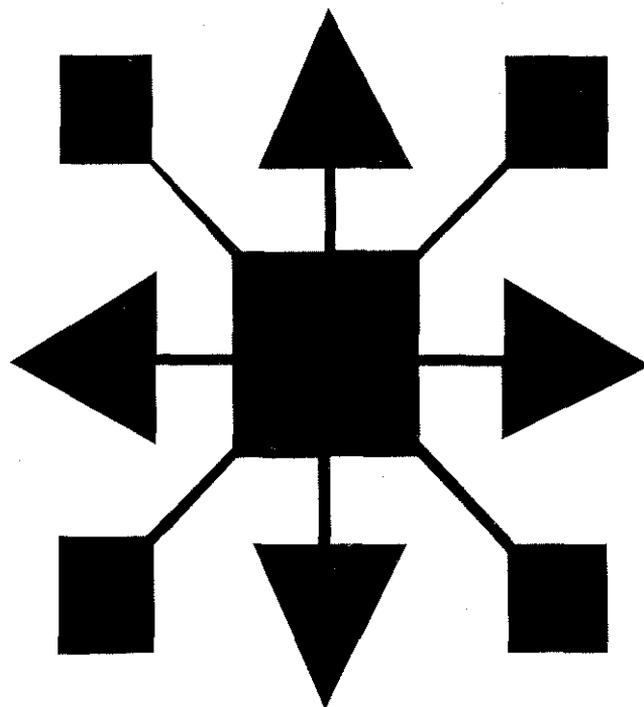


Tonga Education *for the 21st Century*

PRIORITIES & NEEDS



Nuku'alofa, Tonga ♦ May 1997

Acknowledgements

The University would like to acknowledge with gratitude the support and assistance of the Tonga Government in facilitating the successful staging of the seminar. Particular mention is made of the hard work by the national Planning Committee in the organisation and smooth running of the seminar. The contributions by the authors of the various papers, the panelists as well as all seminar participants, are gratefully acknowledged.

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Preamble

Education, by its very nature, is about change. It is therefore crucial that USP is not simply just a spectator, but an active participant in the process of change. It would be a serious error of judgement to assume that the institution will be shielded from regional and global changes that are taking place in the tertiary education sector generally. Member countries of the University will need to ensure that their priorities, values, assumptions, organisational structures, current and future technology, and quality controls can contribute to a successful future for USP as well as to their own national education structures.

That there are no roads maps to the future presents member governments and USP with a unique opportunity to map out their own. To chart a course that will achieve our collective purpose and is financially responsible, we must first not only understand ourselves, but also the likely trends in the external environment in which universities are expected to operate. And as USP nears the beginning of the 21st century and its fourth decade of service to the region, it is opportune to pose the question of whether its course offerings, research and consultancy activities are still responding effectively and efficiently to the real needs of its member states.

While another regional "Future Directions" conference similar to that held in Suva in 1983, was possible, the University was of the view that it would be inadequate for the purpose, given the changes in its clients' base. A minimum requirement for such a conference would be participation by large numbers of government departments, statutory bodies and private concerns usually interested in the services of the University. Clearly, this was not feasible because of resource and time constraints. As well, the University wished to ensure that its strategic planning took account of the training services offered by national tertiary training institutions, and their medium term development plans, in each country.

For these reasons, the decision was taken by the Ministers of Education to hold, over a period of 12 months, a series of national seminars in education in each of the University's twelve member states, as part of the process to develop a USP Corporate Plan. The format adopted for the seminars was designed to facilitate maximum local participation in the preparation of papers, the delivery of these papers, their discussion and analyses, and finally acceptance of decisions concerning their priorities in the education sector. The outcome of these discussions and deliberations for Tonga, the fifth in the series of seminars, is recorded in the following pages. It should be emphasised that the recommendations and proposals represent the collective wishes and aspirations of the local community.

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INTRODUCTION

The Tonga seminar was held at the Queen Salote Memorial Hall over a three-day period from 19-21 May 1997. Its main purposes were for the Tonga community to advise USP of their requirements for future tertiary education and training, and for all sections of the community to be more involved in the process of identification, formulation and determination, particularly of educational policy at the national level.

A total of six papers (see Appendices) were presented representing the views and aspirations of the public sector, NGOs, the private sector, post-secondary institutions, parents and students, and the aid community. At the conclusion of each paper presentation, members of the general public were invited to comment on any aspects of the paper or any other matter they felt was relevant to the discussion (see Attachment A for seminar programme). A Panel, comprising local representatives (names presented in Attachment B) were then asked to discuss and analyse the paper, take into account any comments made during the public forum session which they deemed useful, and to prioritise the needs of that section of the community as they saw them. In both the public forum and panel sessions, it was not a requirement to speak in English. For all sessions except the donors', discussions were conducted in Tongan.

The final session of the seminar was used to bring together the various priorities of the sectors involved in a consensus "list of priorities" that represents the national interest.

This report, then, reflects what the people, Government, and education authorities see ahead for their national education system, and for their University, USP.

Summary Record of Seminar Proceedings

Monday 19 May 1997

OPENING

1. The Deputy Director of Education, Mr Mana Latu, officially welcomed all participants to the seminar. In particular, he thanked the Minister of Finance, Honourable Tuto'atasi Fakafanua, for taking the time out of his busy schedule to open the seminar. Mr Latu also welcomed the Vice Chancellor and his team and acknowledged the contribution of the Planning Committee in facilitating the successful staging of the seminar. The Reverend Lopeti Taufu, President of the Free Wesleyan Church, offered the opening prayer.

2. In his opening address, Honorable Tuto'atasi Fakafanua, reminded the participants of the Tongan motto and its relevance to the country's overall development. However, it was important that a balance be maintained between God and service to Tonga. The Minister also noted that Tongan society was part of the global village and as such it would be affected by current and future changes that were likely to take place at the global level. Hon. Fakafanua referred to the advance in technology and in particular development in the information and telecommunication sector. It was important therefore, he said, that those entrusted with the responsibility of educating future generations be constantly aware and apply innovative ways and means of tackling current and future problems in the sector.

3. Honourable Fakafanua then identified several areas where he said action should be directed in the future. These included programmes and courses on how to manage change. Equally important was the need to upgrade skills and knowledge base of the labour force. He cautioned that possessing a qualification was not in itself adequate for modern day employment. What was also required was for the work force to continuously seek to update and advance their knowledge and skills to be

able to respond in an effective and efficient manner to changes that would take place at the global, regional and national levels. The issues of good governance, sustainable economic development and responsible financial management were also promoted as deserving attention in the future.

4. The Hon. Minister commended the University on its willingness to come and listen to the views of Tonga on future directions for the USP. It was important for Tonga, therefore, to ensure that its deliberations over the next three days clearly identified the country's needs and priorities it wanted the University to address for the future. Hon. Fakafanua concluded by saying that he looked forward to the outcome of the seminar and wished all participants well in their discussion. The Minister then declared the seminar officially open.

5. Dr `Ana Taufē`ulungaki thanked the Minister for his thought-provoking address and said that the issues raised would serve as a sound foundation for discussion over the period of the seminar. Father Paini Mafi, Vicar General of the Catholic Church, delivered the closing prayer.

SESSION ONE

PUBLIC SECTOR PAPER: Mr Paula Sunia Bloomfield

6. The public sector paper was presented by Mr Paula Bloomfield, Director of Education. The paper noted the vital role education had played in the development of society generally and some of the changes that had taken place over the years. Education, Mr Bloomfield said, should not be viewed merely as an instrument for imparting skills and knowledge but should also be regarded as being responsible for instilling in human beings the values and belief systems of their societies. He went on to argue that education was a basic human right and was not confined to formal schooling but is a life-long process. The full text of the public sector paper is reproduced as Appendix 1.

7. The paper then examined very briefly the historical evolution of educational development in Tonga before summarising some of the country's achievements in the sector by the end of the twentieth century. As in many South Pacific countries, the missionaries were responsible for the introduction of education to Tonga. The purpose of education during this early period was two-fold: to enable Tongans to read God's word and to civilise the people by teaching them the rudiments of western civilisation. The focus was primarily on literacy and numeracy. The first scholarships programme was established in 1927 and the first four scholarship holders were sent for medical training in Fiji.

8. Towards the end of the twentieth century, Tonga's performance indicators in education and training were assessed to be relatively satisfactory compared with those of its neighbours. For example, primary education was free and compulsory and participation was 100%. At the secondary level, a similar situation existed. Access to education at both levels was 100% to Form 5 with all teachers at the primary level fully qualified. Teacher/pupil ratios at these two levels were 1:21 and 1:17 respectively, while expenditure on education as a percentage of total public expenditure was 18.5%, which was considerably higher compared to other Pacific islands countries.

9. At primary level, the proportion of male to female pupils was approximately 53% to 47%, and had been the case over the last ten years. There were no drop-outs at the primary level although repetition was common only at Class 6 where a significant number re-sit Senior School Entrance (SEE) examination to achieve the necessary entry requirement. The paper noted that at Form 5, the percentage of girls sitting for the Tonga School Certificate examination had been consistently higher than for boys (55% in 1998 and 54% in 1995 and 1996), and were even higher for Form 6 and 7. The repetition and drop-out rates were, therefore, significantly higher for boys than girls.

10. Between 1989 and 1993, about 40% of total scholarship awards were in the education sector with technical services accounting for 19%, administration with 17%, and the economic sector with 14%. The above trend had been maintained through to 1997 with education taking 65% of total scholarship awards and administration accounting for only 4% of all scholarships. Given the emphasis on training and education by Government over the last decade, the paper argued that one of Tonga's main problems in the foreseeable future would be in addressing over- and inappropriate- trained human resources and providing employment to utilise their skills for personal and national development. The paper then argued that while there was general confidence that the public education sector was performing as expected, there were nevertheless several areas of concern. These included: quality; effectiveness and efficiency; equity; and sustainability

11. The paper speculated on likely future directions in education given Government's stated development priorities and how the public education sector was expected to meet these challenges in the 21st century. Mr Bloomfield said that the long-term vision for the development of Tonga was based on the belief that all-out economic growth cannot be regarded on its own as the best approach towards achieving national development. Development, he said, covered not only goods and services but also the opportunity to choose and achieve a quality of life that was valuable, satisfying and valued. Accordingly, it was development based on human and sustainable development that was the key. The desired characteristics

of this vision, the paper advanced as:

- * high quality of life of the people overall;
- * high standard of living throughout the kingdom;
- * highly valued and adaptive culture;
- * individual fulfilment;
- * political stability; and
- * stable economic and financial environment with less dependence on foreign aid.

12. Of the basic values crucial to the achievement of this vision, the paper listed them as: political stability; socially cohesive society; adaptive culture; individual fulfilment; sustainable natural resources and environment; high standard of living; fair distribution of development benefits; and budgetary self reliance. The paper further highlighted the principal functions of the main socio-political institutions necessary to maximise the benefits of development.

13. Mr Bloomfield then briefly outlined the main objectives of Tonga's Seventh Development Plan that were central to the future development of the Kingdom. These were:

- (a) efficient and well structured Government sector, with the qualities of good governance and accountability;
- (b) efficient and well structured state owned enterprises (public utilities);
- (c) well maintained physical infrastructure;
- (d) sound and encouraging environment for the development and increased involvement of the private sector in economic activity;
- (e) development benefits being distributed equitably;
- (f) well educated and skilled labour force, and healthy population;
- (g) low crime and guaranteed national security; and
- (h) stable economic environment with reduced reliance on official foreign assistance.

14. With specific reference to the Ministry of Education, Mr Bloomfield emphasised that it was the Ministry's vision that by the year 2010, Tonga would 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 NGOs 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 option, stable family life and clean and healthy environments.
- (b) Ministry is completely restructured to meet the needs of the 21st century and the Education Act, with its supportive regulations and policies reflecting the changes.
- (c) Raise the minimum leaving age 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 to be offered through distance education.
- (h) A national qualifications Board be established and national qualifications regionally and internationally recognised.
- (i) Formal pre-school programmes for early childhood education developed.

- (j) Information technology is formally integrated into the school curricula.
- (k) A national university is established for Tonga.

To achieve the above objectives the following strategies were proposed:

- (i) Improve the effectiveness and expand the quality of basic education.
- (ii) Improve the efficiency and effectiveness of the management and administration of education.
- (iii) Provide, upgrade and acquire resources and facilities for the successful achievement of the first two strategies.
- (iv) Develop programmes in higher education as well as in technical and vocational areas.
- (v) Promote basic research to illuminate policies for educational planning, management and administrative purposes.
- (vi) Improve communication and dialogue with other partners in the education process, such as non-government systems, school communities, parents and employers.

15. Mr Bloomfield concluded by stating that Government was prepared to support regional programmes if it was convinced that its educational needs were being met; that they were appropriate, cost effective and above all of the desired quality. He said that there was a severe lack of information on USP activities available to both Government and the private sector. In addition, USP must be flexible in its approach to addressing the needs of its member countries. Mr Bloomfield also said that Tonga would continue to support USP in the future by sending students there for studies. He then identified four main areas where USP assistance

could be directed. These were:

- (a) Medical training.
- (b) Distance education.
- (c) Accreditation of courses offered by national institutions.
- (d) Allocation of bilateral assistance between regional and rim institutions.

16. The Chairperson thanked Mr Bloomfield for his lucid presentation before inviting comments from the floor.

PUBLIC FORUM DISCUSSION

17. The first contribution questioned the practicality of the Ministry of Education's vision for all students to reach Form 6. It was suggested instead that focus be directed towards improving technical education especially at year 10, as was the case in Australia. The use of English as the medium of instruction was also questioned, given that the main problem encountered by students in progressing to Form 6 was their lack of competence in the English language. The use of the local vernacular for instruction up to Form 6 should therefore be encouraged and implemented if the Ministry's vision in this area was to be achieved. A query was also raised regarding an alternative way to assess students' performance as no mention was made of examinations in the public sector paper.

18. The lack of coverage of several issues in the paper was of concern. These included examinations (or alternative method of assessment), the disparity in performance between boys and girls especially in Form 5 examinations, and the desirability of including a subject on moral instruction in the school curriculum. It was also proposed that the USP should consider offering language courses to reflect its multicultural heritage and origin. Moreover, there were a number of areas where the USP could offer courses such as in arts, cultural studies and cinematography. The idea of a research school was also raised primarily to encourage research by nationals of member states.

19. While the crucial role of education in overall development was accepted, a view was expressed that it should not be regarded as a tool introduced by the missionaries, but as a process intrinsic in itself for development. It was pointed out that the public sector paper proposed measure of achievement was in terms of the number of graduates returning at the completion of their studies. This had not, however, led to a reduction in the number of expatriates employed by member countries in general. There was, therefore, an urgent need to decolonise the minds of the people of colonial hangovers and influence by supporting and encouraging the progression of regionals in their chosen professions, whether at the national or regional levels.

20. The public sector paper, according to one participant, had failed to differentiate between education as a process and education as a product. It was claimed that the paper's main emphasis was on outcome and had neglected to comment on education as a process. This was of concern because when the issue of education was discussed, the main problem had been the omission of the process dimension - a dimension solely neglected because priorities were designed to prepare students for economic achievement, rather than for their own individual development. It was also argued that the paper should have commented on the vital role of Government, education and the nation in educational development generally. For instance, it was proposed that Government should provide equity of education access for the community and it should serve the needs as well as acknowledge the rights of each individual in society.

21. Several comments acknowledged the central role of education in national development and called on students to question and think critically for themselves and not to be influenced unduly by others. The issue relating to high failure rate in Tonga at the secondary level (Form 5) was raised. It was proposed that Government needed to consider alternative forms of assessment given the current situation. May be there was an urgent need for USP to support studies on the actual thinking process of Pacific students as this might provide clues to the roots of the current malaise. There was also a strong call for the integration of educational and spiritual development in a balanced and equitable way in the curriculum.

22. The final contribution noted the role of the education system in preparing people to utilise and exploit national/regional resources in a sustainable and responsible manner. For Tonga, three areas needed to be addressed in the school curriculum framework: mining; fishing; and the ocean as a potential source of energy. The Chairperson thanked the general public for their inputs before inviting the Panel members to make their presentations.

PANEL DISCUSSION

23. It was observed that the present secondary school curriculum taught in schools was too academic and had failed to address the needs of the majority of students. As a result, those who completed their education at the end of secondary school, did not have the basic skills and knowledge required by the employment sector. There was therefore an urgent need for the Education Ministry to conduct a nationwide survey to establish the skills and needs required by the public and private sectors for employment purposes. Past experience had pointed to the lack of work ethic and the right attitude in returning graduates ready for employment. This was one area where attention should be directed to ensure that those entering the work force possessed not only the appropriate knowledge but the right attitude towards work practices and ethics.

24. It was acknowledged that while Government has an important place in the development of education, the contribution of the private sector and the community was equally important. Given rapid changes taking place at the global level, it was important for Tonga to keep constantly in touch with these developments especially in relation to links with industries and information technology. On the issue of USP Centres, there was a suggestion that they be allowed to take on more responsibilities especially in offering a wider range of courses and activities for local community consumption. Finally, the issue of Pacific languages being taught at USP was raised and supported.

25. The following areas were identified as requiring priority attention as perceived by the public sector and taking into consideration views expressed during the panel discussion and public forum:

- (a) Provision of and universal access to quality basic education from Class 1 to Form 6.**
- (b) Ministry to be completely restructured to meet the needs of the 21st century and the Education Act, with its supportive regulations and policies reflecting the changes.**
- (c) The minimum leaving age be raised to 17 or Form 6 level.**
- (d) A well coordinated physical education programme be established and incorporated into the formal school curricula.**
- (e) Cultural imperatives developed and put in place.**
- (f) Technical and vocational education and training further expanded and developed.**
- (g) More educational programmes to be offered through distance education.**
- (h) A national qualifications Board be established and national qualifications regionally and internationally recognised.**
- (i) Formal pre-school programmes for early childhood education be developed.**
- (j) Information technology formally integrated into the school curricula.**
- (k) A national university established for Tonga.**
- (l) More relevant curriculum development.**

- (m) Courses on change management, good governance, sustainable development, and responsible financial management be developed.**
- (n) Examinations.**
- (o) Positive management skills and work attitudes be developed as part of academic programmes.**
- (p) Technical education be expanded.**

In addition the following areas were recommended for USP attention:

- (a) Medical training.
- (b) Distance education.
- (c) Accreditation of courses offered by national institutions.
- (d) Allocation of bilateral assistance between regional and rim institutions.
- (e) Study of Pacific languages be increased.
- (f) Arts and cultural studies be developed further.
- (g) More community oriented programmes to be offered through the USP Centre.

SESSION TWO

PRIVATE SECTOR PAPER: Mr Afu`alo Matoto

26. The private sector paper was presented by Mr Afu`alo Matoto, Vice-President of the Tonga Chamber of Commerce. He said that much of the training and education provided by USP over the last twenty nine years had been aimed primarily to meet the skills and manpower needs of the public sector. This was also the case with consultancy and research work undertaken by the University. Because of a lack of resources, the private sector had been unable to avail itself of the opportunities offered by USP. Where training was possible, Mr Matoto said that the private sector would prefer on-the-job training and short-term courses aimed at supporting study by staff through extension or correspondence. The full text of Mr Matoto's paper is reproduced as Appendix 2.

27. The role of the private sector in promoting efficient allocation of scarce resources, economic growth and employment expansion was well recognised and appreciated by Government. However, one of the major constraints faced by the private sector in fulfilling this role was the shortage of basic skills required in the sector. Mr Matoto observed that entrepreneurial skills were lacking and there was also a severe shortage of people with managerial, professional, vocational and administrative skills. This situation, he argued, reflected deficiencies both past and present in the education and training systems.

28. The paper then identified several constraints which it saw had contributed to the lack of available skilled manpower. These were: insufficient physical capacities; shortage of qualified teachers and trainers; and a lack of integration within the private sector and between Government and private sector training activities. In addition, these constraints had resulted in a general lack of motivation and low levels of productivity within the private sector. Mr Matoto then briefly reviewed each of the key sectors which he argued were important to overall national development and the training and educational requirements of the private sector within these sectors in the medium-term.

29. The Agriculture and Forestry sector engaged at least 30% of the total national work force and with Fisheries made up over a third of the national GDP between 1994 and 1995. The paper identified six major problems faced by Tonga in the agriculture sector. These included:

- (a) Lack of proper marketing of agricultural products overseas;
- (b) Transportation and shipping;
- (c) Pests and diseases;
- (d) Poor planting materials;
- (e) Improper use of inputs such as fertilisers and chemicals;
- (f) Poor farming practices; and
- (g) A need to strengthen the linkages between this sector and relevant services such as marketing and information.

30. The attitudes of parents and students towards agriculture, the paper argued, needed to change if the sector was to receive the attention it deserved. Research findings should be disseminated to member countries, especially by the USP Institute of Research, Extension and Training in Agriculture. Informal training directed towards farmers was highly recommended as one way of addressing some of the current problems faced by the sector. In fishing, the following were identified as requiring attention for education and training purposes: boatbuilders; ship captains; marine engineers; fishermen; aquaculturists; managers; and accountants.

31. In the area of tourism, Mr Matoto identified the following priority areas for training purposes:

- * Hotel management.
- * Business management.
- * Accounting.
- * Trades (plumbing, cabinet making etc).
- * Catering services.
- * Chef and supervisor training.

Informal and on the spot training were regarded as most appropriate for addressing the training needs of the manufacturing and processing sector. For communications and the media, journalism training was seen as essential. In the professions, there was an expressed need for more accountants, lawyers, doctors and dentists.

32. In concluding his presentation, Mr Matoto highlighted the importance of sports to Tonga and the region as a potential source of employment for youths, especially those with talent in this area. The Chairperson thanked Mr Matoto for his informative presentation before inviting comments from the general public.

PUBLIC FORUM DISCUSSION

33. Concern was expressed over the rather unfortunate single-minded focus of the private sector on profit at the expense of more fundamental issues (political, economic and social), that were pertinent to the overall development of Tonga. Given the unique circumstances prevailing in the country, it was vital that Tonga fully assessed the likely impact of introducing new ideas and trends that might not be relevant to the local situation. Equally important was the need for a review of the existing regulative and administrative mechanisms to ensure that they facilitated and encouraged entrepreneurial and business activities to thrive in the country. There was also a call for the term "private sector" to be clearly defined as this did not necessarily equate with "business sector".

34. The seminar was informed that about 95% of total scholarship awards were earmarked for Government departments and corporations. Given the key role of the private sector in national development, it was proposed that there should be a policy whereby 50% of all Government scholarships be awarded for private sector education and training. This change in the distribution of scholarship awards would also encourage the free movement of qualified and experienced personnel between the public and private sectors. On consultancy, there was a strong view expressed that local expertise should be utilised wherever possible and this was one area where USP could assist Tonga. In cases where students were not successful in securing scholarships, it was suggested that a student loan scheme be established and the loan be repaid on the completion of the student's studies.

35. It was observed that a significant number of those trained under public funded scholarships did not return and work in the country. The real problem, therefore, was how to attract and retain these people in Tonga. The pivotal role of the private sector in national development was

stressed. However, there appeared to be a lack of proper work ethic/attitude and this had to be rectified if the private sector was to respond to current challenges in an effective and efficient manner. The USP was thus invited to consider possible ways and means it could assist in this area.

36. While the role of the private sector as the engine of development was acknowledged, care should also be exercised, it was argued, to ensure that policies were put in place to protect the local community from being exploited. It was pointed out that the operational plan outlined in the private sector paper was vastly different from the actual situation operating in the various work areas. One of the most pressing issues that needed to be addressed was the impact on society and the environment of the increasing armoury of development “accessories” such as vehicles, spare parts, plastics, computer hardware etc. Given the importance of this matter, it was proposed that Government consider adopting relevant policies to address this problem.

37. The desirability of incorporating the right type of values and attitudes in the present school curriculum was again emphasised. In addition, it was pointed out that there had been too much emphasis in the past on academic related subjects at the expense of more appropriate technical and vocational training. The needs of the private sector, it was argued, were more for basic training rather than academic oriented university studies. The Chairperson thanked members of the public for their valuable contributions before inviting individual panel members for comments and observations.

PANEL DISCUSSION

38. Most of the issues raised during the public forum were again aired during the panel discussion. These included the need to retain qualified and experienced people in the country, graduates to have the right attitude and work ethics, in-country training in specific areas, and the concern over the impact of development accessories on society and the environment. Another concern raised was that graduates coming out of universities lacked a certain degree of professionalism and competitiveness in the work place. The seminar was again reminded of the need to be cautious in

adopting foreign concepts that may not be appropriate nor relevant to local circumstances. The economic globalisation notion being advanced in some quarters, it was argued, acted as a facade and its real effect was to lower the quality of life, and compound the already entrenched economic problems faced by many Pacific countries including Tonga.

39. Another observation was that economic liberalisation had been found wanting, for it advocated personal choices that in many instances was at the root of self-interest and corruption. It was vital, therefore, for the Tonga education system and USP to incorporate the moral dimension of life in their school curriculum/courses. In the same vein, the notion of effective communication skills and honesty and fairness were promoted as essential prerequisites for success. To be able to survive in the private sector, it was argued that people must possess the following skills: entrepreneurial abilities, business acumen/business mindedness, and managerial abilities.

40. The following were identified as key priority areas as perceived by the private sector:

- (a) Development of managerial and entrepreneurial skills.**
- (b) Improved marketing and transportation.**
- (c) Better communication and customer service.**
- (d) Fill the need for qualified marine engineers, ship captains, boat builders etc.**
- (e) Training in hotel management, accounting, catering services, chef training etc.**
- (f) Journalism training.**
- (g) Trades training.**
- (h) Expanded professional services - accountants, quantity surveyors, doctors, and pharmacists.**

- (i) Development of sports opportunities.**
- (j) Entertainment.**
- (k) Encouragement of better work ethics.**
- (l) Control of the impact of development accessories on society and the environment.**
- (m) Filling of a shortage of qualified teachers and trainers.**

Tuesday 20 May 1997

SESSION THREE

NON-GOVERNMENT ORGANISATION PRESENTATION:

Ms Fatai Hala'api'api

41. The NGO paper was presented by Ms Fatai Hala'api'api on behalf of the Tonga Association of NGOs (TANGO). The paper was based on a survey of training needs of NGOs and an assessment of the effectiveness of training already made available to NGOs. While not all NGOs were able to respond to the survey, the paper provided an overview of training needs in the NGO sector. The full text of the NGOs paper is reproduced in Appendix 3.

42. The paper firstly defined the context in which NGOs operated and the important roles they played in Tongan society. Their recent involvement in the renewed search for sustainable approaches to social and economic development, and action on such matters as the environment, human rights and gender issues, were also highlighted. It then identified areas of need by the various NGO groups. The women's groups generally saw a need for education of women in areas of development, trades and skills and equality. Further, they wanted to see themselves as leaders in employment, industry and commerce in addition to their traditional roles as mothers, wives and educators. Literacy and parenting skills were also highlighted as important.

43. With Church groups, the needs identified were in areas of administration and management, leadership, organisation, teaching computers, accounting and bookkeeping, public relations, community development, communication and general office skills. The Youth Groups were generally concerned with the welfare of youth in Tonga and the development and improvement of their conditions. Training needs highlighted were in the creation of better NGO executive boards plus conducting effective meetings, strategic planning, marketing and publicity. Other important issues cited were volunteer management, financial management, program management and evaluation, office management and delegation, coordination and communication skills. In a large number of cases, training in office management and general office skills were highlighted as of top priority.

44. The paper then listed the most popular choices for training as derived from the survey, in order of preference. These were:

- * Computing.
- * Planning and Budgeting.
- * Organisation.
- * Research & Development and Project Proposals.
- * Media Links and Office Management.
- * Negotiation.
- * Technology & New Ideas and Financial Management.
- * Public Speaking and Community Management.
- * Coordinating.
- * Leadership and Evaluation and Volunteering.

As far as training already made available to NGOs, Ms Hala'api'api said that the expectations were unrealistic with participants of varying backgrounds ending up with a lot of new ideas but few or no skills.

45. Ms Hala'api'api then identified the major areas of need for education as far as NGOs were concerned in both the formal and informal sectors. In the formal sector, four broad priority areas were identified:

- (a) NGO Management & Administration
- (b) Community Services with units in Strategic Planning, Financial Managements, Bookkeeping, Financial Statements - Preparation and Interpretation, Budgeting, and Computing.
- (c) Social Sciences with topics in Psychology, Sociology, Counselling skills, Community Development etc.
- (d) Environment with courses in Ocean Resources Management, Ecotourism, Environmental education, Fisheries management, Land Management and Development.

46. In the informal sector, the need to establish effective executive boards was seen as of paramount importance. Suggested topics for training included: tasks of the Board members; legal and financial responsibilities; planning & policy; formulating a strategic plan; promotion & publicity;

conflict resolution; communication & teamwork; volunteer management; and general administration of an NGO. The paper then recommended that these degree/diploma courses be offered in Tonga and for the Government to provide scholarships to school leavers to undertake such courses locally. This would serve to reduce the "brain-drain" problem.

47. On the issue of youths who did not proceed beyond secondary education, it was observed that they could have a role to play in NGOs such as acting as volunteers which could provide them a rewarding experience. Private firms should also be encouraged to offer cadetships to young people. On the role envisaged for USP, the paper saw this primarily as a provider of university education to the Kingdom. The need for such education to be made available in Tonga was emphasised, as was the need for USP to have a higher profile in the community. One way of achieving this, according to the survey results, was for USP to introduce a series of lectures in cooperation with Government and NGOs on topical issues such as the environment, gender issues, community development, hygiene and nutrition, parenting skills and the importance of cultural traditions. The involvement of the community was also encouraged and was viewed as vital to the success of efforts to enhance the status of USP with the community.

48. The importance of setting up networks between TANGO and USP was considered necessary, including the fostering of partnerships with national and international post-secondary institutions. Research in community development was another area proposed by the NGO paper where USP students and staff could make invaluable contributions. In conclusion, the NGO paper welcomed and commended the consultative approach taken by USP in the formulation of its Strategic Plan.

PUBLIC FORUM DISCUSSION

49. The paper was well received by the public forum and resulted in a lively exchange of views and information. Although it was acknowledged that the report was limited because of the number of NGOs that chose to respond to the survey, the forum confirmed the priorities established in the paper, especially in the area of formal degree and diploma offerings. Of particular note was the reinforcement of the need for a greater range of training to be offered locally through the USP Centre in co-operation with

other training institutions established in Tonga. This called for both a wider range of degree programmes as well as more practically oriented training in a wider variety of skills, and would mean that the resources of the Centre would have to be considerably increased. There was also a strong call for training in the Tongan language so that skills acquisition would not be confined to those who spoke English.

50. Contributions from the floor emphasised the need to identify those types of skills that could be taught and acquired locally using expertise that was already available within the Kingdom. There was also a need for sports administration programmes to be offered if the Pacific islands states were going to be effectively involved in the great sporting build-up that was already taking place in the Pacific.

51. Another issue raised was the need for a more balanced allocation of current scholarships to ensure that the NGO community received its fair share. This could be effectively carried out through better representation of NGOs on the appropriate selection committees. A problem common to all NGOs was the selection process of such representation and the need for much better co-operation at the grass roots level. This was obviously one of the issues that TANGO was trying to address since Government would not wish to make a unilateral appointment on a matter of importance to the NGO community. In the meantime Government still provided the spokesperson on the selection committee until such a time when there was better co-ordination and agreement among the NGOs as to how this matter should be handled.

52. Other issues including the need for better representation of NGOs in the Government decision-making process and for greater consultations on Government plans and development priorities were also discussed. There was a plea for greater support from Government to church and privately run schools as well as a cautionary note against Government amending education legislation in a way that would strengthen centralised control and to which private institutions had to conform.

