
No. Passed Grade 7	-	-	-	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 8	-	-	-	-	-	1	-	-	-	-	-	-	-
No. Passed Grade 9	1	-	-	-	-	-	-	-	-	-	-	-	-
No. Absent													
Total No. Sat	-	-	114	-	-	Qualified to Form 6	-	-	113	-	-	-	-

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

26. TUPOU COLLEGE

PASS	S U B J E C T													
	Acc	A/Sci	Comp	Bio	Eco	Eng	Geo	Hist	I/Arts	Jap	Maths	Music	Sci	T o n g a
Total No. Enrolled	12	26	24	21	14	73	24	12	15	3	35	6	14	73
No. Sat	12	23	24	21	12	73	22	12	14	3	33	6	14	73
No. Passed Grade 1	1	-	-	-	1	-	-	-	-	-	1	1	-	1
No. Passed Grade 2	-	-	-	-	-	-	-	1	-	-	-	-	2	7
No. Passed Grade 3	1	1	-	2	-	5	-	3	-	-	7	-	2	11
No. Passed Grade 4	5	3	5	2	-	5	4	1	2	-	12	1	-	9
No. Passed Grade 5	3	7	5	5	7	15	5	3	2	3	4	2	4	15
No. Passed Grade 6	1	7	6	8	-	27	8	2	8	-	6	2	3	15
No. Passed Grade 7	1	5	5	1	2	15	5	2	2	-	3	-	1	5
No. Passed Grade 8	-	-	1	2	-	2	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	-	2	1	2	4	2	-	-	-	-	-	2	-
No. Absent		3			2		2		1		2			

Total No. Sat - 73 No. Qualified to Form 6 : 15

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

27. TUPOU HIGH SCHOOL – NUKUNUKU CAMPUS

PASS	S U B J E C T									
	Acc	A/Sci	Eco	Eng	Geo	Hist	H/Eco	Maths	Sci	Tonga
Total No. Enrolled	5	4	5	11	5	2	1	8	3	11
No. Sat	5	4	5	11	5	2	1	8	3	11
No. Passed Grade 1	1	-	1	-	-	-	-	-	-	-
No. Passed Grade 2	1	-	-	1	-	-	-	1	-	-
No. Passed Grade 3	-	-	-	-	-	1	-	-	1	1
No. Passed Grade 4	3	3	2	3	1	1	-	3	2	2
No. Passed Grade 5	-	1	-	2	3	-	1	1	-	3
No. Passed Grade 6	-	-	2	3	1	-	-	-	-	5
No. Passed Grade 7	-	-	-	2	-	-	-	3	-	.
No. Passed Grade 8	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 9	-	-	-	-	-	-	-	-	-	-
No. Absent	-	-	-	-	-	-	-	-	-	-
Total No. Sat	-				11	No. Qualified to form 6			-	4

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

28. TUPOU HIGH SCHOOL – TAPUNISILIVA CAMPUS

PASS	S U B J E C T									
	Acc	A/Sci	Eco	Eng	Maths	Sci	I/Arts	Geo	Compt	Tonga
Total No. Enrolled	8	5	11	18	14	5	2	6	2	18
No. Sat	8	5	11	17	14	5	1	6	2	18
No. Passed Grade 1	-	-	-	-	-	-	-	-	-	-
No. Passed Grade 2	-	-	-	-	-	-	-	-	-	3
No. Passed Grade 3	2	-	-	1	1	-	-	-	-	5
No. Passed Grade 4	-	2	3	3	4	1	-	1	2	5
No. Passed Grade 5	2	-	4	5	3	2	-	2	-	1
No. Passed Grade 6	4	1	1	6	3	1	-	1	-	3
No. Passed Grade 7	-	1	3	2	3	1	1	1	-	1
No. Passed Grade 8	-	-	-	-	-	-	-	1	-	-
No. Passed Grade 9	-	1	-	-	-	-	-	-	-	-
No. Absent										
Total No. Sat - 18 No. Qualified to Form 6 - 7										

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

29. TUPOU HIGH SCHOOL – VAOLOLOA CAMPUS

PASS	S U B J E C T											
	Acc	A/Sci	Eco	Eng	Geo	Hist	H/Eco	Maths	Sci	I/Arts	Comp	Tonga
Total No. Enrolled	38	25	69	144	58	30	27	96	54	17	20	143
No. Sat	37	22	66	142	58	30	27	93	54	16	19	143
No. Passed Grade 1	2	-	-	1	-	-	-	2	-	-	-	-
No. Passed Grade 2	5	-	3	3	-	1	-	4	1	-	-	-
No. Passed Grade 3	4	-	9	12	2	4	-	8	5	-	5	3
No. Passed Grade 4	8	1	12	27	10	4	2	15	8	2	4	24
No. Passed Grade 5	10	-	15	31	14	8	5	20	11	4	6	21
No. Passed Grade 6	4	8	20	40	22	13	10	27	17	7	-	55
No. Passed Grade 7	4	11	5	21	5	-	7	15	5	3	4	33
No. Passed Grade 8	-	-	2	3	2	-	2	2	4	-	-	3
No. Passed Grade 9	-	-	-	4	3	-	1	-	3	-	-	4
No. Absent	-											
Total No. Sat	-		144	No. Qualified to Form 6		-	36					

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

30. TUPOUTO'A COLLEGE

PASS	S U B J E C T					
	Acc	Eco	Eng	Maths	Bio	Tonga
Total No. Enrolled	3	11	11	11	8	11
No. Sat	3	11	11	11	8	11
No. Passed Grade 1	-	-	-	-	-	1
No. Passed Grade 2	-	1	-	1	-	2
No. Passed Grade 3	1	2	1	3	-	3
No. Passed Grade 4	1	2	4	2	2	2
No. Passed Grade 5	-	1	2	2	3	3
No. Passed Grade 6	1	4	4	2	2	-
No. Passed Grade 7	-	-	-	1	1	-
No. Passed Grade 8	-	-	-	-	-	-
No. Passed Grade 9	-	1	-	-	-	-
No. Absent	-	-	-	-	-	-

Total No. Sat - 11 No. Qualified to Form 6 - 4

APPENDIX 1 : EXAMINATION RESULTS – 2003

3. TONGA SCHOOL CERTIFICATE (TSC)

31. VAVA'U HIGH SCHOOL

PASS	S U B J E C T												
	Acc	A/Sci	Comp	Eco	Eng	Geo	Hist	I/Arts	Jap	Maths	Sci	Tonga	H/Eco
Total No. Enrolled	41	44	17	49	120	57	10	11	2	120	120	119	10
No. Sat	41	44	17	49	120	57	10	11	2	120	120	119	10
No. Passed Grade 1	8	-	-	5	2	3	2	-	-	15	8	3	-
No. Passed Grade 2	3	4	-	3	14	7	3	1	-	11	11	12	-
No. Passed Grade 3	8	2	-	7	33	8	2	2	1	22	13	21	1
No. Passed Grade 4	5	13	-	18	39	10	2	6	1	40	23	31	-
No. Passed Grade 5	8	15	4	8	15	16	1	1	-	16	37	20	1
No. Passed Grade 6	8	10	11	6	14	10	-	-	-	12	23	28	6
No. Passed Grade 7	1	-	2	2	3	3	-	1	-	4	5	4	1
No. Passed Grade 8	-	-	-	-	-	-	-	-	-	-	-	-	1
No. Passed Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-
No. Absent													

Total No. Sat - 120 No. Qualified to Form 6 - 89

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

1. ALL CANDIDATES (31 SCHOOLS)

PASS	S U B J E C T																		
	Acc	A/Sci	Bio	Comp	Chem	Eco	Eng	Geo	F/Arts	Fren	Geo	Hist	Jap	Maths	Phys	D.Std	Tong	D.Tech 1	D. Tech 2
No. Enrolled	330	136	413	521	345	449	1101	302	9	6	302	111	9	885	281	29	347	42	40
No. Sat	330	136	413	521	345	449	1101	302	9	6	302	111	9	885	281	29	347	42	40
No. Passed Grade 1	35	3	23	31	21	18	37	10	0	1	10	7	1	79	21	0	0	2	1
No. Passed Grade 2	60	18	42	69	35	53	57	56	1	2	56	10	3	109	48	1	35	7	1
No. Passed Grade 3	57	26	52	87	39	52	120	62	2	3	62	15	1	120	48	7	40	11	1
No. Passed Grade 4	75	34	88	100	96	93	244	80	4	0	80	20	0	228	51	8	74	7	6
No. Passed Grade 5	60	25	108	136	87	131	305	70	2	0	70	19	3	203	64	8	97	6	19
No. Passed Grade 6	35	23	73	86	54	86	273	22	0	0	22	25	1	129	39	5	91	7	12
No. Passed Grade 7	7	5	27	9	6	16	61	2	0	0	2	15	0	17	7	0	9	2	0
No. Passed Grade 8	1	2	0	1	6	0	4	0	0	0	0	0	0	0	3	0	1	0	0

