



# Annual Statistical Digest, 2014

## Tonga Ministry of Education



The last picture has been taken by Ms. Milika Tuineau, our EMIS officer in December 2015. The third picture is showing a Teacher who is filling in the EMIS questionnaire for Ohonua Primary School in 'Eua Island.

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## Forward from the Chief Executive Officer



I am very pleased to introduce the first edition of the Tonga Ministry of Education Statistical Report. This statistical digest covers a whole range of education statistics useful to inform our policy development and guide initiatives that focus on strengthening, supporting and sustaining quality education in Tonga. This document is a milestone achievement for the Ministry of Education and Training in Tonga, a statistical output which is link to the post-2020 agenda of the sustainable development goals and the pacific education development framework. The 2014 Annual Statistical Digest covers student outcomes and the total enrolment and participation data. Other sections of the report includes teachers, school facilities and leaning resources. This statistical digest is available to all our stakeholders to advance broader understanding of the educational outcomes and factors affecting the outcomes for learners in Tonga. We sincerely hope that such data and information is useful to all researchers, policy-makers, those who provide services and support to the Tonga government, and to the community at large.

The 2014 schools data were imported into the new Tonga EMIS as the baseline repository of the education statistics in July 2015. In early 2015, the Ministry of Education and training has agreed with the regional EMIS team from the Pacific Community (SPC) to initially develop the Tonga EMIS. As a way forward, all data for primary and secondary schools were imported into the new EMIS from the excel workbook. On the other hand, the 2015 data entry is recorded straight away in the new EMIS as part of the initial agreement between the two parties. I encourage the whole education sector to make good use of the data that is published in this digest. Most of the data and indicators have been widely discussed and scrutiny calculated with the assistance of our technical experts from SPC and with the help of the EMIS team in Tonga. I am extending my sincere acknowledgement to all non-government stakeholders and other divisions' within the Ministry of Education and Training for having shared your data with the EMIS team. This statistical output is customized into three main policy goals of Tonga Development Strategic Framework, 2009-2020. May I request our MET staff, schools and planners of the Ministry of Education and training to start using some of the indicators as published in this digest to inform all level of policy decisions and planning development. This digest provides a whole range of fact and evidence statistics to support our national plans and policies.

May I take this opportunity to thank my Policy and Planning Division for the exceptional efforts been capitalized in the 2014 statistics digest of the Ministry of Education and Training. It's a breakthrough achievement for the Ministry of Education and training to have this documents compiled for the enhancement of our education development in Tonga.

**Claude Tupou**

Chief Executive Officer  
Ministry of Education and Training

# Acknowledgement by Director of Policy and Planning



It is with great pleasure that Policy and planning division publishes its first edition of the education statistical digest for year 2014. This statistical output derives from the Tonga EMIS and from other data source. This document was one of the recommendations of the Data Quality Assessment Framework been piloted in Tonga in April 2016.

I would like to acknowledge all the primary school heads and secondary school principals throughout Tonga for their effort in filling in and for submitting their 2014 EMIS survey questionnaire to the Policy and Planning division. Most of the schools data that were submitted to the EMIS office at the Ministry of Education have been scrutinized, recorded and analysed by the EMIS team. In June 2015, the 2014 EMIS data was imported into the New Education Management Information System (EMIS) with the technical support of the regional EMIS team from the South Pacific Community (SPC), a landmark achievement for the Ministry of Education and Training in Tonga.

The EMIS team at the Policy and planning division has experienced new developments around the EMIS system and more training on education statistics since 2015. I would like to thank Unesco Institute of Statistics (UIS) in partnership with the Pacific Community (SPC) for undertaking a Data Quality Assessment of Tonga's education statistical system in April 2015. The DQAF assessment in Tonga sets some clear recommendations on education statistical system in Tonga. The DQAF technical team was able to prioritise tangible recommendations for EMIS and education statistical development. Having said this, I am very pleased to see that huge progresses have been made by the EMIS team with the support of both regional institutions since last Year. Lastly, may I take this opportunity to acknowledge the EMIS regional team at the Pacific Community (SPC) in New Caledonia for providing unremitting capacity building training to the EMIS staff in Tonga. The policy and Planning division within the Ministry of Education and Training is very thankful for the technical and funding support from DFAT and other donor agency towards the development of EMIS and education Statistics in Tonga.

I would like to acknowledge the EMIS team at the Policy and Planning division for their incredible and outstanding performance in data collection, data entry and for compiling the first edition of the Annual Statistical Digest for the year 2014. This digest won't come into effect without their hard work and commitments. Lastly, I would like to express my gratitude to all the principals of non-government Schools and to the Ministry of Education staff and other Ministries providing us with data to support to the new development of Tonga EMIS and the 2014 Annual Statistical Digest, thanks very much for your help.

If you have any queries on this digest, please do not hesitate to contact our EMIS office, our contact address is provided to you on page 2 of this report.

**Dr. Raelyn L. 'Esau**

Deputy, Director of Policy and Planning Division  
Ministry of Education and Training



## Introduction

This report has been produced by the Education Management Information System (EMIS) team in Policy and Planning Division at the Ministry of Education and Training (MET). Ministry's policy interventions are nested within the Tonga Development Strategic Framework (TSDf) 2009-2020 - ten-year plan. TSDf was developed with the ultimate target of addressing key policy objectives outlined in the Ministry's Strategic framework and the national sustainable development plan for the country. In 2014-015, MET has developed its Monitoring and Evaluation Strategy, with a particular focus on three main policy goals which are **To improve equitable access to and Quality of Universal basic Education ; To improve the access to and quality of post-basic education and to improve the administration of education and training so that the quality of educational performance is enhanced.**

### Policy Goals



To improve equitable access to  
and Quality of Universal basic  
Education



To improve the access to and  
quality of post-basic education



To improve the administration  
and training

Furthermore, most indicators included in this report are aligned with the priority outcomes of TSDf 2009-2020 and were calculated using the UNESCO Institute of Statistics (UIS) technical guidelines and definitions. All the regional organizations such as UNESCO Institute of Statistics (UIS), Pacific Island Forum as well the Pacific Community (SPC) have proactively helped Tonga and the EMIS team to align the New EMIS development for Tonga and the Annual Statistical Digest with the national SDG development framework of the country. Most of the data that is collated in this report are aligned with the indicators for SDG Goal4. In addition to the advocacy of the SDG indicators in Tonga, the EMIS team went through different level of trainings with the EMIS regional team since 2015.

Tonga as one of the 15 pacific island countries has also benefited from the Pacific Islands Literacy and Numeracy Assessment (PILNA) in 2015 with the technical support of EQAP at SPC in Fiji. The 2015 PILNA results are also included in this digest to provide evidence on the literacy and numeracy performances in year 4 and 6.

This digest also includes a whole range of education statistics by sub-sector level. Most of the data are aggregated by controlling authority and disaggregated by gender.



## Goals, policies and strategies for education

TSDF 200-2020 outlines an overarching vision and the purpose of the educational strategies for the ten-year period.