53. The forum also provided an opportunity for discussion on an appropriate name for NGOs since the current definition included all associations that were not part of Government. Previous experience indicated that Government would not treat all on an equal footing. It was

accepted that a number of these issues needed to be discussed further so that NGOs could continue to explore their national identity as a group as well as seek ways to strengthen the consultative process with Government. Some of the issues raised went beyond the scope of the agenda. The opportunity for the NGO community to meet in such a Forum was very limited for a number of different reasons. It could be argued that the University also has a role to play in bringing the diverse groupings of society together in healthy debate from time to time. It was on this basis that discussions developed.

PANEL DISCUSSION

54. The seminar heard verbal presentations from a selected number of NGO representatives who had been invited to join the panel. They were from the National Youth Congress, Roman Catholic Women's Legal Rights, 'Ofa Tui moe 'Amanaki Centre and the Tonga Rugby League. The need to channel all NGO members' requests for assistance through TANGO was questioned, as it was felt any member of TANGO could operate independently. TANGO's role should be a channel and a medium to deliver assistance to its branches. What was considered of great concern was the large number of youths who dropped out from Form 5 and how to address their needs. The priorities for youth training needs identified in the paper were supported, with courses on religions and sports management to be included. USP was encouraged to assist by offering degrees in the areas identified.

55. It was further noted that the training needs of handicapped/disadvantaged groups in Tonga including carers and managers had been peripherally treated. The USP and other education systems should offer training opportunities and courses on specific needs of the handicapped. USP was also urged to include gender/underprivileged-sensitive courses that would reduce differentiation attitudes and processes (those that divide people in terms of wealth, status and opportunities at home, school and in the wider community).

56. The NGO paper was endorsed by the panel and was submitted to USP for further action. In particular the following areas were identified as requiring priority attention:

- (a) Parenting skills.**
- (b) Trades skills.**
- (c) Leadership training.**
- (d) Administrative and management skills.**
- (e) Computing - basic skills and application.**
- (f) Community development - short in-country training courses.**
- (g) Research - community development.**
- (h) Sports.**
- (i) Special needs education.**
- (j) Arts and craft.**
- (k) Networking among national institutions.**

SESSION FOUR

POST-SECONDARY INSTITUTIONS PRESENTATION:

Dr 'Okusitino Mahina, Director-Elect, 'Atenisi University

57. The paper for this session titled, "Post-secondary education: The 'classical' vs. the 'utilitarian'", was presented by Dr 'Okusitino Mahina and is attached as Appendix 4. In his paper Dr Mahina paid attention to university education, taking USP as a term of reference. He focused on what he believed as enforced removal of certain distinctions such as those between the 'classical' and the 'utilitarian', 'education' and 'training' and the 'intrinsic' and 'extrinsic' criteria of education as well as the subordination of the former to the latter, given the curriculum emphasis of USP. Dr Mahina argued that in doing away with these distinctions, all types of problems were expected to emerge in the field of education.

58. The paper then mentioned something of significance about USP. Paying respects to his learned colleagues at USP and their contributions to scholarship and generally to culture, he admitted to being a long standing critic of the University. According to Dr Mahina, USP's colonial origins and the ideological agenda behind its establishment, plus its pragmatic curriculum emphases had not given it the education independence the region needed. As such, he added that USP could be taken as a subtle form of neo-colonialism. He went on to argue that the same was also happening in the political and economic fields of the Pacific Island states.

59. In Pacific education, Dr Mahina warned that unless USP and current education policies in Tonga shifted emphasis from economic utility - labour requirements which were parasitic on education and their dictates lowered the quality of education, then the notion of educational freedom were only a myth. He therefore advocated that education needed to be redefined, and its morality seen as an independent free search for truth and objective knowledge. According to Dr Mahina, this morality would be compromised if outcomes were prioritised. The problems rampant in the Pacific, he said, were the results of this compromise because people use extrinsic measures to determine educational content and attainment (eg PSSC/TSC examinations). USP should redesign its syllabus to emphasise a search for objective knowledge per se, and not to be dictated by extrinsic goals. Dr Mahina concluded by reiterating the need for USP to change its

'utilitarianism' approach and replace it with 'classicism' or 'criticism' so as to survive the onslaught of all types of modernist thinking and practice, and by doing so strive for a nobler spirit of heart and mind.

PUBLIC FORUM DISCUSSION

60. Several interventions disagreed with the views espoused in Dr Mahina's paper. It was observed that while constructive criticism was good, there was a definite need to contribute in a practical way to the community. Dr Mahina's claim that critical thinking was absent in the present curriculum offered in Tongan schools was not true. To advocate that critical thinking be pursued for its own sake was unrealistic under present circumstances, since this suggested operating in a social vacuum. In reality, critical thinking was embedded in a social context, which had to be acknowledged. There was also a call for Dr Mahina to clarify what he meant by critical thinking. There was a need to focus on 'meaning' which evolved from critical thinking - there is meaning in life, and God's truth created that meaning. 'Atenisi was merely playing with words when they claimed that critical thinking was everything.

61. On the other hand there was a call for USP and the Tongan government to recognise the contributions that 'Atenisi had made to the development of Tongan society. 'Atenisi had remained immune from some of the so called changes and had proven itself in its search for objective knowledge by producing a cadre of graduates at all levels who were recognised world-wide. As for USP, its search for knowledge was being constrained by extrinsic goals that characterised its course offerings. The search for objective knowledge should be promoted by USP also.

62. Other suggestions were that USP should design a syllabus that redefined education and gave more emphasis to Philosophy and the Arts, rather than Economics and Sciences as was presently the case. This had resulted, according to supporters of 'Atenisi, in social and economic imperatives being considered paramount in the formulation of USP's corporate plan. USP should see education as a 'way of life' and not as a 'tool' to be manipulated.

63. Others stated that there might be some truth about the presenter's claim that USP was set up as a form of neocolonialism, although it was difficult for USP to extricate itself from such an environment. The contributions of USP's ISAS to the training of Tongans at the middle and senior management level was also gratefully acknowledged.

PANEL DISCUSSION

64. While there was general agreement that critical thinking was an important component of education it was argued that it should not be taken as the main point of reference to measure education. In most of the church schools in Tonga, the search for truth and Christian values that cultivated morals and appropriate work attitudes were considered much more important.

65. In defence of Dr Mahina's paper, one participant felt that it had clearly presented the principal problem of education viz the conflict between a 'classical' type of education and an 'utilitarian' one. USP had its own special problems, for instance its political origin, the utilitarian orientation in curriculum, and its slavish commitment to the wills of its member countries which all affected the 'educational' character of the institution. He went on to argue that Dr Mahina was not rejecting other fields of education but was merely emphasising that critical thinking was the starting point. As for USP, it was protected by a curriculum-driven education. There was a need for 'profession' and 'field' to be distinguished. Profession as promoted in the University gave limited scope for critical thinking and encouraged rote thinking, whereas 'field/discipline' provided more scope. There was a need for a balanced curriculum in USP courses. He also observed that USP had represented in our part of the world, the modernist tendency to withdraw into ourselves in matters educational, eg literature studies at USP with its emphasis on Pacific authors rather than on the classics.

66. There were several calls for USP's assistance in a number of areas. These included the design of a syllabus to address the needs of the large majority of school drop-outs, the support for vocational/technical training in non-government schools, more in-country training courses to be offered by USP, courses that can be taught in Tongan, eg Tongan dance and music, and USP's assistance in accreditation of courses run by local post-secondary

institutions. It was recommended that USP explore the possibilities of utilising existing post-secondary resources and facilities in Tonga to make some kind of training/teaching arrangements as this would in turn support and strengthen the development of post-secondary education in Tonga. It was also proposed that more Certificate/Diploma courses be promoted in-country and depending on the country's needs, new areas of study could be explored.

67. In concluding this session, the Chairperson acknowledged the contribution USP had made to Tonga over the years and called for USP to focus on its areas of strengths and to promote these areas with a goal for 'excellence'. He also expressed the hope that USP would become a truly regional university. One way in which the University could fulfil this role was for the Centres to be upgraded and accommodation facilities to be included as part of the Centres.

68. The following were identified as priority areas as perceived by the post-secondary institutions paper:

- (i) Establishment of courses in classical tradition of critical thinking.**
- (ii) Need for USP to collaborate with national institutions.**
- (iii) Develop programmes to address the needs of school leavers.**
- (iv) Accreditation.**

Wednesday 21 May 1997

SESSION FIVE

DONOR PRESENTATIONS

68. The donors' perspective was presented by the Australian High Commissioner, H.E. Mr Andrew Mullin. His Excellency said that Australia had enjoyed a long association with USP that could be traced back to the institution's formative years. As a major donor, Australia had been more than pleased with the progress USP had achieved in the intervening years. USP had grown to become not only the pre-eminent tertiary education institution in the region, but a provider of university education meeting world standards. Within the region, USP graduates were now assuming top positions in all sectors of the community. The full text of the High Commissioner's paper is reproduced as Appendix 5.

69. The role of USP as a link between the region and the wider world economy was also highlighted. Mr Mullin said that changes currently being experienced at the global level made it vital for national education systems to provide the right kind of graduate that would allow national development to take place. His Excellency cited the case of South East Asia where governments were making tremendous investments in their national education systems. Rapid economic growth was seen as directly linked to earlier investments in human resource development through schools and universities.

70. On Australia's aid programme to the region, the High Commissioner said that about A\$231 million, or 15% of the total was spent directly on education and training. By supporting improvements in education, Mr Mullin said that Australia would be helping developing countries overcome one of the major obstacles to poverty reduction and economic growth. In the case of the Pacific where countries had few natural resources, except their people, human resource development was a high priority for all governments.

71. The need for basic education, Mr Mullin said, was paramount. He said that while the development of secondary education could not be totally ignored, there had been a discernible shift in donor attitudes away from supporting higher education projects. Since the UN "Education for All" conference in 1990, donor agencies had been more inclined to support projects in areas such as primary education and overcoming illiteracy. In the case of the Pacific, however, Australia recognised the diversity of educational needs that existed and its response would be framed to address this unique feature of the region.

72. For Tonga, about one third of Australia's total bilateral programme was spent on education and training. This programme supported initiatives in curriculum development for schools, assistance for the Community Development Training Centre, in-country training and scholarships for study in Australia and regional institutions. At the regional level, the High Commissioner said that Australia was supporting initiatives in basic education, life skills project, funding for the South Pacific Board for Educational Assessment and USP.

73. Given the rapid change in the regional and global educational environment, Mr Mullin said, it was timely for USP to reassess the continued relevance of its courses and programmes in addressing the needs of its member countries. It was also important to note the changes that were taking place especially in the composition of the student body, development in the fields of technology and information, and external as opposed to on-campus studies. While on-campus studies will continue to be the core function of universities, tertiary institutions would need to be much more flexible in their response to the demands of students, employers and national Governments.

74. Mr Mullin then provided information on Australia's programme of assistance to USP. This was mainly in the form of core budgetary support and capital works. Over the next three years, he said, Australia will provide over \$12 million to the University including the development of a new lecture theatre complex on the Laucala campus. Overall, Australia was the largest aid contributor to USP.

75. On what Australia's expects from USP, His Excellency identified the following:

- (i) USP to not only remain useful and relevant to the needs of the region, but to also take the lead on issues that were likely to impact significantly on the development of its member countries.
- (ii) Be an instigator of change.
- (iii) Operate as a University that can train the region's young people for the world of work. To achieve this aim, USP would need to maintain constant watch over the relevance of its research programmes, degree courses, teaching methods, and delivery systems.

76. The High Commissioner then went on to say that it was essential that member countries were committed to USP. Duplication of efforts was wasteful and expensive. It was therefore the collective responsibility of both donors and member governments to ensure that they did not undermine its others activities, or develop conflicting policies and practices, in national and regional higher education. The issue of scholarships being tenable in donor countries as opposed to USP was raised. Mr Mullin reminded the seminar that the overall outlook for aid giving globally and to the Pacific in particular was not bright. In such an environment, he said that donors could not continue to justify using scarce scholarship funds to send Pacific island students to expensive environments such as Australia, when an equivalent and less costly institution existed on their doorstep.

77. In conclusion, Mr Mullin said that donors and member countries alike had to give the University their full support in charting a course for the further development of tertiary education in the future, that would be not only responsive to the needs of Pacific communities but be also cost effective.

78. The New Zealand High Commissioner, H.E. Mr Ian Hill, said that his Government viewed human resource development not as a matter of choice but of necessity. New Zealand had assisted the development of USP since its inception. During the 1996/97 financial year, his government had contributed \$2.5 million to USP. Mr Hill then identified the strengths of USP as:

- (a) A world-recognised centre of excellence, especially in distance education.
- (b) Provider of education and training which was tailored-made to the needs of the region.
- (c) Offered tuition in an appropriate cultural context.
- (d) Was a place where future leaders formed long-term association and relationships.
- (e) Ran high quality courses at low costs.
- (f) Had a high completion rate.
- (g) Its graduates occupied top positions in both the public and private sectors.

The High Commissioner also informed the seminar that it was New Zealand policy that the majority of their awards be tenable at regional institutions. Study in New Zealand would only be possible if the courses were not available at regional institutions. There were also brief contributions from representatives of Great Britain, JICA and the Republic of China.

PUBLIC FORUM DISCUSSION

79. Concern was expressed over the large number of Tongan students studying under New Zealand and Australian awards who did not return at the end of their studies. In an effort to promote equal development between the outer islands and Nukualofa, it was suggested that a number

of awards be earmarked for top students from the outer islands. It was also noted that there was a lack of emphasis being placed on arts and culture in granting scholarship awards. In response, the Australian representative clarified that the decision regarding the priority areas for the award of scholarships was the prerogative of Tonga Government. For example, if arts and culture were identified as priority areas by Government, Australia would be happy to support awards in these areas.

80. On the issue of making available a certain number of awards for outer islands students, it was confirmed that this was a matter for Government to decide on. It was also clarified that the selection of students for scholarship awards was based on established procedures and two of the key considerations were academic merit and the development needs of the recipient country. The New Zealand High Commissioner said that his country's policy was similar to that of Australia regarding scholarship awards - they would prefer to support awards tenable at regional institutions except in areas where these institutions did not offer course/programme.

81. Most of the ensuing discussion focussed on issues that were discussed in previous sessions. In addition, several comments were concerned with matters of clarification regarding procedure for seeking assistance from donors, the process involved in the selection of projects/programmes put forward to donors for aid support.

SESSION SIX

PARENTS AND STUDENTS PAPER: Dr Kalapoli Paongo

82. The parents and students paper was presented by Dr Paongo. He said that Tonga valued education very highly because of its central role in national development and for enhancing the quality of life generally. Dr Paongo noted that Government was committed to maintaining high quality of education in the Kingdom, and NGOs also had a role to play in the development of the “full person” in all aspects of life. The full text of the parents and students paper is given in Appendix 6.

83. Dr Paongo then provided a very brief overview of educational development in Tonga from kindergarten to post-secondary and non-formal education before summarising the following trends in the development of education in the Kingdom:

- (a) Government continued to push for quality education, thus making examinations the most important criteria for judging success in education. However, this ignored the fact that not all students were academically capable.
- (b) Attempts at making education relevant to many of the students continued with NGOs spearheading this initiative. It was an expensive exercise and areas such as music, expressive arts, and sports were being explored as worthwhile additions to vocational education curriculum.
- (c) Distance education was to become even more important in the future.
- (d) Tongan culture, its physical manifestation and intrinsic values were to be renewed.

84. The paper then highlighted constraints to the development of education in Tonga. These included:

- (a) A current focus on academic excellence which had been largely responsible for creating a sense of ‘failure’ among

many students. This focus would need to change to take into consideration the need of the less academically-inclined students.

- (b) The examination-oriented education system had contributed to creating among many Tongans a counter-productive attitude towards education and life in general. The attitude towards white-colla-jobs as the only worthy professions needed to change among parents and students alike.
- (c) The leadership and management style currently used by the Ministry of Education was seen as somewhat irresponsible to the needs of the NGOs.
- (d) The current practice whereby the bulk of Government's resources earmarked for education purposes was given to government schools and less than 10% for all other schools needed to be reviewed.
- (e) Opportunities for staff training to satisfy manpower needs were very limited outside of Government service.

On the needs of parents and students, Dr Paongo identified these as:

- * Developing an adult education programme directed towards changing current attitudes and beliefs in parents of what education could do for the nation and individuals. Many parents regarded education as the only answer to their many needs (eg. status, influence, and high standard of living).
- * Technical education.
- * Character formation, values, virtues and quality of life education to be stressed in school curricula.
- * Courses on social and cultural graces to be developed.
- * Music programmes and expressive arts to be developed to degree level.

- * Balanced development between government and NGOs to be promoted through financial assistance, training opportunities, and award of scholarships.

PUBLIC FORUM DISCUSSION

85. A view was expressed that USP should incorporate as part of its course offerings traditional and environmental methods used in the past by peoples of the Pacific. For example, traditional ways of predicting impending cyclones, best time for cropping etc. There was also a very strong feeling that USP needed to uplift its profile in the member countries by aggressive publicity and public relation activities as well as creating credibility among parents in the community. On the issue of teacher upgrading, a suggestion was made for USP and the Tonga Government to devise an internal assessment programme to evaluate teachers' performance. Caution must be exercised, however, as inappropriate assessment and yardsticks could be major obstructions to students' academic progress.

PANEL DISCUSSION

86. Concern was expressed over the need for programmes directed towards meeting the needs of school leavers. There was a general view that the current emphasis of education was heavily in favour of academic oriented studies. It was pointed out that there should be a balance between academic and vocationally based subjects in schools. Spiritual studies and the study of religions were also supported as important for the development of the 'full person'.

87. After further discussion, the following were identified for USP attention:

- (a) Developing courses and training programmes directed towards pre-school education. There was also a demonstrated shortage of qualified teachers at this level.

- (b) Offering short-term refresher/advanced courses for primary school teachers. Training attachments to schools in the region was proposed as one option.
- (c) Skills training and appropriate work ethics to be incorporated into teachers' training courses.
- (d) Developing courses that would address the needs of the 80% of students who do not progress further in their school studies.

In addition the following areas were stressed as requiring urgent attention as perceived by parents and students:

- (a) **Developing an adult education programme directed towards changing current attitudes and beliefs in parents of what education could do for the nation and individuals. Many parents regarded education as the only answer to their many needs (eg. status, influence, and high standard of living).**
- (b) **Technical education.**
- (c) **Character formation, values, virtues and quality of life education to be stressed in school curricula.**
- (d) **Courses on social and cultural graces to be developed.**
- (e) **Music programmes and expressive arts to be developed to degree level.**
- (f) **Balanced development between government and NGOs to be promoted through financial assistance, training opportunities, and award of scholarships.**

CONCLUDING SESSION

88. The following is a summary of the collective priorities identified by each of the invited papers, in addition to the views and comments made during the public forum and panel discussion:

- (1) Provision of and universal access to quality basic education from Class 1 to Form 6.**
- (2) Ministry to be completely restructured to meet the needs of the 21st century and the Education Act, with its supportive regulations and policies reflecting the changes.**
- (3) The minimum leaving age be raised to 17 or Form 6 level.**
- (4) A well coordinated physical education programme be established and incorporated into the formal school curricula.**
- (5) Cultural imperatives developed and put in place.**
- (6) Technical and vocational education and training further expanded and developed.**
- (7) More educational programmes to be offered through distance education.**
- (8) A national qualifications Board be established and national qualifications are regionally and internationally recognised.**
- (9) Formal pre-school programmes for early childhood education be developed.**
- (10) Information technology formally integrated into the school curricula.**
- (11) A national university established for Tonga.**

- (12) Curriculum development.**
- (13) Courses on change management, good governance, sustainable development, and responsible financial management be developed.**
- (14) Examinations.**
- (15) Positive management skills and work attitudes be developed as part of academic programmes.**
- (16) Programmes to address the needs of school leavers be developed.**
- (17) Development of managerial and entrepreneurial skills.**
- (18) Improved marketing and transportation.**
- (19) Better communication and customer service.**
- (20) Fill the need for qualified marine engineers, ship captains, boat builders etc.**
- (21) Training in hotel management, accounting, catering services, chef training etc.**
- (22) Journalism training.**
- (23) Accreditation of courses between USP and national institutions be explored and implemented.**
- (24) Expanded professional services - accountants, quantity surveyors, doctors, and pharmacists.**
- (25) Development of sports opportunities.**
- (26) Entertainment.**
- (27) Encouragement of better work ethics.**

- (28) Control the impact of development accessories on society and the environment.**
- (29) Shortage of qualified teachers and trainers.**
- (30) Parenting skills.**
- (31) Trades skills and training.**
- (32) Leadership training.**
- (33) Administrative and management skills.**
- (34) Computing - basic skills and application.**
- (35) Community development - short in-country training courses.**
- (36) Research - community development.**
- (37) Special needs education.**
- (38) Arts and craft.**
- (39) Networking among national institutions.**
- (40) Establishment of courses in classical tradition of critical thinking.**
- (41) Need for USP to collaborate with national institutions.**
- (42) Developing an adult education programme directed towards changing current attitudes and beliefs in parents of what education could do for the nation and individuals. Many parents regarded education as the only answer to their many needs (eg. status, influence, and high standard of living).**

- (43) Character formation, values, virtues and quality of life education to be stressed in school curricula.**
- (44) Courses on social and cultural graces to be developed.**
- (45) Music programmes and expressive arts to be developed to degree level.**
- (46) Balanced development between government and NGOs to be promoted through financial assistance, training opportunities, and award of scholarships.**

In addition the following areas were recommended for USP attention:

- (a) Medical training.
- (b) Distance education.
- (c) Accreditation of courses offered by national institutions.
- (d) Allocation of bilateral assistance between regional and rim institutions.
- (e) Study of Pacific languages be increased.
- (f) Arts and cultural studies be developed further.
- (g) More community oriented programmes to be offered through the USP Centre.

OFFICIAL CLOSING

89. Mr Colin Lutui, Acting Deputy Director of Education (Professional Services), welcomed all participants to the closing ceremony. He said that he look forward to receiving the report of the seminar and expressed the hope that the recommendations would not only be useful to USP but would assist in the development of education in the Kingdom for the future. The Reverend Solo Tafokitau Liku then offered the opening prayer.

90. The USP Vice-Chancellor, Mr Esekia Solofa presented the closing address. Mr Solofa recalled two events that took place in 1992 that had contributed to fermenting the idea of a corporate plan for USP. The first was the University's 25th Anniversary celebrations. After twenty five

years of serving the region, it was opportune that the University reassured itself that its courses and programmes were still responding effectively to the needs of its member states. Second was the trend at the time for universities world wide to embrace corporate planning. In 1995, the Ministers of Education of member countries approved the idea of national strategic planning seminars to ascertain the views and requirements of all relevant sectors in member states.

91. The Vice-Chancellor then acknowledged the support and assistance of Australia, New Zealand and the Commonwealth Fund for Technical Cooperation in facilitating the successful implementation of the seminars. Mr Solofa also touched very briefly on the main objectives of the seminar and said that it was clear from the discussion and interest over the last three days that these had been achieved. On the role of parents in education, the Vice-Chancellor said that parents had a central role to play, given that they were the first teachers for their own children. Moral education, likewise, should also begin at home, he said.

92. Mr Solofa advised the seminar of the University's plan regarding appointments of staff to the Centres. He said that the proposed change would contribute to enhancing the University's ability to respond quickly and effectively to the needs of its students and the local community. The Vice-Chancellor concluded his address by acknowledging the support and hospitality of the Tongan Government in hosting the seminar. He also thanked the Hon. Minister of Finance for agreeing to open the seminar and the Planning Committee for their hard work in the smooth organisation and management of the seminar. Finally, he also thanked the chairpersons and panel members of the various sessions for their valuable contributions as well as all participants.

93. The closing prayer was given by Reverend Po'uli Vaki.

Nukualofa
Tonga
21 May 1997

THE UNIVERSITY OF THE SOUTH PACIFIC TONGA
STRATEGIC PLANNING SEMINAR
MONDAY, 19 MAY 1997 - WEDNESDAY, 21 MAY 1997

QUEEN SALOTE MEMORIAL HALL

PROGRAMME

MONDAY: 19 MAY 1997

8.30am.	Official Opening	
8.15am	Invited Guests Seated	
8.30am	Arrival of Guest of Honour:	Hon. Tutoatasi Fakafanua Minister of Finance
	Welcome Speech	Mr Mana Latu Deputy Director of Education (Post Secondary)
	Opening Prayer	Rev. Lopeti Taufu President, Free Wesleyan Church
	Opening Address	Hon. Tutoatasi Fakafanua Minister of Finance
	Vote Of Thanks	Mr Paula Sunia Bloomfield Director of Education
	Closing Prayer	Fr Paini Mafi Vicar General, Catholic Church
<u>Morning Session:</u>	<u>Speaker:</u>	<u>Mr Paula S. Bloomfield</u> <u>Director of Education</u>
	<u>Chairperson:</u>	<u>Fr 'Aisake Vaisima</u> <u>Principal, 'Apifo'ou</u> <u>College</u>

9.30am Public Sector Presentation

10.00am Public Forum Discussion

11.00am Panel Discussion
Panellists:
Mrs Tai'atu Cocker, Acting Principal Economist, Central Planning Department
Mrs 'Etina Kilisimasi
Acting Chief Establishment Officer, Prime Minister's Office
Mr Falekava Kupu, Deputy Secretary, Ministry of Labour Commerce and Industries
Mr 'Aisake Eke, Secretary for Finance, Ministry of Finance
Mr Mana Latu, Deputy Director of Education, Ministry of Education

Afternoon Session:

Speaker:

Mr Afu'alo Matoto, Vice President, Chamber of Commerce.

Chairperson:

Hon. Dr Massaso Paunga Minister of Labour Commerce and Industries

2.00pm Private Sector Presentation

2.30pm Public Forum Discussion

3.45pm Panel Discussion
Panellists:
Mr Tevita Holo, Acting Deputy Director, Ministry of Agriculture & Forestry
Mr Robert Tofa, Private Sector (Shipping)
Mr 'Esa'u Namoa, Private Sector (Motor Trade)
Mr 'Amanaki Paea, Manager, Tonga Cooperative Federation

TUESDAY: 20 MAY 1997

**Morning Session: Speaker: Mrs Fatai Hala'api'api
Secretary, TANGO**

**Chairperson: 'Akau'ola
Director of Fisheries,
Ministry of Fisheries**

8.30am NGOs Paper Presentation

9.00am Public Forum Discussion

10.30am Panel Discussion
Panellists:
Mr Viliami Fukofuka, MP
Miss Leila Schorff, Tonga National Youth Congress
Mrs 'Olivina Tuiono
Women's Legal Rights, Catholic Church's Committee on Justice and Développement
Mr 'Aminiasi Vuki,
Administrator, OTA
Mr Laitia Fifita
Retired Secretary,
Tonga National Council of Churches

**Afternoon Session: Speaker: Dr 'Okusi Mahina
Director-Elect
'Atenisi Institute**

**Chairperson: Mr Paula S. Bloomfield
Director of Education
Ministry of Education**

2.00pm Post-Secondary Institutions
Paper Presentation

2.30pm Public Forum

3.45pm

Panel Discussion

Panellists:

Br. Christopher

Director of Education

Catholic Education

Miss Mele'ana Puloka

Head, Secondary & Post Secondary

Division, Wesleyan Education

Mr Melino Kupu

Chief Education Officer

Ministry of Education

Mr Va'inga Tonga

Deputy Principal

CDTC

Professor Futa Helu

Director

'Atenisi Institute

WEDNESDAY**21 MAY 1997****Morning Session:****Speakers:****H.E. Mr Andrew Mullin**
Australian High
Commissioner**Dr Kalapoli Paongo**
President
Free Wesleyan Education**Chairperson:****Dr Ngongo Kioa**
Deputy Secretary
Ministry of Finance

8.30am

Donors Presentation

[including statements from:

New Zealand (H.E. Mr Ian Hill)

European Union (Mr Jonathan Rodwell)

Great Britain (H.E. Mr Andrew Morris)

Republic of China (H.E. Mr Chi -

Kwang Tu)

JICA, Japan (Mr Hiroji Yamaguchi)]

9.00am

Public Forum Discussion

9.30am

Parents/Students Paper
Presentation

10.00am

Public Forum Discussion

11.00am

Panel Discussion

Panellists:

Mr 'Akilisi Pohiva, MP

Mr Finau Tutone

President,

Friendly Island Teachers Association

Ms Gladys Fonua

Teacher, Tokaikolo Fellowship

Mrs Alisi Tonga

Ex-USP Extension Graduate

Mr 'Alifeleti 'Atiola

Principal

Tupou High School

Afternoon Session:

2.00pm - 5.00pm

Panel Discussion

Panellists:

Chairpersons of Sessions

Summarising the Consensus

Views of Each Session

Chairperson:

Hon. Dr Massaso Paunga

Minister of Labour

Commerce and Industries

Official Closing:

Welcome Speech: Mr Colin Lutui,
Acting Deputy Director
Ministry of Education

Opening Prayer: Rev. Solo Tafokitau Liku
Church of Tonga

Closing Address: Mr Esekia Solofa
Vice Chancellor
University of the South
Pacific

Vote of Thanks: Mr Paula S. Bloomfield
Director of Education

Closing Prayer: Rev. Po'uli Vaki
Tokaikolo Fellowship

THE UNIVERSITY OF THE SOUTH PACIFIC TONGA
STRATEGIC PLANNING SEMINAR IN EDUCATION

LIST OF PARTICIPANTS*

<u>NAME</u>	<u>TITLE/ORGANISATION</u>
1. 'Aisake Eke	Secretary for Finance, Ministry of Finance
2. 'Aisea Latu	Tonga Teacher's Training College
3. 'Akanesi Vikilani	Tonga Teacher's Training College
4. 'Akau'ola	Director of Fisheries, Ministry of Fisheries
5. 'Akilisi Pohiva	People's Representative, Tonga Legislative Assembly
6. 'Alamoti Tautakitaki	Ministry of Education
7. 'Alatini Pomana	Tonga Teacher's Training College
8. 'Aleki Lutui	Tupou College
9. 'Alifeleti 'Atiola	Principal, Tupou High School
10. 'Alisi Filoi	Tonga Teacher's Training College
11. 'Alisi Pone Fotu	Ministry of Education
12. 'Alisi Tonga	Parent & Ex-USP Graduate
13. 'Alo Maileseni	Tupou College
14. 'Amanaki Fifita	Tupou College
15. 'Amanaki Paea	Managing Director, Tonga Cooperative Federation
16. 'Amelia Hoponoa	Statistician, Statistics Department
17. 'Aminiasi Vuki	Administrator, OTA Centre
18. 'Aneti Fonua	Ministry of Education
19. 'Elenoa Taukolo	Tonga Teacher's Training College
20. 'Esafe Hema Latu	Tupou College
21. 'Esau Namoa	Manager/Owner, 'Ala-ki-Hihifo Motors
22. 'Etina Kilisimasi	Acting Chief Establishment Officer, Prime Minister's Office
23. 'Evalina Pau'u	Tonga Teacher's Training College
24. 'Ioane Falekaono	Tonga Teacher's Training College
25. 'Ioane Fisi'ihoi	Tonga Teacher's Training College
26. 'Isikeli Tafea	Tonga Teacher's Training College
27. 'Ofa Halaliku	Tonga Teacher's Training College
28. 'Olivina Tuiono	Catholic Church
29. 'Opeti T. Moala	Tupou College