No. Passed Grade 9	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent																			

TOTAL NUMBER OF CANDIDATES - 1102

Grade 1: Outstanding level of achievement
 Grade 2: Excellent level of achievement
 Grade 3: High level of achievement
 Grade 4: Very satisfactory level of achievement
 Grade 5: Satisfactory level of achievement

Grade 6: Adequate level of achievement
 Grade 7: Low level of achievement
 Grade 8: Unsatisfactory level of achievement
 Grade 9: No significant level of achievement

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

2. 'APIFO'OU COLLEGE

PASS	S U B J E C T												
	Acc	Tong	Bio	Jap	Chem	Comp	D/Stud	Eco	Eng	Geo	Hist	Maths	Phys
Total No. Enrolled	29	19	24	1	22	26	26	32	110	24	19	83	29
No. Sat	29	19	24	1	21	26	23	32	109	24	15	81	25
No. Passed Grade 1	3	-	1	-	1	1	0	0	1	0	0	3	1
No. Passed Grade 2	6	-	4	-	1	8	1	3	9	6	0	3	1
No. Passed Grade 3	7	-	2	-	1	3	7	7	14	3	2	8	2
No. Passed Grade 4	6	1	7	-	7	4	7	2	27	5	3	8	6
No. Passed Grade 5	7	5	8	1	9	4	7	11	20	8	3	20	9
No. Passed Grade 6	-	12	7	-	5	14	3	11	25	12	2	22	10
No. Passed Grade 7	-	1	5	-	1	5	3	3	9	5	2	15	3
No. Passed Grade 8	-	-	0	-	0	0	1	0	1	2	1	2	1
No. Passed Grade 9	-	-	1	-	0	0	2	0	0	0	0	0	0
No. Absent													

Total No. Candidates - 110

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

3. BEULAH COLLEGE

PASS	S U B J E C T									
	Acc	Bio	Chem	Comp	Eco	Eng	Geo	Maths	Phys	Tonga
Total No. Enrolled	8	2	6	10	10	18	6	14	5	9
No. Sat	6	2	6	10	10	18	6	14	5	9
No. Passed Grade 1	0	0	0	2	0	0	0	1	0	0
No. Passed Grade 2	1	0	1	4	1	0	0	3	1	0
No. Passed Grade 3	2	0	0	2	2	0	0	1	1	0
No. Passed Grade 4	0	1	1	1	3	6	1	2	0	1
No. Passed Grade 5	3	0	4	1	2	7	4	5	2	2
No. Passed Grade 6	0	1	0	0	0	0	1	2	0	6
No. Passed Grade 7	0	0	0	0	2	3	0	6	0	0
No. Passed Grade 8	0	0	0	0	0	2	0	0	1	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	-	-	-	-	-	-	-	0

Total No. Candidates - 28

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

4. 'EUA HIGH SCHOOL

PASS	S U B J E C T												
	Acc	A/Sci	Bio	Chem	Eco	Eng	Geo	Hist	Jap	Maths	Phys	Tong	D/Tech
Total No. Enrolled	8	14	29	34	23	55	12	5	3	51	22	13	6
No. Sat	8	14	29	34	23	55	12	5	3	51	22	13	6
No. Passed Grade 1	2	0	2	1	0	0	0	1	0	1	6	0	0
No. Passed Grade 2	3	3	1	2	0	1	5	1	0	5	7	0	0
No. Passed Grade 3	2	3	6	7	2	3	4	2	1	7	6	2	0
No. Passed Grade 4	1	5	5	6	2	20	3	1	0	12	3	1	0
No. Passed Grade 5	0	2	10	13	12	23	0	0	1	17	0	7	4
No. Passed Grade 6	0	1	4	15	6	8	0	0	1	8	0	3	2
No. Passed Grade 7	0	0	1	0	1	1	1	0	0	1	0	0	0
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent						-							

Total No. Candidates - 55

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

5. HA'APAI HIGH SCHOOL

PASS	S U B J E C T										
	Acc	A/Sci	Chem	Comp.	Eco	Eng	Geo	Maths	Phys	Bio	Tongan
Total No. Enrolled	12	2	12	16	11	34	9	28	9	22	16
No. Sat	12	2	11	16	11	34	9	27	9	22	16
No. Passed Grade 1	1	0	0	0	0	0	0	2	1	0	0
No. Passed Grade 2	4	0	0	1	1	1	4	5	1	3	0
No. Passed Grade 3	1	0	1	3	3	8	2	3	3	3	1
No. Passed Grade 4	3	0	5	4	3	13	3	6	1	6	7
No. Passed Grade 5	2	2	2	1	3	10	0	8	3	3	4
No. Passed Grade 6	1	6	2	6	1	2	0	2	0	5	4
No. Passed Grade 7	0	0	0	1	0	0	0	1	0	2	0
No. Passed Grade 8	0	0	1	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0
No. Absent	-	-	1	-	-	-	-	1	-	-	-

Total No. Candidates - 34

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

5. LAVENGAMALIE COLLEGE

PASS	S U B J E C T											
	Acc	A/Sci	Bio	Chem	Eco	Eng	Geo	Hist	Maths	Phys	Compt	Tongan
Total No. Enrolled	5	7	7	7	9	35	5	3	27	8	10	17
No. Sat	5	7	7	7	9	35	5	3	27	8	10	17
No. Passed Grade 1	0	0	0	0	0	0	0	0	1	0	0	0
No. Passed Grade 2	2	0	0	2	1	1	1	0	3	2	0	0
No. Passed Grade 3	1	0	0	2	0	3	2	2	8	2	0	2
No. Passed Grade 4	1	2	4	2	2	7	1	1	6	1	5	4
No. Passed Grade 5	0	1	2	0	2	13	1	0	7	2	5	5
No. Passed Grade 6	1	4	1	1	3	6	0	0	1	1	0	5
No. Passed Grade 7	0	0	0	0	1	1	0	0	0	0	0	1
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	-											

Total No. Candidates - 35

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

6. LIAHONA HIGH SCHOOL

PASS	S U B J E C T														
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	F/Arts	Geo	Hist	Maths	Physics	Tongan	D.Tech 1	D.Tech 2
Total No. Enrolled	54	8	31	15	118	45	121	8	16	8	81	16	42	6	11
No. Sat	47	8	27	14	109	43	121	8	15	8	78	15	39	6	9
No. Passed Grade 1	14	0	2	2	7	4	7	0	0	0	15	1	0	0	1
No. Passed Grade 2	6	0	2	0	23	9	8	1	9	0	11	2	7	0	1
No. Passed Grade 3	7	5	4	1	19	4	22	2	5	1	15	3	14	1	1
No. Passed Grade 4	8	0	4	2	18	9	28	3	0	1	23	2	10	0	4
No. Passed Grade 5	6	0	9	5	27	8	31	2	1	1	9	4	7	3	0
No. Passed Grade 6	4	2	3	3	13	7	23	0	0	3	4	3	1	2	2
No. Passed Grade 7	2	0	3	0	2	2	1	0	0	2	1	0	0	0	0
No. Passed Grade 8	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	7	0	4	1	9	2	0	0	0	0	3	1	3	0	2

Total No. Candidates - 121

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

7. MAILEFIHI/SIU'ILIKUTAPU COLLEGE

PASS	S U B J E C T											
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	Geo	Hist	Maths	Phys	Tonga
Total No. Enrolled	8	10	15	10	6	12	27	10	1	30	2	28
No. Sat	8	10	14	9	6	12	27	10	1	29	2	27
No. Passed Grade 1	0	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 2	2	1	0	0	0	0	1	4	1	1	1	0
No. Passed Grade 3	2	2	1	1	2	0	3	2	0	3	0	0
No. Passed Grade 4	4	3	4	4	2	0	6	1	0	11	0	1
No. Passed Grade 5	0	1	4	4	0	0	13	3	0	11	0	14
No. Passed Grade 6	0	3	3	0	2	5	8	0	0	3	1	11
No. Passed Grade 7	0	0	3	0	0	7	1	0	0	0	0	1
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	1	1	0	0	0	0	0	1	0	1