### Vision

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

### Mission

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

### Values

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

## Abbreviations

<b>CPBA</b>	Community Play Base Activities
<b>DFAT</b>	Department of Foreign Affairs and Trade
<b>ECE</b>	Early Childhood Education
<b>EMIS</b>	Educational Management Information System
<b>EQAP</b>	Education Quality and Assessment Programme
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrolment Ratio
<b>GIR</b>	Gross Intake Ratio
<b>GPI</b>	Gender Parity Index
<b>ISCED</b>	International Standard Classification of Education
<b>MFAT</b>	Ministry of Foreign Affairs and Trade
<b>MET</b>	Ministry of Education and Training
<b>NER</b>	Net Enrolment Ratio
<b>NIR</b>	Net Intake Ratio
<b>PDU</b>	Professional Development Unit
<b>PEARL</b>	Pacific Early Age Readiness and Learning
<b>PEDF</b>	Pacific Education Development Framework
<b>PILNA</b>	Pacific Islands Literacy and Numeracy Assessment
<b>PTR</b>	Pupil-Teacher Ratio
<b>SDG</b>	Sustainable Development Goals
<b>SEE</b>	Secondary Entrance Exam
<b>SPC</b>	Secretariat of the Pacific Community
<b>TFSC</b>	Tonga Form Six Certificate
<b>TIOE</b>	Tonga Institute of Education
<b>TNFSC</b>	Tonga Form Seven Certificate
<b>TSC</b>	Tonga School Certificate
<b>TSDF</b>	Tonga Development Strategic Framework
<b>TVET</b>	Technical and Vocational Education and Training
<b>UIS</b>	UNESCO Institute of Statistics
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## Tonga Education level structure

Official Age:		4 - 5	6	7	8	9	10	11	12	13	14	15	16	17	18			
		↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓			
ISCED Level		ISCED02	ISCED1						ISCED24 &25				ISCED34&35			ISCED44&45	ISCED54	
Class:	Category	ECE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7			
Compulsory	PUBE	Kindergarten																
	UBE	Primary	Primary															
		Post-Basic Education	Post-Basic Education															
Non Compulsory	PBE	Lower Secondary							Lower Secondary									
		Upper Secondary											Upper Secondary					
	PSE	TVET							Technical and Vocational									
		Post-secondary														Post-secondary		
		Higher Education																Higher Ed

The above diagram describes an amalgamation of the Tonga ISCED2011 mapping and the current schooling structure in Tonga. Early Childhood Education comprises of the Dare Care learning and kindergarten schools. At ECE level, children who enrolled are basically aged 4 and 5 years old. Post-basic education includes primary and basic education level, the age range varies for both levels. At primary year level 1 to 6, the enrolment age ranges from 6 to 11 years old. At post-basic education Year 1 to Form2, the enrolment age ranges from 6 to 13 years old.

At lower secondary schools, student age ranges from 12 to 15 years old. In upper secondary level, student age ranges from age 16 to 18 years old.

The same age classification is used to calculate the enrolment rates for primary and secondary education.

## Data Quality Assurance

### EMIS survey questionnaire

An EMIS survey questionnaire has been designed in 2014 by the EMIS team for primary and secondary schools. The same questionnaire has been reviewed in 2015 with the technical support of the EMIS regional team at South Pacific Community (SPC).

The questionnaire is printed and distributed to all school in April 2014.

### 2014 Data Collection

School data collection starts in April to end of June 2014. School heads and principals are responsible to complete the EMIS survey questionnaire. The census date for the 2014 EMIS survey was 31<sup>st</sup> March. The submission date of the 2014 EMIS survey questionnaire was 30<sup>th</sup> June 2014.

The table below provides a summary of how many schools have submitted their EMIS survey questionnaire in 2014. The survey response rate is another indicators which could determine the quality of data that is published in this digest. In general 100% of primary and secondary schools have submitted their EMIS survey questionnaire in 2014.

#### Number of EMIS Survey Questionnaires received in 2014.

District	No.of Schools	Primary	Secondary
Tongatapu	65	100%	100%
Eua	6	100%	100%
Ha'apai	22	100%	100%
Vava'u	33	100%	100%
Niua's	5	100%	100%
<b>Total</b>	<b>132</b>	100%	100%

### Data verification

Once the EMIS survey questionnaire is submitted to the Policy and Planning division at the Ministry of Education and Training, the school's data is verified by the EMIS team. The verification process of the data is focussed mainly on teachers and enrolment changes overtime as well as on the uncompleted EMIS questionnaires. The data verification has been done before that the 2014 Annual Report of the Ministry of education and Training has been developed in 2014-2015. The EMIS team went to few selected schools in 2014 to validate the EMIS survey questionnaires against the school records.

### Data entry

The data entry is done by the EMIS team at the Ministry of Education and training in 2014 and has occurred within three months from March to May 2014.

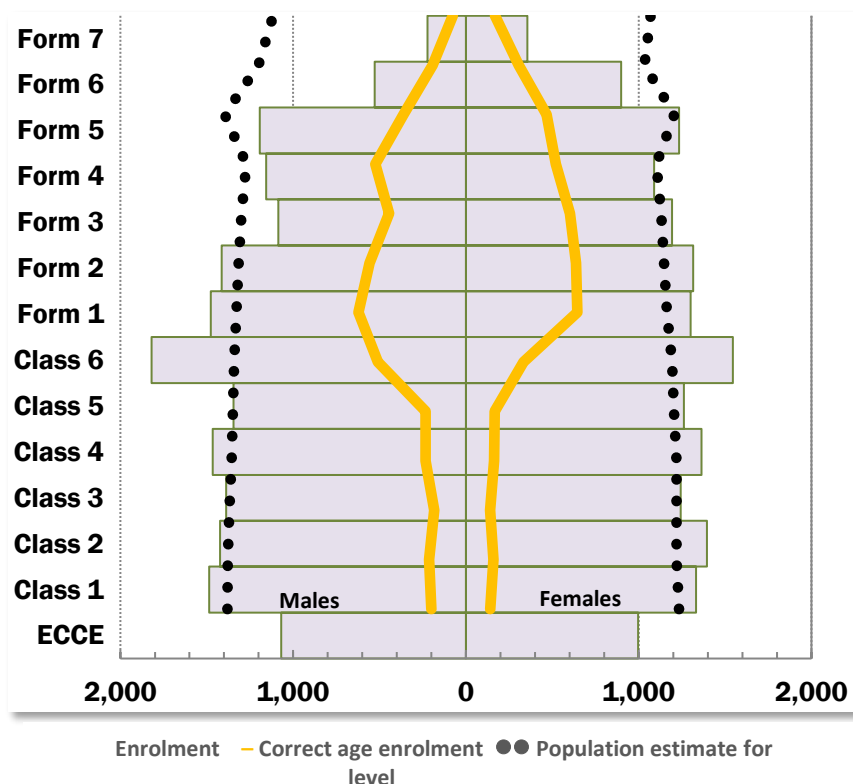
## 2014 key education statistics

Improving equitable access to and quality of universal education is one of the policy goals of the Tonga Education Policy Framework, 2004-2019. The EMIS team at the Policy and Planning Unit has been collecting data from schools for many years, this is the first time ever the 2014 EMIS data is analysed for the 2014 Annual statistical Digest. This section provides a summary of the 2014 Education Statistics key findings. The statistical findings are either presented

by graphs or by tables.