ATTACHMENT B

- | | |
|----------------------------|---|
| 30. Afu'alo Matoto | Vice President, Chamber of Commerce |
| 31. Alafua Fisi'ihoi | Tonga Teacher's Training College |
| 32. Br Christopher | Director, Catholic Education |
| 33. Colin Lutui | Deputy Director of Education |
| 34. Dimple Chimanlal | Ministry of Education |
| 35. Donna Lutui | Tonga Teacher's Training College |
| 36. Dorina Kioa | National Reserve Bank of Tonga |
| 37. Dr 'Ana Taufe'ulungaki | Deputy Director of Education, Ministry of Education |
| 38. Dr 'Asinate Samate | Officer-in-Charge, Curriculum Development & In-Service Training, FWC Education Office |
| 39. Dr 'Okusitino Mahina | Director-Elect, 'Atenisi Institute/Lecturer, Auckland University |
| 40. Dr Kalapoli Paongo | President, Free Wesleyan Education System |
| 41. Dr Lia Latu | Ministry of Education |
| 42. Dr Mohenoa Puloka | Free Wesleyan Church |
| 43. Dr Ngongo Kioa | Deputy Secretary, Ministry of Finance |
| 44. Eddy Morgan | Tonga Teacher's Training College |
| 45. Elaona Tongilava | Sia'atoutai Theological College |
| 46. Esekia Solofa | Vice Chancellor, USP |
| 47. Fairwind Latu | Tonga Teacher's Training College |
| 48. Falaviena Tangifua | Tonga Teacher's Training College |
| 49. Falekava Kupu | Deputy Secretary, Ministry of Labour, Commerce and Industries |
| 50. Fangaafua Taione | Tonga Teacher's Training College |
| 51. Fatai Hala'api'api | Secretary, Tonga Association of NGOs |
| 52. Fehi Taumoepeau | Tonga Teacher's Training College |
| 53. Fetuli Vaipulu | Tonga Teacher's Training College |
| 54. Fifita Potesio | Tupou College |
| 55. Filini Sikuea | 'Atenisi Institute |
| 56. Finau Lamipeti | Tupou College |
| 57. Finau Tutone | Ministry of Education |
| 58. Fololeni 'Ahofono | Tonga Teacher's Training College |
| 59. Fr 'Aisake Vaisima | Principal 'Apifo'ou College |
| 60. Fr Paini Mafi | Vicar-General, Catholic Church |

- | | |
|-----------------------------|---|
| 61. Frederick Vao | Tonga Teacher's Training College |
| 62. Gladys Fonua | Teacher, Lavengamalie College |
| 63. H.E. Mr Andrew Morris | British High Commissioner |
| 64. H.E. Mr Andrew Mullin | Australian High Commissioner |
| 65. H.E. Mr Chi-Kwang Tu | Ambassador, Republic of China |
| 66. H.E. Mr Ian Hill | New Zealand High Commissioner |
| 67. Heleine Fisi'ikava | Tonga Teacher's Training College |
| 68. Helena Taufateau | Ministry of Education |
| 69. Henry North | Tonga Teacher's Training College |
| 70. Heti Veikune | Teacher, Form 7 |
| 71. Hevaha Fiva | Tonga Teacher's Training College |
| 72. Hingano Hala'ufia | Tonga Teacher's Training College |
| 73. Hon. Massaso Paunga | Minister of Labour, Commerce and Industries |
| 74. Ili-Feleti Fifita Samiu | Tonga Teacher's Training College |
| 75. Kamilo Taina | Tonga Teacher's Training College |
| 76. Kamipeli Tofa | General Manager, Ramsey Shipping Line |
| 77. Kapiolani Nuku | Tonga Teacher's Training College |
| 78. Kauvaka Tevita Moala | Tonga Teacher's Training College |
| 79. Kazumi Fukushima | Tonga Teacher's Training College |
| 80. Kelekolio Fe'ao | Tonga Teacher's Training College |
| 81. Kesomi Tu'akitau | Tupou College |
| 82. Ketoni Hakeai | Tonga Teacher's Training College |
| 83. Kilisimasi Ma'asi | Form 7 |
| 84. Kipi Fifita | 'Atenisi Institute |
| 85. Kiume Kioa | Tonga Teacher's Training College |
| 86. L. Edina | Tonga Teacher's Training College |
| 87. Laitia Fifita | Retired Secretary, Tonga Council of Churches |
| 88. Laucala Pohiva | Form 7 |
| 89. Lavinia Matoto | Ministry of Education |
| 90. Leonaitasi Hoponoa | Doctoral Research Student, 'Atenisi Institute |
| 91. Lesieli Kauvaka | Tonga Teacher's Training College |
| 92. Lily Loni | Tonga Teacher's Training College |
| 93. Lisia Taufa | Tonga Teacher's Training College |
| 94. Loani Tahitu'a | Tonga Teacher's Training College |
| 95. Lofeni Tupou | Tonga Teacher's Training College |
| 96. Loleta Kafoa | Tonga Teacher's Training College |
| 97. Lopeti Ma'u | Tonga Teacher's Training College |

98. Lopeti Palu	Form 7
99. Lopini 'Akau'ola	Tonga Teacher's Training College
100. Losaline Tamo'ua	Tonga Teacher's Training College
101. Losaline Vaiioleti	Tonga Teacher's Training College
102. Lose Foliaki	Tonga Teacher's Training College
103. Lose Taufu	Tonga Teacher's Training College
104. Lotolua Kaho	Ministry of Education
105. Lucy Mafi	Ministry of Education
106. Lupeolo Pua	Tonga Teacher's Training College
107. Lupeti Finau	Tupou College
108. Lutimila Kaho	Tonga Teacher's Training College
109. Ma'ata Langi	Tonga Teacher's Training College
110. Maama Toamotu	Tonga Teacher's Training College
111. Maikolo Taufu	Tonga Teacher's Training College
112. Makisi Tone	Tonga Teacher's Training College
113. Makisi Tongamana	Tupou College
114. <i>Malia L. Havea</i>	Tonga Teacher's Training College
115. Maliepo Paunga	Tonga Teacher's Training College
116. Maloni Laimani	Tonga Teacher's Training College
117. Malu Kolo	Private Sector
118. Mana Latu	Deputy Director of Education, Ministry of Education
119. Mele Felemi	Tonga Teacher's Training College
120. Mele Ongosia	Tonga Teacher's Training College
121. Mele T. Sili	Tonga Teacher's Training College
122. Mele'ana Puloka	Head, Post Secondary Division FWC Education
123. Melino Kupu	Tonga Maritime Polytechnic Institute
124. Mikaele Fakasi'i'eiki	Tonga Teacher's Training College
125. Misiume Manu	Tupou College
126. Mo'unga Maka	Tonga Teacher's Training College
127. Mosese Tekiteki	Ministry of Education
128. Mr Hiroji Yamaguchi	Representative, JICA
129. Mr Jonathan Rodwell	Delegate, European Union
130. Nalesoni Leka	Tonga Teacher's Training College
131. Ngalo'afe Vehikite	Tonga Teacher's Training College
132. Nouni Lemoto	Tonga Teacher's Training College
133. Patea Havili	Tonga Teacher's Training College
134. Paula Fonua	Teacher, Tailulu College
135. Paula Sunia Bloomfield	Director of Education, Ministry of

	Education
136. Penisimani Folaumahina Vaka	Tonga Teacher's Training College
137. Piu Tu'akalau	Tupou College
138. Pone Folaumoetu'i	Ministry of Education
139. Professor Futa Helu	Director, 'Atenisi Institute
140. Pulotu Samiu	Tonga Teacher's Training College
141. Rev. Siketi Tonga	Anglican Mission
142. Saane 'Akau'ola	Tonga Teacher's Training College
143. Saane Mafi	Tonga Teacher's Training College
144. Saia Tupola	Tonga Teacher's Training College
145. Saletili Va'inga	Tupou College
146. Salote 'Utu'one	Tonga Teacher's Training College
147. Salote Fukofuka	Director, USP Centre Tonga
148. Salote Lavemai	Form 7
149. Samisoni Koloa	Tonga Teacher's Training College
150. Sangata 'Ana Mailangi	Tonga Teacher's Training College
151. Sanitesi Fe'iloaki	Tupou College
152. Seini Tonga	Tonga Teacher's Training College
153. Semisi Hopoi	Tonga Teacher's Training College
154. Semisi Pasikala	Tonga Teacher's Training College
155. Seneti So'otanga	Tonga Teacher's Training College
156. Setuila Nelata	Tonga Teacher's Training College
157. Si'atukimoana Vaea	Lecturer, Teacher's Training College
158. Siale Lolohea	Tonga Teacher's Training College
159. Siale Puloka	Principal Training Officer, PM's Office
160. Silia Afeaki	Form 7
161. Silivenusi Palu	MOW
162. Simaima Latavao	Tonga Teacher's Training College
163. Sione Ian Havea	Tupou College
164. Sione Latu'ila	Tonga Teacher's Training College
165. Sione Samate	Tonga Teacher's Training College
166. Sione Taukei'aho	Tonga Teacher's Training College
167. Siosaia O. Makahununiu	Form 7
168. Siosi'ana Tapueluelu	Ministry of Education
169. Siosifa Tu'itupou Maka	Tupou College
170. Siosua Veikoso	Tonga Teacher's Training College
171. Sitanilei Afu	Tonga Teacher's Training College
172. Sitiveni Palu	Tonga Teacher's Training College
173. Siu Cocker	Ministry of Education

174. Siueli Namoa	Form 7
175. Soane Lavakei'aho	Tonga Teacher's Training College
176. Soane Vainikolo	Tonga Teacher's Training College
177. Sonasi Huahulu	Tonga Teacher's Training College
178. Suli Taufu	Tonga Teacher's Training College
179. Tai'atu Cocker	Acting Principal Economist, Central Planning Department
180. Takitau Finau	Tonga Teacher's Training College
181. Takui Ma'afu	Ministry of Education
182. Talanoa Manu	Tonga Teacher's Training College
183. Taniela T. Moala	Tonga Teacher's Training College
184. Teu Potesio	Tupou College
185. Tevita Falefo'ou	Tonga Teacher's Training College
186. Tevita Hau	Tonga Teacher's Training College
187. Tevita Holo	Acting Deputy Director, Ministry of Agriculture and Forestry
188. Tevita Lalahi	Tonga Teacher's Training College
189. Tevita Tulikiha'amea	'Atenisi Institute
190. Uate Saafi	Tonga Teacher's Training College
191. Uili Fukofuka	People's Representative, Tonga Legislative Assembly
192. Ula Faka'utoki	Tupou College
193. Va'inga Tonga	Deputy Principal, Community Development and Training Centre
194. Vaisioa Sikulu	Tonga Teacher's Training College
195. Vakasiuola Hokafonu	Parent
196. Vili Uhi	Tupou College
197. Vili Vete	Tonga Teacher's Training College
198. Viliami Fifita	'Atenisi Institute
199. Viliami H. Soni	Tonga Teacher's Training College
200. Viliami Lui	Tupou College
201. Viliami S. Mahe	Tonga Teacher's Training College
202. Viliami Tu'iono	Tupou College
203. Viliami Wagner Uele	Tonga Teacher's Training College
204. Visiesio Fa'uhiva	Tonga Teacher's Training College
205. William Wendy Holi	Tupou College

* Above list tries to record as many of those attending seminar during the three days. However it is not complete especially for senior students of some schools that were in attendance.

USP TONGA STRATEGIC PLANNING SEMINAR IN EDUCATION
MONDAY, 19 MAY 1997 - WEDNESDAY, 21 MAY 1997
QUEEN SALOTE MEMORIAL HALL

EDUCATION AND THE CHALLENGE OF THE TWENTY-FIRST
CENTURY

PUBLIC SECTOR PAPER

MINISTRY OF EDUCATION
NUKU'ALOFA
TONGA

19 MAY 1997

1. Introduction

1.1. Throughout the history of mankind, education has been recognised as the basic tool for human development. Benjamin Disraeli (1804-1881), that wise and far-seeing statesman, said more than a hundred years ago:

Upon the education of the people of this country, the fate of this country depends.

That statement is as valid as ever not just for Great Britain but for any nation. Two hundred years previously, the great English poet, John Milton (1608-1674) wrote:

I call therefore a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices both private and public of peace and war.

That aspiration too is as relevant for education systems today as it was three hundred years ago. Tonga's King George Tupou I, the founder of modern Tonga, held similar views of the role of education in the development of his country, when he said at the establishment of the first Government secondary school, Tonga College:

My people perish for lack of knowledge.

Education is seen not merely as an instrument for imparting skills and knowledge necessary for survival but to develop in human beings the values and the belief systems of their societies. The importance of the role that education, therefore, plays in the development of human societies and in improving the condition and the quality of life of people in any society has been accepted by all human societies. Education is accepted as a basic human need. People need it to develop the basic knowledge, attitudes, values and skills which they must have for additive education and the tools that are necessary for each individual to become a fully functional member of his/her society. Education is also the means through which other human basic needs are met. The provision, for instance, of safe drinking water, basic health care services and secure shelters can improve the quality of people's lives only to the extent that their education and understanding would allow them. Education also plays a key role in sustaining and accelerating overall development. Education does

provide the knowledge, skills, values and attitudes that individuals need everywhere to manage complex technical and scientific projects, to further human knowledge in pure and applied areas, which are necessary for further development, to achieve balance between human population and natural resources and to maintain equilibrium in the fast changing world of today. Under such conditions, the demand for education goes well beyond the provision of a few years of formal schooling but is accepted as a life-long process. The participation, therefore, of all human beings in this process, through both the formal and non-formal processes, and through the utilisation of both formal and informal institutions and resources is a crucial and critical issue for all countries.

1.2. For these reasons, education is universally accepted as one of the basic human rights. In 1948 when the United Nations adopted its **Universal Declaration of Human Rights, Article 26 states: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages... Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."** (United Nations. A Composition of International Instruments of the United Nations. (New York: U.N., 1967). In other words everyone is entitled to participate in basic education and at the higher levels, in accordance with his/her needs, inclinations and abilities. By implication everyone is also entitled to choose the means and the timing of participation, which can be through the formal education system at the basic levels or through the non-formal system at the higher levels either directly after formal schooling or much later or a combination of both, or through other alternatives.

1.3. Tonga is no exception. King George Tupou I laid the foundation for the development of modern Tonga based on the provision of basic education for all its people. Equity and access are not modern issues but were the guiding principles established by Tupou I for the development of Tonga's education system. Tonga was one of the first country in the region to adopt compulsory education in 1846 even before the country became officially united under Tupou I in 1852. The first Act of Law of the fledgling Legislative Assembly, established by the Constitution of 1875, was the Education Act, passed in 1876. By the Act of 1882, all existing primary schools became Government schools. The move was made for two main reasons. The first is that education, as the accepted instrument both for Tonga's evolution into the modern world and for individual transformation, was never at any stage considered a privilege for the benefit of a few but the constitutional right of all

Tongans, thereby gaining for all the most desirable of the freedoms, the liberty of choice, the right to choose, whether it be the path to self-fulfilment or the type of reward aspired to in the larger society, an objective unlikely to be achieved were basic education to remain in the hands of vested interest groups. The second is that education was too vital a key to Tonga's development for it to be allowed to remain wholly in the care of groups whose loyalty might be questionable and whose interests might differ markedly from those of Government. Government must have some control over an instrument which is expected to prepare its people for service in that Government. This was of critical importance in Tonga's vulnerable years when King George Tupou I was making every effort to preserve Tonga's sovereignty and independence as he saw his Pacific neighbours being appropriated with or without their consent by metropolitan countries.

1.4. The remainder of this paper will make an attempt to analyse the role of education in Tonga's emergence into the modern world given the challenge of Tonga's on-going quest for a national identity that is uniquely Tongan based on values cherished by all Tongans as worthwhile and precious but which can also confer approbation and equality in the international arena. The paper is composed of four main components. Part I briefly looks at the historical evolution of educational developments in education. Part II summarises Tonga's achievements in Education at the end of the twentieth century. Part III is a speculation on likely future directions in Education given the stated developmental priorities of Government and how the public education sector is expected to meet the challenge of the twenty-first century; and the final section, Part IV will attempt to draw the threads together and identify the likely roles that the University of the South Pacific would continue or be called upon to play in the educational developments of Tonga in the twenty-first century.

2. PART I: A Brief Look at the Main Events in the History of Public Education in Tonga

2.1. The missionaries introduced education to Tonga. Their purpose in doing so was two-fold; to enable the Tongan people to read God's words in their own language and to 'civilise' the so-called benighted inhabitants by teaching them the rudiments of western civilisation. Thus, the first task of the missionaries was to develop an orthography for the Tongan language, which was duly achieved by Rev. Turner in 1827. When the first school was established on 17 March 1828 at Hihifo with 20 students, all adults, the focus

was on teaching literacy in the Tonga language. The first English classes were not introduced until 1833 and they were conducted for Taufa'ahau, his wife and six others. The initial classes learned to read material written by hand for the first printing press was not introduced until 1833. By 1839, the first code of written laws, known as the Vava'u Code, were printed. Taufa'ahau became King George Tupou I in 1845 and in 1846, he had made education compulsory, a decision, which was later confirmed by the Education Act of 1876. By 1855 Tonga had made its Treaty with France, the first country to recognise Tonga's sovereignty. The Emancipation Code of 1862 enabled all Tongans to become sole heirs to the fruits of their labour, which was Tonga's first attempt to establish constitutional government and the first parliament met on June 4 of that year. Meanwhile, educational developments kept pace with the political changes. The first secondary school, Tupou College, was established in 1866, to which girls were admitted in 1869. In 1875, the Constitution was formally adopted and with it the establishment of the parliamentary system and the first legislation enacted by the new Government was the Education Act in 1876.

2.2. The overt function of Tonga's public education system from that time has always been the achievement of the macro goal of providing the country with the skilled and competent manpower it needed for development. Initially, this took the form of providing skilled manpower at the basic level to man the embryo Civil Service. The education system, therefore, concentrated on teaching literacy and numeracy, the basic tools of bureaucracy. The most important role of Government, then, was to administer the country according to the newly adopted western form of Government as established by the Constitution. Fifty years later, Tongan society had grown more complex, which demanded increasingly higher level and specialised skills and knowledge, which Tonga's education system could no longer meet; in the Health Services; vocational and technical education; management and administration; and, senior secondary and higher education. The role of Government was no longer limited to administration. It was also a provider of services to the public. Tonga responded by establishing its scholarships programme in 1927 and the first four scholars were sent to Fiji for medical training. In fact the Education Act of 1927 for the first time established not only educational policies and regulations which are still in force today but a number of essential educational practices:

- a Board of Education was established to monitor educational progress.
- the vernacular was officially designated as the medium of instruction at the primary level whereas education in the middle and secondary schools was conducted in English.

- vocational subjects such as carpentry and agriculture were introduced.
- a common syllabus was provided for all schools.
- national examinations were established: Public Examinations for entry into the Civil Service; Teachers' Examinations for entry into teaching; and Scholarships Examinations for the selection of scholars for studies abroad.

2.3. The Leaving Certificate was introduced in 1934 and in 1937, the Board of Education approved a motion to move Tonga College, which was located where Tonga High School is today, to allow for the development of agriculture and technical subjects and all male candidates for teaching, civil service and scholarships were to spend a year there but it was not until 1943 that Tonga College was actually transferred to where it is today and the Vocational School was established there. However, in 1944 a separate institution was established for training teachers, which became known as the Tonga Teachers' Training College. For the first time, women were admitted into the teaching service. In 1945, the total secondary school population from the six secondary schools in existence: Tonga College, Tupou College, Beulah College, Queen Salote College, Makeke College (now known as Liahona High School), and 'Apifo'ou College numbered 1,287.

2.4. With the appointment of the present King to the portfolio of Education, educational development leapt forward in anticipation of the changes to come. Tonga High School was established in 1947, a secondary school with a difference. It was argued that since Tonga's financial and human resources were unequal to the task of offering quality secondary education to all Tongans, the country could invest its best resources on educating those few whose superior abilities have clearly destined them for leadership. At Tonga High School they would receive special preparation at the end of which they would be sent for further education abroad. They were to be identified through a selection examination administered at the end of their primary school education from all schools in Tonga. Selection was to be strictly on merit and for the first time, girls were admitted to a Government secondary school, which meant that girls were equally eligible for any available scholarships and further training overseas. It took 20 years to achieve this major leap forward in realising the guiding principles of access and equity on which Tongan education was established. In 1953, Tonga High School presented its first candidates for the New Zealand School Certificate. At the same time, the Tonga Higher Leaving and the Lower Leaving Certificates were brought in to

replace the Tonga Public Service and Leaving Examinations, which was again a further step in democratising the opportunities for higher education. In 1961, Class 6 was introduced into primary schools, instead of being the first year of secondary education and in 1962 Schools Broadcasting began, which in many ways succeeded in moving the education process out of the confines of the classrooms into the public domain. In 1965, Tonga began its first Five-Year Development Plan and Tonga's educational development was no longer just a domestic issue but a regional and global matter.

3. PART II: The Public Education Sector at the Close of the Twentieth Century

3.1. Since the inception of public education in Tonga, succeeding governments have initiated educational developments designed to achieve the goals established by Tupou I, that is, of providing basic quality education for all Tongans. In other words, all Tongans as part of their birthright are expected to have equal and ready access to educational opportunities at all levels and not just opportunity to participate but the opportunity to succeed within the system and an equal share of the higher rewards offered by the larger society. The concern for equity and access in terms of educational opportunities is neither merely a domestic concern or even a regional one. It is of sufficient weight to warrant global attention. It is evident from data collected from around the world that at the end of the twentieth century, the goals of basic education for all have continued to elude most countries. Millions of children and adults around the world are not 'taking part' in the process of education even at the most elementary level, whether through the formal or the non-formal system. It is very doubtful whether they either have access to or can utilise in any meaningful way the resources for informal education. In 1980, the World Bank reported that 'three decades later... , in the developing countries, less than 65 per cent of children between the ages of 6 and 11 years are enrolled in school, and, of them, only about 50 per cent reach the fourth grade... The enrolment ratios of the 12-to-17 and 18-to-23 age groups are about 39 per cent and 9 per cent, respectively. The situation varies significantly among regions and countries (1980).' A decade later, the World Conference on Education for All (Jomtien, Thailand, 5-9 March 1990) stated that 'education is now in a serious crisis. Nearly a billion adults - a fifth of humanity - cannot read or write. Almost 100 million children have no chance of schooling. Yet, economic recession and financial crisis have forced governments to cut social expenditure, including spending on education. In many countries this has

reversed the rapid increases in school enrolment and literacy achieved in the 1970s and early 1980s' (World Conference on Education for All: Questions and Answers). Such statements and figures confirm the fact that participation in education even at the most basic level for millions of adults and children around the world is neither available nor free.

3.2. The issue of participation in education at the formal, non-formal and informal levels is directly related to the kind of society any group wishes to live in and the role of education in attaining it. It has to do with the fundamental democratic and humanitarian principles of justice, equity and fairness, and their corollary, the principle of equal opportunities for all. Equal opportunity is taken to mean not equal distribution of wealth or ability or power but the equal provision of favourable circumstances whereby every individual regardless of age, gender, origin, power, ability, wealth, or any other form of privilege or constraint, is enabled to achieve her or his fullest potential in accordance with her/his need and inclination.

3.3. Every society has a system of rewards, which can be in the form of power, wealth, status, prestige, or simply in the form of personal satisfaction at achieving personal goals unrelated to those of society. In most societies, the rewards are arranged in pyramidic form, with the highest rewards at the top, available to a few and the lowest at the bottom, available to the vast majority. In theory every member of a society can aspire to and can achieve the highest rewards, the choice and the success depending entirely on personal effort, merit and need. There are mechanisms within each society which individuals can utilise to ascend the reward pyramid and thereby achieve their personal goals. Education is such a mechanism and is one of the reasons why societies ensure that it is free, compulsory and accessible to all, be it kindergarten, primary, secondary, tertiary, or informal, non-formal education. Through education each individual is carefully nurtured so that s/he can achieve his/her personal aspirations and potential. Most societies strive, therefore, to guarantee that the education system performs its functions impartially and equally promotes the welfare of all children.

3.4. At least that is the theory. If it had worked in practice participation in education would not have become a major preoccupation of countries and international organisations. Even in developed countries, where the provision of basic education is universal, the participation and achievements of socio-economic and cultural groups are uneven and are determined by a host of complex factors, many of which are not clearly

understood. The reality is that despite a hundred years or so of compulsory and free education in Western democratic countries and despite massive investments on various educational programmes and despite also the huge expenditures on schemes to reduce social and economic anomalies; and despite the success of social welfare and economic systems which have raised the standards of living for all, increased life expectancy, reduced health hazards and provided comfortable life styles where the main concerns are no longer the meeting of basic human needs, children of working class and minority groups still leave school at an earlier age than their counterparts in other groups, achieve at a lower level in the basic subjects than their peers, score lower in IQ tests, are under represented in institutions of higher learning in relation to the percentage they represent in the total population, and have ascended in fewer numbers the hierarchical ladders of success outside of the school system. Participation in education at whatever level and through whatever mode is clearly not merely a matter of ensuring adequate provision. It is not a simple concept, which relates only to 'taking part' in education but is a very complex issue indeed with wide-ranging ramifications and implications.

3.5. Participation at any level of education and in any system and mode is affected by social, cultural, economic and political factors and constraints. Adequate provision, which is usually based on political and economic decisions, is a primary factor but rate of participation is determined by ready access and equitable distribution of such provisions, in terms of geographical locations and in terms of appropriate offerings that would cater for the diverse needs of individuals and groups within a society; the acceptance and adoption of educational institutions as valued mechanisms for social transformation for all members of a society; the attitudes of the communities and their expectations and perceptions of benefits to be derived from education; the abilities of the educational institutions themselves to deliver those expectations and benefits and to circumvent the constraints that limit or exclude participation. Any reforms that are proposed must, therefore, address the constraints that impose limits on participation at personal, group and national levels. The participation rate of individuals and groups in the education process is important because it provides a fair indication of access and equity to available educational opportunities and their utilisation by diverse social groups within the society.

3.6. The issue of access and equity in relation to the participation rate of different social groups within a society is a difficult problem to resolve satisfactorily. It is often assumed that all groups within any society would

possess similar perceptions about education and its benefits and would possess the prerequisites that are necessary for decisions to participate in the process and to succeed within the system once participation is achieved. The initial awareness and consciousness in respect of the role of education and its importance to individual and group development is indeed the **condition sine qua non** for individual and group participation in any form of education at any level. Education must be seen to be meaningful and worthwhile to each individual and group. Ultimately, the decision to participate or not is a personal choice, which may or may not relate to any societal or institutional agenda. There are also other requirements which individuals must bring to the education process, one of which is again the motivation and the will to succeed, which in turn is based on a personal perception of the value of education.

3.7. But in terms of equity, access to participation is just one dimension of the process. Equity also applies to the outcome of the process. It implies differentiated provisions and treatments, prior to enrolment in the formal process, and during implementation. It means that greater resources and investments are often required in the education of so-called disadvantaged and minority groups. In America, the compensatory education programme is an example of such an attempt to bring equity to the outcomes of basic formal education. Thus, the elements of the process of education itself, such as the competence and training of the teacher, the appropriateness and relevancy of the curricula, the effectiveness and efficiency of the management, the adequacy and quality of the school resources and physical facilities, the adequacy of funding, appropriateness of the medium of education and the worthwhileness and meaningfulness of the educational goals to the learners, all impinge on their achievements by individuals and groups.

3.8. The success of the process can be measured in terms of the number of individuals who participate in the formal compulsory school years, the age in which they participate, the number who are retained within the system, the number who transfer from one level to the next, the number who drop out of the system and the number who actually graduate at the tertiary level from each cohort, the appropriateness of the programmes to meet individual, group and national goals for employment and productivity purposes, for social mobility and political participation and the ability of the system to develop additive skills, knowledge, values and attitudes. The success of the outcomes on the other hand is measured by the highest level of educational attainment for the general population, the kinds of qualifications which are obtained by the labour force, the proportional representation of

different social groups, such as gender and economic groups, in the graduates of the various educational programmes and levels, income groups, decision-making groups, political, social and economic power groups, and in the status and prestigious professions.

3.9. In the light of the previous discussion, it would be appropriate at this stage to review the performance of the Public Education Sector not only to assess whether, after a century or so of the adoption of an alien system and after that many years of heavy public investments, it has or not achieved the goals set for it more than a hundred years ago but also to determine the base from which to proceed forward in anticipation of the new millennium. Tonga's performance indicators in education and training are relatively satisfactory in comparison with other Pacific countries. The World Bank reported that 'Tonga's educational and training achievements are one of the most impressive in the South Pacific region' (1993:26). As already stated Primary education is free and compulsory and participation is 100%; secondary coverage approaches 100%; adult literacy rate is 99% in Tongan and 70% in English; access to primary education is 100% and to secondary education is almost 100% to Form 5 level; the percentage of trained teachers at the primary level is 100%; teacher/pupil ratio at the primary and secondary levels are respectively 1:21 and 1:17 and public expenditure for education as percentage of GNP is 7.2% and public expenditure on education as percentage of the total public expenditure is 18.5%.

3.10. Educational provision in Tonga is fairly comprehensive at all levels. In 1995 there were 116 primary schools with 16,652 pupils, 40 secondary schools with 14,069 students, 14 post-secondary institutions with 1,818 students, and 233 students studying abroad under the official scholarship programme, and an estimated 1,000 private students making a total of 33,772 or 35% of the total population. Of these, Government manages 105 primary schools with 15,391 (92.4%); 8 secondary schools with 2,959 (20.4%); and 7 post-secondary institutions with 593 or 54% of enrolment at this level, consisting of the Community Development and Training Centre, which provides certificate and diploma courses in Computing, Accounting Studies, Tourism and Hospitality and Agriculture; Tonga Maritime Polytechnic Institute, which so far is providing courses in Motor Mechanics, Electricity, Seamanship, Safety, Welding, Refrigeration and Air Conditioning, and General Engineering, Plumbing, and Building and Construction; the Tonga Teachers' Training College which trains both primary and secondary teachers at diploma level; the Queen Salote School of Nursing, which provides pre-, in-service and

specialised training programmes for nurses; the Ministry of Works Apprenticeship Training School, which provides upgrading courses for its staff in areas not catered for at TMPI; the Police Training School, which provides basic training for its recruits to the police force, fire service and prison service; and the Tonga Health Training Centre, which provides training for health officers, public health inspectors, X-ray assistants, laboratory assistants, and dental chairside assistants.

3.11. The remaining primary schools were managed by churches: 7 with 651 pupils (3.9%) by the Free Wesleyan Church; 2 with 358 (2.1%) by the Seventh Day Adventist and 1 with 252 (1.5%) by Tokaikolo Fellowship. Eight non-government organisations are engaged in secondary education: the Free Wesleyan Church manages 11 with 4,083 students (29.1%); the Roman Catholic Church owns 4 with 2,209 (15.9%); the Church of Latter Day Saints owns 10 with 2,325 (16.7%); Free Church of Tonga operates 3 with 870 (6.2%); and Tokaikolo, Seventh Day Adventist, and the Anglican Churches operate one school each with respectively 699 (4.9%), 456 (3.3%) and 268 (1.9%); 'Atenisi, the only privately-owned school, enrolled 200 (1.4%). At the post-secondary level, the Free Wesleyan Church runs 2 institutions: Hango Agricultural College, on 'Eua island, which is the only post-secondary institution located outside of Tongatapu and Sia'atoutai Theological College; the Catholic Church owns two: St. Joseph's Business College, offering business and secretarial courses and 'Ahopanilolo Technical College which provides mainly courses on Catering and Hospitality and Fashion and Design. The other three non-government and non-church affiliated institutions are 'Atenisi Institute (university branch), providing courses in arts and science to masters level; the University of the South Pacific and the University of the Nations, which provides so far only theological training.

3.12. In addition to these formal courses, a variety of ad hoc short courses are offered by both Government departments and the private sector. The upgrading training for civil service staff is the responsibility of the Establishment Division of the Prime Minister's Department, and in recent years they have concentrated on administrative and management training for middle and high level administrators and supervisors, and staff development exercises for clerical, technical and other support staff. Most Government departments conduct their own in-house staff training programmes conducted by their own senior staff or with some external assistance. Most non-government organisations also conduct educational and training programmes: church groups, youth groups, businesses, women's groups, etc. in a wide variety of

areas of needs ranging from leadership training to specific skills training such as the repair and maintenance of small engines and making cement blocks and cement water tanks.