Total No. Candidates - 27

APPENDIX 1 : EXAMINATION RESULTS – 2003
 4 PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

8. QUEEN SALOTE COLLEGE

PASS	S U B J E C T											
	Acc	Bio	Comp	Chem	Eco	Eng	Geo	Hist	Maths	Phys	Fren	Tongan
Total No. Enrolled	34	39	72	30	38	93	17	20	80	15	1	31
No. Sat	33	39	71	30	37	93	17	20	80	15	1	31
No. Passed Grade 1	2	1	0	2	0	1	0	0	4	1	0	0
No. Passed Grade 2	1	2	5	0	3	5	0	1	8	1	0	3
No. Passed Grade 3	6	6	12	1	2	6	3	2	7	4	1	3
No. Passed Grade 4	10	8	18	9	14	17	5	3	23	1	0	11
No. Passed Grade 5	7	16	19	10	13	28	8	2	17	5	0	9
No. Passed Grade 6	6	4	16	7	4	29	1	5	21	3	0	5
No. Passed Grade 7	1	1	1	1	1	6	0	7	0	0	0	0
No. Passed Grade 8	0	0	0	0	0	1	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	1	0	1	0	1	1	0	0	0	0	0	0

Total No. Candidates - 93

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

9. SAINIHA HIGH SCHOOL

PASS	S U B J E C T							
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	Maths
Total No. Enrolled	12	6	16	17	31	15	33	30
No. Sat	12	6	15	17	31	15	33	30
No. Passed Grade 1	1	0	1	0	1	0	0	1
No. Passed Grade 2	0	1	1	2	4	4	1	2
No. Passed Grade 3	1	0	0	0	6	0	1	1
No. Passed Grade 4	3	2	0	4	10	0	5	3
No. Passed Grade 5	5	1	1	5	6	4	17	6
No. Passed Grade 6	2	1	7	6	4	3	7	15
No. Passed Grade 7	0	1	5	0	0	4	2	2
No. Passed Grade 8	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0
No. Absent	0	0	1	0	0	0	0	0

Total No. Candidates - 33

APPENDIX 1 : EXAMINATION RESULTS – 2003
4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

10. ST. ANDREW' HIGH SCHOOL

PASS	S U B J E C T											
	A/Sci	Bio	Chem	Eco	Eng	Geo	Hist	Maths	Phys	Comp	F/Arts	Tong
Total No. Enrolled	3	20	9	10	32	20	3	21	10	25	1	5
No. Sat	3	20	9	10	32	20	3	21	10	25	1	5
No. Passed Grade 1	0	1	0	0	1	0	0	1	0	0	0	0
No. Passed Grade 2	0	0	0	0	1	2	0	3	0	3	0	0
No. Passed Grade 3	0	0	0	2	2	7	0	1	2	2	0	1
No. Passed Grade 4	1	0	3	2	12	4	0	5	3	4	1	2
No. Passed Grade 5	1	5	2	4	4	6	1	8	3	7	0	0
No. Passed Grade 6	1	7	4	1	10	1	2	3	1	9	0	2
No. Passed Grade 7	0	8	0	1	2	0	0	0	1	0	0	0
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	0	0	0	0	0	0	0	0	0	0

Total No. Candidates - 32

APPENDIX 1 : EXAMINATION RESULTS – 2003
4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

11. TAILULU COLLEGE

PASS	S U B J E C T												
	Ac c	Bio	Che m	Eco	Eng	Geo	Hist	Maths	Phys	Agri	Comp	Tong	D.Tech
Total No. Enrolled	6	5	6	7	18	4	2	10	3	6	3	9	1
No. Sat	6	5	6	7	18	4	2	10	3	6	3	9	1
No. Passed Grade 1	0	0	0	0	0	0	0	2	0	0	1	0	0
No. Passed Grade 2	2	0	1	0	1	2	0	4	1	2	0	0	1
No. Passed Grade 3	0	3	2	0	0	0	0	3	1	1	0	0	0
No. Passed Grade 4	4	1	3	4	2	2	1	0	0	1	0	1	0
No. Passed Grade 5	0	1	0	2	8	0	1	1	0	2	1	2	0
No. Passed Grade 6	0	0	0	1	5	0	0	0	1	0	1	6	0
No. Passed Grade 7	0	0	0	0	2	0	0	0	0	0	0	0	0
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	0	0	0	0	0	0	0	0	0	0	0

Total No. Candidates - 18

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

12. TAKUILAU COLLEGE

PASS	S U B J E C T										
	Acc	Bio	Chem	Eco	Eng	Geo	Maths	Phys	Agri	Comp	Tong
Total No. Enrolled	8	3	7	11	16	4	10	2	4	7	7
No. Sat	8	3	7	0	16	4	10	2	4	7	7
No. Passed Grade 1	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 2	1	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 3	1	0	0	2	2	0	2	0	0	2	0
No. Passed Grade 4	1	0	1	5	2	0	2	2	1	0	2
No. Passed Grade 5	2	2	0	4	6	3	1	0	1	4	3
No. Passed Grade 6	3	1	5	0	5	1	4	0	2	1	1
No. Passed Grade 7	0	0	1	0	1	0	1	0	0	0	1
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	0	0	0	0	0	0	0	0	0

Total No. Candidates - 16

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

13. TAUFA'AHAU / PILOLEVU COLLEGE

PASS	S U B J E C T										
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	Geo	Maths	Phys	Tong
Total No. Enrolled	6	7	7	4	3	8	19	3	14	2	18
No. Sat	6	7	7	4	3	8	19	3	14	2	18
<i>No. Passed Grade 1</i>	0	0	0	0	0	0	0	0	1	0	0
No. Passed Grade 2	1	1	0	2	0	0	0	0	3	0	4
No. Passed Grade 3	0	2	1	0	1	0	1	0	2	0	4
No. Passed Grade 4	2	2	0	0	0	2	2	3	4	1	5
No. Passed Grade 5	1	1	3	1	1	3	6	0	3	1	3
No. Passed Grade 6	1	1	3	1	0	2	8	0	1	0	2
No. Passed Grade 7	1	0	0	0	1	1	2	0	0	0	0
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	0	0	0	0	0	0	0	0	0

Total No. Candidates - 19

APPENDIX : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

14. TONGA COLLEGE

PASS	S U B J E C T												
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	Geo	Hist	Maths	Phys	Tong	D.Tech2
Total No. Enrolled	22	11	29	33	61	34	112	55	3	97	61	28	17
No. Sat	21	11	29	31	61	32	112	54	3	96	60	28	15
No. Passed Grade 1	0	2	0	0	3	0	0	0	1	6	0	0	0
No. Passed Grade 2	4	2	0	2	5	2	0	5	0	14	6	3	0
No. Passed Grade 3	5	3	4	0	19	5	1	6	0	17	10	0	0
No. Passed Grade 4	5	2	7	5	10	6	5	15	2	31	9	2	0
No. Passed Grade 5	2	1	3	9	14	9	20	16	0	22	17	7	9
No. Passed Grade 6	1	1	11	8	8	9	58	10	0	5	15	12	6
No. Passed Grade 7	3	0	4	3	0	1	26	2	0	1	3	3	0
No. Passed Grade 8	1	0	0	3	1	0	2	0	0	0	0	1	0
No. Passed Grade 9	0	0	0	1	1	0	0	0	0	0	0	0	0
No. Absent	1	0	0	2	1	2	0	1	0	1	1	0	2

Total No. Candidates - 112

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

15. TONGA HIGH SCHOOL

PASS	S U B J E C T													
	Acc	Bio	Chem	Comp	Eco	Eng	Fren	Geo	Hist	Jap	Maths	Phys	Tong	D.Tech
Total No. Enrolled	55	51	38	56	75	131	5	32	21	3	115	43	20	18
No. Sat	54	50	37	55	74	131	5	32	21	3	113	42	20	18
No. Passed Grade 1	10	9	7	8	11	23	1	8	3	1	21	2	0	0
No. Passed Grade 2	17	14	11	5	16	22	2	11	4	2	17	13	9	2
No. Passed Grade 3	11	9	6	7	18	37	2	7	5	0	16	7	4	3
No. Passed Grade 4	7	14	12	7	15	32	0	1	4	0	32	8	2	4
No. Passed Grade 5	4	4	1	18	10	12	0	3	3	0	19	3	4	2
No. Passed Grade 6	5	0	9	6	4	3	0	2	1	0	7	6	1	5
No. Passed Grade 7	0	0	4	3	0	2	0	0	1	0	1	2	0	2
No. Passed Grade 8	0	0	0	0	0	0	0	0	0	0	0	1	0	0
No. Passed Grade 9	0	0	0	1	0	0	0	0	0	0	0	0	0	0
No. Absent	1	1	1	1	1	0	0	0	0	0	2	1	0	0
Total No. Candidates	-	131												