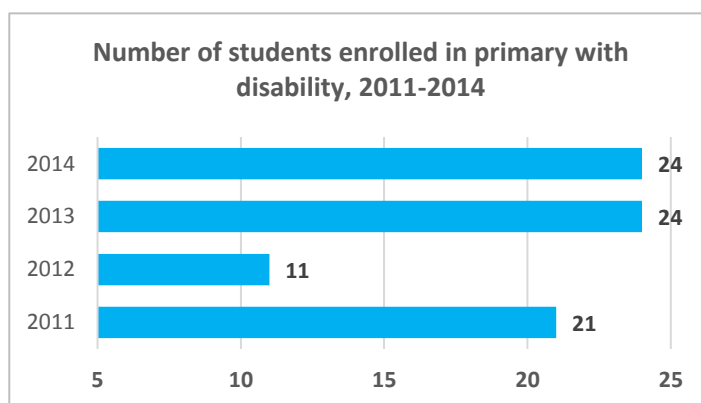
This statistical digest presents a whole range of statistics and indicators for the education sector. The overall number of students enrolled in ECE, primary and secondary schools in Tonga was 34,080 students in 2014. The above graph illustrates a significant gap between the actual school enrolment and the correct age enrolment in schools. About 16% of students enrolled in primary schools are under-age, this is equivalent to 2,783 students who were 4 and 5 years old. However, the over-age students in primary schools has decreased from 6% in 2013 to 1% of students in 2014. There are more boys enrolled in primary schools than girls. The EMIS roll data shows that 52% of students enrolled are male and 48% are female.

At basic education level, year 1 to form 2, there are 22,602 students to which 24 were identified as disabled children. At ECE level, school enrolment has increased by 6% between 2013 and 2014.



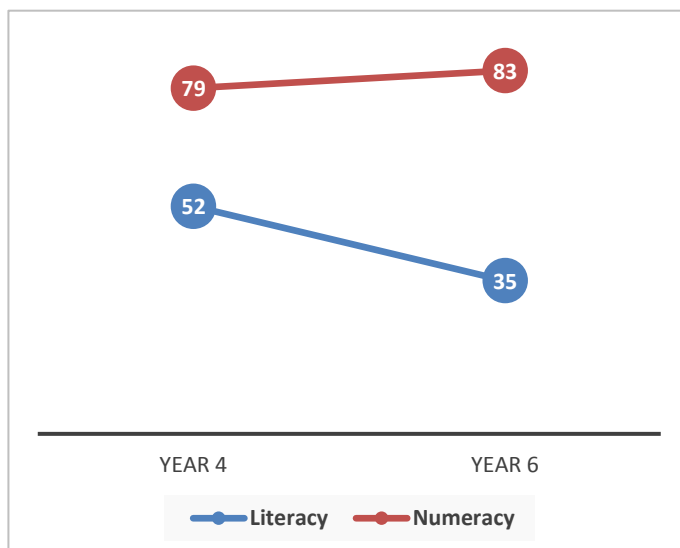
Source: EMIS for primary and secondary enrolment; ECE for ECE enrolment. Tonga Bureau of Statistics for population estimates.

Note: ECE population estimates and correct age enrolment is not available.



**Improving Student learning and Quality of Education** is the core focus of the Ministry of Education and training in Tonga. Increasing students enrolment rates and attainments are two most important policy areas in children participation and learning outcomes that need to be measured each year for Tonga.

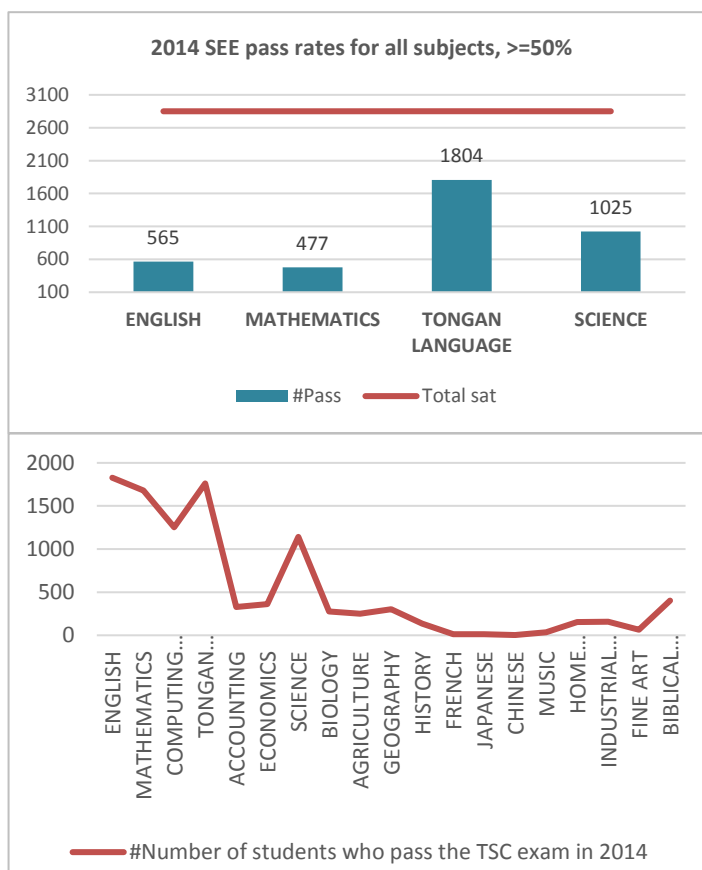
**2015 PILNA results** - When examining the literacy and numeracy outcomes in 2015, the graph is showing a huge gap between literacy and numeracy rates in Year 4 and Year 6. Students in year 4 perform better in numeracy than in literacy, the 2015 PILNA results for Tonga indicates that 52% of students met the literacy standards and 79% of student met the numeracy standards (page 30 and 31).



However, the gap between literacy and numeracy rates in Year 6 is significant. Only 35% of students met the literacy standard requirements and 83% of students have successfully met the numeracy standards in 2015. At the regional level, Tonga has achieved lower results in numeracy performance than the region in Year 4 but has achieved higher results in Year 6. On the other hand, Tonga has achieved higher results in literacy performance than the region in Year 4 but achieved lower results in Year 6 (Page 30 and 31).

**2014 Exam results** – The national assessment unit is the division responsible to analyse and publish the national exam results each year. 2014 was another interesting year for the Ministry of Education and Training in Tonga. About 2850 students sat the national SEE or class 6 exam and only a total average of 34% of students were placed in form 3 in 2015. This graph is showing the number of students in class 2 who pass the national SEE exam by subject level. The gap between the number of students who passed the national SEE exam and the total number of student who sat the exam is significant.