Primary Education

3.13. Primary school enrolment is 100% of the target population and has been since the fifties. Table 1 below shows that enrolment has been fluctuates around 16,600 since 1991. However, a closer examination of the enrolment figures at Class 1 for the last three years shows that intake into the primary schools fell from 2857 in 1991 to 2659 in 1995. A survey conducted by the Ministry in 1993 on who looks after the children indicated that some 40% of primary and secondary school children were living with just one parent or a relative. It is suspected that the variations in the enrolment at the primary level is not due to changing patterns of birth rates but to the number of expatriate Tongan children who are sent back to Tonga either for care while their parents go to work or for educational purposes.

Table 1: Primary School Enrolment and Teacher Numbers 1991-1995

Year	Primary Enrolment			Teacher Numbers			Teacher/Pupil Ratio
	Boys	Girls	Total	Male	Female	Total	
1991	8,666	7,989 (47.9%)	16,655	223	481 (67.4%)	714	1:23
1992	8,688	7,970 (47.8%)	16,658	281	503 (64.2%)	784	1:21
1993	8,764	7,975 (47.6%)	16,739	259	495 (65.6%)	754	1:22
1994	8,794	7,746 (46.8%)	16,540	232	469 (66.9%)	701	1:23
1995	8,856	7,796 (46.8%)	16,652	243	541 (69.0%)	784	1:21

Table 2: Primary Enrolment By District By Sex and By Managing Authority as of 31 March 1995

DISTRICT	MANAGING AUTHORITY	MALE	FEMALE	TOTAL	% FEMALE	% TOTAL
Tongatapu	Government	5,158	4,649	9,807	47.4	58.9
	Free Wesleyan	290	254	544	46.7	3.3
	Seventh Day Adventist	174	184	358	51.4	2.1
	Tokaikolo	131	121	252	48.0	1.5
Total		5,753	5,208	10,961	47.5	65.8
Ha'apai	Government	777	610	1,387	44.0	8.3
	Free Wesleyan	57	50	107	46.7	0.6
Total		834	660	1,494	44.2	9.0
Vava'u	Government	1,584	1,338	2,922	45.8	17.5
'Eua	Government	460	394	854	46.1	5.1
Niutoputapu		123	137	290	47.2	1.7
Niuafo'ou	Government	72	59	131	45.0	0.8
Total		8,856	7,796	16,652	46.8	100.0
GRAND-TOTAL	Government	8,204	7,187	15,391	46.7	

3.14. The Government has established a primary school within walking distance (defined by law as 'two miles by the nearest available route) of every child in the Kingdom. It means that only 12 of the 115 primary schools are located in Nuku'alofa and its suburbs; 42 are located in rural Tongatapu; 21 in Ha'apai; 30 in Vava'u; 5 in 'Eua; and 5 in the two Niuas. Provision of education is, therefore, comprehensive and access is not only universal but there is complete parity between the urban and rural areas and between the two sexes as shown in Table 5. The 1996 Census revealed that 68% of the population reside in Tongatapu, 8% in Ha'apai, 16% in Vava'u, 5% in 'Eua and 2% in the Niuas. The percentage of the primary population being educated in Tongatapu schools in 1995 was 66%, 9% in Ha'apai, 18% in Vava'u, 5% in 'Eua and 2% in the Niuas. The proportion of male to female pupils in the primary level is approximately 53% to 47%, which has remained constant for the last decade, reflecting the proportion of male to female children of primary school age in the population. Table 2 above shows the distribution of schools and population by district, by sex and by educational authority.

3.15. Since education is compulsory at this level and truancy is punishable by law, there are no drop-outs from the primary level but repetition of a level is permitted at the discretion of each school. However, repetition is common only at Class 6 where a significant number re-sit the SEE to obtain the scores required for entry into the secondary school of their choice but it is rare in the lower levels. The number of repeaters at the primary level increased from 1090 (6%) in 1989 to 1,494 (8%) in 1991 but dropped to 1,254 (7%) in 1995, which reflects the increasing percentage of pupils repeating the SEE, which was 19% in 1989 but increased to 43% of the total number of candidates sitting SEE in 1995.

Secondary Education

3.16. Secondary enrolment is universal in the lower levels of the secondary schools to about Form 4. The retention level in the upper secondary levels is around 80 per cent at Form 5 level. Comparison of the school enrolment figures for 1986 with the 1986 Census data show that essentially 100% attend school from 5 to 15 years of age, that is, from Class 1 to at least Form 3. At sixteen, only 80% of the age cohort still attended school and only 61%, 43% and 24% at seventeen, eighteen and nineteen respectively, which correspond roughly to Forms 5, 6 and 7. Although the numbers of candidates for TSC are dropping significantly from an all time high of 2,250 in 1993 to 1,780 in 1996 (a decrease of 21%), the number and percentage of candidates

qualifying for Form 6 have, in fact, increased from 449 or 21% in 1991 to 723 or 41% in 1996. At PSSC level, the increase in the number of candidates sitting the examination has been significant in the last five years from 725 in 1991 to 922 in 1996, an increase of 27.2% and the number qualifying has jumped from just 84 in 1990 to **390 or 42%** in 1996, although the percentage of repeaters is also rising. In the TSC it increased from 25% in 1989 to 31% in 1995. Table 3 below also shows that secondary enrolment increased by 13.5% from 1991 to 1994, but it dropped again by 10.4% in 1995. Teacher numbers have decreased, however, by 7.6% from 1991 to 1994 but it increased by 4.8% in 1995, creating the lowest ever teacher/pupil ratio of 1:17 at that level.

Table 3: Secondary School Enrolment and Teacher Numbers for 1991-1995

Year	Secondary Enrolment			Teacher Numbers				Teacher/ Pupil Ratio
	Boys	Girls	Total	Male	Female	Expatriate	Total	
1991	7,025	6,814 (49.2%)	13,839	415	343 (45.2%)	118 (23)*	876	1:16
1992	8,137	7,116 (46.7%)	15,253	411	330 (44.5%)	121 (36)*	862	1:18
1993	8052	7521 (48.3%)	15573	414	336 (44.8)	97 (13)*	847	1:18
1994	8082	7620 (48.5%)	15702	393	331 (45.7%)	85 (17)*	809	1:19
1995	7275	6794 (48.3%)	14069	421	365 (46.4%)	60 (12)*	848	1:17

*Government

3.17. Table 3 shows the overall distribution of girls to boys at the secondary level to be identical to the primary level, which means that there should be no differences in their access to and participation in secondary education. However, these figures disguise disparities at various levels. At Form 5 level, for instance, the percentage of girls sitting the TSC examination has been consistently higher than boys (55% in 1989 but dropping to 54% in 1995 and 1996). The figures are even higher at Form 6 and Form 7 levels. In 1996, at PSSC, girls represented 56% of the total number of candidates and at Form 7, it was even higher at 59%. The repetition and drop-out rates are, therefore, significantly higher for boys than for girls. In 1992, of the 1,935 (12.7% of the total enrolment) who repeated a level, 61% were boys and of the 980 (6.4% of the total enrolment) who dropped out, 71% were boys. Since attention was drawn to the 1992 figures, efforts were made to address the issue

and in 1995, the drop-out figure had decreased significantly by 56%, that is, to **431**, and the actual drop-out percentage for boys came down to 55%, while the repeaters percentage came down to 51%. The overall drop-out and repeater percentages were for 1994 respectively 3.9% and 12.9% and for 1995 were respectively 3.1% and 7.9% of the total enrolment. The downward trend in both drop-out and repeater rates is pleasing, although it is very much a matter of concern that the drop-out figures are highest at Form 5 level. It is of interest too to note in Table 4 below that girls tend to dominate most subjects at Form 6 level, other than Physics, Agriculture and Computer Studies. However, so far the only subject in which the means for boys is higher than those for boys in this examination is Mathematics. The means for girls in all other subjects are higher.

Table 4: Distribution of Candidates in the 1996 PSSC Examination by Subjects and By Sex

Subject	Male	Female	Unstated	Total
Accounting	115	154	29	298
Biology	182	299	22	503
Chemistry	170	210	9	389
Economics	179	274	14	467
English	389	491	42	922
Geography	123	185	6	314
History	71	146	6	223
Mathematics	352	397	34	783
Physics	170	140	6	316
Agriculture	83	30	0	113
Computer Studies	29	27	20	76

3.18. Although girls participate equally at the secondary level, there appears to be some disparities between island groups in their access to secondary education. Of the 27 secondary schools and 13 middle schools in Tonga, 24 or 62% are located on Tongatapu, although 20 of these are based outside of Nuku'alofa. 'Eua, Niuatoputapu and Niuafu'ou islands each has a Government district high school, which provides secondary education for all

secondary aged pupils on each island. 'Eua District High School is a Form 6 school; the other two are only Form 5 schools. Vava'u has 5 secondary schools, one of which is a Government high school, and 3 are Form 6 schools. Ha'apai has 7 secondary schools, none of which is a Government school and only one is a Form 6 school. The figures for 1995 in Table 5 below show that Tongatapu schools were educating 74% of the secondary school population, Vava'u 16%, Ha'apai 5%, 'Eua 3% and the two Niuas 2%. The fact that Ha'apai is the only major island group without a Government secondary school and only one Form 6 school partly explains the fact that Ha'apai is educating a decreasing percentage of its secondary school population from 80% in 1984 to only 39.6% in 1989. It would appear from the 1995 figures that Ha'apai and 'Eua are still sending a high proportion of its secondary school pupils to Tongatapu for secondary education. Government schools also educate a higher percentage at Forms 5 (25%) and 6 (40%) than its percentage share of secondary education and inevitably a higher percentage of the candidates qualifying to Forms 6 and 7 (46% and 61% respectively).

Table 5: Secondary Enrolment for 1995 By District, By Controlling Authority and By Sex

DISTRICT	GOVERNMENT		FREE WESLEYAN		CATHOLIC		MORMON		TOKAIKOLO		FREE CHURCH		SEVENTH DAY		ANGLICAN		'ATENISI		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tongatapu	952	708	1679	1573	772	805	949	867	330	369	318	266	176	170	134	134	140	60	5,450	4,952
'Eua	162	210					26	23											188	233
Vava'u	261	382	270	252	181	157	219	176			127	91	67	43					1,125	1,101
Ha'apai			154	155	140	154	40	25			36	32							370	366
Niuaotoputapu	76	93																	76	93
Niuafo'ou	66	49																	66	49
TOTAL	1,517	1,422	2103	1,980	1,093	1,116	1,234	1,091	330	369	481	389	243	213	134	134	140	60	7,275	6,794
GRAND-TOTAL	2959		4083		2209		2325		699		870		456		268		200		14069	
% TOTAL	20.6		29.1		15.9		16.7		4.9		6.2		3.3		1.9		1.4		100	
DROPOUTS	38	30	4	2	55	43	32	24	19	18	31	27	40	29	20	19	0	0	239	192
TOTAL DO	68		6		98		56		37		58		69		39		0		431	
GR-TOT DO	3027		4089		2307		2381		736		928		525		307		200		14500	
GR-TOT+DO	20.9		28.2		15.9		16.4		5.1		6.4		3.6		2.1		1.4		100	
% DO OF GR-T	2.2		.04		4.5		2.4		5.1		6.3		13.1		12.7		0		3.0	

3.19. With only three exceptions (one Government [boys] and two Free Wesleyan schools [one of each]), all schools are co-educational, and fee-paying. A significant number of secondary schools have boarding facilities to cater for rural and island students. Most live with relatives while attending secondary schools on Tongatapu or in the main centres at Ha'apai and Vava'u. Government subsidises non-Government secondary schools at the rate of \$T50 per student per annum, which is paid in July of each year.

Post-Secondary Education

3.20. A common phenomenon of post-secondary education in Tonga and other small countries of the region is the extent to which they rely on overseas funding, expertise and institutions for the provision, externally and internally, of middle and high level manpower training. However, in 1985 the Government established the Community Development and Training Centre (CDTC) to co-ordinate all training at this level and to rationalise the use of scarce human and material resources. Because of the increasingly high costs of external post-secondary training, and the increasing numbers successfully completing Form 6 at the secondary school system, the demands for post-secondary training, even to university level, is likely to accelerate. Enrolment in the formal full-time in-country programmes has increased from 556 in 1985 to 1818* (* does not include 'Atenisi, University of the Nations and other Government Departments) in 1995, an increase of 227%. Table 6 below shows the enrolment for formal full-time in-country courses for 1990 to 1994. The figures for 1995 are not included because the data are not complete. The figures do not include 'Atenisi, USP and the University of the Nations students. It can be seen that participation is strictly along gender lines with the service sector training programmes, such as education, health, commerce and tourism, being dominated by women but men do in agriculture and technical training. However, the overall participation rate of women in post-secondary training has only in fact achieved parity with males in 1995. The table also shows that enrolment in some areas has fallen significantly, such as in nursing training, which suggests that basic training has almost reached saturation point, a trend which is likely to continue with economic constraints necessitating the application of efficiency measures such as stabilising the size of the civil service, better salaries and conditions of service and the attrition rate reduced to a minimum. It means that training for such departments is shifting towards higher level specialised training and in-service training of existing staff. Such a trend is discernible in Table 7 below which shows the distribution of overseas

study awards from 1989 to 1993. Unfortunately the available data for 1994 and 1995 do not offer the same kind of information.

3.21. Table 7 shows the heavy investments that Government has made in the education and training of personnel in the civil service and particularly in the social services sector, health and education. This sector alone garnered 51% of the total awards, with education obtaining the lion's share at 40%. Administration and the technical services obtained between them, 17% and 19% respectively, while the economic sectors came in for only 13%. It can also be seen that while 50% of the awards in the technical sector were directed at applied qualifications at certificate and diploma levels, only 4%, 7%, and 16% of such programmes were awarded respectively in the social services, administration and the economic sectors. It is interesting to note that the administration (13%) and economic (12%)

Table 6: In-Country Post-Secondary Enrolment from 1990 to 1994

Areas	1990		1991		1992		1993		1994		TOTAL		
	No.	% F	No.	%F	No.	% F	% T						
Education	210	47	223	49	226	52	210	60	208	57	1077	53	24
Health	77	100	94	100	11	72	7	100	21	90	210	92	5
Technical	219	0	242	0	86	0	190	0	162	0	899	0	20
Agriculture	66	0	48	0	56	0	123	33	84	30	377	13	8
Theological	116	31	97	19	111	20	51	25	244	37	619	26	14
Commerce	102	100	126	100	51	100	196	86	360	76	835	92	18
Tourism	43	86	98	95	50	100	128	65	0*	0*	319*	87*	7
Others	47	6	58	1	23	26	92	16	23	13	243	12	5
TOTAL	880	40	986	45	614	41	997	45	1102	48	4579	44	100

*Includes the figures for Tourism and Hospitality

sectors had higher percentages than the other two sectors (social services, 8%; technical, 4%) in post-graduate studies. As with the in-country post-secondary training, the participation of women is very much along traditional gender role allocation: 52% of the administration awards, 44% of social services; 29% of economic and only 4% of technical, making their overall participation rate only

36%. Of perhaps more concern is the fact that quasi-government bodies have received a total of only 5% of the awards in the last five years and the private sector has been allocated just 3 awards or 0.3% of the total for the period. Although the non-government sector obtained 180 or 18% of the awards, all, excepting the 3 allocated to the private sector, were allotted to non-government education systems. It is also noteworthy that the share of regional institutions appears to be falling with 42% in 1989 to 36% in 1993. This is partly due to the falling number of awards at certificate and diploma levels which were largely tenable in regional institutions, which is probably the outcome of a number of factors; the assumption by national institutions of the responsibility for such training; the fact that most basic training needs have been met; and the rise in the level of technical sophistication requiring more specialised training which cannot be met either by national or regional institutions or training at basic levels.

3.22. The 1997 figures as shown in Tables 8 and 9 appear to continue the trends. In fact, the social services sector is increasing its percentage share of awards at 65%, followed by technical services with 16%, the economic sector trailing at 14% and administration coming in for only 4% of the total awards. However, the share of regional institutions went up to 43%, its highest for the last five years. This is mainly due to the fact that most medical training is tenable in the Fiji School of Medicine and most awards to non-government

Table 7: Distribution of Overseas Scholarship Awards By Sector for 1989-1993

Note: TOT= Total; F=Number awarded to Females; C&D=Number of Certificate and Diploma awards; PG=Number of Post-Graduate awards.

SECTOR	1989				1990				1991				1992				1993				TOTAL							
	TOT	F	C&D	PG	TOT	%	T=F	%	T=C&D	%	T=PG	%																
Administration	31	18	1	3	34	18	3	5	30	15	4	4	34	18	3	5	36	18	2	5	165	17	87	52	13	7	22	13
Economic Sector	26	3	9	2	29	8	8	1	26	9	4	3	28	11	0	6	23	8	1	4	132	13	39	29	22	16	16	12
Social Services	112	45	4	6	104	48	4	8	88	42	5	10	99	43	5	10	99	44	3	11	502	51	222	44	21	4	45	8
Technical Services	42	1	24	2	62	2	35	3	34	2	15	1	23	2	8	1	22	2	11	1	183	19	9	4	93	50	8	4
TOTAL	211	67	38	13	229	76	50	17	178	68	28	18	184	74	16	22	180	72	17	21	982	100	357	36	149	15	91	9
Non-Government	38	14	1	3	33	11	2	4	28	11	0	3	40	17	3	4	41	19	3	1	180	18	72	40	9	5	15	8
Quasi-Government	9	0	3	0	18	1	9	0	7	2	4	0	9	3	0	2	7	2	1	1	50	5	8	16	17	34	3	6
Regional Institutions	89 (42%)				90 (39%)				72 (40%)				65 (35%)				65 (36%)				381 (39%)							

Sources: Ministry of Education Reports 1989-1993

Table 8: Distribution of Scholarships in 1997 by Sponsor and by Study Level

Sponsor	No. Post-Graduate Award	No. Females	No. Graduate Award	No. Females	No. Diploma /Certificate Awards	No. Females
Agriculture (4)	-	-	4	2	-	-
Audit (4)	-	-	4	2	-	-
Planning (2)	2	1	-	-	-	-
Aviation (6)	-	-	3	0	3	0
Crown Law (5)	-	-	5	3	-	-
Education (40)	5	2	27	14	8	2
Finance (9)	2	1	6	2	1	1
Fisheries (8)	3	0	1	0	4	0
Foreign Affairs (2)	1	1	1	1	-	-
Health (41)	3	2	38	20	-	-
Justice (8)	-	-	8	2	-	-
Labour (7)	-	-	6	3	1	0
Lands (5)	-	-	5	0	-	-
Police (3)	2	2	-	-	1	0
Marine (2)	-	-	2	0	-	-
Prime Minister's (4)	-	-	3	1	1	1
Printing (5)	-	-	-	-	5	0
Private Sector (0)	-	-	-	-	-	-
Statistics (4)	-	-	4	2	-	-
Broadcasting (1)	-	-	-	-	1	0
Co-operative (1)	-	-	1	0	-	-
Investments (1)	-	-	1	0	-	-
Telecommunications (1)	1	0	-	-	-	-
Visitors Bureau (3)	-	-	-	-	3	2
Water Board (3)	-	-	3	0	-	-
Works (7)	-	-	5	0	2	0
Sub-Total	19	9	127	53	30	7

Anglican (4)		-	4	1	-	-
'Atenisi (5)	-	-	3	0	2	0
Catholic (9)	-	-	6	2	3	0
Free Church (3)	1	0	2	1	-	-
Wesleyan (18)	4	3	13	5	1	0
Tokaikolo (3)	-	-	3	2	-	-
Mormon (6)	-	-	6	2	-	-
Seventh Day (3)	-	-	3	1	-	-
Sub-Total	8	3	39	14	4	0
TOTAL	27	12	166	67	34	7
% of Females		44%		40%		21%
% of Females in Total	Total Number of Awards=227 Total Number of Females=86: 38%					

Table 9: Distribution of Awards in 1997 by Fields of Study

Fields of Study	Number	% of Total
Education	91	40
Medicine	41	18
Law	16	7
Commerce	18	8
Administration	10	4
Science and Technology	37	16
Agriculture/Fisheries	13	6
Languages (Not for Teaching)	1	0.4
TOTAL	227 (98=43%)*	100

*Number and Percentage Tenable in Regional Institutions

schools are tenable at USP. The percentage share of females, however, has not appreciably improved at 38%. It can be seen from Table 8 that of the 34 sponsoring bodies, only **11** organisations, namely, Agriculture, Audit, Crown Law, Health, Foreign Affairs, Planning, Police, Prime Minister's, Broadcasting,

Visitors' Bureau and Tokaikolo have managed to achieve equity between the two sexes in the allocation of awards. The awards of scholarships do not appear to reflect the achievements of girls at both primary and secondary levels.

3.23. These figures, of course, do not include private students and students studying under other scholarship programmes, such as New Zealand's MERT Fee Scholarship programme and Australia's ADCOS scheme. These students are conservatively estimated at 1,000. For instance, there were 272 Tongan students studying in 1993 in New Zealand under its fee scholarship programme, which are allocations outside of the bilateral fully-funded awards. Only 20 of these students were in secondary schools. The outcome of the investments in human resources development by both the public and private sectors is reflected in the growth of skilled resources in the Civil Service. The number of first degree holders increased from 46 in 1989 to 345 in 1992 and 459 in 1995 and post-graduates grew from 6 to 89 in the same period, representing a growth of 650% and 33% for graduates and 1383% for post-graduates in a period of only six years. These figures confirm the supposition that skilled manpower needs in the Civil Service has reached or is reaching saturation level. They, of course, do not necessarily transpose into greater productivity and efficiency, higher economic growth or overall better standards of living and quality of life. But they do point to the reality that Tonga's chief problems in the foreseeable future are not likely to be shortages of skilled manpower but in addressing an over-supply of perhaps over- and inappropriately trained human resources and in providing felicitous employment for them where their skills could be maximally translated into worthwhile and meaningful growth and development not only for themselves but for the country as a whole.

3.24. It is evident from the discussions so far that Tonga has performed satisfactorily in providing basic education and meeting most of the basic training priorities required for sustainable development. One of the main strengths of the system has always been the fact that the Education has been a priority goal of Tonga's development from the beginning and its people, in both the private and public sectors, have invested heavily in the education and training of their people. There is an inherent belief in human development as the basis for all development and for the improvement of the quality of life of all people. However, there is also a general awareness in both private and public sectors of the need to review and assess institutional and organisational performance and to identify gaps in development, which is manifested in the proliferation of commissioned sectoral and departmental reports and studies on

educational and training needs and the efforts that are now directed at developing national strategic plans and programme budgeting. Thus, despite the general confidence that the public education sector is largely performing as it should there are several areas of concerns.

3.25. These concerns pertain to four of the most fundamental issues that challenge governments and people of developing nations today: quality, effectiveness and efficiency, equity and sustainability. 'Quality' education is the ability of the system to develop the abilities or attributes necessary to perform tasks, responsibilities, activities or functions effectively and efficiently. 'Effectiveness' is about the process and its outcome and is usually indicated by the ratio of useful output to the input in terms of constructive human relationships, effective use of time, skill, resources, and effort expended on a task. 'Equity' is not merely a question of access and increasing of people's choices but it is, more importantly, parity of outcome and participation in the benefits of development. 'Sustainability' is more than the maintenance of desired and valued outcomes. It is the achievement of balance in the development process and the ability of nations to control and direct the development process for the benefits of all people.

Table 10. The Education Recurrent Budgets for 1989/90-1993/94 By Function

(Source: Government of Tonga Estimates)

TOTAL		1992/93	%	1993/94	%	94/95	%	95/96	%	96/97	% TOTAL
			TOTAL		TOTAL		TOTAL		TOTAL		
		8,920,300	100.00	8,699,039	100.00	9,898,471	100.00	10,001,905	100.00	11,553,282	100.00
PRIMARY	Total	3,432,353	38	3,563,550	41	4,491,191	45	4,564,307	46	5,662,414	49
	Salary	3,360,353	98	3,466,470	97	4,362,846	97	4,428,343	97	5,440,278	96
	Operation	72,000	2	97,080	3	128,345	3	135,964	4	222,136	4
SECONDARY	Total	1,837,879	21	1,960,375	23	1,937,507	20	1,971,171	20	2,284,233	20
	Salary	1,719,052	94	1,730,726	88	1,684,205	87	1,786,027	91	2,023,563	89
	Operation	118,827	6	229,649	12	253,302	13	185,144	9	260,670	11
POST-SECONDARY	Total	625,580	7	613,793	7	946,566	10	841,687	8	1,010,823	9
	Salary	489,926	78	493,083	80	573,275	61	539,755	64	631,637	62
	Operation	135,654	22	120,710	20	373,291	39	301,932	36	379,186	38
	External Contributions	797,559	9	751,459	9	747,143	8	987,401	10	1,110,000	10
ADMINISTRATION		1,262,594	14	1,042,765	12	1,157,691	12	870,149	9	749,204	7
TECHNICAL SERVICES		614,335	7	617,097	7	345,075	4	491,838	5	552,734	5
SPORTS, YOUTH AND CULTURE		350,000	4	150,000	2	273,298	3	275,352	3	183,874	2

3.26. Quality and Effectiveness

3.26.1. As can be seen from Table 10 above, the Education recurrent budget has increased by 30% in five years and has maintained its position as the sector with the largest share of the national recurrent budget and with the highest number of employees (over a 1,000). Although there is general satisfaction with the outcomes of education and training and general agreement on the importance of the service and its priority ranking, doubts have been expressed about the quality of the product and the effectiveness of educational services. Some have argued that the costs, for instance of educating one student, has grown over the last five years with no corresponding gains in student numbers or end product. However, it has been pointed out that although actual costs have risen, the purchasing power has in fact depreciated due to inflation and rising costs.

Primary Education

3.26.2. At the primary level, while the budget has grown by 65% for the period 1992-1997, enrolment has not increased. The crude costs, therefore, of educating one child at that level has increased from \$T206 to \$T342 or by 66%. However, it needs to be noted that most of the funds allocated to primary education is spent on teachers salaries, which comprises 96% of the total budget. The amount, therefore, spent on operations, although it has risen from \$72,000 to \$222,136, an increase of 208%, it is still only 4% of the total budget for the level. For the corresponding period, the number of teachers grew from 714 to 784, a growth rate of 10%, which lowered the teacher/pupil ratio from 1:23 to 1:21. The number of diplomates teaching at this level also grew from 4% in 1989 to 35% in 1997, while the number of untrained teachers decreased from 18% to 0%. The primary level's share of the education budget also increased from 38% to 49%. However, despite these indicators of 'quality', evaluation of pupil performance in the critically important areas of literacy and numeracy competencies during this period has raised questions about the quality of education at this level. In 1987, the Ministry undertook a literacy competence survey of primary school pupils and found that some 40% were suffering from reading and learning disabilities of some kind. These findings were again highlighted by the UNESCO Pacific Islands Literacy Levels (PILL) Study (1992), although there were strong reservations about the efficacy of the instrument used. Of the children tested, 88% in English, 52% in Tongan, and 64% in Numeracy were categorised as in the danger group, which means that

they were performing below the expected standards for their levels. Another study (Moore, 1993) commissioned by the Ministry which tested the mastery of literacy requisites in both Tongan and English also revealed similarly disturbing results. At the same time, repetition has increased in the period from 1,090 to 1,333 (22.3%). The percentages of students who sat the examination for the first, second and third times were correspondingly for 1989 and 1995, 81%:18%:1% and 54%:43%:3%. These factors point to deficiencies in the delivery of quality basic education and underline the degree of wastage and inefficiencies in the system, which could be attributed to a number of factors, including paucity of operational funds, which could affect teacher morale and quality of delivery; low teacher morale and competencies; inappropriate and poor quality curriculum materials; and inefficient management; and argue for some reforms in the system. The cost of educating repeaters for instance is over a quarter of a million and could constitute savings in teacher numbers (70 teachers in 1996), which could be used to supplement operational funds. The incidence of repeating students at Class 6 could be interpreted, however, not in terms of educational efficiency but in relation to the rise in social expectations of parents, who more than ever perceive education as the instrument for social mobility and economic prosperity. Children who in the past have been admitted to non-government secondary schools are now repeating Class 6 in order to obtain a place in their preferred secondary school. This interpretation is partially borne out by the fact that the level of difficulty of the secondary examination has significantly increased and yet the percentage of candidates achieving scores of 200 and over has increased steadily over the years.

3.26.3. Reforms which might be considered could involve reducing the number of teachers and increasing class sizes, which would not necessarily affect quality, although such reductions would have to be considered carefully in respect of the geographical reality of the country; improving the quality of curricula materials; upgrading teachers' competencies, promoting better conditions of service and fostering higher levels of staff morale; strengthening the supervisory, in-service and support services; re-allocating and re-deploying financial and human resources to better effect, such as increasing the operational funds and decreasing the percentage spent on salaries; improving the management of education systems and schools; and obtaining greater community participation and support, particularly in supplementing student learning materials, although it should be noted that parental financial contribution is already high.

Secondary Education

3.26.4. The issues of quality and efficiency at the secondary level are much more difficult to address, since there are nine education systems involved in the delivery of secondary education, only one of which is fully accountable to the public. Teacher quality, for instance, is very much dependent on the level of funding available to a system, which largely controls the kinds of teachers it could afford to employ and the level of support it could provide. In fact, most non-government systems are plagued by uncertain and low levels of funding, under-qualified teachers, and severe under-resourcing which are partly compensated for by high-levels of community support and morale. From 1989 to 1995, the improvements in teacher qualification has been significant only at the lower levels, where the percentage of certificated and uncertificated teachers dropped from 46% to 29%, which is still rather high, while the percentage of graduates has only grown from 32% to 37%. The quality of teachers partly explains the fact that the rate of success at TSC and PSSC in some non-government schools have continued to drop in the last five years. The number of candidates sitting the examination has also dropped in the last two years. This fact combined with the fact that the highest drop-out rate in the secondary schools occur at this level, mean that a substantial number of students leave school without not achieving adequate or satisfactory standards of education for either life-long education or for employment opportunities.

3.26.5. The expenditure for secondary education in the Government sector has increased significantly over the last five years from \$T1,837,879 in 1992 to \$T2,284,233 in 1995, an increase of 24.3%, but in fact the share of secondary education in the total education budget has fallen from 21% to 20%, which corresponds with the fall in secondary school enrolment. Part of the increases is due to teachers' salaries, but in fact the percentage share of salaries fell from 94% to 89% and correspondingly operational funds increased from 6% to 11%. The crude costs, therefore, of educating one student in the Government secondary schools has increased from \$325 in 1989 to \$667 in 1995, an increase of 105%. However, the costs per capita varies significantly between schools from \$T342.06 at Vava'u High School to \$T1,009.38 for Niuafu'ou District High School. It would appear from these costs and the student:teacher ratio that enrolments at this level in the Government sector could be significantly increased without necessarily affecting quality or increasing costs, or alternatively, the present costs could be reduced by retracting teacher numbers and correspondingly increasing operational funds. The costs per capita in the non-government systems were generally much

lower, which reflect the much lower salary levels of teachers in most systems, although the salaries in a few systems (RC, LDS, SDA) are pegged at Government levels (FWC:\$247.36; RC:\$168.16; FCT:\$232.56; TOFE:\$152.45; SDA:\$618.93; AC:\$201.50; 'Atenisi:\$437.76; LDS:\$510.42 (1992)).

3.26.6. The less than desirable performance of the secondary schools is largely a function of teacher competencies and attitudes but as for the primary level, the appropriateness and quality of the curriculum materials, the level of funding, the effectiveness of the school management, and the quality of preparation at the primary level, etc. also play their parts. Non-government secondary schools, for example, have questioned the level of difficulty of teaching and learning materials developed by CDU, which they claim are too academic and cater only for the top twenty-five percent, ignoring the needs of the vast majority and ascribing much of their difficulties to poorly prepared intakes from the primary level. The medium of instruction is another contentious issue, and questions have been raised about the relevancy of teaching students in English who are destined to remain and work in Tonga and would use Tongan for almost all communicative acts, which have prompted recommendations to allow bilingual teaching and assessments to at least Form 5 level. What is evident is that the secondary school systems need reforms along the lines suggested for primary education to eliminate wastage, and improve cost-efficiency and the quality of and level of output.