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

16. TUPOU COLLEGE

PASS	S U B J E C T												
	Acc	A/Sci	Bio	Chem	Comp	D/Stu d	Eco	Eng	Geo	Hist	Maths	Phys	Tong
Total No. Enrolled	9	9	13	7	17	7	14	31	10	7	16	4	8
No. Sat	9	9	13	6	17	6	14	31	10	7	15	4	8
No. Passed Grade 1	0	0	1	0	2	0	0	0	0	0	2	0	0
No. Passed Grade 2	2	1	3	1	2	0	0	0	0	0	3	1	0
No. Passed Grade 3	0	0	1	0	4	0	2	4	1	1	3	0	0
No. Passed Grade 4	5	2	2	1	2	1	2	7	6	2	4	2	1
No. Passed Grade 5	1	1	3	2	3	1	4	7	3	0	2	0	4
No. Passed Grade 6	1	2	2	1	4	4	6	9	0	2	1	1	3
No. Passed Grade 7	0	3	1	0	0	0	0	3	0	2	0	0	0
No. Passed Grade 8	0	0	0	1	0	0	0	1	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	0	0	0	1	0	1	0	0	0	0	1	0	0

Total No. Candidates - 31

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

17. TUPOU HIGH SCHOOL

PASS	S U B J E C T											
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	Geo	Hist	Maths	Phys	Tonga
Total No. Enrolled	46	15	38	32	51	68	120	35	16	90	61	65
No. Sat	43	15	38	32	50	65	120	35	16	87	61	61
No. Passed Grade 1	0	0	0	0	2	0	1	1	0	5	0	0
No. Passed Grade 2	2	1	2	3	6	2	1	2	1	11	9	9
No. Passed Grade 3	9	3	3	4	2	3	3	6	2	14	7	7
No. Passed Grade 4	12	0	16	14	12	19	25	15	0	23	20	20
No. Passed Grade 5	14	6	9	7	19	23	38	8	6	22	18	18
No. Passed Grade 6	6	3	7	4	8	17	48	3	6	8	7	7
No. Passed Grade 7	0	1	1	0	1	1	4	0	1	4	0	0
No. Passed Grade 8	0	1	0	0	0	0	0	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	3	0	0	0	1	3	0	0	0	3	0	4

Total No. Candidates - 120

APPENDIX 1 : EXAMINATION RESULTS – 2003

4. PACIFIC SENIOR SECONDARY CERTIFICATE (PSSC)

18. VAVA'U HIGH SCHOOL

PASS	S U B J E C T													
	Acc	A/Sci	Bio	Chem	Comp	Eco	Eng	Geo	Maths	Phys	Hist	Tech. 1	Jap.	Tong
Total No. Enrolled	28	28	95	90	8	41	131	49	127	54	7	6	2	20
No. Sat	28	28	95	90	8	41	131	46	127	54	7	6	2	20
No. Passed Grade 1	1	0	3	11	2	1	2	3	1	15	2	0	0	0
No. Passed Grade 2	4	1	9	20	1	8	1	5	7	16	2	2	1	0
No. Passed Grade 3	4	3	13	18	1	6	7	5	23	10	0	1	0	2
No. Passed Grade 4	11	15	27	22	2	19	29	16	37	8	1	2	0	3
No. Passed Grade 5	6	9	35	15	2	7	54	15	34	5	1	1	1	3
No. Passed Grade 6	2	0	8	4	0	0	36	5	15	0	0	0	0	10
No. Passed Grade 7	0	0	0	0	0	0	1	0	9	0	1	0	0	2
No. Passed Grade 8	0	0	0	0	0	0	0	0	1	0	0	0	0	0
No. Passed Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. Absent	-	-	-	-	-	-	-	-	-	-	0	0	0	0

Total No. Candidates - 131

APPENDIX 1 : EXAMINATION RESULTS – 2003

5. NEW ZEALAND BURSARY

1. TONGA HIGH SCHOOL NATIONAL FORM 7

PASS	S U B J E C T									
	Acc	Bio	Chem	Eco	Eng	Geo	Hist	M/Calc	M/Stat	Physic
No. Sat	38	69	61	59	81	35	30	96	74	45
No. Passed Grade A	2	0	0	1	2	0	1	3	2	4
No. Passed Grade B	2	0	5	4	3	3	5	15	7	10
No. Passed Grade C	20	9	27	29	12	14	13	49	32	30
No. Passed Grade D	14	45	27	24	51	17	8	18	28	7
No. Passed Grade E	0	15	2	1	13	1	3	11	5	4

TOTAL NO. CANDIDATES

No. passed Grade A
No passed Grade B
No qualified to enter University

- 104
- 6
- 17
- 33

GRADE

A
B
C
D
E

MARK

66 - 100
56 - 65
46 - 55
30 - 45
1 - 29

APPENDIX 1 : EXAMINATION RESULTS – 2003

5. NEW ZEALAND BURSARY

2. TONGA COLLEGE FORM 7

PASS	S U B J E C T										
	Acc	AgHo	Bio	Chem	Eco	Eng	Geo	Hist	M/Cal	M/Stat	Physic
No. Sat	7	3	7	6	6	10	11	4	22	17	11
No. Passed Grade A	0	0	0	0	0	0	0	0	0	0	0
No. Passed Grade B	0	0	0	0	0	0	0	0	0	1	0
No. Passed Grade C	0	0	1	2	1	0	1	2	7	4	9
No. Passed Grade D	7	2	2	3	4	6	7	1	10	10	1
No. Passed Grade E	0	1	4	1	1	4	3	1	5	2	

TOTAL NO. CANDIDATES

- 25

GRADE

MARK

No. passed Grade A

- -

A

66 - 100

No passed Grade B

- 4

B

56 - 65

No qualified to enter University

- 8

C

46 - 55

D

30 - 45

E

1 - 29

APPENDIX 1 : EXAMINATION RESULTS – 2003

5. NEW ZEALAND BURSARY

3. VAVA'U HIGH SCHOOL FORM 7

PASS	S U B J E C T									
	Acc	Bio	Chem	Eco	Eng	Geo	Hist	M/Calc	M/Stat	Physic
No. Sat	6	10	9	7	11	4	1	16	12	8
No. Passed Grade A	0	0	1	0	0	0	0	1	0	0
No. Passed Grade B	0	0	2	0	0	0	0	0	1	0
No. Passed Grade C	3	5	5	5	0	0	1	4	2	5
No. Passed Grade D	3	5	1	2	4	4	0	6	6	3
No. Passed Grade E	0	0	0	0	7	0	0	5	3	0

TOTAL NO. CANDIDATES

- 16

GRADE

MARK

No. passed Grade A

- -

A

66 - 100

No passed Grade B

- -

B

56 - 65

No qualified to enter University

- 2

C

46 - 55

D

30 - 45

E

1 - 29

APPENDIX 1 : EXAMINATION RESULTS – 2003

5. NEW ZEALAND BURSARY

4. LAVENGAMALIE COLLEGE FORM 7

PASS	S U B J E C T									
	Acc	Bio	Chem	Eco	Eng	Geo	Hist	M/Calc	M/Stat	Physic
No. Sat	8	4	7	9	5	5	5	16	15	11
No. Passed Grade A	0	0	0	0	0	0	0	0	0	0
No. Passed Grade B	1	0	1	1	0	0	0	1	0	0
No. Passed Grade C	2	1	0	2	1	0	4	5	6	5
No. Passed Grade D	3	2	4	6	2	3	1	9	7	5
No. Passed Grade E	2	1	2	0	2	2	0	1	2	1

TOTAL NO. CANDIDATES

- 16

GRADE

MARK

No. passed Grade A

- -

A

66 - 100

No passed Grade B

- -

B

56 - 65

No qualified to enter University

- 2

C

46 - 55

D

30 - 45

E

1 – 29

APPENDIX 1 : EXAMINATION RESULTS – 2003
4. CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)