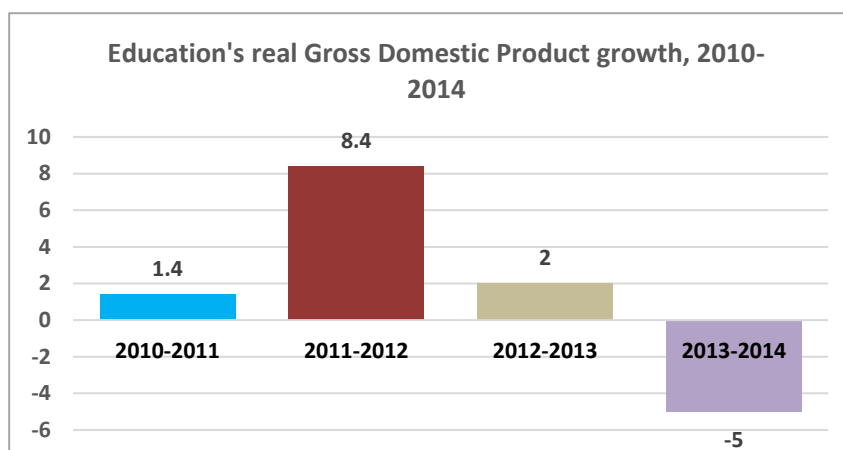
The national average of TSC students pass rates was 35% out of 1828 students who sat the exam in 2014. The total pass rate by subject level varies for each subject.



Students in form 5 perform well in English, mathematics, computing and in Tongan language. In general more than 1000 students pass the four exam papers at the end of 2014.

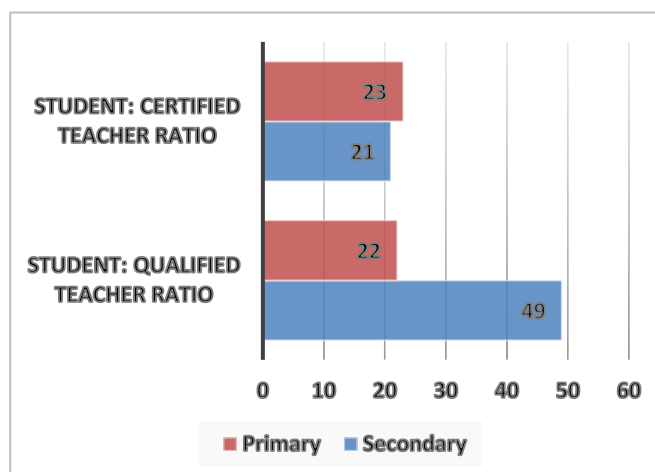
[Improving the administration of education and training](#) is the third policy goal of the Tonga Education Policy Framework, 2004-2019. Ministry of Education and Training has received 13% of the national government budget in 2014 which is equivalent to \$AUD 46,994,368. The Ministry of education budget has increased by TOP 1.53 million and the donor budget has decreased by \$AUD 23.4 million in 2014. The actual expenditure from the 2014 budget was more than \$AUD 36 million.

Public spending on education is another important indicator to look at. It includes government spending on educational institutions (both public and private), education administration, and transfers/subsidies for private entities (students/households and other private entities). Public expenditure on education as % of GDP is the



total public expenditure (current and capital) on education expressed as a percentage of the Gross Domestic Product (GDP) in a given year. The public expenditure expressed as a percentage of the GDP is fluctuated overtime. The big drop on the donor budget support between 2013 and 2014 has impacted on the public expenditure as percentage of the GDP from 2% between 2012 and 2013 to -5% between 2013 and 2014.

[The proportion of certified and qualified teachers in primary and secondary](#) can reflect the performance and quality of an education system. The student: certified and qualified teacher ratio is the average number of students per certified and qualified teacher at a specific level of education in a given school year. A certified teacher in Tonga is identified as a teacher having undertaken teacher training from the National Teacher Institute or from any other teaching institute in the region. This graph shows that the total number of student to certified teacher ratio is at 23:1 for primary schools and 21:1 for secondary schools in 2014. Both ratios are lower compared to the standard ratios. In this graph, there is a big gap



between student: teacher certified ratio and student: qualified teacher ratio in primary and secondary schools. Student: qualified teacher ratio for secondary was 49 students for a teacher in 2014. It is essential that the Ministry pay attention to the quality of teaching of the qualified teachers in secondary schools. The ratio has exceed the national norm which is 30 students for a teacher in school.



We can notice that the student: certified teacher ratio is lower compared to the standard ratio. But this also means that the number of certified teachers is high in Tonga and consequently the level of teaching has improve and has provided a positive impact teachers professional development.

## 1 Number of schools in Tonga

**Table 1.1: Total number of schools in Tonga by level of education, 2011-2014**

Year	District	ECE	Primary	Secondary
<b>2011</b>	Tongatapu	40	51	32
	Vava'u	13	31	10
	Ha'apai	6	19	7
	Eua	8	6	3
	Niua's	4	5	2
	<b>Total</b>	<b>71</b>	<b>112</b>	<b>54</b>
<b>2012</b>	Tongatapu	40	64	32
	Vava'u	11	33	10
	Ha'apai	8	22	7
	Eua	8	6	3
	Niua's	4	5	2
	<b>Total</b>	<b>71</b>	<b>130</b>	<b>54</b>
<b>2013</b>	Tongatapu	44	65	32
	Vava'u	10	33	10
	Ha'apai	8	22	7
	Eua	5	6	3
	Niua's	4	5	2
	<b>Total</b>	<b>71</b>	<b>131</b>	<b>54</b>
<b>2014</b>	Tongatapu	47	65	32
	Vava'u	14	34	10
	Ha'apai	5	22	7
	Eua	5	6	3
	Niua's	2	5	2
	<b>Total</b>	<b>73</b>	<b>132</b>	<b>54</b>

The above table is showing the number of schools throughout the years. Early childhood centre has slightly increased from 71 in 2013 to 73 kindergarten schools in 2014. At primary level, the number of schools has increased significantly three years later from 112 schools in 2011 to 132 in 2014.

The number of secondary schools however remains steady since 2011 to 2014 at 54 secondary schools across the country.

The EMIS team was able to collect the number of post-secondary and higher institutions in 2014. There are 11 post-secondary institutions in Tongatapu and 1 institution in Eua Island. At higher education level, there are 4 universities or high institutions in Tongatapu in 2014. These institutions are Atenisi University, Tonga Institute of Higher Education, Tupou tertiary Institute, Unuaki o Tonga and USP extension in Tonga.