Post-Secondary Education

3.26.7. In-country post-secondary education and training has been largely allocated a secondary role in the education budget and in national priorities, largely due to financial constraints. Government has argued that the principal role of its education system is the provision of quality basic education at primary and secondary levels and such thinking is reflected in the allocation of resources where the post-secondary share of the education budget has only increased over the last five years from 7% in 1992 to 9% in 1997. As well as competing with primary and secondary education, it also has to contend with contributions to regional institutions, which has increased from 9% in 1992 to 10% in 1997, and is higher than the funds allocated to in-country post-secondary education and training. The costs of education at this level are reasonable in comparison with regional and rim country institutions. In 1995 for TTC and TMPI, they were respectively \$T2,847 and \$T1,579, which are

quite high for Tonga. However, while the completion and drop-out rates at TTC have been insignificant in the period, they have been quite high at TMPI at 31.2% in 1993, which is perhaps understandable in training programmes where remuneration for semi-skilled workers is temptingly high and investments in further training do not appear warranted. Although the costs are relatively low, the quality of training appears to be satisfactory as attested by the Report of the Joint Review of the TTC programme (1993), which concluded that 'after wide ranging consultations, [the Review Team] are pleased to report on the generally healthy state of Teacher Education in Tonga'(p.1), a view which was endorsed by the World Bank Report on Pacific Post-Secondary Education Study: Tonga (1993) and the annual external assessors from the University of the South Pacific. But although the quality of the educational service is deemed satisfactory, the facilities in which the College are accommodated are sub-standard, and the College urgently needs new premises to maintain and promote quality and perhaps, in the long-term, to enable it to offer regional programmes. At present, two countries, namely Tuvalu and Tokelau, have enrolled students at the College, as well as ex-change students from Japan and the United States. TMPI has expanded its training activities to include on-shore technical programmes and with its new extended multi-million pa'anga facilities, it is well set on the way to fulfilling its potential. Organisations who have sponsored trainees at the institute have all commented very favourably on the competence of graduates. But if the quality is generally satisfactory, the corollary question is whether the standards achieved are sufficiently high to be recognised as the equivalent of comparable qualifications from overseas institutions.

3.26.8. The issue of accreditation and marketability of in-country post-secondary qualifications, however, has to be considered in the context of the abilities of post-secondary institutions within Tonga to provide quality resources and support for the education and training programmes they provide. Non-government post-secondary institutions are particularly vulnerable and as with non-government secondary school systems, all of them suffer from inadequate funding, scant resources, and insufficiently (and inappropriately) trained and inexperienced teachers, which immediately put question marks on the quality of training they provide and the graduates they produce. The low-costs of training in such institutions do not in any way compensate for poorly trained graduates and ill-managed programmes. Since the numbers enrolled in most post-secondary programmes are small, serious consideration must be given to the co-ordination of education and training at this level to avoid duplication and omissions, to conserve and share resources, skills and

information, and to improve effectiveness, which can be brought about by establishing formal communication and information networks among deliverers and genuine commitment to co-operative efforts. The provision of training for post-secondary teachers to upgrade their content knowledge as well as improving their teaching skills and the establishment of a staff support service similar to the in-service programmes already in place for primary and secondary systems would contribute to strengthening the capabilities of post-secondary institutions and enhance their abilities to sustain training activities. Such support services are as much needed by providers of ad hoc and short courses, which often overlap for lack of information links, are often inappropriate, poorly considered and delivered and without, in most cases, any monitoring or follow-up. Any skills that might have been acquired are ill-applied and without any supervisory support.

3.26.9. But if doubts are expressed about the quality and efficiency of in-country activities, they are equally raised about regional and rim-country programmes. The World Bank study of post-secondary education in the region concluded that there were several distinct advantages of regional over rim-country programmes: relevancy and appropriateness, cost-efficiency and the probability that graduates would return and remain in their respective home countries. While the latter has continued to be valid, Tongans continue to express concerns over the continuing validity of the first two. According to New Zealand High Commission figures, it is just as costly to train for certain professions at USP, for instance, as it is in New Zealand. Government departments and private organisations expressed the view that regional institutions were just as likely to provide irrelevant and inappropriate training as rim-country institutions and as for quality of the training in regional institutions, while they are generally satisfied with the theoretical training provided by USP, for instance, they were not convinced that the university was managing as well in the development of professional and applied skills. There is no hard evidence that this is the case, or that USP graduates or those from other regional institutions are performing less capably than the graduates of rim-country institutions but such attitudes can affect the morale of regional graduates and can impact on their performance. The prevalence of such attitudes in the Government and private sector is putting pressure on allocation of students to regional institutions, the percentage of which was seen to be decreasing, as well as the annual budgetary allocations. There is increasing awareness and conviction that regional training and the funding which is allocated for its support can be better utilised to strengthen in-country capabilities to provide a wider variety of training programmes and to improve

existing programmes, which can compete with regional programmes on quality, appropriateness, cost-effectiveness and retention rate, the Teachers' College being a case in point.

Equity, Utilisation and Sustainability

3.26.10. The other concerns relate to access to training opportunities, the allocation of training awards and effective utilisation of them, which would ultimately determine Tonga's ability to direct and control its own development and to sustain the desired outcomes. It has already been noted that access to in-country post-secondary programmes was constrained by their physical locations and subject matters, which effectively marginalised the participation of rural and outer islands populations, and women to some degree. The figures on the allocations of the scholarship awards showed that the private sector was largely excluded and that the emphases in training continue to be in the social services and administrative sectors to the detriment of other sectors, particularly, the productive and economic sector. Similarly, with the allocation of financial and human resources in the recurrent budget, the largest shares went to the social services and administrative sectors. Such allocations appear at odds with the Government's stated priorities of encouraging private sector development, faster economic growth, and higher export figures which would pay for development costs; lessen dependency on overseas aid; and, promote self-sufficiency, economic prosperity, better standards of living for all its people and the capabilities to sustain that quality life style.

3.26.11. The discrepancies are widely noted in both the formal and private sectors and the recognised solution calls for hastening the process of implementing the reforms in the national allocations of education and training awards, such as the recommendations of the Tripartite Scholarship Review; reviewing again the in-country financial and human resources allocations and the mechanisms for identification and prioritising of Human Resources Development needs. Tonga's economic performance in the last five years has been erratic and slow, which does not augur well for future sustainability of educational activities. Clearly, if the private sector is to assume its assigned role, it has to be supported by a larger share of financial support and appropriately skilled human resources. But even within the formal sector, and the Civil Service, where investments in human resources development have been highest, effectiveness and productivity have been questionable. Some of the contributing factors for the perceived mediocre performance are the mismatches between training and functions, and the rigidity in the structure

which perpetuate the mismatches and stifles initiative and creativity, qualities, which might have improved morale and commitment, and generate vitality and growth in organisations. It is evident from the performance of the formal sector, for instance, that knowledge and skills alone are not sufficient conditions for effectiveness and productivity. They have to be nurtured within structures and working cultures that are sufficiently flexible and human-oriented to allow and encourage for changes and continual consideration of alternatives and options. With the available human resources already in place in the Civil Service, what is perhaps needed is a more effective management of those resources and some reforms in the organisational structure to maximise utilisation of the existing skills and knowledge. An immediate need is for more information, through research and more effective data collection mechanisms, to be made available at all and communication networks, both formal and informal, at all levels to both the formal and private sectors to be proactive in the formulation of national educational development goals and priorities, investments, implementation and evaluation.

3.26.12. The Scholarships Programme continues to be a major concern. As was seen previously, the Government contributions to higher education abroad, are higher than the allocated amounts to in-country post-secondary training. This amount does not yet take into account, the scholarships which are annually funded by Australia and New Zealand in rim-country institutions and in regional institutions. The continuing high failure rate of students on scholarships, the high rate of non-return, and the continuing loss of skilled manpower are all issues that need to be addressed. The 40 scholars, for example, sponsored by the Ministry of Education, had a pass rate of only 56% in 1996. The continuing loss of highly specialised manpower from the country is reaching critical conditions in some Ministries, the Ministry of Health being a case in point. The current number of students undergoing undergraduate medical training is 20, with 5 awarded in 1997. However, despite the constant number of students sent abroad very few succeed and those who do fail to return. The cost of educating one medical doctor is today estimated at \$400,000, a huge investment for a small country to make. The issue of costs of training is another urgent question which also needs to be addressed. While Tonga continues to emphasise international currency in the qualifications it seeks for its scholars, questions must now be asked whether such quality cannot be sought in regional institutions at much lower costs. Sending more students to regional institutions serves a number of purposes: the training and education are likely to be more relevant and appropriate; the students study in a

familiar context; the costs are usually much lower; and the students are much more likely to return to Tonga. However, the continuing high failure rate and non-return of students call into question the selection procedures used and the preparations of the students at the secondary level and their orientation in-country prior to departure.

4. PART III: Tonga Government Priorities in the Public Education Sector in the New Millennium

4.1. Tonga has been implementing a number of educational activities in recent years in attempts to redress some of the deficiencies and concerns previously discussed. Some of the more important are briefly described below.

4.2. Curriculum Development

4.2.1. Several aid donors and organisations, in partnership with the Tonga Government, are involved in various aspects of curriculum development: AUSAID, NZ, USP and UNESCO.

4.2.2. The Australian Government has been funding a multi-million dollar Project for the last six years to develop curriculum materials for primary and secondary schools in selected areas, particularly Languages, Maths and Science; strengthen the institutional capabilities of the Curriculum Unit by putting in place the processes needed for sustainable development and training staff to improve their professional competencies. Tonga is extremely pleased with the outcomes of this Project. IN some areas, such as the language program for primary schools, where a bilingual approach ⁽¹⁾ [Note: (1)The same materials are used by the same teacher during the same lesson to teach both Tongan and English from Classes 1 to 6. Time sharing at Class 1 is about 90 per cent for Tongan and 10 per cent for English. The time spent on English is gradually increased until by Class 4 it is about 50 per cent of the total language period.] is adopted in the teaching of the two languages, Tongan and English, the materials developed are not only new but are revolutionary in design concepts and based "the best of contemporary ideas in the area." In 1996, when the PILL 2 tests were administered to Class 6, the results were as follows:

Table 11: Changes in Performance in Class 6 Over Three Years (1994-1996)
Percentages of At-Risk Students on PILL 2

Year	1994	1995	1996
Sample	All Schools	All Schools	All Schools
English Writing	90	87	70
English Reading	79	77	62
Tongan Writing	31	31	30
Tongan Reading	31	23	19
Numeracy	16	13	9

Although the results are a cause for complacency, since there is still a great deal that must be done to reduce the percentage of students 'at-risks' in both English and Tongan, particularly in writing, this indicate that some impacts in the schools are already being made by the new curriculum development.

4.2.3. The results of the national implementations of the new programmes have been very exciting and have potential benefits beyond Tonga's national concerns. In the language programme again, the Ministry in collaboration with the University of Auckland conducted tests on concepts about print in which the schools trialing the new curriculum were compared with the non-trial schools. The preliminary results show the trial schools are significantly better at acquiring concepts about print. What is of even more interest is the findings that there were no discrepancies in the performance of rural and urban children, nor between those of boys and girls. The running record evaluation of the programme, which is conducted twice a year, has shown steady upward progress in all schools. If subsequent assessments confirm the initial findings, the programme could very well become a model for bilingual language programmes in the region and the CDU, as an example, of a successful sustainable institution.

4.3. Examinations

4.3.1. New Zealand's assistance to curriculum development and examinations has been on-going since the mid-sixties. The Examinations Unit, which was established with support from New Zealand, now administers the

Secondary Entrance Examination, the common Form 2 examination, the Tonga School Certificate Examination at Form 5, the transfer examinations to Government high schools and the Teachers' professional examinations as well as conduct in-service training for teachers at primary and secondary levels on school-based assessment and other evaluation skills. Its also administers, on behalf of the South Pacific Board of Educational Assessment (SPBEA), the Pacific Senior Secondary Certificate examination at Form 6, and the New Zealand Bursaries examination at Form 7 on for the New Zealand Qualifications Authority (NZQA). The TSC is almost completely localised with 12 of the 17 examination papers set and marked in Tonga but the papers are externally moderated from New Zealand to ensure quality standards, and only a few papers are still being purchased from NZQA. However, New Zealand's assistance to education is being re-focused to concentrate on quality control and management and most of the issues raised previously will be addressed in that Project, which will begin in July of 1997.

4.4. Post-Secondary Education

4.4.1. Tonga and Australia have been collaborating on a six-year programme of assistance to post-secondary training: the Community Development and Training Centre (CDTC) Project (1991-1998). The collaboration and the necessarily major investments by both Governments of skilled human resources and financial support are based on the recognition that Tonga's social and economic developments are critically dependent on the contributions and commitment of post-secondary educated and trained, skilled and experienced manpower resources, who have achieved quality basic primary and secondary education and high level competencies in Tongan and English, Science and Maths. Such a workforce is more likely to develop the flexibility and the capabilities to adapt readily to the fast-changing rate of technical and scientific knowledge and skills of today and the twenty-first century. The Project has contributed substantially to the practical development of the CDTC at this important stage of its development and will subsequently provide particularly valuable assistance in gaining overseas accreditation for various Tongan courses and awards. As with the CDU Project, this project is a revolutionary and unique model in the design and provision of post-secondary education. It could provide a prototype for other small countries around the region and the world who wish to increase access and opportunities at this level, and to meet their own increasingly complex demands for higher level skilled manpower, but who wish at the same time to rationalise utilisation of scarce skilled manpower and financial resources and minimise costs.

4.5. Distance Education

4.5.1. Tonga has made considerable progress in infrastructure development for distance education. The Distance Education and Research Centre was constructed with funds from the Tonga Government and donated by Australia under its assistance to the Commonwealth of Learning (COL). PEACESAT contributed a ground satellite station and training, which has enabled Tonga to become part of the PEACESAT network, with abilities to transfer voice and data through the satellite and gain access to INTERNET and other international computer data networks. The Pacific International Centre for High Technology Research (PICHTR) and Consortium of Pacific Education (COPE) have contributed training and computer equipment and accessories which have enabled Tonga to establish the research base in Marine Science. AIDAB through its assistance to the Commonwealth of Learning (COL) has contributed training, financial assistance, materials, production and computer equipment to establish a base for course development and adaptation of materials for delivery of training and educational programmes through the distance education mode. UNESCO has contributed sound and video recording equipment for the production of audio/visual materials to support the print materials. The Tonga Government has contributed the personnel and the necessary support resources to operate the Centre. There are five students currently enrolled in Master's degree programmes at the Centre. They are expected to graduate in September of 1997 and their complete course will have been conducted entirely through distance education.

4.6. Teacher Education

4.6.1. Although little progress has been made in infrastructure development at the Tonga Teachers' Training College, considerable progress has been made in programme development and the strengthening of the staff of the College. In the last three years, the College has dramatically improved the initial qualifications of students entering the pre-service diploma programme with about half of the yearly intake of 40 odd students being graduates of the Form 7 programme. It also begun the development and implementation of the following new specialised programmes: Educational Psychology and Counselling, Teaching English as a Second Language, Physical Education and Sports, Management and Administration, and has formally adopted a staff

development programme, which includes regular in-country training, post-graduate training and short and long-term attachments to teacher training institutions in New Zealand and Australia. It re-introduced the Secondary Teachers Education Programme (STEP), in which it is providing all untrained teachers now teaching in non-government secondary schools with a one-year intensive training programme, which is expected to be completed by 1997. This will enable such teachers to gain the pre-requisites necessary for admission to the 3-year diploma programme. The College is expected to provide a one-year training programme, which is proposed to be offered mainly through the distance education mode and supplemented by short intensive full-time courses, for untrained graduate teachers to provide for a professional teaching qualification and a one-year training programme, to be offered under similar administrative arrangements for vocational and technical teachers, teachers of adult learners and trainers of trainers. Under New Zealand assistance, the College is also planning a one-year training programme for kindergarten teachers, which is planned to be implemented in sometime in the near future. Some of the quality issues have been identified for treatment under New Zealand's assistance. The joint review of the College by Australia, New Zealand, the University of the South Pacific and Tonga recommended the undertaking of a feasibility study to convert the 3-year Diploma course into a 4-year undergraduate teaching programme, which will upgrade the capability of the College to include training of senior secondary school teachers and the need for the establishment of 'a regional network of Colleges and universities throughout the Pacific to facilitate such things as cross-creditation of courses, recognition of equivalence of qualifications and complementary activities in teacher education' (Review of the Tonga Teachers' College, 1993:1). The TTC programme, with considerably upgraded facilities, has the potential to offer *competitive regional training and it in fact already providing places for some regional students*. This trend is important since the local demand for pre-service training is likely to drop significantly before the end of the century. Approaches have also been made to USP for accreditation of the diploma courses towards degree courses at USP. Preliminary visits have identified possible 8 to 10 courses for accreditation which will mean that graduates of the diploma programme will only need three semesters at the most to complete the B.Ed.

4.7. Technical Education

4.7.1. The Tonga Maritime Polytechnic Institute (TMPI), which was established initially as a maritime training school, with German funding, has

been considerably expanded and upgraded in the last five years. The infrastructure development was funded by Germany, under which new multi-million dollar facilities were constructed to house programmes and equipment in general engineering, automotive and mechanical engineering. The institute, with assistance from Australia under the CDTC Project, was able to make considerable progress with the development of non-marine technical training programmes, and is now providing trade certificate courses in mechanical, automotive, and electrical engineering, refrigeration and air conditioning, building and construction, plumbing and computer science, among others. One of the most exciting developments under AIDAB assistance is the linking of programmes in Tonga to similar programmes in Australia, which will obtain for them recognition for accreditation purposes. In the area of vocational and technical education, the links are facilitated through the TAFE programme. For all these programmes, the entry qualification is from Form 6. Students who fail to qualify will be offered bridging courses and basic programmes at the certificate level.

4.8. The Priorities in the Next Decade

4.8.1. 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, that is, there is a necessity to build on the strengths of the system whilst at the same time addressing the issues of concerns. On 3 April 1997, Cabinet Decision No.455 approved the National Vision for Tonga and its people; and the objectives and priorities for development. The national vision approved for Tonga is as follows:

The long-term vision for optimal development in Tonga is based on the belief that all-out economic growth, though essential, cannot be regarded on its own as the best approach towards achieving national development. Development covers not only goods and services (material standards) but also the opportunity to choose and achieve a quality of life that is -valuable, satisfying and valued. It also means that the choices includes a different style of development, a different path, based on the realities of values, resources and aspirations of Tongan society which may be different from those of developed countries but not lower in quality. It is national development based on human and sustainable development.

In pursuit of this belief, the Kingdom of Tonga's long-term vision for its people and society is as follows:

That by the year 2025, the Kingdom of Tonga achieves an optimal socio-economic structure achieved by overall development. That is, Tongan society will accomplish the following desired characteristics:

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

Generally speaking, the national vision envisages a dynamic economy which will give all Tongans the opportunity to engage in productive work and improve their own, and their families' standards of living and quality of life; and where the benefits of growth are widely dispersed among the people and the regions. It is expected that there will be a well-educated, highly skilled, healthy and friendly people, who retain and value the benefits of Tonga's cultural heritage; as well as a commitment to a clean, safe and healthy environment in which to live, where the benefits of nature are enhanced for future generations. As they continue to exercise their freedom, guided by the Constitution, it is hoped that Tonga will continue to be a country in which people recognise their responsibilities as members of families, communities, and society. Development of Tonga and its people will continue to be based on equity, justice, peace and the integrity of each and every human being.

The national vision envisages also a Tonga which will continue to work in co-operation with its neighbours for mutual benefits and plays its role as an integral part of the global community.

Finally, to achieve the national vision, it is important that there must not only

be equality strategic plans and programmes but also commitment by all participants and that critical to both, is the quality of the organisation and its performance.

The paper defines each of the eight basic values identified in the vision as follows:

Political Stability

Political stability is an outcome and is an indication that consensus exists on the functions and services provided by the state and the system. The consensus among the majority of the citizens reflects their satisfaction and support of the role of the state. In this way, the rule of law, due process and right of property ensures accountability, good governance and economic stability. As part of the global community Tonga is responsive to beneficial developments from the international community.

Socially cohesive society

This is the desired output of social capital as an input factor in the development function. Adherence to law and order, the norms of the society and religious beliefs; tolerance of the religious beliefs of others; respect for the social mores of the community; and respect for the role of the church in the community and society, are important in ensuring quality of life of the people. The focus on the family and the community will be beneficial to the society.

Adaptive Culture

Culture and tradition give Tongans their unique identity. In their interactions with the global community, it is important that the Tongan culture responds and adapts to external influences responsibly. Cultural revolution should be closely monitored and, at the same time, the perceived strengths of culture should form an integral part of development strategies and policies when they are designed. In this way, development efforts and cultural tradition complement each other so that development strategies and policies are effective and appropriate to domestic circumstances. For example, the extended family system is a built-in mechanism which reinforces the income distribution policies and is a caring mechanism for the elderly and less fortunate in society.

Individual fulfilment

Freedom for individuals to make the best use of their lives in terms of gainful employment and enhancement of their capabilities and choices, is subject to the accepted norms of society and, with respect to the options of future generations, is a fundamental value. The Constitution grants freedom and equity to all individuals within the framework of the law.

Sustainable natural resources and environment

Maintaining a clean, healthy and unpolluted environment and thoughtful management of the resources for the present and future generations is important. In view of the fragile nature of Tonga's eco-system; its limited land; fresh water; natural resources; and vulnerability to natural disasters, future development must be consistent with the conservation of the environment and sustainable utilisation of natural resources.

High standard of living

An improved standard of living for present and future generations is an essential dimension of the desired development. Economic growth generates improved standard of living.

Fair distribution of development benefits

The equitable distribution of the benefits of development through extended access to government services and income earning opportunities throughout the Kingdom is an important aspect of optimal development.

Budgetary self reliance

The enhanced capacity of the government to finance its operations and public investment is particularly important over the long-term. In this way, dependence on foreign aid and external borrowing may be minimised.

While these desired values of optimal development are difficult to obtain simultaneously, it is possible to achieve them in sequence over a period of time.

The paper then continued on to identifying the respective roles of the partners in development.

The principal function of the main social-political institutions in Tonga (i.e the state, non-government organisations, private sector, local communities and churches) is to maximise the development function above subject to the limited resources availability. Each of these institutions has a role to play in maximising optimal development such as follows:

a. *The state should ensure that*

- *law, order and national security are maintained;*
- *the infrastructures that facilitate optimal development are available in good quality, and accessible;*
- *that services, particularly health and education, are available in good quality, and accessible to all;*
- *the policy environment is appropriate and conducive to the development of all sectors of the society, particularly the private sector; and*
- *the public sector does not crowd out the private sector*

The outcome of the Rationalisation of the Public Service Project, being undertaken by AustAid, should update the roles of the State.

- b. *Non-governmental organisations supplement the role of the state, particularly in serving groups, or needs, which are not fully catered for by public sector institutions.*
- c. *Producers of goods and services provide employment, income and economic opportunity. They should maximise domestic production and accelerate economic growth subject to the norms of the society, and with respect to the needs of the future generations. These are important in providing the basis of improved standards of living for present and future generations.*
- d. *Churches and religious institutions play a leading role in education, contributes to health and the development of moral and ethical qualities of individuals and society generally. Churches are an important complement to the efforts of the state (via the Ministry of Police, Crown Law Department, and Ministry of Justice) in ensuring that law and order*

in Tonga are effectively maintained.

- e. Village communities and community groups help to ensure that families and individuals are well integrated into society as a whole. They are also instrumental in maintaining and enhancing tradition and culture.*
- f. Family is the binding force of the community and the basis of individual values, outlook, perspective, and support. The family is the foundation on which the community and society as a whole is built.*
- g. Individuals are the building blocks of society. They are important, not only in their own right, but also in their contribution as members of the family, the community and society as a whole.*
- h. Employment creation is an important responsibility of the state and the private sector and is especially so where the majority of the population is under 20 years of age.*

The objectives identified, therefore, for the proposed Strategic Plan (Development Plan 7) are as follows:

- Efficient and well structured Government sector, with the qualities of good governance and accountability;***
- Efficient well structured state owned enterprises (public utilities);***
- Well-maintained physical infrastructure;***
- Sound and encouraging environment for the development and increased involvement of the private sector in economic activity;***
- Development benefits being distributed equitably;***
- Well-educated and skilled labour force, and healthy population;***
- Low crime and guaranteed national security; and,***
- Stable macro economic environment with reduced reliance on official foreign assistance.***

The strategies proposed are:

- *Ensuring that economic policies facilitate the improvement of Tonga's comparative advantage and competitiveness of domestic exports;*
- *Facilitating the development and enhancement of the private sector;*
- *Rationalising the services of both government and public enterprises;*
- *Developing human resources;*
- *Maintaining and improving physical infrastructure;*
- *Improvement of access to government services in rural areas and outer islands;*
- *Raising domestic saving;*
- *regulating the utilisation of natural resources and the environment;*
- *Managing the development of urban areas; and,*
- *Employment creation.*

The first three strategies above are identified as the top priorities in the development strategies and within the sectors; agriculture, fisheries and tourism have the top priority ranking and the sectors identified for priority public investments are: health, education, water and sanitation and maintenance and rehabilitation of the transport infrastructure (roads, ports and airports).

4.8.2. In Education, the Ministry has established for itself the following organisational vision:

That by the year 2010, 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 restructured to meet the needs of the 21st*

century and the Education Act, with its supportive regulations and policies reflect the changes.

- c. The minimum compulsory leaving age is raised to 17 or Form 6 level.*
- d. A well co-ordinated 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 Distance Education.*
- 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.*

The Mission, therefore, of the Ministry in the next decade is to provide and sustain lifelong relevant and quality education for all Tongans. The following strategies are proposed:

- a. To improve the effectiveness and expand the quality of basic education (which includes improvements in access, equity of input and output, establishment of counselling services and provide services for children with special needs, curriculum development, legislation's, 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 1 and 2 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.*

The are activities planned and expected outcomes identified for each strategic goal, which would be too long to enumerate here. Suffice it to state that some of the expected outputs 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. Repeating 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 adequate employment opportunities exist to allow for choices.
- e. Most Tongans have had some form of 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 deliverers of educational services in Tonga.
- k. Formal and informal linkages established with partner institutions abroad.
- l. Qualifications internationally accredited and recognised.
- m. Literacy and numeracy achievements high with less than 5% of students still at risks 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.

5. PART IV: The Future Role of the University of the South Pacific

5.1. The developmental aims and objectives of education previously described make it quite clear that the Government has an open-door policy towards education and training at the national and regional levels. They also demonstrate Government's primary concerns with: quality education and training at all levels; expansion of training, access and equity of opportunities, both nationally and externally; developing coherence in activities and co-operative efforts to minimise costs and maximise effectiveness and efficiency; and appropriateness of education to achieve Tonga's own unique goals. Government is positively prepared to support regional programmes if it were convinced that its educational needs are being met; that they are appropriate, cost-effective and above all, of the desired quality. It has been noted that the number of scholars studying in regional institutions has increased slightly in recent years as has the level of recurrent funding. Of perhaps of more concern to the regional institutions is the increasingly poorer quality of students from the region. These developments are partly attributable to the prevailing doubts

about the quality of regional programmes. Since there is no evidence to support this supposition, it is speculated that the situation could be ameliorated to a certain extent by adopting some of the aggressive marketing tactics employed by some rim institutions and deliberate conscious efforts by regional organisations and institutions to establish and maintain higher profiles in member countries. The severe lack of information on USP activities, for example, in Government and in the private sector is a real concern. Member countries of the University, for instance, must be advised of the reasons for the continuing high failure rate of regional students in an institution peculiarly geared towards their needs and problems; possible deficiencies in member countries delivery of educational service which might have contributed to the failure of students; and, intervention measures which could be adopted.

5.2. The decrease in participation in regional institution activities, on the other hand, is perhaps inevitable in the light of the progress made by member countries in their own educational developments. Irrespective of the size of countries and difficulties with maintaining economies of scale, most small Pacific countries would eventually succeed in meeting their basic educational needs. Already, the level of education and training requirements is moving towards more complex and higher level skills and knowledge. USP must be prepared to be flexible to adapt fairly readily to such changing patterns. It is also emerging that increasingly educational activities will need to be more context specific for as member countries develop advanced capabilities, so do their capacities for directing and controlling their own developments. It is expected that educational activities among member countries in the region will become more divergent as they move more confidently towards adopting their own national developmental agendas purposely designed to meet their own national visions and unique developmental goals. Tonga expects the University to continue to play vital and crucial roles by recognising that it has to provide increasingly higher level skills and knowledge and increasing their consultative and advisory capacities. Ultimately, sustainability can only be achieved if member states could be assisted to the stage where they no longer need external assistance and direction, and regional co-operation is based on factors other than deficiencies in human and material resources.

5.3. The Tongan education system is by means self-sufficient, as seen from the above discussions and despite the general feeling of satisfaction at achieving some of the basic goals, it needs more than ever, as this stage of its development and as the region prepares for the new millennium, to take a real

hard look at its present status and the directions it should be pursuing in the new century, taking cognisance of the fact that economic constraints will continue to provide the parameters for any new initiatives or developments and that escalating costs have begun to erode the maintenance of basic services and current achievements could very well be depreciated. As such, Tonga will continue to support the University and will continue to send undergraduate students to the University. Tonga is supremely conscious of the fact that the University is also suffering from the same financial constraints as its member governments. It fully supports the idea of consolidation of programmes and enrolment to ensure that quality continues to be high and to maintain the institution's competitive edge. However, there are several issues that the public education sector would like to raise for discussion:

1. Medical Training.
2. Distance Education.
3. Accreditation of courses offered by national institutions.
4. Allocation of awards and funding between regional and rim institutions under bilateral funding.

5.4. Medical Training

5.4.1. The drain from Tonga's health system of its medical doctors and other health personnel is reducing Tonga's health system from its place as one of the best in the region to a level close to disastrous. This fact combined with the high failure rate and high rate of non-return of the successful scholars means that health services are deteriorating, especially in the rural areas and outer islands. At the same time, it is increasingly more expensive and more difficult for Tongan students to obtain admittance to medical schools in New Zealand and Australia. The only available options are the medical schools in Papua New Guinea and Fiji. For safety reasons, female students are not sent to PNG and these days, even male students are rarely sent there, leaving Fiji as the only option. There is a certain reluctance to send students to the FSM. This reluctance is based on several reasons. The first is that FSM is not a regional institution but a national one and as such the Fiji Government has a perfect right to impose a quota on regional students. The second is that the qualification obtained is not recognised by Australia and New Zealand. The third is that the qualification is understood not to be accredited by the University. The question that Tonga would like to raise is this: Is it possible for FSM to be affiliated to the University or to become a regional institution with its programmes fully accredited by the University? Is the University in a

position to assume responsibility for medical training in the region?

5.5. Distance Education

5.5.1. It is evident from the previous discussions that the demands for post-secondary education are likely to accelerate in the next five years. The secondary schools are producing an increasing number of students who have successfully completed Forms 6 and 7 and Tonga's developments at the post-secondary level are not fast enough to keep pace with the demands. It is understood, of course, that the University is consolidating services and student enrolment numbers. But if small countries are to achieve equity of opportunities and access at this level, the numbers enrolling in extension courses must be increased. How would such an increase affect the quality of present services and what would be the likely costs implications? At the same time, Tonga is exploring the possibilities of utilising the distance education services of other institutions at the post-graduate level and through Internet, in programmes which are not available through the University's extension courses. The loss of experienced manpower from organisations while they pursue further post-graduate studies is increasing from both the private and public sectors. Could the University accommodate such demands in the near or foreseeable future to allow personnel to undertake their upgrading training in-country?