1. TONGA HIGH SCHOOL
QUALIFICATION - INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

PASS	S Y L A B U S			
	ACCOUNTING	FIRST LANGUAGE ENGLISH	MATHEMATICS (WITHOUT COURSEWORK)	CHEMISTRY
No. Sat	2	5	5	1
No. Passed Grade A		1		
No. Passed Grade B	1	2	2	
No. Passed Grade C	1	1	2	
No. Passed Grade D			1	
No. Passed Grade E		1		1
No. Passed Grade F				
No. Passed Grade E				

TOTAL NO. CANDIDATES

- 5

GRADE

A E
B F
C G
D Ungraded (Unsuccessful)

APPENDIX 1 : EXAMINATION RESULTS – 2003
4. CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)

2. TONGA HIGH SCHOOL NATIONAL FORM 7
QUALIFICATION - ORDINARY, ADVANCED SUBSIDIARY AND ADVANCED LEVEL (AS & A)

PASS	S Y L A B U S							
	English Language	Geography	Biology	Chemistry	Physics	Accounting	Economics	Mathematics
No. Sat	5	1	10	9	10	1	3	14
No. Passed Grade a								2
No. Passed Grade b	1							2
No. Passed Grade c	1							3
No. Passed Grade d	1							2
No. Passed Grade e	2	1					1	1
No. Passed Grade f								
No. Passed Grade g								
Ungraded			10	9	10	1	2	4

TOTAL NO. CANDIDATES

- 16

GRADE

A E
B F
C F
D G
E Ungraded (Unsuccessful)

APPENDIX 2 : SECONDARY AND MIDDLE SCHOOLS ENROLMENT 2003

TABLE 1 : All Controlling Authorities by Age , by Sex , and Class

AGE	CLASS7		F1		F2		F3		F4		F5		F6		F7		TOTAL		GRAND
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+	5	11	53	52											0		58	63	111
11+	41	33	98	98	46	38	4	6	0	0	0	0	0	0	0	0	189	175	337
12+	109	93	233	262	123	163	32	34	0	0	0	0	0	0	0	0	497	552	885
13+	85	45	280	345	330	292	123	134	9	13	3	3	0	0	0	0	830	832	1575
14+	28	12	171	231	314	303	296	366	79	90	10	33	0	0	0	0	898	1035	1768
15+	1	1	48	120	142	109	377	322	252	366	58	120	5	0	0	0	883	1058	1765
16+			5	4	57	21	218	126	342	368	194	272	31	56	31	44	878	921	1756
17+			0	0	8	0	100	46	196	188	337	433	96	189	21	23	758	879	1516
18+			0	0	1	2	16	7	76	51	260	290	135	219	3	2	491	571	982
19+			0	0	0	0	2	0	7	7	147	157	95	181	4	3	255	348	510
20+			0	0	0	0	0	0	2	0	30	36	55	73	8	7	95	115	190
21+			0	0	0	0	0	0	0	0	9	8	25	13	0	0	34	21	68
TOTAL	269	195	888	1112	1021	928	1168	1041	963	1133	1048	1351	442	731	67	79	5866	6570	11463
GRAND TOTAL	464		2000		1949		2209		2096		2399		1173		146		12436		
%GRAND TOTAL	3.73%		16.06%		15.74%		17.74%		16.83%		19.27%		9.46%		1.17%				
REPEATER	0	0	161	29	128	33	142	19	110	27	620	150	121	47	0	0	1282	305	
TOTAL REPEATER	0		190		161		161		137		770		168				1587		1587
%REPEATERS	0%		11.97%		10.14%		10.14%		8.63%		48.52%		10.59%						
DROPOUTS	1	1	50	36	61	36	72	39	70	48	79	94	25	27	0	0	358	281	639
TOTAL DROPOUTS	2		86		97		111		118		173		52				639		639
%TOTAL DROPOUTS	0.31%		13.46%		15.18%		17.37%		18.47%		27.07%		8.14%				100%		

APPENDIX 2 SECONDARY AND MIDDLE SCHOOLS ENROLMENT 2003
 Table 2 : Non - Government Secondary and Middle Schools By Age ,By Sex , and Form Level

AGE		CLASS 7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+		5	11	53	52	7	4											65	67	132
11+		41	33	61	59	34	22	4	6									140	120	260
12+		109	93	96	80	87	85	30	31									322	289	611
13+		85	45	168	187	229	187	98	97	4	6	3	3					587	525	1112
14+		28	12	132	204	214	223	211	254	52	60	10	33					647	786	1433
15+		1	1	47	120	130	102	292	239	174	279	40	83	1				685	824	1509
16+				5	4	56	19	198	107	249	275	155	208	14	33			677	646	1323
17+						7		97	38	161	153	266	347	56	109			587	647	1234
18+						1	2	15	7	71	42	219	244	95	127			401	422	823
19+								2		7	5	130	140	75	140			214	285	499
20+										2		30	35	43	55			75	90	165
21+												9	8	25	13			34	21	55
TOTAL		269	195	562	706	765	644	947	779	720	820	862	1101	309	477	0	0	4434	4722	9156
GRAND TOTAL		464		1268		1409		1726		1540		1963		786				9156		
% GRAND TOTAL				13.85%		15.39%		18.85%		16.82%		21.44%		8.58%				100%		
REPEATERS		0	0	43	29	28	33	37	19	15	27	144	150	16	47	0	0	283	305	588
TOTAL REPEATER		0		72		61		56		42		294		63		0		588		
% REPEATERS				12.24%		10.37%		9.52%		7.14%		50%		10.71%		0		100%		
DROPOUTS		1	1	37	27	49	27	54	26	58	37	74	82	22	17	0	0	295	217	512
TOTAL DROPOUTS		2		64		76		80		95		156		39		0		512		
% DROPOUTS		0.39%		12.50%		14.84%		15.62%		18.55%		30.46%		7.62%		0		100%		

MALEFIHI / SIU'ILIKUTAPU COLLEGE (FWC: Vava'u)

FORM 1		FORM 2		FORM 3		FORM 5		TOTAL		GRAND
M	F	M	F	M	F	M	F	M	F	TOTAL
32	41	25	47	33	29	21	75	111	192	303

TAUFA'AHAU / PILOLEVU COLLEGE (FWC : Ha'apai)

FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL		GRAND
M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
12	18	15	10	25	17	25	14	38	43	8	12	96	86	182

TUPOUTO'A COLLEGE (FWC : Ha'apai)

FORM 1		GRAND
M	F	TOTAL
7	2	9

HOUMA MIDDLE SCHOOL (FWC : Tongatapu)

FORM 1		GRAND
M	F	TOTAL
8	5	13

PEA MIDDLE SCHOOL (FWC : Tongatapu)

FORM 1		FORM 2		TOTAL		GRAND
M	F	M	F	M	F	TOTAL
10	6	10	8	20	14	34

* Please note that the above Tables do not have the Age of the students. The informations not available.

APPENDIX 2 SECONDARY AND MIDDLE SCHOOLS ENROLMENT 2003

Table 3: Government Secondary and Middle Schools By Age, By Sex, and Form Level

AGE	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		FORM 7		TOTAL		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
10+															0	0	0
11+	37	39	12	16											49	55	104
12+	137	182	36	78	2	3									175	263	438
13+	112	158	101	105	25	37	5	7							243	307	550
14+	39	27	100	80	85	112	27	30							251	249	500
15+	1		12	7	85	83	78	107	18	37	4	5			198	239	437
16+			1	2	20	19	93	123	39	64	17	23	31	44	201	275	476
17+			1		3	8	35	35	71	86	40	80	21	23	171	232	403
18+					1		5	9	41	46	40	92	3	2	90	149	239
19+								2	17	17	20	41	4	3	41	63	104
20+											12	18	8	7	20	25	45
21+																0	0
TOTAL	326	406	263	288	221	262	243	313	186	250	133	259	67	79	1439	1857	3296
GRAND TOTAL	732		551		483		556		436		392		146				
% GRAND TOTAL	22.21%		16.72		14.54%		16.87%		13.23%		11.89%		4.43%		100%		
REPEATERS	73	45	47	53	62	43	43	52	212	264	31	74	0	0	468	531	999
TOTAL REPEATER	118		100		105		95		476		105		0		999		
% REPEATERS	11.81%		10.01%		10.51%		9.50%		47.64%		10.51%		0				
DROPOUTS	13	9	12	9	18	13	12	11	5	12	3	10	0	0	63	64	127
TOTAL DROPOUTS	22		21		31		23		17		13		0		127		
% DROPOUTS	17.32%		16.53%		24.41%		18.11%		13.39%		10.24%		0		100%		

TONGA COLLEGE ENROLMENT 2003

Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7	TOTAL
125	130	166	184	183	139	34	961

NIUAFO'OU HIGH SCHOOL 2003

Form 1		Form 2		Form 3		Form 4		Form 5		TOTAL		GRAND TOTAL
M	F	M	F	M	F	M	F	M	F	M	F	
15	7	5	15	17	7	12	9	11	11	60	49	109

* Please note that the above Tables do not have the Age of the students. The informations not available.