## 2 To improve access to basic education

### Monitoring and Evaluation Indicators to improve equitable access to and Quality of Universal Basic Education for all children in Tonga

Indicators	2011	2012	2013	2014
<b>Percent of Under-age and Over-age in Primary 1-6</b>				
% Under-age	7%	6%	5%	16%
% Over-age	3%	3%	6%	1%
<b>Enrolment Rates</b>				
<b>Gross Intake Rate</b>	<b>118%</b>	<b>107%</b>	<b>113%</b>	<b>108%</b>
Male	117%	106%	113%	108%
Female	118%	107%	113%	108%
<b>Net Intake Rate</b>	<b>66%</b>	<b>65%</b>	<b>61%</b>	<b>88%</b>
Male	33%	65%	62%	88%
Female	65%	65%	60%	89%
<b>Gross Enrolment Rate</b>				
Primary, Year 1 to 6	116%	108%	112%	110%
Secondary, Form 1+	95%	95%	94%	93%
<b>Net Enrolment Rate</b>				
Primary, Year 1 to 6	102%	99%	95%	89%
Secondary, Form1+	79%	88%	80%	79%
<b>% of New Entrants in Primary Year 1 with ECE experience</b>				
	<b>99%</b>	<b>99%</b>	<b>97%</b>	<b>99%</b>
Male	100%	100%	95%	98%
Female	99%	99%	97%	99%
<b>Completion Rate to Year 8</b>				
	na	na	101%	110%
Male	na	na	93%	108%
Female	na	na	110%	115%
<b>Internal Efficiency</b>				
<b>Out-of-school children in Primary</b>				
	<b>-5%</b>	<b>-2%</b>	<b>2%</b>	<b>-1%</b>
Male	-3%	1%	5%	1%
Female	-7%	-5%	-1%	-3%
<b>Average Repetition Rate, Year 1-8</b>				
	<b>1%</b>	<b>2%</b>	<b>2%</b>	<b>6%</b>
<b>Average Dropout Rate, Year 1-8</b>				
	12%	13%	13%	13%
<b>Survival Rate to Year 8</b>				
	<b>96%</b>	<b>78%</b>	<b>73%</b>	<b>86%</b>
Male	94%	71%	73%	84%
Female	97%	88%	73%	88%
<b>Transition Rate from Primary to Lower Secondary</b>				
	94%	94%	90%	92%
Male	<b>91%</b>	<b>91%</b>	<b>94%</b>	<b>89%</b>
Female	95%	95%	87%	96%
<b>Average Promotion Rate, Year 1 to 8</b>				
	87%	85%	84%	80%

## 2.1 Early childhood Education

The desired policy outcome is that Tonga has an education system that ensures equal access to early childhood education (ECE) (i.e. pre-school education). There is strong international evidence of a high rate of return from investments in early childhood education. Pre-school education is important for laying the foundation for primary schooling. There are also equity dimensions: children from least advantaged communities are likely to benefit most from early childhood education.

**Table 2.1.1: Total number of pupils in ECE, by district and gender, 2011-2014**

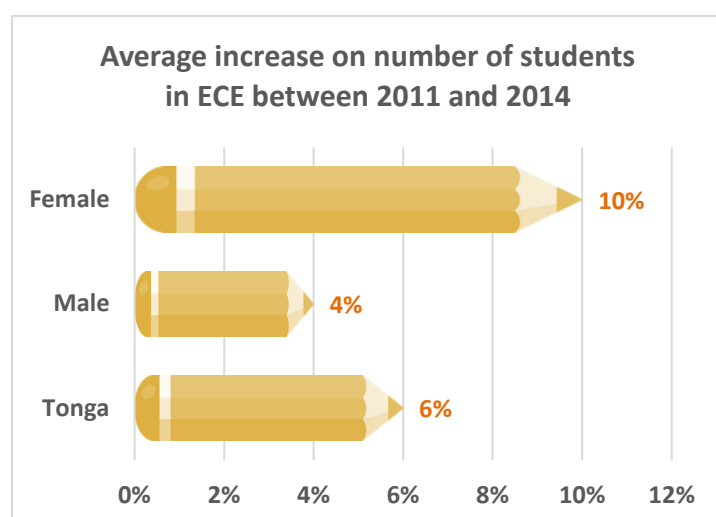
Island	2011			2012			2013			2014		
	M	F	T	M	F	T	M	F	T	M	F	T
Tongatapu	693	566	1259	664	907	1571	687	623	1310	816	782	1598
Eua	50	70	120	90	59	149	47	38	85	60	51	111
Ha'apai	56	45	101	61	71	132	64	53	117	51	49	100
Vava'u	113	120	233	143	143	286	128	132	260	125	100	225
Niua	41	30	71	29	34	63	29	34	63	17	15	32
<b>Total</b>	<b>953</b>	<b>831</b>	<b>1784</b>	<b>987</b>	<b>1214</b>	<b>2201</b>	<b>955</b>	<b>880</b>	<b>1835</b>	<b>1069</b>	<b>997</b>	<b>2066</b>

*Source: ECE Unit, Learning and Teaching Division*

Early childhood development is about having an all-inclusive approach from the time the baby is conceived to the early years of their life. From birth to age 5, young children develop the foundations for language, thought and learning processes, as well as movement and coordination.

An important increase in the number of pupils enrolled in early childhood education was noticed between 2011 and 2012 (1784 to 2201). Then this number decreased both in 2013 and 2014. Additionally, the average number of students in ECE has increased by 6% between 2011 and 2014.

**Figure 2.1.1: Average increase of ECE enrolment by gender between 2011 and 2014**



## 2.2 Primary Education

In 2014 there were 132 primary schools in Tonga, with 85% of students enrolled in government primary schools and 15% enrolled in non-government schools, most of whom were in Tongatapu. There were 110 government primary schools and 22 non-government schools in 2014.

**Table 2.2.1: Primary school enrolment by time series, 2010-2014**

Gender	2010	2011	2012	2013	2014
Male	8899	8982	8683	9012	8945
Female	7940	8051	8015	8263	8148
<b>Total</b>	<b>16839</b>	<b>17033</b>	<b>16698</b>	<b>17275</b>	<b>17093</b>

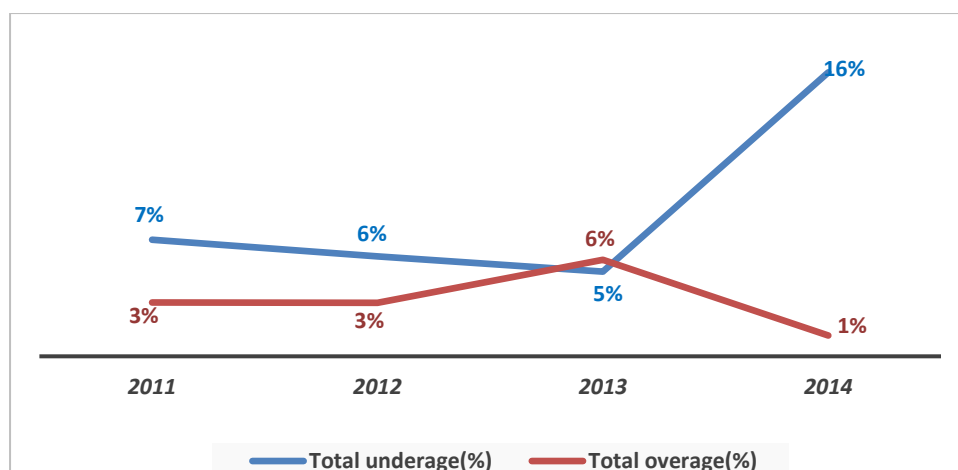
**Table 2.2.2: Government primary school enrolment by age, year level and controlling authority, 2014**