5.6. Accreditation of Courses Offered by National Institutions

5.6.1. Tonga and USP have begun negotiations to accredit some of the courses of the teaching Diploma towards the USP B.Ed. Degree (Secondary teaching). The demands for similar accreditation from other courses offered by national institutions are likely to increase. Could formal procedures be established to allow national institutions to maintain the national context of their courses whilst at the same time meeting the quality measures needed for accreditation purposes?

5.7. Allocation of Bilateral Scholarships Funding Between Regional and Rim Institutions

5.7.1. The general view is that the lion's share of the Bilateral Scholarships Funding be used to fund awards tenable in rim institutions. There is a need to discuss the issue in the light of increasing costs of tertiary education in Australia and New Zealand, the high failure rate of students in those

institutions, the high rate of failure to return to Tonga and the question of the appropriateness of training. Far more students could be educated and trained at USP for the same level of funding and they are much more likely to return and continue to remain in Tonga. The issue of quality is probably the most critical. USP produces graduates of equal calibre to that of rim institutions in its areas of competence. Both the graduates and the University need to overtly demonstrate such competence in member countries to raise public consciousness and to attract regional support and funding.

6. Conclusion

6.1. Educational development in Tonga has continued to maintain goals and ideals established for the country by its founder Tupou I. The heavy public investments in the sector and the subsequent achievements in educational attainment are manifestations of a basic acceptance and belief in the transforming qualities of education for the individual and the society. Tonga's support of the University of the South Pacific is merely one dimension of its efforts at improving access to and equity of educational achievements and thereby creating more windows of opportunities for all its people. National development visions and goals can only be realised by individuals who can think for themselves and are not afraid to do so; in people who have the necessary competence, confidence and liberty to transform ideas into working realities; in individuals who can dream visions and take risks. The ancient Tongans who set off to settle specks of islands in the uncharted immensity of the Pacific Ocean were such people. It is prayerful hoped that they have bred in their descendants sufficient confidence to conquer the unexplored world of the new millennium and survive.

**THE UNIVERSITY OF THE SOUTH PACIFIC
TONGA STRATEGIC PLANNING SEMINAR**

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PRIVATE SECTOR

PAPER PRESENTED
BY
AFU'ALO MATOTO

INTRODUCTION

The University of the South Pacific (USP) was established, as its charter declares, to provide "...the maintenance, advancement and dissemination of knowledge by teaching, consultancy and research and otherwise, and the provision at appropriate levels of education and training responsive to the well being and needs of the communities of the South Pacific".

Over the past years the University has responded well to the education and training needs of Tonga, as well as other Pacific Island Countries, particularly the public sector and the need for teachers. In the last two decades there has been an explosion in the growth of graduates and trained manpower and much of this growth has come from those who pass through on-campus attendance or through extension courses. In fact, USP has opened up tertiary and vocational education to the South Pacific including Tonga, in an unprecedented manner. We note that it is constantly modifying, introducing and adding new courses and studies to meet the declared needs from South Pacific Countries, mainly those from the public sector.

Much of the education and training provided over almost 30 years of its existence have been aimed at meeting the needs of the public sector for skills and manpower. Even research and consultancy by the universities and its institutes have been directed at and mostly utilised by the public sector. The private sector has been constraint in taking up the education and training opportunities offered by USP because of lack of funding. The same applies in using the resources offered by USP in research and consultancy. Most funding come from aid sources and its own training arrangements. The private sector can ill-afford prolonged absence of staff on retraining and further training and is therefore very focused and quite specific if staff are provided with the opportunity. It prefers on the job training, short-term courses, supporting study by staff in their own time by extension or correspondence.

The Government has stated clearly in its development plans, budget statements and other policy statements its intention to promote the development of the private sector as a basis for achieving dynamic and sustainable growth. This reflects the recognition of the fundamental role of the private sector in promoting more efficient allocation of scarce resources, economic growth and employment expansion. The

donor community, both bilateral and multilateral, plays an active role in encouraging the Government to adopt appropriate policy and institutional measures in favour of private sector market oriented development.

Tonga's growth performance in recent years has been disappointing despite substantial external aid, and an enhanced role for the private sector is viewed as critical for accelerated growth. The economy is heavily dependent on big Government which, to some extent, has led to some misallocation of resources and, from the viewpoint of economic growth, has been counterproductive. Government and public enterprises account for over 50percent of gross domestic investment (mostly funded by aid).

One of the major constraints faced by private sector development is manpower skills. The shortage of basic skills is a powerful constraint to private sector development. Entrepreneurial skills are scarce and typically there are severe shortages of those with managerial, professional, vocational and administrative skills. This situation reflects deficiencies both past and present in the education and training systems. Manpower problems have been exacerbated by heavy emigration.

The availability of skilled manpower is a vital prerequisite for the development of a dynamic private sector. In Tonga major problems arise over insufficient physical capacity, a shortage of qualified teachers and trainers and a lack of integration within the private sector and between government and private sector training activities. As a consequence there are shortages of basic skills (technical, vocational, managerial and supervisory), a lack of motivation and low levels of productivity in some areas. Lack of scholarships and sponsorships in the private sector means that even those who fund their own studies prefer to give priority to employment in the public sector as it offers greater job opportunities, more generous employment conditions and job security. As the private sector breaks away from being tied to the Government remuneration levels, it is becoming competitive and job seekers see alternatives now to what the public sector has to offer. Government and the donor community will need to consider ways of implementing the scarce funding for education and training in the private sector. Already there is considerable assistance for short

training but there is insufficient funding for graduate and post-graduate studies for those in the private sector.

This paper proposes to identify the major needs for education and training in the medium term in the private sector at all levels, both formal and informal, including manpower and employment requirements and how these needs can be funded. Suggestions will be made as potential initiatives for USP to follow, keeping in mind its own policy and constraints, in order to respond to some of these needs. In doing this, each segment of the sector will be reviewed briefly regarding its role in the economy, identify the education and training needs, manpower and employment requirements, the funding of education and training, what USP is currently doing and suggest how it can respond effectively. Consideration will also be given to training for youths who do not proceed beyond secondary school education.

The following segments will be reviewed in turn:

- Agriculture and Forestry
- Fishing
- Tourism
- Manufacturing and Processing
- Transport
- Communications, Broadcasting and the Media
- Banking and Finance
- Building and Construction
- Trade and Commerce
- Non-Government Education Systems
- Professional Services

Finally, the opportunities for youths who finish at secondary school level and what training could be undertaken to enhance their opportunities for gainful employment.

AGRICULTURE AND FORESTRY

This is the largest segment of the private sector. In 1994/95 Agriculture, Forestry and Fisheries contributed 33.3 percent of the GDP. This level of contribution has been fairly constant in the last decade. The main source of export income is from agriculture. At least 30 percent of the work force are engaged in agriculture and forestry. The majority of those engaged in agriculture are subsistence farmers

who either work part-time or under-employed, particularly those outside Tongatapu.

Agriculture faces many problems in Tonga which include marketing, transportation and shipping, pests and diseases, poor planting materials, improper use of inputs such as fertilisers and chemicals and poor farming practices. Overcoming these problems will mean increased production per acre which will lead to improved incomes and export earnings. A lot of assistance is received from the Government primarily through the Ministry of Agriculture and Forestry (MAF) towards solving these problems. Assistance in farmer education and training comes from the Tonga Development Bank (TDB). The Ministry of Labour, Commerce and Industries (MLCI) assists with marketing generally and on a regular level, particularly in relation to squash.

To further assist Agriculture in overcoming its difficulties, there is a need to strengthen the linkage to other services such as marketing arrangement and information, Advisory Services of MAF, machinery hire services, dissemination of research information from the Research Division of MAF and from other sources to the Advisory Services of MAF and to the farmers, shipping and so on. There is little need for formal training and education for farmers and anyone who receives formal training or overseas is expected to look for wage employment. Farming is considered to be a profession for the uneducated and this is why there is a low demand for places for private students in the School of Agriculture, at least in Tonga. Farming is only a small-holder basis and there are no plantations in Tonga. Therefore, fully commercial operations are virtually non-existent as the system is basically a mixed farming system of commercial and subsistence agriculture.

Agriculture training and education is provided in Tonga by Hango Agricultural School, a Free Wesleyan Church institution, funded by the Church with some assistance from its own connection overseas. The school is inadequately staffed and the facilities are poor. It offers no formal qualification and intake is limited to about 30. Those who pass through the school completing their two-year course often end up working for MAF or become a teacher. Three other training institutions at a lower level of intake, primarily to train young men to be farmers, have all closed down. These were all church institutions and all suffered from the lack of funding. The Community Development and Training Centre (CDTC) of the Ministry of Education ran a 3 year

Diploma programme for Diplomates with aid funds and has not been repeated for lack of funding. The intakes were nearly all MAF employees or teachers of agriculture in secondary schools.

Parents and students attitude is that farming is a dirty, hard job. Further, as a result of mainly marketing failures or the vagaries of the weather, many farmers have done poorly and have become heavily indebted to the banks which strengthen the attitude that farming on a commercial basis as a livelihood is to be avoided or undertaken on a part-time basis. There is a need to change this and all those who have the interest of the country at heart should join forces. USP could organise seminars with support from MAF. The work by the Institute for Research, Education and Training in Agriculture (IRETA) will be invaluable and should be disseminated to farmers through MAF. The need for graduates at either Diploma or Graduate level for agriculture and forestry will be insignificant over the medium term unless the attitude to agriculture and the fortunes of farmers in general change. More informal training of farmers in small groups should be undertaken by MAF and TDB.

Present known Forestry resources are Government owned and there is no education or training needs in this area by the private sector.

FISHING

About 16 percent of households are engaged in some form of commercial fishing and there are 2,300 registered fishermen. Investment in fishing for the local market continues to grow with import of 206 outboard motors in 1993, a 42 percent increase over 1992. Fishing is relatively undeveloped with very little foreign investment participation. The private sector accounts for 50 percent of exports of fish, in volume and value which includes export of live aquarium fish and other marine products.

Investments in fishing for export is growing mainly for tuna longlining. To further improve marketing and receipts it is important to meet the requirements of the market. Consequently, two fishing companies are investing in fish processing plants in order to achieve the required standard for export. It is estimated that with increased investment in tuna longlining in five years time the income generated will be about T\$4.5 million, a minimum of 70 jobs created and additional fish for

local consumption resulting in import substitution of about T\$0.5 million.

The education and training needs of this industry includes the following:

- boat builders
- ship captains
- marine engineers
- fishermen
- aquaculture
- managers
- accountants

Builders of boats up to 20 metres are trained informally from some apprenticeship to a boat builder. Ministry of Fisheries provides training in this area. Funding had been provided through UNDP. The programme has ceased but can be resurrected if the need arise for further or new training.

Captains and crews are mostly informally trained. They are needed on longlining boats which remain at sea for up to a week or more and have to venture for long distances from land. At present, most are trained on the job. There is a need to train these people more formally, not only in their trade but also in safety requirements and practices. Tonga Maritime Polytechnic Institute (TMPI) provides training for various non-officer level of ships crew. This training needs to be upgraded to cover Third or Second Officer level. Funding can be from Government and from aid sources. The business should pay for part of the costs through fees or the individual seeking the qualification. The money is good and despite the hardship, young people are still attracted to the industry. Marine engineers are trained at TMPI.

Training of fishermen on longlining and fishing is provided by Fisheries through aid mainly. USP Institute of Marine Studies should provide training courses, even formal qualifications. Funding to be provided by the industry and aid. Study of marine life, etc. will be in demand. Aquaculture training and studies will be in demand in the early part of the first decade of the 21st century.

Company Managers and Accountants will be needed by some. Presently, apart from the two major companies in longlining and exporting, the others are family operations and are not so efficient and may experience reluctance to change their management styles. Only one company has its own accountant. The others rely on firms to do their accounts. Lower levels of staffing are trained locally. TDB provides basic business training. Marketing assistance is provided by aid through the Tonga Chamber of Commerce.

Training on maintenance of boats should be provided. UNDP could probably help here, including safety requirements training. The makers of outboard engines do their own training on maintenance.

TOURISM

This industry is small, contributing some 5 percent of GDP, but has a significant impact on the economy and employment creation. The number of air visitors has increased steadily since 1986 from 16,090 to 28,410 in 1994. Of these about 80 percent are Tongans residing overseas. Therefore despite the growth, the earnings from tourism have not really grown above T\$12.5 million. The industry is suffering from competition from other Pacific Island destinations and constraints which include the following:

- cultural and political situation (e.g. Sunday laws, fear of commercialising the culture)
- lack of appropriate infrastructure development
- policy developments (remains unclear with no real directions, immigration laws)
- airline flight schedules
- low investments

Tonga's attitude to the industry is one of ambivalence i.e. it wants the tourist money but it is afraid of being swamped by tourists. The Government and the people can't make up their minds what kind of tourism it needs or is prepared to accept and promote. Despite many reports provided by technical assistance, the Government has not really implemented any. The industry, however, whether it grows rapidly or remains sluggish will demand training at different levels covering:

- hotel management
- business management

- accounting
- trades such as plumbing and cabinet making
- catering services
- chef training
- supervisors

The industry is heavily dependent on investment, mostly provided locally through borrowings from banks. There is no significant foreign investments to date. There has been a lot of promises but so far there is only an unfinished hotel and a lot of write up in the local papers. So far the industry is dependent on foreign aid for funding of training courses, mostly short-term provided either through UNDP or through the EEC and the South Pacific Region Tourism Project. TMPI and CDTC both can provide training at the lower level for catering and other services when aid funds are provided. The industry, when its finances improve, should contribute to the costs of the training.

Tradesmen for maintenance services of the facilities can receive training at TMPI or at the Fiji Institute of Technology in Suva but preference is for TMPI to mount these. Costs can be covered by aid as at present and the industry to contribute later to the costs. Training of managers and higher level staff can be through USP, internally or externally. The industry cannot fund these but will need to rely on scholarships or private funding. Training of chefs are currently done in Fiji or beyond. There is a need for hotel management and catering services to be considered by USP as not only will Tonga avail of such courses but so will other Pacific Island Countries. Fiji has its own training facilities but it is not generally available to other Pacific Island Nations.

USP once through its extension Services provided basic training in communications and customer service to the informal fringe and micro-enterprises of the industry. Hopefully, this can be repeated at USP's costs or a donor's, if one can be found when requested.

MANUFACTURING AND PROCESSING

Manufacturing and processing is estimated to contribute 4.5 percent of GDP in 1994/95.

Following the restructuring of the New Zealand manufacturing sector in the 1970's the establishment of the Small Industries Centre, the promulgation of the Industrial Development Incentives Act in 1978 and the commencement of the TDB there was a growth in industrial development and production, particularly export-oriented production. This did not last long as many failed due to under-capitalisation, poor management or poor marketing. Most of these contained a high proportion of foreign investment. Distance from markets and source of supplies and shipping difficulties were contributory factors to these failures. Consequently, manufacturing production declined from T\$5.1 million in 1983/84 to only T3.9 million now.

Most of the manufacturing units now in operation produce largely for the local market. About 45 percent of the manufacturing establishments are engaged in food and beverages production. The situation is not likely to change in the medium term in respect of growth of the industry. There is virtually no new investment for some time in the manufacturing industries and a few of the larger ones have recently gone into liquidation.

The training requirements of the manufacturing sector is mostly through informal and on-the-spot training. Although assistance through the Pacific Islands Industrial Development Scheme of New Zealand provide for training components but there are hardly any investment under this scheme in Tonga at present. Various skills training where trades training are required can be provided by TMPI or CDTC. For managerial skills, very much needed in the industry, USP can provide these but scholarships will have to be provided. Otherwise, those units will recruit in the open market or continue with untrained managers, particularly in family owned operations. Micro-enterprises in manufacturing rely only on informal training gained on the job.

TRANSPORT

This industry has shown modest but consistent growth in the 1990s. Together with Communications they contribute 6.4 percent of the GDP in 1994/95, of which two-thirds belong to the Transport industry. Transport comprises Land, Sea and Air Transport.

Land

There are no transport companies in Tonga providing public land transport. The main form of land transport is motor vehicles. The number of vehicles in Tonga has grown rapidly since 1989, using from around 4,000 to over 8,000 in 1992. In the last three years there has been further acceleration in the growth of motor vehicles and the number of registrations is estimated to be around 12,000. Over 1,000 vehicles are now entering the country per annum. This year, given the proposed importations by completing importing companies, it is estimated that the number of vehicles imported will be close to 1,400. Clearly, the market is saturated and the roads need increased maintenance, thereby placing a strain on Government resources.

Heavy vehicles and machineries are owned by companies but taxis are individually owned and so are buses for public transportation. Because of the individual ownership of public transport, it is very inefficient and this pushes individuals to place a high priority on owning a vehicle. The high number of vehicles require maintenance and numerous mechanic and engineering workshops have been established, mostly on Tongatapu. Similarly, support services in spare parts and tyres have also sprung up since 1989.

Sea

Sea transport, given the geography of Tonga, is essential to the economy and life in Tonga. It provides a vital link between the island groups and between Tonga and her trading partners. The foreign going vessels are government or foreign owned (Warner Pacific Line, Forum Line). Most of the local shipping between islands are owned by the private sector, except the main inter-island ferry which is Government owned. All infrastructure such as wharves are owned by the Government. Financing of the boats and infrastructure rely heavily on foreign aid.

Additionally, many Tongan seamen are working on foreign vessels and remitting significant foreign exchange to Tonga and income to many families. This source of income is also important in some of the Pacific nations such as Kiribati.

Air

Air transportation since the 1960s is providing an essential link for Tonga with overseas countries and also internally between the main island groups.

The main airline serving Tonga is its own flag-carrier, Royal Tongan Airlines, a fully owned Government airline. It recruits pilots from overseas, as well as training its own through scholarships. Aircraft engineers are also recruited from overseas and locals trained on scholarships.

Other airlines serving Tonga are Air Pacific, Air New Zealand and Polynesian Airlines. With so many Pacific Island Countries owning airlines their training requirements could be co-ordinated and linked. This could help reduce costs.

The needs of the transport industry for mechanics and other tradesmen are recruited openly depending on what is available in the market. At least 60 percent of the mechanics and others employed in workshops are mostly trained on the job. TMPI and CDTC provide training locally funded through aid. Part of the costs are met by the businesses in the industry. More of these blocks release training courses could be held if funding sources are available.

Regarding the education and training needs of the ship owners and shipping companies, the officers and captains for foreign going vessels are trained in New Zealand and on the job. Those below officer rank are trained locally at TMPI. Local shipping do not have qualified officers. Most, if not all, have been trained locally, through experience and local exams. The younger men would have gone through training at TMPI. Funding is by shipping companies or by individuals. Marine engineers are mostly trained by TMPI.

There is a great deal of employment creation in this industry segment, i.e. drivers, mechanics, ships' crew, managers, caterers in the airline business, handlers, ticketing and so on. The demand on the facilities of USP is minimal and does not rely on aid funding, though it could use aid funding if available.

COMMUNICATIONS, BROADCASTING AND THE MEDIA

The operators in telecommunications are Tonga Telecommunications Commission (TTC), a public enterprise, and Cable and Wireless(C&W), a multinational public corporation.

TTC rely on scholarships and aid funding for its education and training needs. Funding is either by the Commission or through aid sources. The Commission provides some training locally for the very lower level technicians.

C&W provides its own training for junior technicians and other staff, clerical and operators. Senior technicians are trained overseas in England at the company's own staff training college. Accounting staff receive their training at institutions of their own choice and own costs prior to recruitment. Further specific training is provided on the spot.

Radio broadcasting is mostly provided by the Government-owned Tonga Broadcasting Commission (TBC) which operates an FM and AM stations. The other radio station is privately owned but is operated as a purely Christian radio station with staffing provided mainly by Christian volunteers. There is little need for education and training by this radio station which is funded from overseas. As for the TBC its technical staff and journalists are trained on the job and overseas through aid sources. One of the graduate journalists graduated from USP under private funding.

Employment creation is very limited in broadcasting. Its needs for graduates is fairly limited and may need one or two graduates in the medium term.

There are two television stations owned privately, of which one has recently ceased broadcasting. The remaining one is a Christian Television station. They produced limited programmes locally. Education and training needs are extremely limited due largely to constraint of funding. There is no journalism training and staff receive training on the spot.

Apart from the Government weekly paper. 'The Chronicle', Tonga is also served by another weekly paper, viz. 'The Times'. The 'Lao mo

e Hia' is published fortnightly. Church papers are published monthly as follows:

Catholics	-	'Taumu'alelei'
Wesleyans	-	'Tohi Fanongonongo'
Tokaikolo Fellowship	-	'Ofa ki Tonga'

A quarterly publication is made in the form of a magazine title 'Matangi Tonga', published by the Vava'u Press.

In all these papers there is little journalistic training, relying entirely on aid funding to provide regional short-courses and workshops. They really have no need for graduates in journalism and will only undertake such training if funding under scholarship or aid can be secured.

BANKING AND FINANCE

The National Reserve Bank of Tonga is the regulatory bank and is fully Government-owned. TDB is also owned by Government, except about 3 percent, held by Bank of Tonga which is in the process of being bought by the Government. All commercial banks, Bank of Tonga (BoT), ANZ Bank and MBf Bank (Tonga) are privately owned. However, Government owns 40 percent of BoT. The commercial banks have provided significant job creation in the last decade, particularly since 1993 when ANZ Bank and MBf Bank (Tonga) were established. Over a hundred new jobs have been created.

The commercial banks run their own training schemes and where off-shore training is needed they link up with their parents, head office or managing agent to provide the needed training and attachment. Aid or scholarship funding is not available to the commercial bank who meet the cost of their own training. Staff are encouraged by fees assistance programmes to undertake further studies in their own time, through USP extension to obtain improved qualifications in commerce, banking and finance, computer studies, accounting and law. The dropout rate is high due mainly to pressures of work and responsibilities at home. Alternatively, they can undertake correspondence studies organised by New Zealand or Australian Institute of Bankers. Senior staff in the commercial banks include graduates from USP recruited openly through advertising. Some have come from other jobs.

Open recruitment for graduates will continue to be in the open market. Limited number of graduates of banking and finance, commerce, accounting, computer studies and law will be required in the medium term. Extension USP courses in these areas will be utilised but those from the commercial banks will not grow quickly. Limited use will be made of MBA courses.

Insurance companies operating in Tonga are the National Pacific Insurance Co. Ltd. (NPI), a branch operation, and the Insurance Corporation of Tonga Ltd. (ICT), a local company and underwritten by MMI (Australia) which has a representative in the ICT office. Other insurance companies, including life companies have only agents, Grand Pacific Life, a Hawaiian company, is represented in Tonga. These businesses receive no aid funding for training and rely on their own resources. There is no graduate in the insurance business in Tonga and this situation appears likely to remain in the medium term. Little training is provided and this is all on-the-job. They can push enrolment by correspondence for the professional exams.

Credit Unions are being revived through the resurrection of the Credit Union League which supervises the individual Credit Unions and provide training. Training is funded by aid. A graduate for the League may be considered a luxury at this stage and in the medium term.

Small finance companies exist with no formal training. This trend is not likely to change.

BUILDING AND CONSTRUCTION

This industry contributes 5 percent of the GDP in 1994/95. Total GDP at constant prices in 1994/95 was T\$90.0 million.

There are no building codes in Tonga and consequently the quality of construction varies greatly. Many of the tradesmen in the industry have no formal qualification or training. They have received their training on the job, often from supervisors who have received their training the same way. As a result the finesse in their work is missing as compared to the work of those with proper training.

IN recent years TMPI has provided training on a block release basis with trainers under aid funding. CDTC also provides more specialised

training when aid funding is available. More training at this level is very much needed. The numbers involved are high and the areas covered should include all aspects of the building trades such as cabinet making, plumbing, general carpentry, masonry, bricklaying, painting and carpet laying.

The professionals in this industry such as architects, engineers, quantity surveyors and draughtsmen receive their training overseas in New Zealand, Australia and Papua New Guinea. Because the numbers are small, it is possible that the provision of such courses in the near future by USP may not be cost effective. These people meet their own training costs privately or through scholarships.

TRADE AND COMMERCE

This segment includes restaurants and hotels. Production by this segment contributes to 12 percent of the GDP in 1994/5.

Business under this segment may be categorised into these groups, viz.:

- Multinationals and large corporations
- Commercial Enterprises (10 to over 50 employees)
- Small Business and Micro-enterprises (below 10 employees)

For multinational and large corporations they bring in management staff from overseas and where necessary recruit in the open market, often taking someone from an existing employment, where training is required they provide their own training. Budget for training is in the main small and it is usually used for short term training courses. If staff undertake training through extension study, they are likely to meet their own costs. Scholarships and aid funding for training from aid sources are non-existent.

Commercial enterprises are mostly family owned and training is provided with own funds for family members to continue management. There is reluctance to bring in someone from outside the family. Little or no training is provided to the middle level and junior staff. Any training given is funded from an external source. Through aid funding TDB and MLCI provide ad hoc training for business management, stock control and pricing, preparing a business plan and other aspects of business. The Society of Accountants, CDTC, Tonga Chamber of

Commerce and Government Training Centre have provided short-term training courses and workshops with funding coming from overseas.

Micro-enterprises are more interested in survival rather than in training of any sort. Education and training are undertaken only when funding is available. TDB and MLCI through aid sources mount training sessions for these small and micro-enterprises.

NON-GOVERNMENT EDUCATION SYSTEMS

Non-Government schools provide 80 percent of secondary school capacity and 10 percent of primary school capacity. They work closely with the Government Ministry of Education, relying to a large extent on Government instituted exams. A curriculum development and Free Wesleyan Church schools cover 40 percent of all secondary school places and Jesus Christ of Latter Day Saints (LDS) schools provide for 20 percent. The Catholics provide for 10 percent and Church of England, Seven Days Adventist Church, Free Church of Tonga and 'Atenisi provide for 10 percent almost equally. Some 40 percent of the teachers in the church schools are either untrained or were trained for primary schools. Most of those who are trained had been trained at either Tonga Teachers Training College or USP. However, many teachers at the LDS schools were trained in either Brigham Young University (BYU), Hawaii or Provo, Salt Lake City, Utah. For the training of teachers, churches rely only on their resources. Some small help comes through scholarships from Government or aid sources channelled through Government. Most of the training and education provided outside Tonga are at USP, the majority through the School of Social and Economic Development (SSED), some through the School of Humanities (SOH) and School of Pure and Applied Science (SPAS), and very few through the School of Agriculture (SOA). A large number are paying for their own study through the Extension Services.

An average of 5 graduates comes through each year to the church schools and a similar number to Government schools. Because of differentials in remuneration some church school graduate teachers are later lost to Government schools or to the public service. Scholarships appear to be slowly reducing in number and this could affect the places available to church schools. Very few graduates and diplomates are funded directly by the Church. Training requirements will continue to be through the schools mentioned above and the courses they offer.

High utilisation of the Extension courses and services will continue in the years ahead. 'Atenisi appears to have received the least support by any non-government school as it relies almost entirely on its own resources and receiving very little aid too.

PROFESSIONAL SERVICES

Professionals offer services in support of the activities of the private sector and in turn the private sector cannot really function without such services. In Tonga these support services are not well developed, reflecting the heavy reliance on big Government, the early stage of development of the private sector and its small size. However, the demand is growing for these professional services and people are prepared to pay for them. As the returns improve, more professional will either move from the public sector to join directly after graduation. The majority may come from those who pay privately for their education and training.

Accountants

There are four firms in practice today and they have difficulties keeping up with the demand. Most in practice have paid for their studies and have no obligation to join the public service. The work they do are more varied and more interesting from a professional sense than what most of their counterparts perform in public service and in public enterprises.

Lawyers

Five firms are in practice, each headed by a qualified barrister and solicitor. All have been educated and trained outside of the USP, considering the first law graduates are yet to come out from USP. Two more qualified women lawyers have recently joined the rank of these lawyers, following their graduation. However, there are more qualified lawyers at present in the public service, numbering 10. As more complete their studies, especially those with private funding, the number in private practice is expected to increase and exceed the number in Government.

The Law Society and the Minister of Justice have agreed that no more licences will be issued to unqualified advocates. The minimum qualification will be a Certificate or Diploma, obtainable through the Extension Services. This is important and the number enrolling in the law courses through Extension has grown rapidly and the current level of enrolment is likely to remain for at least the medium term.

Surveyors and Land Valuers

The USP does not offer courses in this field. Training is mainly in Papua New Guinea or New Zealand.

There is only one person in practice at present. Lands and Survey have admitted that they have had for many years a large backlog of surveying and draughting to be done. This is reflected in the long wait for action by the Ministry. They have allowed their surveyors to undertake private practice in their own time and this is a counterproductive arrangement which does not help the Ministry and it is providing unfair competition to the only person in private practice.

Real Estate Agents

Only one person in practice at present. The land tenure system is not conducive to land being bought and sold. Despite the demand for some changes in the land tenure system, no real change is likely to occur.

Architects, Quantity Surveyors and Engineers

These are all trained outside of the USP, mostly in New Zealand, Australia and Papua New Guinea.

There are two firms in Tonga which are both expatriate. One Tongan is also in full private practice. They work closely together and complement each other. The firm of engineers are mostly contracted by Government as consultants and supervisors. Demand for this kind of service is limited. Further, Government architects are also working outside the public service which provides unfair competition to anyone in private practice.

Doctors and Dentists

There are five full time private clinics and five clinics run by doctors in their spare time. There are two dental practices - one by a retired dentist and one by the Chief Dental Officer in Government.

These are doctors trained in Fiji or New Zealand. Tonga suffers from a scarcity of doctors due to migration, low remuneration and inefficient administration. We rely on most doctors to be trained at the Fiji School of Medicine (FSM) under scholarship. New Zealand and Australia insist we send our scholars there as they are supporting FSM as a regional institution. Unfortunately, Fiji Government regards FSM as a Fiji institution and not a regional one. Tonga suffers from limits placed on the number of our scholars. This exacerbates our problem when we badly need to train more doctors, dentists and paramedics. USP should negotiate to take over FSM as a regional institution and a new school of USP to give proper status and recognition to their qualifications.

Doctors running private clinics are considered counterproductive and unfair to those in full time practice.

Pharmacists

There are two pharmacies in operation privately in Tonga. Both are well patronised and their services are greatly appreciated. Training had been funded under scholarship overseas outside of USP which offers no courses in this field. Demand for training will be limited and USP should only consider courses in this field if it eventually takes over FSM.

Secretaries

Most are trained locally at St Joseph Business College run by the Catholic Church. What they produce is adequate for local needs. Training costs are met by the students and parents.

Entertainment

Entertainers and musicians are mostly self-taught by those already in the business. To help support tourism and to encourage the appreciation of expressive arts and traditions of the country, aid funding

could be sought by USP or Tonga Government and channelled through USP to mount courses and training through the Extension Services. This will be one way of providing employment opportunities to youths who do not proceed beyond secondary school.

Sports

In recent times we have witnessed the growth of international sports and Tongans are capable of doing well in most fields of sports. Several sporting bodies exist in Tonga but many are not well organised and administered despite the existence of apex bodies in the form of Tonga Interim Sports Council and Tonga Amateur Sports Association (TASA) to which all are affiliated. With proper coaching and facilities, the youth can excel. This will be a way of providing useful employment for youths who do not proceed beyond secondary schools and are not attracted to the land, the sea or a vacation in the trades, clerical or the church. Funding should come from aid sources.

CONCLUSION

The private sector lacks the financial resources to avail itself of the various courses in education and training provided by the USP. Apart from education provided by the Churches, there are no scholarships available. Most scholarships are used by the public sector. There is a heavy reliance on aid funding of training. Training budgets are small and provides primarily for short-term or on the job training. Increasingly, private funding is growing largely through the Extension Services and is now spreading to on-campus education and training as scholarships are limited. USP should continue the courses offered and consider new ones where demand is high e.g. the position of FSM though this may be a politically and financially sensitive issue. Existing trends are likely to continue i.e. slow growth of the intake in the SOH, SOA and SPAS and high growth in the SOL and SSED. The private sector is growing sluggishly at present and is likely to continue to recruit only those required. The Institutes will play significant roles in training and research useful to the private sector if aid funding can be identified and secured. The Extension Services will continue to be well utilised in Tonga and the dropout and failure rate should be lessened.