APPENDIX 2 SECONDARY AND MIDDLE SCHOOLS REPEATERS 2003

Table 4 : All Controlling Authorities By Age, By Sex, and Form Level

AGE		CLASS7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+																		0	0	
11+					3													0	3	3
12+				12	12	5	2											17	14	31
13+				32	20	14	8		3									46	31	77
14+				22	10	10	28	6	9	2	4							40	51	91
15+				7		8	14	16	15	5	3	13	6					49	38	87
16+						10	1	21	13	10	14	29	39		1			70	68	138
17+								13	3	22	24	52	59	3	2			90	88	178
18+								5		4	5	72	81	9	21			90	107	197
19+								1			2	36	58	5	32			42	92	134
20+												8	19	11	18			19	37	56
21+												2	2	3				5	2	7
TOTAL		0	0	73	45	47	53	62	43	43	52	212	264	31	74	0	0	468	531	999
GRANDTOTAL				118		100		105		95		476		105		0		999		
%GRANDTOTAL				11.81%		10.01%		10.51%		9.50%		47.66%		10.51%				100%		

APPENDIX 2 SECONDARY AND MIDDLE SCHOOLS REPEATERS 2003
 Table 5 Governments Secondary and Middle Schools By Age,By Sex, and Form Level

AGE	CLASS7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL	
10+																	0	0	0	
11+			2	2													2	2	4	
12+			11	10	6	2											17	12	29	
13+			5	3	10	6		1									15	10	25	
14+			7	1	3	21	6	7	2	2							18	31	49	
15+					2	4	6	5	5	3							13	12	25	
16+						1	13	15	7	11		1					20	28	48	
17+									14	8	2	1					16	9	25	
18+										1	12	15	3	5			15	21	36	
19+											8	11	1	8			9	19	28	
20+													8	14			8	14	22	
21+																	0	0	0	
TOTAL	0	0	25	16	21	34	25	28	28	25	22	28	12	27	0	0	133	158	291	
GRAND TOTAL	0		41		55		53		53		50		39		0		291			
%REPEATERS			14.09%		18.90%		18.21%		18.21%		17.18%		13.40%							

APPENDIX 2 : SECONDARY AND MIDDLE SCHOOLS REPEATERS 2003

Table 6 : Non - Government Secondary and Middle Schools By Age, By Sex, and By Form Level

AGE	CLASS 7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+																	0	0	0
11+				1													0	1	1
12+			1	2	1												2	2	4
13+			27	17	4	2		2									31	21	52
14+			15	9	7	21		2		2							22	34	56
15+					6	10	10	10									16	20	36
16+					10		8	2	3	3	13	5		1			34	11	45
17+							13	3	8	16	27	31	3	2			51	52	103
18+							5		4	4	40	44	6	16			55	64	119
19+							1			2	64	70	4	24			69	96	165
20+													3	4			3	4	7
21+																	0	0	0
TOTAL			43	29	28	33	37	19	15	27	144	150	16	47	0	0	283	305	588
GRAND TOTAL			72		61		56		42		294		63				588		
%REPEATERS			12.24%		10.37%		9.52%		7.14%		50.00%		10.71%		0.00%		100%		

APPENDIX 2 SECONDARY AND MIDDLE SCHOOLS DROPOUTS 2003

Table 7 : All Controlling Authorities By Age, By Sex ,and Form Level

AGE	CLASS 7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+	1	1	10	6													11	7	18
11+			4	2													4	2	6
12+	1	1	7	13	13	6	2										23	20	43
13+	2	3	13	10	18	10	13	6									46	29	75
14+	7		11	5	17	18	16	20	3	3							54	46	100
15+	1		2		10	2	20	8	13	16		2					46	28	74
16+					3		16	4	33	23	17	14					69	41	110
17+							4		18	5	40	31	2	2			64	38	102
18+							1		2		16	29	10	6			29	35	64
19+									1	1	4	11	9	14			14	26	40
20+											2	7	4	3		1	6	11	17
21+																	0	0	0
TOTAL	12	5	47	36	61	36	72	38	70	48	79	94	25	25	0	1	366	283	649
GRAND TOTAL	17		83		97		110		118		173		50		1		649		
% DROPOUTS	2.60%		12.79%		14.95%		16.95%		18.18%		26.66%		7.70%		0.15%				

APPENDIX 2 : SECONDARY AND MIDDLE SCHOOLS DROPOUTS 2003

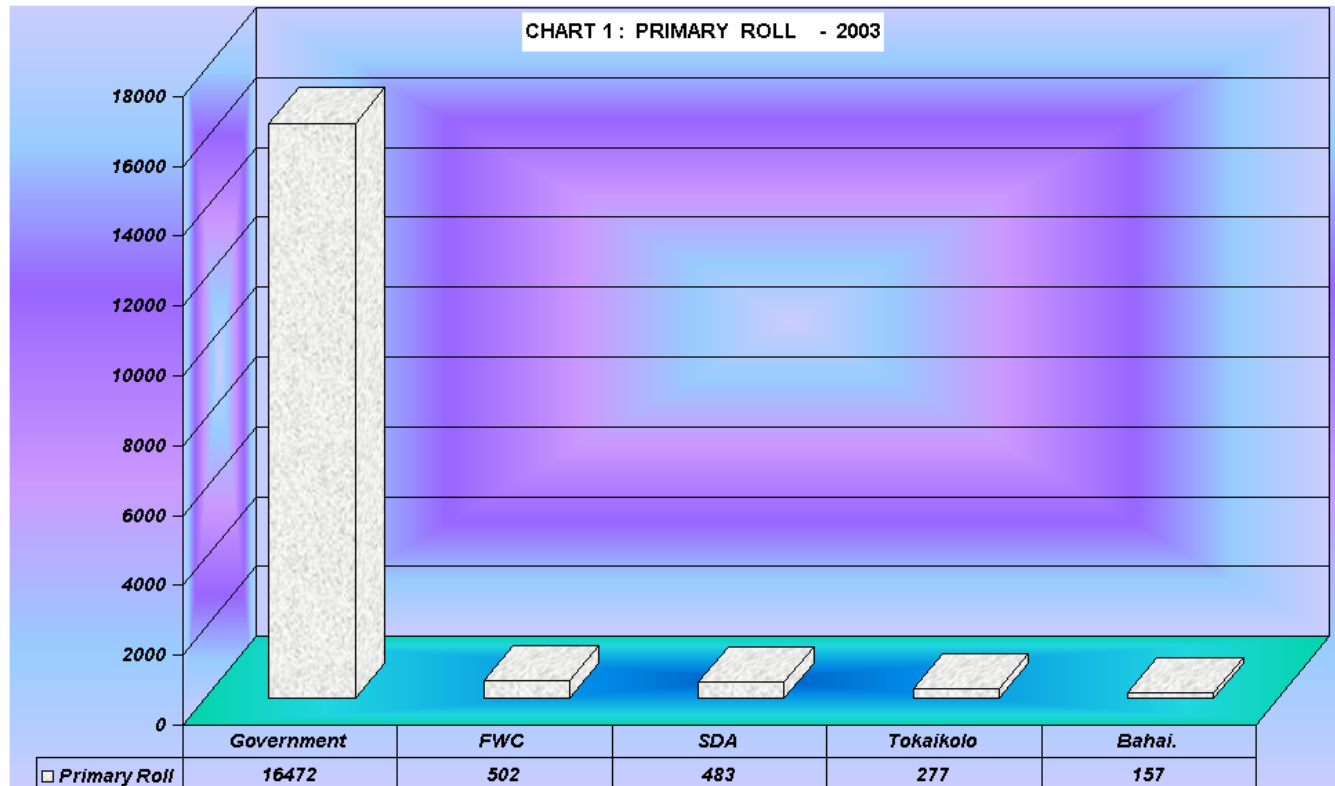
Table 8 : Government Secondary and Middle Schools By Age, By Sex, and Form Level