	Age	IE		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Total		Grand Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Government	4			164	129	5	4									169	133	302
	5			835	773	140	153	7	6							982	932	1914
	6			172	111	820	842	116	129	4	1					1112	1083	2195
	7	2	1	19	12	172	127	880	764	148	169	6	4	1	2	1228	1079	2307
	8	4	1			19	11	155	125	861	851	134	158	10	9	1183	1155	2338
	9	2	1					12	14	201	143	798	751	109	139	1122	1048	2170
	10	3								17	18	208	135	918	863	1146	1016	2162
	11	3	1									24	22	470	316	497	339	836
	12		1									3	5	90	57	93	63	156
	13													23	6	23	6	29
	14	3												2		5	0	5
	15	1	1													1	1	2
	Not stated			16	16	14	7	19	20	17	21	15	16	16	10	97	90	187
<b>Total</b>		<b>18</b>	<b>6</b>	<b>1206</b>	<b>1041</b>	<b>1170</b>	<b>1144</b>	<b>1189</b>	<b>1058</b>	<b>1248</b>	<b>1203</b>	<b>1188</b>	<b>1091</b>	<b>1639</b>	<b>1402</b>	<b>7658</b>	<b>6945</b>	<b>14603</b>

Table 2.2.3: Non-Government primary school enrolment by age, year level and controlling authority, 2014

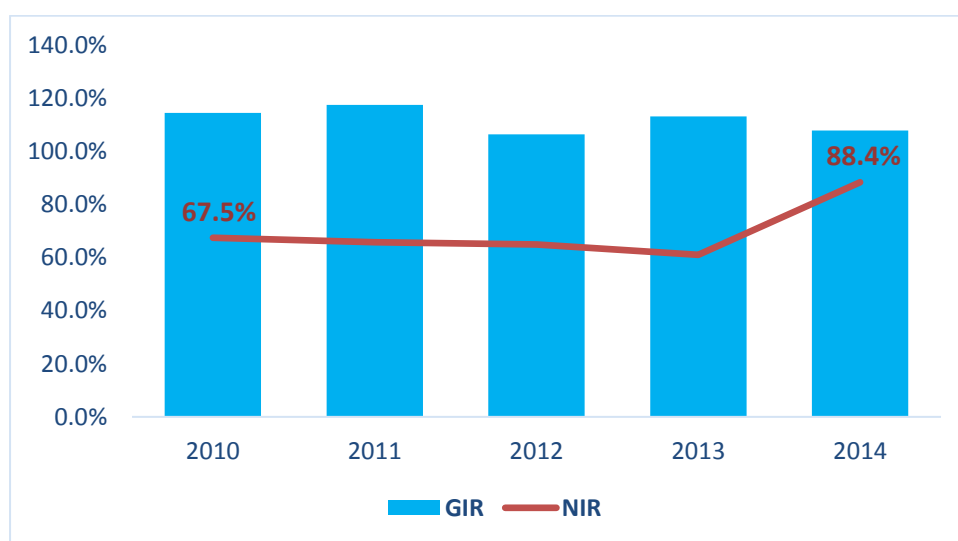
Non - Government	Age	IE		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Total		Grand Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	4	0	0	57	60	1	1									58	61	119
	5	0	0	177	183	35	52		1							212	236	448
	6	0	0	29	30	161	144	25	29	4	3					219	206	425
	7	0	0	2	4	42	33	131	133	32	33			1	1	208	204	412
	8	0	0			2	3	30	15	132	92	30	24		4	194	138	332
	9	0	0					5		31	22	87	100	27	21	150	143	293
	10	0	0							5	2	27	33	97	87	129	122	251
	11	0	0									3	5	43	18	46	23	69
	12	0	0									1		5	5	6	5	11
	13	0	0											1		1	0	1
	Not stated	0	0	15	15	12	18	8	8	13	8	9	9	7	7	64	65	129
<b>Total</b>		<b>0</b>	<b>0</b>	<b>280</b>	<b>292</b>	<b>253</b>	<b>251</b>	<b>199</b>	<b>186</b>	<b>217</b>	<b>160</b>	<b>157</b>	<b>171</b>	<b>181</b>	<b>143</b>	<b>1287</b>	<b>1203</b>	<b>2490</b>

Figure 2.2.4: Percent of underage and overage children in primary schools, 2014



The percentage of over-age in primary schools has importantly decreased between 2010 and 2014 and in particular between 2013 and 2014. However, the percentage of under-age children in primary schools remains significantly high at 16% in 2014 due to the raise of 11% between 2013 and 2014. A high number of children enrolled in primary Year 1 are either 4 or 5 years of age.

Figure 2.2.5: Gross and Net Intake Rate in primary education, 2014



The Gross intake ratio in primary is fluctuating overtime. This indicator indicates that there is a high capacity of the education system in Tonga to enrol all five and six years' students in primary schools. The gap between the GIR and NIR in primary year 1 means that there is high proportion of students who repeat year 1 in 2014.

The Net Intake Rate (NIR) is precisely measuring access to primary education by the eligible population of primary school-entrance which is 5-6 year old. The NIR in 2014 has significantly improved to 88.4% in 2014 as compared to 2013. The increase on NIR in 2014 could be justified by the low repetition rate in primary year 1 in 2014.

**Definition:** GIR and NIR indicators only apply to Year 1 of primary schools.

Table 2.2.6: Percentage of Year 1 students with ECE experience, 2010-2014

Gender	2010	2011	2012	2013	2014
Male	98.0%	99.7%	99.6%	95.4%	97.8%
Female	98.5%	98.7%	99.2%	98.3%	99.8%
<b>Total</b>	<b>98.3%</b>	<b>99.2%</b>	<b>99.4%</b>	<b>96.8%</b>	<b>98.7%</b>
GPI	1.01	0.99	1.00	1.03	1.02

Source: Tonga EMIS

As shown in Table 1.3.3, a really high percentage of Year 1 students had an ECE experience between 2010 and 2014. A GPI equal to 1 indicates parity between males and females but a value that is superior to 1 shows gender disparity in favour of girls. Hence, female students' enrolment rate was more important than that of male students in general while there was a complete parity in 2012.

## 2.3 Secondary and TVET Education

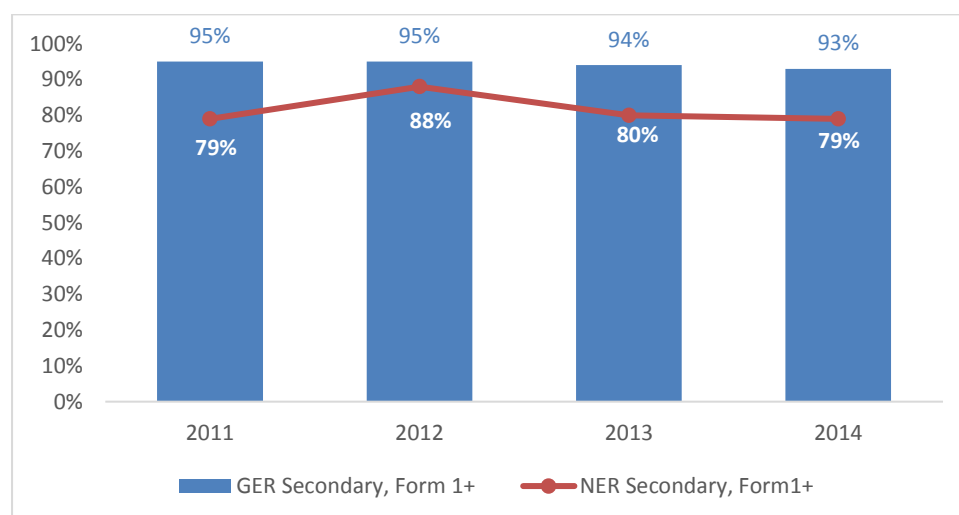
Table 2.3.1: Total number of students in Secondary schools by gender and time series, 2010-2014

Gender	2010	2011	2012	2013	2014
Male	7349	7626	7551	7705	7510
Female	7428	6662	7255	7235	7451
<b>Total</b>	<b>14777</b>	<b>14288</b>	<b>14806</b>	<b>14940</b>	<b>14961</b>

Source: 2014 Annual Report

Though there is a constant total number of secondary students between 2010 and 2014, a higher number of male enrolment is obvious.