Generally, USP is to be congratulated for assisting Tonga in its development and providing manpower badly needed. In doing this it has modified, expanded and added courses relevant to the needs of Tonga and other Pacific Island Countries in order to respond effectively.

NON GOVERNMENT ORGANISATIONS TRAINING NEEDS IN TONGA

Views and Perceptions

The broad definition of NGO holds that every organisation in society which is not part of government and which operates in civil society, is a non-government organisation. Thus this includes such organisations as political groups, labour and trade unions, religious bodies and institutions, guilds, sports clubs, arts and cultural societies, associations, as well as small and large businesses. The more accepted definition qualifies the broad definition. NGOs are organisation which are formed voluntarily and have an element of voluntary participation in the form of small numbers of board members or large numbers of members giving their time voluntarily. They are independent: that is they are controlled by those who have formed them or by Boards of Management to which such people have been delegated; they are not-for-profit and while they may engage in revenue generating activities they do not distribute profits or surpluses to members but use this revenue in pursuit of their aims. NGOs fall in a spectrum from those directed at the care and welfare of the disadvantaged to change and development activities which are directed at concerns and issues which affect the disadvantaged or which are detrimental to the well-being of people or the society as a whole.

NGOs play important roles in Tongan society. Motivated by a desire for a caring and developed society, they establish and operate programs of education, health, social welfare and economic improvement. NGOs have also been involved in pioneering new approaches to meeting needs and solving problems in society. More recently they have been involved in the renewed search for sustainable approaches to social and economic development and action on such issues as environment, human rights and gender issues.

Due to the diversity of Non Government Organisations it is difficult to summarise views and perceptions of training needs in definitive terms. Each NGO has its own special needs and thus training requirements dependent on the group represented.

The primary approach used to assess the training needs of NGOs was to formulate a survey and distribute this survey to as broad a range of NGOs as possible to get a diverse range of opinions. While not all NGOs responded, those that did provided something of an overview of their educational needs. The survey was followed up by interviews with NGOs by the Secretary of TANGO Fatai Pale. Secondary to this approach was assessment of the effectiveness of training made available to NGO members to date and thinking of ways in which training may be made more worthwhile.

From the survey it was noted that Women's Groups saw a particular need for education of women in areas of development, trades & skills and equality. A hope was expressed that women would be able to see themselves, as well as men, in roles as leaders in employment, industry & commerce. Also emphasised was the importance of traditional female roles, of mother, wife and educator, that these roles should not be given diminished significance and that literacy skills and parenting skills are important.

Church groups broadly saw a need for education in the areas of administration & management, leadership, organisation, teaching, computers, accounting & bookkeeping, public relations, community development, communication and general office skills.

Youth Groups' primary goals were associated with the welfare of youth in Tonga and the development & improvement of their conditions. They saw development of their NGO Executive boards as being very important - for example training in how to conduct effective meetings, strategic planning, marketing & publicity were seen as worthwhile. Other issues seen as important were volunteer management, financial management, program management & evaluation, office management and delegation, co-ordination & communication skills.

The agenda for a large number of NGOs was to ensure that the rights of their members be maintained. Others hoped to increase understanding of the functioning of their organisation among their members and to improve general facilities. Largely the training requirements in these cases were office management and general office skills.

Some broad trends for all NGOs were deduced from question 6 of the survey which give a list of 23 possible choices of training workshops.

The following is a list of the most popular choices in order of preference:-

Computing

Planning and Budgeting (next two most popular & equal in preference)

Research & Development and project proposals (equal in preference)

Media Links and Office Management (equal in preference)

Negotiation

Technology & New Ideas and Financial Management (equal in pref)

Public Speaking and Community Management (equal in preference)

Co-ordinating

Leadership and Evaluation and Volunteering (all 3 equal in preference)

The training made available to NGOs to date illuminates many areas of need. Most of the training made available tries to do too much. For example participants in a Finance & Management training are given a definition of income and expense and then for the next exercise there is an expectation they will be able to produce a budget. What usually happens with these training is that a group of around twenty people with different backgrounds and levels of experience are brought together and the trainer grapples with the problem of what level to work at. The general feeling is that people who attend this type of training leave with a lot of new ideas but little or no skills with which to make use of the ideas.

Many people employed in the role of Co-ordinator of an NGO have a strong background in the basic area of interest covered by their particular NGO but have little knowledge in terms of administration or management. As NGOs are becoming a stronger force in Tonga there is a greater need for full time employees in the role of Co-ordinator or Administrator. The training made available to date could well be made into a degree course in NGO management & administration.

Major Areas of Need for Education

Formal:

Degree or Diploma Course in NGO Management & Administration

As mentioned previously there is a growing need for formally educated NGO Co-ordinators. NGOs are playing an increasingly important role in Tongan life and services previously provided by family members are being taken on by NGOs. An effective Community Service degree course would cover the following units:-

Strategic Planning - This is an essential first step for an NGO that hopes to function effectively.

A range of Financial Management units:

1. **Basic Bookkeeping** - This unit would give students hands on practical bookkeeping experience with an emphasis on tutorials rather than lectures.

2. **Financial Statements - Preparation & Interpretation**

3. **Budgeting**

Computing - Word Processing, Spreadsheet & Data bases

Project Planning

Effective Communication

Volunteer Management

Leadership & Assertiveness Skills

Group Development

Public Speaking

Sponsoring & Marketing

Managing Conflict

Project Management & Problem Solving

Guidelines for Good Policy & Practice

Proposal Writing

Community Development

Given also the involvement of some NGOs with grass roots community development projects and the providing of social services generally it would be beneficial for a degree/diploma course in Social Sciences to be available in Tonga. Such a degree would cover topics such as the following:-

Psychology

Sociology

Counselling Skills

Community Development

Local Government

Population Studies and Demography
Tourism Studies
Personnel Management
Information Services

Another area of interest to NGOs in Tonga is the environment, therefore degree or diploma courses including the following would be beneficial:-

Ocean Resources Management & Policy
Ecotourism
Environment Education
Fisheries Management
Land Management & Development
Development Studies
Biodiversity
Permaculture
Nature Reserve Preservation
Forestry Management

Informal:

Each of the above units could be turned into an individual training workshop & conducted by an organisation such as TANGO with resources supplied by USP. The youth groups expressed an interest in learning more about Executive Board Development. In fact many NGOs would benefit from having their Office Bearers (President, Secretary & Treasurer) attend informal training in what makes an effective committee. Due to the fact that office bearers for NGOs are often in some other full time employment it would be necessary to make the training less formal and more flexible. Such training could cover topics such as:-

Tasks of Board members
 Legal and Financial Responsibilities
 Planning & Policy
 Formulating a strategic plan
 Promotion and Publicity
 Conflict Resolution
 Communication & Teamwork
 Volunteer Management
 General Administration of an NGO

Predicted Manpower Requirements over Medium Term

New Graduates:

Due to the growing significance of NGOs it will become more important to have degree qualified people on a fully employed as well as part time basis working in their given capacity.

All NGOs have a need for staff with financial & administrative skills. Those NGOs dedicated to service provision for people in need, require staff with strong people skills and formal training in counselling and other social science areas. NGOs dealing with the environment would benefit greatly by having staff highly educated in their specific area of concern.

Further Training or Retraining:-

Many people already working for NGOs would benefit greatly from having the opportunity to participate in both the formal & informal training mentioned previously.

Financing of Education in the Future

Government Policy Regarding the Allocation of Future Scholarships:-

Government has an increasing need to recognise the contribution made by NGOs to Tongan communities and social structures. The new thinking about the role of government is that it should be more that of policy maker and less that of provider. Thus government is turning more and more to NGOs to do the providing. Also the greater move to Westernisation is slowly impacting on family roles and cultural traditions. An increasing number of women are joining the workforce, leaving fewer to fulfil the roles once relegated to them and the family in general. NGOs will have an increasingly important role to play in filling these gaps.

Another important issue in Tonga today is the number of talented people who reside permanently overseas. These are often the young people who received scholarships to study overseas. This "brain drain"

may be somewhat alleviated if Degree/Diploma courses were offered in Tonga.

Both these issues could be addressed to some degree firstly if Degree/Diploma courses were available in Tonga & secondly if Government were to provide scholarships to its school leavers to take advantage of these course.

Resources Available from the Private Sector

■ Assistance in Development of Education Generally:-

Many talented people are available in the private sector - people who have made a success in private enterprise. These people would be invaluable to the NGO sector in training NGO leaders to run a more effective organisation. Non-profit NGOs need to become self sufficient in terms of funding their own activities. Although Aid agencies have been generous to date the increasing accountability needs will make it more difficult for NGOs to function on Aid assistance alone. USP could take advantage of these leaders in the business community and invite them to be guest lecturers.

In line with USP's agenda for bringing the University closer to the people some consideration could be given to the community at large. A suggestion made by Tonga National Youth Congress was that each year USP could produce a lecture series in co-operation with Government and NGOs. The idea being that these lectures would be made available to the general public at a nominal fee of 50c to \$1. The topic discussed would ones of interest to the general public and each year the series could cover a different subject. Students of the University could be responsible for presenting topics and representatives from appropriate NGOs and government bodies could be invited to describe their perspective of the situation in Tonga today. The subjects covered could include such things as the environment, gender issues, community development, hygiene and nutrition, parenting skills, the importance of cultural traditions - the list is endless. The idea behind such a lecture series is, it is a way of providing education to a large section of the community not involved in more formal training.

Greater involvement of NGOs in the activities of USP in terms of being educated and having the opportunity to educate the general public

would encourage NGOs to be more supportive of USP. The possibility of NGOs carrying out fund-raising activities with USP as the recipient then becomes a more likely prospect.

Employment Patterns

Opportunities for Youth Who Do Not Proceed Beyond Secondary School

Youth have a large role to play in the NGO sector. Those who do not proceed beyond secondary school are often intelligent people who have not been given the opportunity to go onto further study. Volunteering should be encouraged both to provide useful and innovative assistance to NGOs and provide worthwhile rewarding experience to young people looking for full time employment. It should be recognised also that many young people on completing secondary schooling don't see a need for further study. Many see their role as working on the land, some young women see marriage as their goal and others just don't see any point in further study. These young people should be given the opportunity to join the workforce and gain some life experience which may lead them to a more comprehensive idea of what they want to do with their lives. This in turn may lead to a desire for further study which should then be made available to them. The important issues here is that young and inexperienced people are more attractive to employers if they have some form of post-secondary training. It shows not only a potential for learning but also a desire to better themselves.

Others leaving secondary school may have the desire to go on to further study but also want the security of a paid position. For these people it would be useful if part-time day courses were available which they could combine with flexible part-time work. A successful way of combining work and study in other countries has been for private firms to offer Cadetships. This allows people to gain experience in their chosen field while learning more skills at University.

For the reasons just outlined a Government plan to establish national post-secondary institutions would be a worthwhile enterprise to give young people additional skills to make them more employable. Further to this there is a greater need for vocational courses to be made available in Tonga. Practical hands on courses in carpentry, general repair skills, electrical wiring and other trade courses. These courses

would insure that international safety standards would become more widely practiced in Tonga. It would be important also to make these courses available to young women who may wish to do them.

What Role is envisaged for USP

USP has a potentially large role to play in Tonga. This paper has tried to emphasise the need for Tertiary study to be more available in Tonga. The desirability of a higher profile for USP in the community has also been discussed.

For NGOs there is a general priority for training to be made available in social and community service area along with more specific areas of interest.

Flexibility is the key to the success of future education. Maintenance of the existence of extension courses now available is important but introduction of degree/diploma courses should be seriously considered. Some thought should also be given to providing distance education courses. This would allow people living on outer islands the opportunity of participating in training otherwise unavailable to them. The overall goal of USP should be to aim for something better than Tonga has had before.

Community involvement is also to be encouraged. The higher the profile USP has the more support it will gain from the general public. In this regard USP would benefit from an objective of education for all. The suggested lecture series mentioned previously would be an excellent way for USP to increase its standing in the community.

One of the important roles of TANGO in Tonga is to set up networks in the NGO community so that duplication of services is avoided. USP could follow this objective by networking with other training facilities and fill the gaps. For example, people trained in theology will often go into administrative work positions. The role for USP would be to provide these people with training in administration and co-ordination.

With effective Government support USP has the potential to make a difference in Tongan education. It is highly desirable to provide local education for the citizens of Tonga as it provides education for a wider range of people in the community and provides an incentive for our

talented people to remain in Tonga. Overseas education is prohibitively expensive for many, especially those not fortunate enough to gain a scholarship. Partnerships with other National & International post-secondary institution could be fostered to provide USP with a greater range of resources and expertise. Tongans currently living and educated overseas could be invited back to lecture in their given area of knowledge.

In terms of research the NGO sector would benefit from research conducted with the area of community development in mind. Questions to be considered are:-

Whether community development to date has been in line with what the community regards as important?

Are aid dollars reaching those who most need it?

Are the community development projects already in place effectively?

What needs are not being met in Tongan Communities?

This research could be conducted by senior students in collaboration with appropriate lecturers of USP as a component of their study requirements.

In conclusion the consultative process USP is using to formulate their Strategic Plan is to be commended. For Tonga to progress in a way that is both cultural sensitive and in line with the needs of the whole population it is important that all sectors of Tongan society are consulted about issues that are of concern. This is a process NGOs welcome and hope it is to be the way of all future development.

Non Government Organisations consulted in the formulation of this paper

TONGA RED CROSS

FSP/TONGA TRUST

TAULAMA CENTRE

CATHOLIC DIOCESE OF TONGA

CHURCH OF ENGLAND

SEVENTH DAY ADVENTIST

FITA (FRIENDLY ISLANDS TEACHER ASSOC.)

TONGA COUNCIL OF CHURCHES

TNA (TONGA NURSES ASSOCIATION)

TONGA NATIONAL YOUTH CONGRESS

TONGA FAMILY PLANNING

PAN PACIFIC WOMEN'S ASSOCIATION

**TONGA YOUNG FARMERS
LAW SOCIETY
'AHAU COMMUNITY
SALVATION ARMY
TONGA SEAMEN'S ASSOCIATION
LAPAHA COMMUNITY
VAINI DISTRICT
TATAKAMOTONGA
LAPAHA DISTRICT
HIHIFO DISTRICT
TOKAIKOLO FELLOWSHIP
TONGA NEWS ASSOCIATION
BAHAI FAITH
WIDOW ASSOCIATION
DR SUPILEO FOLIAKI FOUNDATION
ALONGA CENTRE
TONGA CHAMBER OF COMMERCE**

USP Tonga Strategic Planning Seminars in Education

Queen Salote Memorial Hall
Nuku'alofa, Tonga
Monday 19 - Wednesday 21 May, 1997

Post-secondary education: The 'classical' vs. the 'utilitarian'

by

'Okusitino Mahina
University of Auckland, New Zealand
'Atenisi University, Tonga

This is in striking contrast with the thorough-going objectivism of... Heraclitus, who was unremitting in his attack on subjectivist illusions, on the operation of desire or the imagining of things as we should like them to be, as opposed to the operation of understanding or the finding of things (including our own activities) as they positively are, with no granting of a privileged position in reality to gods, men or molecules, with conflict everywhere and nothing above the battle.

Anderson, *Studies in Empirical Philosophy*

Guest of Honour, Baron Vaea, Hon. Prime Minister and Acting Minister of Education, Hon. Dr Massaso Paunga, Minister of Labour, Commerce and Industries, Chairman of Tonga Strategic Planning Seminars Committee, members of Tonga Strategic Planning Seminars Committee, distinguished guests, ladies and gentlemen. I am deeply honoured for the invitation to be on the Tonga Strategic Planning Seminars Committee, and am also happy to have been asked to deliver a paper on the issue of post-secondary education¹. An honour that is largely due to the fact that, apart from this particular but still related exercise, I strongly consider myself part of a movement or a 'way of life' called education. Being a member of the educational movement, an institution with a distinct life of its own, one has to defend education against the intrusion of all uneducational and anti-educational

¹. While 'post-secondary' education, commonly referred to as 'tertiary education', may be taken to mean all forms of education and training undertaken at the completion of the secondary level, my concerns here are with university education, given the fact that the focus of this exercise is on USP.

tendencies that lie in its way². Moreover, it also gives me great pleasure - as this rare opportunity allows - to speak on education in general and the University of the South Pacific (USP) in particular.

As spelled out in the progress report of the Office of the Vice-Chancellor, the broader objectives of the strategic planning seminars are as follows: (a) To identify overall educational priority needs of USP member countries; and (b) To determine what role, if any, USP can play in assisting member states achieve some of these needs. In line with these objectives, the Office of the Vice-Chancellor takes the view that, by means of consultation and planning, a Corporate Plan for USP would be formulated to ensure it responds to the priority needs of member countries through its programmes and courses, consultancy and research. A Corporate Plan which - as a guide for the future developments of the University - will be based on the ideas, needs and priorities of the Pacific peoples, and on what organisations and community groups of the member countries want from the University.

Following a similar resolution by Ministers of Education of the region in a second meeting held in Port Vila, Vanuatu, in October 1996, this three-day seminar further aims at inviting concerned parties in Tonga to voice their opinions about the immediate role of USP for the coming decade and, ultimately, for the 21st century. Specifically, this undertaking targets such groups as public and private sectors, non-governmental organisations, post-secondary institutions and parents and students.

Like Dr Kalapoli Paongo, I have been invited to speak on the larger issue of post-secondary education. But unlike Dr Paongo, who has been specifically asked to put the parent-student relationship³ in perspective, my assignment has been of some general nature, i.e., to examine the institutionalist character of post-secondary education. And because this topic is rather broad in scope, attention is here given to university education, taking USP as a term of reference. My focus will particularly be on the enforced removal of certain distinctions such as those between the 'classical' and the 'utilitarian', 'education' and 'training' and the 'intrinsic' and 'extrinsic' criteria of education, as well as the subordination of the former to the latter, given the curriculum emphasis of USP. In doing away with these sharp distinctions, all types of problems are expected to crop up, as they have done so, in the field of education, not only in the Pacific but in many parts of the world.

². Movement, institution, 'way of life', 'form of activity', 'mode of living' etc., interchangeably used here, are taken to be synonymous, all of which point to the 'institutionalist' character of education, having its own characteristic 'ways of doing things'.

³. A distinction must be made between parent-student relationship and that of teacher-student. Whereas the former is largely 'social' (and 'material'), the latter is strictly 'educational', defined as the 'learning situation', and understood to be an active, two-way transaction going on between teacher and pupil, the aims of which are to explore 'objective knowledge'.

Before taking up the issue of post-secondary education - the subject matter of this paper - I would, first of all, like to say something of significance about USP, and, in general terms, discuss the broader social, economic and political context in which education is subjugated in the process. It must be said at the outset that this remark, which has a direct bearing on the thesis of this paper, does not, at all, reflect the scholarly integrity and professional reputation of many of my counterparts, both men and women, working at this institution. Some of these established scholars are eminent in their respective fields, not because of who they are, but by means of their lasting contributions to scholarship and generally to culture⁴. I pay them all and will continue to do so my utmost respect.

In addition to a few others, I have always been a long-standing critic⁵ of this regional institution of ours; an institution of higher learning that seems to have always been a source of dignity, pride and security for the Pacific Islands governments and a greater proportion of the population in the region. My being critical of USP has always been partly associated with its origin, let alone its pragmatic curriculum emphases; the ideological agenda behind the establishment of this University, conceived of as an amalgam of arrogance, politics and paternalism, has always been open for suspicion. When leaving most of their colonies in the South Pacific, the former colonial masters thought of creating USP for purposes of serving the educational needs of Islands states at independence. But that was largely not to be the case.

There is no doubt that the creation of USP was made to coincide with the South Pacific countries variously gaining their independence in the 1960s and 1970s. The assumption, so I believe, was that USP remains an educational expression of freedom, especially from colonial rule, at least as far as 'independent' curriculum development is concerned. By implications, the same assumption applies to all forms of development. But, it is true to say, that the realities, be they social, economic, attitudinal or political, faced by Pacific Islands peoples - then and now - are largely to the contrary.

Have the Pacific Islands states really gained their independence by way of education? This is the bigger and, perhaps, more important question. I would have liked to say yes; but this is hardly not to say so. Despite all the good intentions on the part of the former colonisers, USP, I might add, is taken here to be an ideologically subtle form of neo-colonialism. Ideological to a degree that, as a colonial creation, a type of 'intellectual imperialism', the historical existence of USP has been full of contradictions. The situation, however long the former colonial powers have physically removed themselves for a range of

⁴. Culture is defined here in 'classical' terms, the sum totality of the 'best' and 'permanent' productions of a society or community.

⁵. See, e.g., Mahina 1982. Also see Helu 1976, 1978, 1979, 1981, 1991

conflicting humanitarian and moralistic grounds, is still one of indirect control. A form of domination, the former colonial powers still continue, as they have consistently done so for decades, to determine 'what' and 'how' the colonially-induced minds think about education.

A parallel question does apply to the much-celebrated issue of political independence. Since independence, Pacific Islands states have been celebrating their freedom from colonial rule. Besides the 'localisation' of Pacific Islands' bureaucracies, this form of 'assumed' independence is, *inter alia*, fetishistically manifested in various Islands states proudly hoisting their own flags. But are the South Pacific countries, in the strict sense of the term, really independent, when, at the same time, they are heavily economically so reliant on some or all of their former colonial masters for survival? Not so if politics and economics are, in actuality, two sides of the same coin. Given that economics and politics⁶ - like culture and history⁷ - are inseparable in a social context, the celebrations of political independence by Pacific Islands states, in the midst of heavy economic reliance, appear to be on the surface a form of false consciousness.

Economic development, foreign aid and dependency, all of which are problematically connected in the Pacific context⁸, have become permanent descriptions of Pacific Islands states. Via this problematic context, education is, therefore, made a servant of economic development, where - by means of foreign aid⁹ - dependency in every facet of life is deepened in the process. Like the colonially-inherited, missionary-driven system¹⁰ of utilitarian education prevalent in the region, the highest expression of which is symbolised by USP, economic development, as are foreign aid and dependency, seems also to be a curse of the Pacific region¹¹. The very undue material over-emphasis promoted by economic development in the assumption that -

⁶. The interconnectedness of politics and economics in a human context is, in the words of Marx, expressed on the level of the struggle of different classes over the 'control' of society's 'resources'.

⁷. Like politics and economics, culture and history, as conflicting human phenomena, are differentiated only by their varying 'rates' of change. See Mahina (1992) for a comprehensive discussion of these.

⁸. See, e.g., Hau'ofa 1987:1-15, who discusses the manner in which regional economies have been increasingly integrated to the world economy, with members of the Pacific middle classes speaking the same language and enjoying the same lifestyles as their counterparts in Australia and New Zealand; and, consequently, traditions, imposed with no informed choices on the poorer, commoner classes, are being used by the Pacific elites to conceal class differences now emerging in the scene.

⁹. Remittances, monies (and goods) remitted by people living abroad to their relatives in the homelands, are of this character. While remittances give people a sense of social, economic and political freedom, various forms of high taxation such as GST put in place by governments, e. g., Tonga, rob off the people of this newly-found freedom, and used instead for the 'salaried' class. There is no dispute in channeling the revenue collected to government 'services', e.g., roads, hospitals, schools etc., but, given the unacceptable level of such services funded by tax-payers, the fact of the matter remains that the money gathered has been used for purposes other than those they were meant for.

¹⁰. See Coxon 1988; Helu 1979 ; Hingano 1987.

¹¹. Helu (1981:2) discusses a parallel problem in the field of education, where it "seems a curse of Third World countries that they feel they must change their education systems to suit the requirements of economic development".

in the language of Marx and Engels - cultural matters have to be postponed until a desired level of material comfort is reached when we can, then, interest ourselves in culture. This assumption, given the enigmatic nature of any acceptable or desirable level of materialism, is historically unrealistic in a lot of ways, and is simply false. It follows that the talk of preserving culture in this 'partial', one-sided and reified context is essentially vacuous, and "must be exposed not only for its absurdity but also its impossibility"¹².

The contradictory tendencies underpinning foreign aid¹³, for instance, reflect the vacuity connected with the call for cultural preservation. By and large, foreign aid presents a kind of humanitarian facade that seems to be concerned with conserving Pacific Islands cultures when, in fact, the actual agenda is undoubtedly commercial and political in orientation. Even when funds and grants, specifically targeting cultural preservation by interested groups and genuine individuals inaccessible to rigid governmental channels, are seemingly made available, the obscurity surrounding their administration and allocation *vis-a-vis* prioritisation and selection of projects suggests that they are merely a form of propaganda. How can, then, these cultures be preserved given that the emphasis is immediately economic and, ultimately, commercial and political? How feasible is the call for cultural conservation when, amongst other things, Pacific Islands economies have been slowly but solidly transformed in the process? Questions such as these reveal much of the conflicts underlying the situation.

Just as there is a need for a 'critical' pre-eminence in Pacific education, the adoption of a 'total', not 'partial', approach to development¹⁴, i.e., a form of development in the 'whole', must be seen a necessary condition. As is, it gives us a realistic picture of the plurality of competing interests in society. The 'total' approach, given its insistence on the critical, is liberating and independent in outlook, precisely because it treats development as a conflicting process where different, though intertwining, departments of culture - material and non-material alike - are given a front to battle it out in the social struggle. After all culture - in its classical sense - is constitutive of the rare and lasting aspects of both the material and non-material conditions of society. In this plural social context, culture is seen to be elevated in all its aspects. On the other hand, the 'partial' view, considering the fact that it privileges the material dimension of society over and above the cultural aspect, is highly repressive and exploitative

¹². Helu 1981:2.

¹³. Like remittances, foreign aid is meant for the 'total' development of the country as a whole, especially in terms of extensive development initiatives, subsidies and services, but, in most cases, this does not get beyond the 'centre'. In some cases foreign aid is - by some ill-founded means - channeled to wages and salaries, as well as projects that lie outside the areas to which aid was initially prescribed.

¹⁴. See Mahina 1996 for a critique of the kind of material over-emphasis driving development.

in conduct. As a result, one is bound to observe progress in some areas, while retrogress is evidently experienced in many others. In all, culture as a whole is seen in the decline.

As a 'way of life' having unique characteristics of its own and an inherent *modus operandi*, education forcefully engages in the independent search for objective knowledge, for how things work and for 'what is the case', as opposed to authoritative discourse, received traditions or unexamined opinions and 'what is to be done'. For the latter to take precedence over the former is like putting the cart before the horse. Not only is this arrangement, practically speaking, expensive and uninformed, it does, as a form of wastage and ignorance, more harm than good to society. In upholding 'what is the case' over 'what is to be done', in 'theory' taking the lead over 'practice', or in 'quality' preceding 'utility', this logical 'order', thus, sets important limits on 'practice' or 'application'. Clearly, the dispute is not about the 'use' of knowledge, but, rather, on the 'order' of precedence, i.e., of the 'use' of knowledge over knowledge for its own sake. The 'use' of knowledge is, of course, not denied here; but, on the other hand, there is no denial of the fact that knowledge has to be acquired first before it can fruitfully be put to 'use', and not vice-versa.

There seems to be a commonly-held, albeit mistaken, belief that things have intrinsic 'practical' value, and that there are no requirements for thinking to bring about their 'use' for the satisfaction of human purposes. There has been, then, a tendency in this view to be belligerent and indifferent to 'theory', the constant search for the independent operations of things in nature, including society and mind. This has led to the 'running together' of the 'internal' and 'external' qualities of education, of the independent working of things and their application, and of 'quality' and 'utility'. Ultimately, 'practice' is made to precede 'theory', even to the point of it being benightedly dismissed as a form of unnecessary and unconnected abstraction. Opting for practice in this way is a form of escapism; it is an escape from confronting the complexity, i.e., the manner in which distinct things are related, head on - in search of the 'simplicity', i.e., of simple solutions to complex human problems assumed to be naturally presented or given (by some external powers) without some level of thinking. The latter is the hallmark of religion¹⁵, it being, in Marxist terms, an opiate of society.

'Quality' and 'utility' of things are separate yet related entities, the one is 'natural' and the other 'social', and it is only when quality, in 'quantitative' terms, is utilised for human consumption and all types of utilitarian purposes that it is 'qualitatively' subsumed in the event.

¹⁵. Logically speaking, religion (or mythology) can be regarded as the 'humanisation' or 'institutionalisation' of ignorance, especially in terms of people's 'hope' and 'fear', the most common 'security-seeking', 'salvationist' human sentiments. In this 'irrational' human context, 'god' (on whom people somehow - but how? - put their trust for reasons of 'salvation'), according to Marx, is created by man simply in his 'own' image, and not vice versa.

Utilising quality for practical use, however, necessarily requires some level of thinking, or 'theorising', if it is to be of real practical value. And as for education, Professor John Anderson says, "there can be no subject or field of study which is utilitarian in itself, whose character resides in what it produces or helps to produce, and this applies as much to science as to any other study; its intrinsic character, taken as the search for laws, the study of the ways of working of actual things, has no reference to the turning of its findings to 'practical' account"¹⁶.

The serious confusion involved in Pacific education, not to mention the case of USP, where 'utility' and human purpose have forcefully been the educational norms, is a return to theology (or mythology) which, at one time in Ancient Greece, science (or philosophy)¹⁷ was set in motion to dispel¹⁸. Contemporaneous with this great scientific and philosophic revolution was the rise of democracy¹⁹, a parallel and finer human sentiment expressed in terms of popular resistance against the Greek aristocracy, of the interplay of free-will and predestination, and of independence and domination. However, the theological or mythological underpinnings of education in the Pacific, involving the explanations of things in terms of subjective and utilitarian interests, is akin to the current scientific thinking connected with the appropriation of results, i.e., the satisfaction of human wants and the making of physical translations and material transformations.

Of all the flyers, General Guidelines and draft USP Corporate Plan originated in the Office of the Vice-Chancellor as directions for the Strategic Planning Seminars, the familiar language used, principally in utilitarian ways, highlights such key areas as 'training', 'manpower' requirements, 'employment' needs, 'industry', 'commerce', 'community' service and many more²⁰. Neither there is a reference to education as an institution, with definite characteristics of its own, nor there is a conception of it in terms of its complementary and opposed relationships with other institutions, especially in the way they tend to be assisting or resisting education. Thus, the 'intrinsic' and 'extrinsic' attributes of education, emphasising the 'classical' and 'utilitarian' views respectively, are fused together in the process. Whereas the former, by considering education in terms of its own character, engages in the development of critical thinking, the latter promotes it through its contribution to something else. Coupled with this confluence is also the complete failure on the part of the Office of the Vice-Chancellor to distinguish between 'education' and 'training', the one promoting

¹⁶. Anderson 1980:44.

¹⁷. 'Education', in the narrower sense, is taken to be synonymous with 'science' and 'philosophy'.

¹⁸. See Helu 1981:1; Mahina 1992:191.

¹⁹. Science and democracy have 'independence' as their common denominator; whereas the former is 'intellectual' in character, the latter is 'social' in nature.

²⁰. See Helu 1991.

thorough-going immersion in the 'critical' and 'liberal' traditions in the history of ideas, the other having to do simply with 'training' in skills.