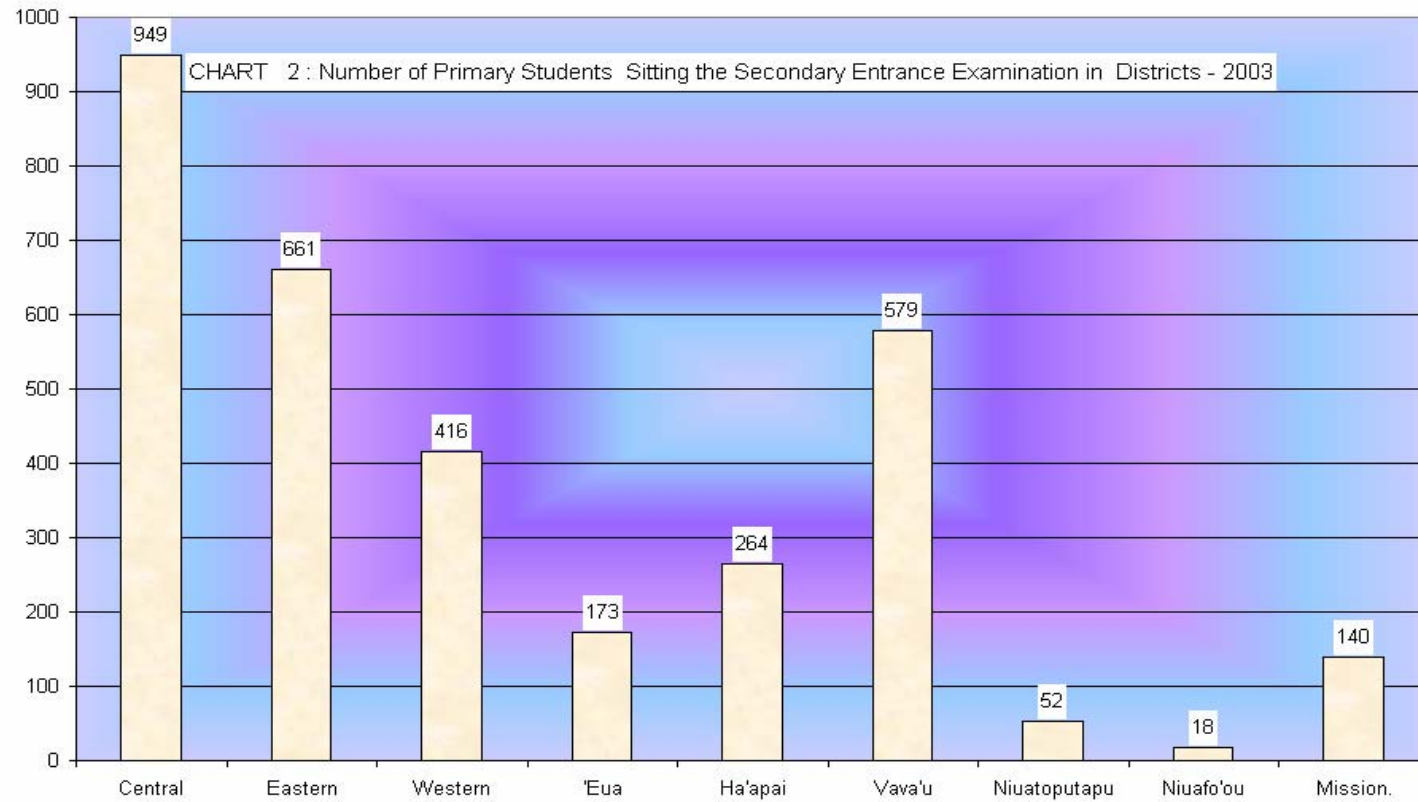
AGE	CLASS7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+																	0	0	0
11+			4	1													4	1	5
12+			4	5													4	5	9
13+			5	3	3	2		1									8	6	14
14+					4	5	3	4		2							7	11	18
15+					3	2	10	5	2	1		1					15	9	24
16+					2		4	3	5	3				1			11	7	18
17+							1		3	5	2	5		2			6	12	18
18+									2		1	4	3				6	4	10
19+											2	2		5			2	7	9
20+														2			0	2	2
21+																	0	0	0
TOTAL			13	9	12	9	18	13	12	11	5	12	3	10	0	0	63	64	127
GRANDTOTAL			22		21		31		23		17		13		0		127		
%DROPOUTS			16.92%		16.15%		23.85%		17.69%		13.39%		10.00%				100%		

APPENDIX 2 SECONDARY AND MIDDLE SCHOOLS DROPOUTS 2003
 Table 9 : Government Secondary and Middle Schools By Age, By Sex, and Form Level

AGE	CLASS7		FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		FORM7		TOTAL		GRAND
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
10+																	0	0	0
11+			4	1													4	1	5
12+			4	5													4	5	9
13+			5	3	3	2		1									8	6	14
14+					4	5	3	4		2							7	11	18
15+					3	2	10	5	2	1		1					15	9	24
16+					2		4	3	5	3				1			11	7	18
17+							1		3	5	2	5		2			6	12	18
18+									2		1	4	3				6	4	10
19+											2	2		5			2	7	9
20+														2			0	2	2
21+																	0	0	0
TOTAL			13	9	12	9	18	13	12	11	5	12	3	10	0	0	63	64	127
GRAND TOTAL			22		21		31		23		17		13		0		127		
% DROPOUTS			16.92%		16.15%		23.85%		17.69%		13.39%		10.00%				100%		