Figure 2.3.2: Gross and Net Enrolment Rate for secondary education, 2011-2014



Based on the data available in Figure 2.3.2, the GER in Secondary from 2011 and 2014 is slightly decreasing in 2013 and 2014. Though there was an important increase of 9% of the NER in 2012, the NER is in general constant between 2011 and 2014. It is important to compare the GER with the NER in Secondary: the difference between both indicators could determine the proportion of over-age students in secondary schools.



Table 2.3.3 Total number of students in Government Secondary schools by gender and by Year level, 2014

Age		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6		Form 7		L5th	TVET		Total		Grand Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	F	M	F	M	F	
Government School	10	46	71	3															49	71	120
	11	278	258	50	41	1	1												329	300	629
	12	189	152	222	230	28	21												439	403	842
	13	89	41	192	143	116	165	20	27										417	376	793
	14	8	5	54	52	105	81	161	129	26	23								354	290	644
	15		1	13	11	46	15	105	78	137	119	9	18						310	242	552
	16			2	5		1	38	26	117	81	77	96	6	14				240	223	463
	17						2	1	3	59	28	40	83	31	68				131	184	315
	18							1		9	6	19	29	27	40				56	75	131
	19									2	2	9	7	12	12				23	21	44
	20											4	1	1	2				5	3	8
	21													1					1		1
	NS	4	5	11	9	12		11	4	12	5	7		5	1				62	24	86
Total		614	533	547	491	308	286	337	267	362	264	165	234	83	137	0	0	0	2416	2212	4628

Add text

Table 2.3.4: Total number of students in Government Secondary schools by gender and by Year level, 2014

Age		Form 1		Form 2		Form 3		Form 4		Form 5		Form 6		Form 7		L5th	TVET		Total		Grand Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	F	M	F	M	F	
Non-Government School	9	2																	2		2
	10	52	66	6	3														58	69	127
	11	371	394	68	80	7	8												446	482	928
	12	293	222	345	417	56	87												694	726	1420
	13	112	60	300	237	345	445	50	59										807	801	1608
	14	19	9	104	51	279	280	375	396	41	58					4	3		821	798	1619
	15	2	1	15	13	72	67	282	278	238	353	12	40			5	35	7	656	764	1420
	16			4	4	3	13	80	62	295	308	122	213	3	17	18	67	16	574	651	1225
	17					1		16	12	164	139	104	226	46	101	7	96	10	427	495	922
	18							1	2	67	50	83	148	54	71		86	9	291	280	571
	19							1		11	7	29	23	28	25		67	8	136	63	199
	20										1	7	4	6	4		15	4	28	13	41
	21											2	4		1		6		8	5	13
	22																2		2		2
	NS	12	16	26	20	22	15	17	14	16	19	4	6	2	1		45	1	144	92	236
Total																					

Source: 2014 Tonga EMIS

## 2.4 Tertiary Education

Table 2.4.1: Gross and Net Enrolment Rate in Tertiary Education, 2014

Gender	Enrolment	Official Enrolment (Age 15-24)	Population est* (Age 15-24)	GER	NER	GPI:GER	GPI:NER
<b>Male</b>	1240	989	22842	5.4%	4.3%	0.79	0.81
<b>Female</b>	1371	1074	20066	6.8%	5.4%	1.26	1.24
<b>Total</b>	<b>2611</b>	<b>2063</b>	<b>42908</b>	<b>6.1%</b>	<b>4.8%</b>	<b>1.02</b>	<b>1.02</b>

**Source:** Tonga EMIS 2014 – The total number of students in tertiary education include students in post-secondary and higher education institutions in Tonga.

In general, the GER in tertiary education is calculated based on the number of students who enrolled in post-secondary and higher education institutions in Tonga divided by the age group population 15-24 years old. Both the GER and NER in tertiary education is significantly low in Tonga, 6% of the estimated population 15 to 24 years old enrolled in existing post-secondary and higher institutions in Tonga.

## 2.5 Post-secondary Education

Table 2.5.1: Number of trainees in post-secondary institutions by controlling authorities and by gender, 2014

Post-secondary Institutions	Government		Non-government		Grand Total
	F	M	F	M	
Ahopanilolo Technical Institute	0	0	86	45	131
AOG Bible College	0	17	9	17	26
Hango College	0	43	9	43	52
Lavengamalie Institute of Technology	0	8	11	8	19
Montfort Technical Institute	0	49	4	49	53
National Center for Vocational Studies	61	22	61	0	83
Queen Salote College TVET	95	25	7	0	7
Queen Salote Nursing Training Sch	0	25	95	0	120
St. Joseph Business College	0	0	121	0	121
Tonga Defence	15	10	15	0	25
Tonga Institute of Education	64	30	0	0	94
Tonga Institute of Science and Technology	6	368	6	0	374
Unuaki 'o Tonga Royal Institute	0	0	113	142	255
<b>Total</b>	<b>241</b>	<b>597</b>	<b>537</b>	<b>304</b>	<b>1360</b>

## 2.6 Higher Education

Table 2.5.2: Number of students in Higher Education in Tonga, 2014

Institutions	Government (female/male)		Non-government (female/male)		Grand Total
<b>Atenisi University</b>	1	10	0	0	11
<b>Lavengamalie University</b>	0	0	15	18	33
<b>Tonga Institute of Higher Education</b>	95	37	0	0	132
<b>Tupou Tertiary Institute</b>	0	0	126	104	230
<b>University of the Nation</b>	0	0	6	24	30
<b>University of the South Pacific</b>	0	0	527	288	815
<b>Total</b>	<b>96</b>	<b>47</b>	<b>674</b>	<b>434</b>	<b>1251</b>

*Footnote: Atenisi University and Lavengamalie University have not been accredited by TNQAB*

Table 2.5.3: Number of awarded scholarship by sponsoring agency, 2014.