The conception of education by USP as having to be primarily directed beyond itself to 'social usefulness', to 'serving the community', is inimical to sustaining a more 'scientific' education. Professor John Anderson, once again, reminds us of the dangers involved in this kind of confusion: "Such external direction, however weak its theoretical foundation, is an inescapable contemporary phenomenon, and it is responsible not only for the steady fall in educational standards, the slighter and slighter 'literacy' of the supposedly educated, but for what may fairly be called the growing industrialization of educational institutions. This is exhibited not merely in their directing students to industry and thus engaging in the provision of the techniques which industry requires, but in their becoming themselves more and more technological, applying techniques of teaching, overcoming 'wastage', learning how to turn out the maximum number of technicians--and losing scholarship in the process."²¹

The total disregard of the Office of the Vice-Chancellor, let alone the Ministries of Education of USP member countries, for the 'intrinsic' characters of education is reflected in the objectives laid down as guidelines for the Strategic Planning Seminars. In upholding the 'extrinsic' criteria of education, USP member countries have been, in specific terms, asked to identify their educational priority needs, and, more importantly, to determine the role to be played by USP in assisting them achieve some of these needs. For these 'external' requirements, various organisations and community groups such as private and public sectors, NGOs, post-secondary institutions and parents and students have been given this determinant role. USP is, then, envisaged to fulfill its role in meeting these priority needs by way of its programme and course offerings, and consultancy and research activities.

In spite of this common puzzlement in curriculum development, it is extremely important that USP takes note of the fact that the spirit of investigation has a history of its own, and that its continuance has been conditioned by the development of an independent interest in inquiry, not by successive decisions of society or requirements of industry. Friends and foes of education, especially by means of relations of assistance and resistance with other forms of social activity, must be duly identified. This is especially so when other institutions, e.g., the State, do not own education, nor have the understanding, guarantee and competence for its continuance as a special kind of institution. University reforms of the type USP is keen to put in place for the 21st century must, if it is to be truly educational and, secondarily, beneficial in terms of the respective characters of

²¹. Anderson 1980:45.

education, see to it that the forces of inquiry are maintained and strengthened within the University, forming an alliance with similar forces outside, e.g., unions and other organisations promoting academic and political freedom. As a matter of urgency and extreme importance, academics must speak out on behalf of their 'way of living', and not as often the case unjustifiably apologise for it for fear of losing one's subsistence, displeasure and social rejection.

The permanent call for maintaining and strengthening the academic spirit is done in the face of the increasing commercialisation (or industrialisation) of education, informed by economic rationalism²² in many parts of the world such as USA, Britain, New Zealand and Australia. For reasons of lack of both human and economic resources, Third World countries such as those in the Pacific will be ideologically and politically forced to continue to be at the receiving end of this pervasively global trend in education. The rise of postmodernism²³ - developed hand in hand with economic rationalism - is also responsible for deepening this world-wide trend, i.e., for denying the universality of education in place of it as having to do with the satisfaction of the respective interests of particular social groups. The Pacific School Certificate (PSC) and Pacific Senior School Certificate (PSSC) examinations are an example. 'Particularising' these examinations simply to suit the Pacific context involves the lowering of the educational standards and of culture generally.

In this way, adverse forces such as the State, industry and community external to education powerfully gain entry by means of meddling in the internal affairs of higher educational institutions such as the university, especially in the administration of funds and the making of key appointments. In most cases, such slogans as State-funding and tax-payers-expanse are used as qualifications to justify this kind of interference. But the university needs not be swayed by this type of unqualified justifications, especially when - in the final analysis - these institutions are the ones who directly or indirectly stand to reap the benefits of critical inquiry manifold. On the issue of industry, Professor John Anderson continues to say: "Certainly, the 'results' of investigation can be of great commercial value; certainly, the problems of industry can give impetus to inquiry. But, unless the independent scientific spirit exists, such interrelations cannot continue--and, incidentally, in such a case industry will decline".²⁴ On that count, it must also be remarked that what is usually industry's gain is often education's loss.

²². A variation of the 'New Right' political ideology, involving the elevation of the 'material' over and above the 'cultural', and is most responsible for the increasing 'commercialisation' of education.

²³. A theoretical perspective connected with the rejection of the 'general' in favour of the 'specific', of the 'universal' in exchange for the 'particular' and of the 'objective' in place of the 'subjective'. It may be fair to say that postmodernism, like feminism and hermeneutics, is a 'political' doctrine rather than an 'intellectual' one.

²⁴. Anderson 1980:143.

Despite the global shift in education, the worse being in the Pacific, the defense of education as a 'way of life' has remained the task of a minority few. Critics of educational reforms in Australia are of the opinion that her system of education is effectively engaged in turning the whole populace into 'skilled' barbarians, i.e., people who can do the work but cannot think. This curriculum shift, reactionary as it is, has political effects, thus creating an excellent tool of social control. A well-known New Zealand industrialist, Bob Jones, unexpectedly protests against this kind of trend when it began in the 1980s, firming up his usual stance on the place of the classics and humanities in the curriculum. He says that, as an employer, he would rather employ a graduate in Greek mythology than a graduate in economics, and that it is easier to train an educated person in a skilled job than a skilled person merely trained in a specialised skill. The difference being that the one, with largeness of views, was 'educated' and the other narrowly 'trained' in specialisation. For the same reason, Bob Jones adds that economists come under the same category as cleaners.

In a similar vein, Professor Futa Helu, founder-director of 'Atenisi, in objectively addressing a range of issues in the context of the opposition between 'education' and 'training': "... takes education to reside in the study of the classics but also in the complete immersion in the critical and liberal traditions in the history of thought. Such an exercise would give one a sense of how different fields of study interlock and how different departments of culture hang together in a social context, and would help the student to develop a critical apparatus as opposed to a technical one which contains little thinking".²⁵

Taiwan's Minister of Education, Hon. Lee Yuan-tseh, one of the country's top educators, picked up the issue of the distinction between 'education' and 'training' in a recent interview on the current state of education in Taiwan. Lee is radically taking here an opposite view of education from his Government, which has been promoting the need for more and more emphasis on science and technology education in order to keep Taiwan economically competitive in the global scene. He believes that Taiwanese, if they are to be competitive all round, must have a much broader education than just narrowly giving by way of training so much attention to immediate 'manpower' and 'economic' needs of the country. It may certainly be surprising to see this kind of view coming from a highly industrialised country such as Taiwan. But Lee's intellectual conception - like 'Atenisi classical stance in education - is not entirely novel for it is truly the 'scientific' view. In fact, this conception of critical inquiry is embraced by many academics in most universities all over the world. The Charter of the University of Auckland, reaffirmed in its recently-released five-year Strategic Plan

²⁵. Helu 1981:1.

for the Year 2001 document, e.g., spells out one role of the University other than research and teaching to be a 'critic' and 'conscience' of society.

Some relevant excerpts from the said interview are as follows: "... we should distinguish between education and training - these are really two different things. When government officials talk about education, they tend to think of vocational or technical training. But I want to dissociate training from genuine education. In training you teach people to do repetitive things or encourage them to learn something that is specifically relevant to the current situation ... If we modify education for the purpose of developing the country in certain technical directions, that would be very sad ... Look at the problems we are facing today, such as the young people with quite a lot of bad habits, and the population at large so superstitious and believing in cult religions. I think this indicates that our educational system has not been as successful as we had hoped. We spend so much time training people, yet we are not really educating them ... Schools should leave vocational training until after students complete a broader, more comprehensive school curriculum. For instance, I would like to see more liberal arts subjects included in high school and undergraduate education ... Many of them have excellent training in a special area, but they are not necessarily well-educated. I'm concerned about that".²⁶

In fact, these lone voices are not alone in the field. They are certainly aligned with the constant struggle of 'Atenisi'²⁷ for free-thinking. However weak its economic infrastructure, 'Atenisi' has managed to push on for what is 'best' and 'permanent' in all spheres of human endeavours, but especially in the field of education. A unique institution, 'Atenisi' "espouses a general philosophical position which is not fashionable nowadays".²⁸ Unfashionable in the sense that 'Atenisi', strictly speaking, takes the 'use' to which knowledge is put as secondary to knowledge being the primary aims of critical inquiry. Even more unfashionable is the fact that 'Atenisi' regards 'criticism' - the seeing things as they positively are in opposition to treating them in terms of their 'use' - as the intrinsic character of education. A fully-worked out position, 'Atenisi' maintains a traditionalist historico-classical stance in curriculum, promoting 'critical-mindedness' as the very heart of education. Defending free-thought is, in the language of Croce, undoubtedly a perilous and fighting life, the price of which is poverty, hostility and unpopularity. Apart from the insistence of 'Atenisi' on criticism, as well as its unique intellectual position carved in the field of education, its increasingly wider contributions in terms of 'social usefulness' to the 'total' development of Tonga and the region and some parts of the world, have nevertheless been duly recognised.

²⁶. *Free China Review*, January 1977, pp.26-7.

²⁷. See Coxon 1988; Hingano 1987, amongst others, for accounts about 'Atenisi'.

²⁸. Helu 1981:1. Cf. Anderson 1962, 1980, on the subject of 'classicism' in education.

There is no alternative but for USP to rise up to the occasion, if it has to free itself from the bondage of utilitarian education subjectively manifested in terms of regionalism, pragmatism, salvationism and ameliorism,²⁹ liberating itself and the region altogether from the curse of economic development, foreign aid and dependency. This means, in artistic terms, restoring an 'innocence' of thought to its dubious curriculum, drawing a fine line between 'education' and 'training', the 'classical' and the 'utilitarian' and the 'internal' and 'external' qualities of education. In strict educational terms, USP now desperately needs a change of 'heart', i.e., for 'utilitarianism' to be replaced by 'classicism' or 'criticism', so as to survive the hostile onslaught of all types of modernist thinking and practice. That is, that USP needs to be 'self-critical', i.e., to be able to develop, in Neitzsche's terminology, 'self-knowledge' about its own ideological 'institutionalist' existence, as well as its relations of support and opposition with other institutions. USP " ... must ask with Chesterton not what a job a man is fit for, but what is really worth doing. South Seas peoples must decide not merely to survive as creatures but as enlightened human beings living a life of dignity and significance".³⁰ Like 'Atenisi, USP must, by living a life of permanent criticism and constant opposition, strive for this nobler spirit of heart and mind.

²⁹. See, for examples, Anderson 1980; Helu 1981:2.

³⁰. Helu 1981:2.

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**USP TONGA STRATEGIC PLANNING SEMINAR
WEDNESDAY 21 MAY 1997
SPEECH-**

I am very pleased to have been invited here this morning to speak to the Seminar. In doing so I would like to offer, if I may, an Australian perspective on the University of the South Pacific and its place in the region.

I should note by way of introduction that Australia has enjoyed a very long experience of the University, in a relationship that goes right back to its foundation in 1970. As a major donor, Australia has been more than pleased with the progress the University has achieved over those intervening 27 years. It has grown to become not only the pre-eminent educational institution in the region, but a provider of education meeting world standards. This fact is not often remarked upon, but it is reflected in the way USP graduates can, and have, moved freely into academic or professional life around the globe.

Apart from providing quality education, USP makes an important contribution to regional identity and co-operation. If you consider the contribution made to the economic and social development of the region by all the different regional institutions, you would have to say that USP is more than pulling its weight. More and more regional leaders, in government, business and, increasingly, the professions, are graduates of USP, and the University is emerging as a strong influence in determining the future direction and national development of regional countries.

And beyond this, our world is increasingly a global world, in which the USP can and must play a significant role in helping Pacific nations to link their region with the wider world economy. The changes in the global economy in the last decade have made it vital for national education systems to provide the right kind of graduate for the world of the future. And lest that sound too much like preaching, I should emphasise that exactly the same challenge applies to the education system in Australia and elsewhere in the industrialised world.

In Australia for example, we have experienced, and are still experiencing, major changes to the way in which we view the role of universities, and other mechanisms for providing tertiary education. In

the tiger economies of South East Asia, governments are making tremendous investments in their national education systems. Thailand's government, for instance, spends up to 20 percent of its national budget on education. It is generally accepted, even by neo-classical economists, that the rapid economic growth experienced by East Asia is directly linked to earlier investments in national human resource development, through schools and universities.

As this is a donor's forum, I want to dwell for a moment on Australia's role in assisting education. The education and training sector forms an important element of Australia's overseas aid program. This year, Australia will provide 1.45 billion dollars of aid to developing countries. Of this, 231 million dollars, or about 15 percent will go directly on education and training. By supporting improvements in education, Australia understands it is helping countries overcome one of the major obstacles to poverty reduction and economic growth.

If we consider money spent on aid to be an investment, then the money invested in education produces a high return. This is especially the case in the Pacific, where countries have few natural resources, except possibly the most important - their people. Clearly this is why human resources development is such a high priority for governments in the region. The government of Tonga, for example, recognised this a long time ago, and there has been in this country more than a century of heavy investment in primary education.

The need for basic education is paramount. While not ignoring the development of post-secondary education, in recent times there has been a discernible shift in donor attitudes away from supporting higher education. Since the United Nations 'Education for All' conference in 1990, donor agencies have been more inclined to seek out educational projects in areas such as primary education and overcoming illiteracy. Many donors view scholarships for higher education, for example, as poor aid, with low rates of return, which in effect act as a subsidy for developed countries' own Universities. I might add that this is not necessarily a view that Australia holds.

Australia's aid to the Pacific recognises the diversity of educational needs in the region, and while we have indicated a preference for aid that supports initiatives in basic education and in-country improvements to education systems, it is a fact that the greatest proportion of our aid

money in the education sector goes to support regional tertiary institutions and scholarships.

In Tonga, for example, where about one third of all our bilateral aid goes into education and training, we pursue a balanced program. This program supports initiatives in curriculum development for schools, assistance for the Community Development Training Centre, a project for in-country training and of course, our traditional scholarships for study in Australia and at regional institutions. Regionally, we support initiatives in basic education such as the Basic Education and Life Skills project, together with funding for the South Pacific Board for Educational Assessment and, of course, assistance to USP itself.

In fact, as an aside, we are pleased to be able to offer an increasing number of Australian scholarships for study at USP, especially for undergraduate training. This has become possible through the development over time of USP courses and facilities which are attuned to regional countries' priorities. It is now possible for regional students to have access to almost all academic disciplines without having to leave the region.

With such rapid change in the regional and global educational environment, it is very timely that USP is undertaking this current strategic planning exercise. Tertiary education, like the old gray mare, isn't what it used to be. In Universities, we see for example that more and more students are enrolled part time, more are of mature age, and more do their learning through distance education. Technological change, including the advent of Internet facilities, has altered the way in which students learn as delivery systems make use of new information technology. And in the Pacific, with its vast distances and small populations, these developments have a particular significance. While campus-based learning will remain the core function of a University, institutions will have to become much more flexible in response to the demand of students, employers, and national governments.

For our part, Australia has been and remains, the largest contributor to USP, through core budget support and in funding of capital works. This support will continue. Over the next three years, Australia will provide more than 12 million dollars for the University, including for the development of a new lecture theatre complex for the increasingly crowded Laucala campus in Suva. This follows our funding for the

very successful upgrading of the Alafua campus which houses the University's agriculture faculty in Western Samoa. This support is in addition to the hundreds of students sponsored by Australia who attend USP every year.

What then do we expect for our aid investment, and what demands will we place on USP in future? Put simply, and at its most obvious level, we want the University of the South Pacific to remain useful and relevant for the needs of the region's people. But it must also be prepared to lead the way into the future of a dynamic global environment and keep abreast of changes to tertiary education in the countries of the Pacific rim. What we want is a University that is more than a degree factory, but act as a community leader and an instigator of change and development.

We want a University that can train the region's young people for the world of work, to give them the professional skills that will gain them jobs either here in the region or elsewhere. To do this effectively requires USP to maintain constant watch over the relevance of its research programs, its degree courses, its teaching methods and delivery systems. And in the development of these areas there are many opportunities for donors to become involved.

But it is not enough just for the donor countries like Australia to be committed to the USP as a regional institution. It is crucial that member countries too are committed to such a regional approach. I feel that this is sometimes lacking, or at best half-hearted, in some countries' approaches to tertiary education. And to speak frankly about one manifestation of such approaches, as a donor we are not at all comfortable with the scattering of vital educational resources that can result from countries going their own way on higher education, or developing their institutions at the expense of USP. It is the responsibility of both donors and member governments to ensure they do not undermine each others' activities, or develop conflicting policies and practices, in national and regional higher education. While there is nothing wrong with national tertiary institutions per se, there is little economic justification for individual countries to build and maintain expensive University facilities that are virtually identical to USP and which duplicate or parallel its services.

Before my colleague in the Tongan Ministry of Education start to wiggle in their seats, let me say quickly that I do not believe the approach taken by the government of Tonga on this issue falls into this category. Tonga can in fact be seen as a model of co-ordinated and complementary development in the education sector. This is seen, for example, in the way the Community Development Training Centre offers courses at a post secondary diploma level, which articulate very successfully into degree level courses overseas.

Another symptom of a misplaced attitude towards the role of the USP in the region is the view that is expressed from time to time that scholarships to USP are somehow less credible or of less value than scholarships in places like Australia. Attitudes such as this reveal an unfortunate lack of self confidence about the worth of regional identity. They also run a clear risk of killing the goose that laid the golden egg. This is, let us remember, an era when the overall flow of aid-funds, both world-wide and for the South Pacific, are being scaled down from the high level they achieved during the Cold War. Tertiary education is directly affected by this shrinking resource base. In such an environment it is simply not possible for donors to continue to use scarce scholarship funds to send Pacific island students to expensive environments such as Australia, when an equivalent and less costly institution exists on the doorstep. Apart from this basic question of economics, insistence on training in Australia also devalues the years of hard work put in by member countries, supported by donors, in establishing and developing the USP. And as I mentioned at the beginning of my remarks, such attitudes are not at all justified in substance, against the background of the strong international reputation the University has built for itself.

May I say, by way of summary, that Australia believes donors should help the University of the South Pacific to prepare for the future education, to remain relevant to the needs of the Pacific, and to grow steadily in response to changes in the global and regional environment. In delivering this support, we will need to take into account the appropriateness of such assistance and our own capacity to deliver in special areas of expertise.

We must remember that it is national governments that make education policy, at all levels. The USP must steer clear course through the sometimes difficult and turbulent waters of competing national systems

and interests. This is a difficult enough task at the best of times. If it is to be achieved successfully all of us, donors and member countries alike, must give the University our strong support. We should not cast doubt on its standing in the region or internationally. We should not wastefully try to duplicate its services. We must not leave any room for doubt that we are committed to making it what it was established to be - a University of the region, for all the region, and a vital part of the Pacific community.

Thank you.

**PAPER PRESENTED IN THE USP/TONGA STRATEGIC
PLANNING SEMINAR**

MONDAY 19 MAY 1997 TO WEDNESDAY 21 MAY 1997

AT THE

QUEEN SALOTE MEMORIAL HALL, NUKU'ALOFA

**TITLE OF PAPER: "THE PARENTS AND STUDENTS
NEEDS."**

Prepared and Presented

by

Rev. Dr Kalapoli Paongo

**OF THE FREE WESLEYAN CHURCH EDUCATION
SYSTEM.**

THE PAPER.**TITLE: THE PARENTS AND STUDENTS NEEDS.****1. INTRODUCTION.**

It is with sincere appreciation that this paper is written in response to the request of the USP for the University member States to provide feedback information relevant to the accomplishment of its mandated "Mission," and that is to "...maintain, advance, and disseminate knowledge by teaching, consultancy, and research...and the provision at appropriate levels of education and training responsive to the well-being and needs of the communities of the South Pacific." This is the first time I as a school administrator participate in such necessary and useful exercise and this may be the first time such seminar is held in Tonga. It is indeed encouraging to see the University collecting relevant and useful information for its strategic planning for the coming century. Its effort to have this seminar is commendable and is very much in line with its established reputation as an educational institution very much responsive to the needs of the countries and people it strives to serve.

2. THE CONTENTS OF THE PAPER.

To properly address this topic, the following educationally related sub-topics must be briefly dealt with in order to provide background information for the identification and analysing of parents' and students' needs. These topics and others do contribute indirectly to the creation of parents' and students' needs. Sequentially dealt with in this paper are the following:

- Brief overview of education development in Tonga at present
- Trends in educational development in Tonga at present
- The constraints for educational development in Tonga,
- The identification of parents' and students' needs and
- Summation.

2.1 Brief Overview of educational development in Tonga at present.

Tonga highly values education, considering it essential for its development and for enhancing the quality of people's life. Both the Government aims at upgrading and maintaining high quality education in all education levels, the Non-Government Organisations add on another important dimension to their educational programmes, and that is to develop the "full-person" in all aspects of life.

"It is essential that students acquire an understanding of and a lively feeling for values,...otherwise they with their specialised knowledge - more closely resembles a well-trained dog than harmoniously developed persons." (Albert Einstein. New Dictionary of Thoughts, 1966, p164).

This basic difference in the two Groups' mandated missions' aims explains the long involvement of Non-Government Organisations in education development in Tonga. To misunderstand this difference could create misunderstanding, if not prejudice, among many as to the role of Non-Government Organisations in education development in Tonga. Fortunately, the Ministry of Education sees the good and close working relationship between itself and the Mission Authorities as the "cornerstone of the National Education system." (Minister of Edu. Report 1985:23)

2.1.1 Kindergarten Education:

Is largely in the hands of the Mission and Private Organisations. Currently, the Government could not financially help this type of Education. How soon it can, no one really know.

2.1.2 Primary School Education:

The Government shoulders the large part of this responsibility. The Mission Organisation help to a very limited extent. In 1995, the Government Primary schools' pupils enrolment was 15391 (which constituted 92.4% of the total primary school students population) while the Churches' primary schools' enrolment was only 1261 (which was only 7.6% of the total primary schools' population). In the last four previous years, almost the same proportion was maintained. In the same year, the Government spent \$3875, 417 on its Primary Schools while the Mission Organisations only spent a pitiful amount

on their respective Primary Schools, due to their limited financial resources. (Ministry of Education Report, 1995, pp.35-36).

2.1.3 Secondary Education:

The picture is reversed in Secondary Schools. The Mission Organisations handled in 1995 77.4% of the secondary school population compared to 21.1% for the Government (i.e. 10,910 to 2959 students). In the last five previous years, almost the same proportion was maintained. In 1995, the Government spent \$2,523,056 on its few secondary schools while the Mission Organisations only spent a far less amount on their many secondary schools. An example is the Free Wesleyan Church secondary schools: this church only spent an average of \$300,000 per year on its 4000 students compared to the Government paying \$488,392 per year on one of its High Schools with only 650 students.

2.1.4 Post Secondary and Non-Formal Education:

The Ministry of Education is taking the "lion share of burden" in developing this aspect of education in Tonga. Its three Post Secondary Institutes - the Community Development and Training Centre, the Tonga Institute of Science and Technology, and the Tonga Institute of Education have served Tonga well, catering to the technical skill needs of the country's expanding economy, by offering comprehensive technical courses for those interested in acquiring those skills.

Other non-Government organisations also involve in this type of education development. The Roman Catholic Church runs three vocational-technical schools, catering to the needs of its students.

In the academic post secondary education, 'Atenisi Institute, the National Form 7, and the Free Wesleyan Church Tupou High School Form 7 and Sia'atoutai Theological College cater to the needs of those wanting to pursue their studies in academics and theology.

3. TRENDS IN EDUCATION DEVELOPMENT IN TONGA.

These views are derived from my personal observations and experiences in education development in Tonga. They are given in the free and congenial atmosphere of this seminar.

APPENDIX 6

The trends in education development in Tonga could be summarised in the following statements:

- i) The government continues to push its quality-education programme, thus making examination the most important criteria for judging success in education, but unfortunately making it useful only to a selected capable few.
- ii) The attempt to make education relevant to many of our students continues, with the non-government organisations, especially the churches, spearheading this drive. It is an expensive endeavour, but the Missions' education systems believe in and act on making education relevant to the majority of their students. Areas such as Music, Expressive Arts, Sport etc. are being explored as being worthwhile additions to vocational education.
- iii) The attempt to cater to the expanding needs of development in Tonga will continue, with new courses added onto the existing ones, and additional non-formal education programmes be developed to meet the developmental needs.
- iv) Distant mode of education will be a welcome addition to our existing education programmes, with the ever improving education technology opening up many avenues for all sorts of education programmes to be developed and implemented.
- v) Renewed efforts will be made to revive the teaching of the Tongan culture, its physical manifestations and its intrinsic values.
- vi) Researches be conducted on educational issues and decisions on education matters would consider those researches' findings.

4. CONSTRAINTS FOR EDUCATION DEVELOPMENT IN TONGA

The following are seen as having restraining effects on educational development in Tonga.

- i) If education is aimed at serving the needs of the people of the country, the Ministry of Education's thrust towards "academic excellence" (a relative and changing concept), while it is attractively beneficial to a few, is impractical to many students' needs in Tonga. It contributes to creating a sense of failure among students, developing a nascent feeling of divisiveness among the people and a warped view towards education and life in general.
- ii) The exam-oriented education system in Tonga contributes to the creation among many Tongans a counter-productive attitude towards education and life in general. To many parents and students, the white collar jobs are the only worthy professions; all the others are secondary in importance, if not degrading.
- iii) The leadership and Management approach used by the Ministry of Education is seen as somewhat irresponsible to the needs and concerns of the Non-Government Organisations. There is a National Advisory Council set up by the 1974 Education Act, but so far it has been merely consultative.
- iv) The sharing of the Government's financial resources to education authorities in Tonga is heavily in favour of the Government's schools, with the Government's budget for its schools being over eleven million dollars in 1996 compared to less than a million dollars for all other education authorities' schools. Increasing of the government's \$50 subsidy per head to Missions' schools is long overdue. After all, changes concern all and progress and development should benefit all.
- v) The defeatist attitude among Non-Government education

authorities in thinking that they could not do anything to improve the performance of their respective students. Efforts are being made to correct such poor attitude.

- vi) Opportunities for staff training to satisfy manpower needs are limited.

5. IDENTIFYING PARENTS' AND STUDENTS' NEEDS.

Having providing the background information to the main task of this paper, I would proceed to identify the parents' and students' needs as they see them and then as I see and evaluate them.

5.1 Parents Needs

5.1.1 Academic education as the panacea for their needs.

Many parents regard education as the only answer to their many needs: needs for status, for influence, for high standard of living, for financial security, and for the means for meeting their many obligations.

While these ends are worthwhile, they are somewhat elusive for they are temporary and they could not bring lasting satisfaction and happiness to people's lives. Moreover, parents would develop a wrong attitude towards education which will force them to do unwise things for the education of their children. Thinking that academic education is the best type of education many parents would force their children who are not academically talented to waste their time and money in it, resulting in having dissatisfied young people whose lives and chances could be hurt by the imposed type of education on them.

Challenge: Would adult education help to change such poor attitude towards education? How could we remind them that God created us and blessed us with different talents and capabilities? Could it be that this drive for academic excellence by both our Government and USP has an inherent weakness in it, that their usefulness and service to many are unavailable?

5.1.2 Technical skills for Jobs' Opportunities.

While the above need may be general in nature, this need is more specific. Many parents would prefer their sons and daughters to pick up specific skills with which they could successfully seek employment.

Challenge: How can Tonga make technical education available to those wishing to take it? It does not have to be on a big scale?

5.1.3 Character-Formation, values, virtues and quality of life education.

A sizeable group of parents do choose to emphasise "educating the total person" as their educational aim. They value educating their children to grow up as reliable, good and happy people. To them, to achieve this aim would enhance achieving the academic aim.

Challenge: What are the courses offered in our Schools and at USP that could help make students as responsible and good Christians?

Or is it totally out of the concern of the "formal education set-up?"

Or is it still something to be picked up vicariously?

5.1.4 Social and cultural graces.

Still a limited number of parents want their children to go to school where their social and cultural graces be developed. The reasons vary from traditional status to social expectations, like social vertical mobility through marriages.

5.2 Students' Needs.

5.2.1 Relevant Syllabus:

While it is noble to achieve academic excellence, the preoccupation with it could cause great disservice to many of our students and to our country. Education developmental plans should consider students' varied abilities and try to offer varied syllabi and curriculum for them. This problem is seen to exist in Tonga from the Primary school level

up to the Tertiary level.

Challenge: The University should continue responding to the needs of its students and develop relevant courses to meet their needs. Imagine an athletic coach forcing all his athletes to all run the mile race. Some would certainly be unhappy and a few would dare running away from the race. That is what happens to many of our students at school.

Music programme and Expressive Arts be developed to degree level.

5.2.2 Equal right for education opportunities.

There has been a great disparity between Government schools' students and Non-Government schools' students in terms of equal right and opportunity for education. The ways how our national resources, like finance and scholarships have been shared between the Government Schools and Mission education authorities clearly indicate this concern for equal right and opportunity for education opportunities. As an example, the Government paid in 1995 \$488,392 to one of its secondary schools while the FWC in the same year spent \$204,150 on all its schools. Moreover, the allocation of places for teachers' training at the Tonga Institute of Education in 1995 reflected the same picture, with the Government having 136 of the total 178 places while the other Education Authorities shared the remaining 42 places. Opportunities for overseas scholarships have reflected the same problem.

Challenge: Can our Ministry of Education do something to partially solve this problem?

Can USP help the Mission Education Authorities with this real problem? Courses for teachers' training be continued even to the Certificate levels.

This need is very urgent; some Mission Authorities are thinking about going at it in

their own ways.

5.2.3 Need to be appreciated.

Suicide among young people these days has troubled many concerned parents and they should. Overemphasis on academic achievements can be seen a contributing factor, with overambitious parents driving their sons and daughters to their "end of the rope" endurance. Feeling that they are merely commodities for commercial manipulation and status advancement can develop in them. Lack of appreciating them at schools and at home is seen a contributing factor for students running away from schools and from homes.

One of the ways in which we can make our students feel appreciated is to give them the opportunity to do what they are best at. Giving them the courses of studies they are interested in and they could well manage to handle will make them feel happier and appreciated.

USP could help changing the prevailing "academic mentality" by continuing developing and offering courses more practical in nature, and in which many young people's talents could be further developed.

5.2.4 Students' subject choices:

The Tongan USP students' choices of subject in 1995 still reflect the academic bent of our education system. Two hundred and fourteen students chose English (214), one hundred and forty seven students chose Mathematics (147), one hundred and five students (105) chose Science and seventy nine (79) took Accounting. Choices for Legal system, Tourism and Marketing, Land, Agriculture, Food and Ocean Resources were low.

The students' choices of subjects in the Tongan USP Centre reflect a slight change. Interest in Accounting, Business Management and Legal Studies started to pick up.

This trend is taken care by the USP's branching out its teaching programmes to include such more practical subjects (University Profile: Input Document for the Nuku'alofa Strategic Planning Seminar, 1997).

6. SUMMATION

1. Education is seen as the "total process, including formal and informal instructions, of developing "total people" (intellectually, physically and spiritually), in harmony with nature, with other people and with God.
2. Our seminar aims at what can be done in formal education to prepare our students and people for the 21st century.
3. Education is currently seen by many as primarily concern about preparing students and people for economic development which is considered by as stepping stones for other needed developments. This view is being challenged by this presentation.
4. It then suggest that the best preparation we can do to our students and for the 21st century is to "educate the total people".
5. Such objective calls for reorientation of the USP planning instructional and research programmes, and those of the other Education Authorities in Tonga.
6. It is envisaged that the 21st century be ushered in by an education programme aimed at educating people to be more useful, more helpful, more content, more lively and be happier, and that the instructional programme would include subjects that could help developing a wider range of abilities.
7. When our Education system succeeds in developing our people and children's endowed potentials, they would undoubtedly feel appreciated, feel important, and feel happy. Then and only then we can come close to experiencing Heaven on Earth.

MORE SPECIFICALLY, attempts be made to:

- i) continue developing courses leading to Certificates, Diplomas, in such areas as teaching and other more practical subjects. Those would enable the less able to continue with their education and eventually find

employment.

- ii) continue developing and upgrading Professional and skilled areas in which the Pacific people are best at. Music, Expressive Arts and Sports are to be developed if we are to make good use and develop those students' talents in those areas. What the 'Atenisi Institute has done in Music and Expressive Arts has to be encouraged, helped and improved upon.
- iii) Researches in educationally related issues are to continue vigorously with a considerable number of capable Pacific Islanders doing them. Findings in those researches are vital for education renewal in the Pacific. They may highlight the need to phase out certain colonial educational legacies still hindering educational development in the Pacific.