APPENDIX 3 : CHARTS





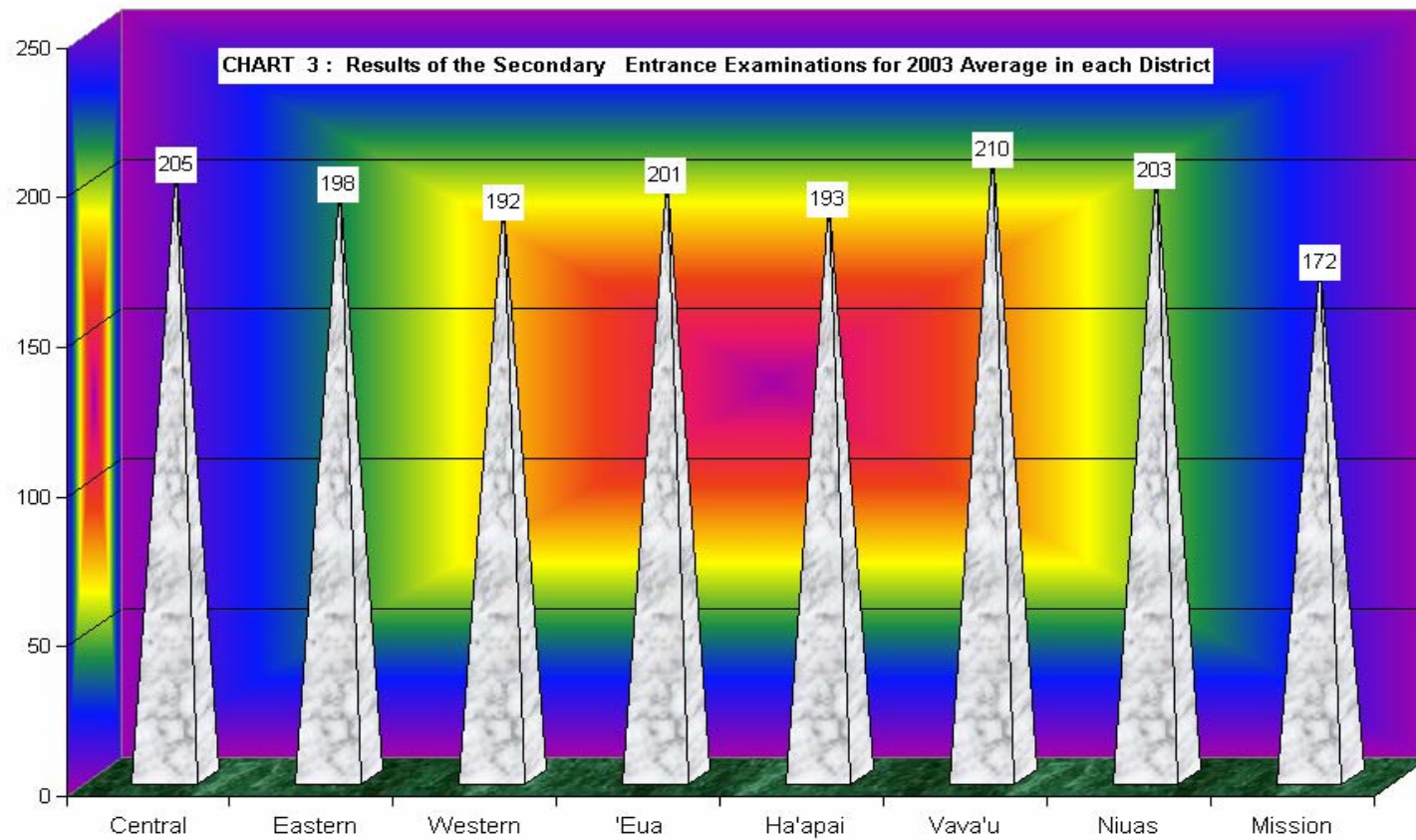


CHART 4 ; Results of the Tonga School Certificate Examination since 1989

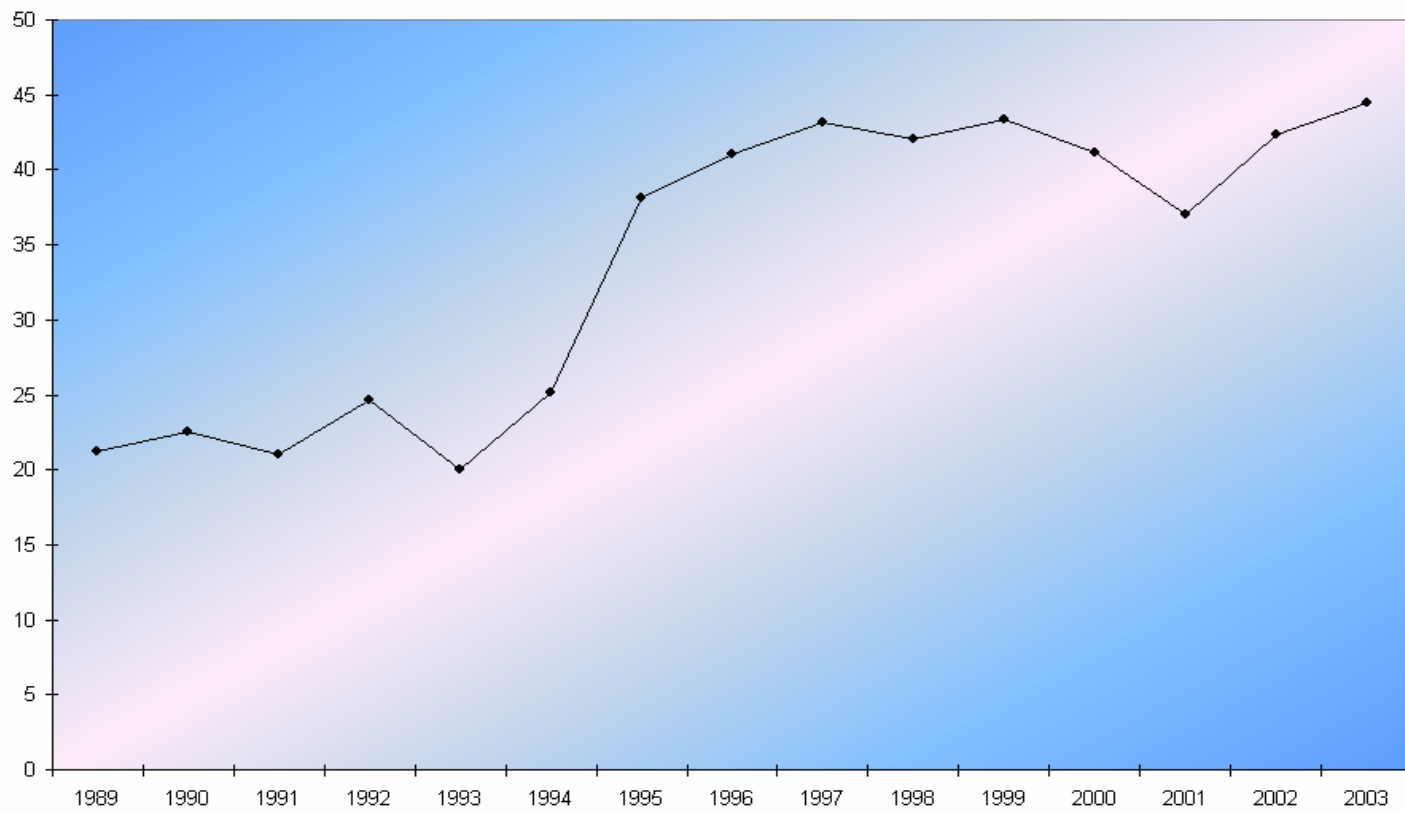


CHART 5 : Results of the Pacific Senior Secondary Certificate Examination since 1988

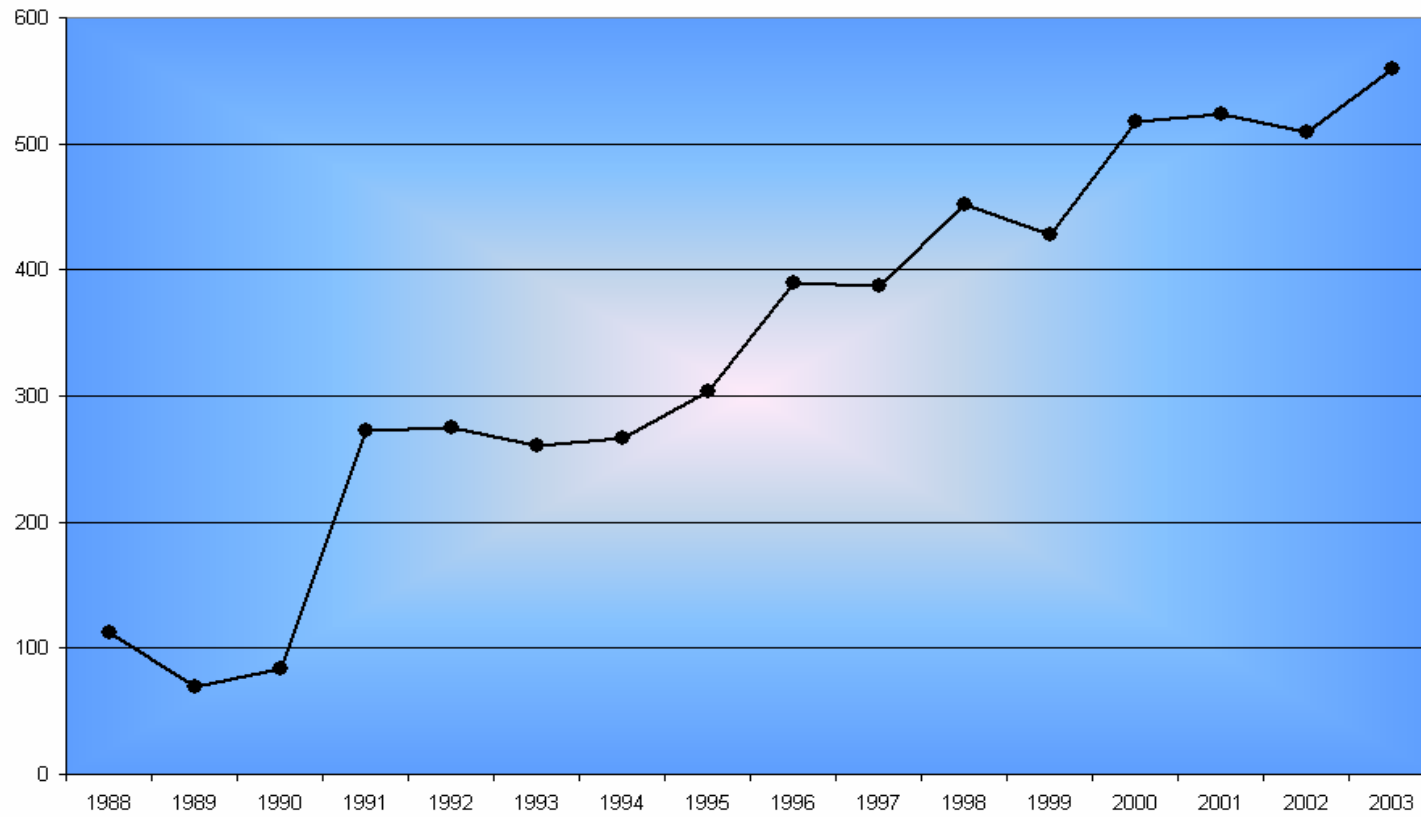


CHART 6 : Number of Secondary Teachers since 1998