Sponsoring Agency	Complete	Ongoing	Terminate	TOTAL
Audit Department	0	1	0	1
Catholic Education System	0	1	0	1
Crown Law	0	0	2	2
FCT Education System	0	1	0	2
Legislative Assembly	1	1	0	2
MAFFF	0	1	1	2
MEIDECC	1	0	0	1
MET	3	11	3	17
MFNP	0	2	0	3
MIC	0	1	0	1
Ministry of Commerce	1	1	0	2
Ministry of Internal Affairs	0	1	0	1
Ministry of Justice Audit	0	1	0	1
Ministry of Police	0	1	1	2
Ministry of Revenue and Customs	1	0	1	2
MLNR	1	2	1	4
MOH	2	6	1	9
MOI	0	3	0	4
NRBT	1	1	0	2
OPEN	1	1	18	20
PMO	1	0	0	1
SDA Education System	0	1	0	1
Statistics Department	1	1	1	3
Tokaikolo Education System	0	0	1	1
Tonga Broadcasting Commission	0	1	0	1
<b>Grand Total</b>	<b>12</b>	<b>39</b>	<b>30</b>	<b>86</b>

### 3 To improve Student learning and Quality of Education.

#### Monitoring and Evaluation Indicators to improve the access to and Quality of Post-basic Universal Basic Education for all children in Tonga

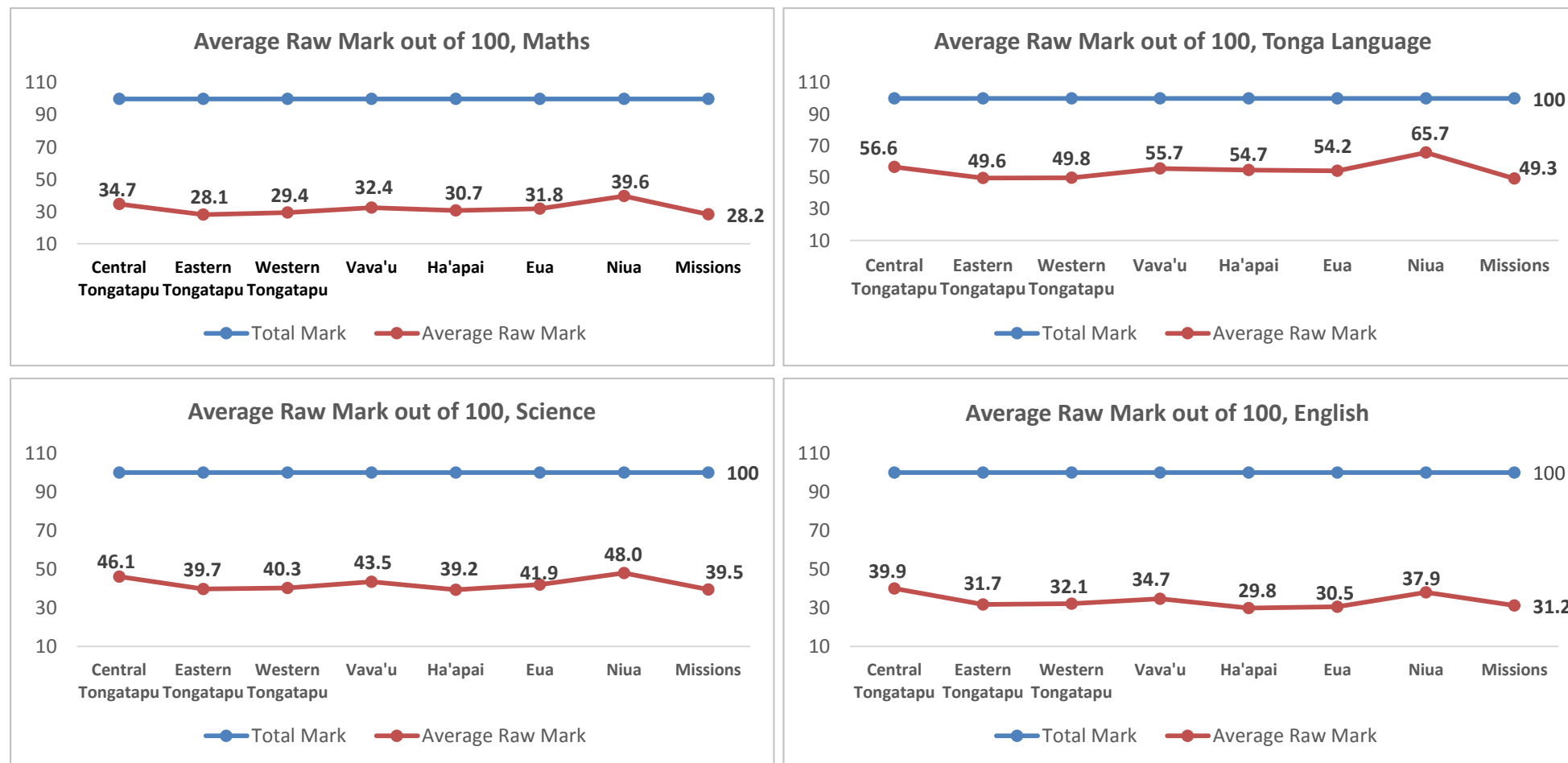
Indicators	2011	2012	2013	2014
<b>National Average of Tonga Passing Rate</b>				
<b>SEE Pass Rate</b>	33%	36%	32%	34%
<b>TSC</b>	33%	28%	32%	35%
<b>TFSC</b>	na	32%	32%	32%
<b>TNFSC</b>	na	16%	21%	29%
<b>Education Attainment</b>				
<b>Secondary Entrance Exam (SEE) – Average Raw Mark out of 100</b>				
Maths	27.6	30.7	33.4	31.2
Tonga Language	48.5	55.2	51.3	53.4
Science	44.2	38.4	40.5	41.7
English	29.1	31.1	26.8	33.0
<b>2015 PILNA results-Tonga</b>				
<b>Literacy</b>				
Year 4 Literacy	na	na	na	52 (2015)
Year 4 Numeracy	na	na	na	79 (2015)
<b>Numeracy</b>				
Year 6 Literacy	na	na	na	35 (2015)
Year 6 Numeracy	na	na	na	83 (2015)
<b>Pupil: teacher ratio</b>				
<b>ECE</b>	<b>10</b>	<b>12</b>	<b>11</b>	<b>13</b>
<b>Primary</b>	<b>24</b>	<b>21</b>	<b>25</b>	<b>22</b>
Government	25	22	26	22
Non-government	20	19	19	19
<b>Secondary</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>13</b>
Government	17	19	15	14
Non-government	14	13	13	13
<b>Student: certified teacher ratio</b>				
Primary	na	na	na	23
Secondary	na	na	na	21
<b>Student: qualified teacher ratio</b>				
Primary	na	na	na	22
Secondary	na	na	na	49
<b>% female teachers primary</b>				
Government	47	48	47	48
Non-government	73	72	71	72
<b>% female teachers secondary</b>				
Government	49	49	48	50
Non-government	55	53	56	60
<b>Student: classroom ratio</b>				
Primary	na	na	na	44
Secondary	na	na	na	66
<b>Student: toilet ratio</b>				
Primary	na	na	na	67
Secondary	na	na	na	285

**Footnote:** Pass rate for Form 2 is not available.

### 3.1 Student attainment

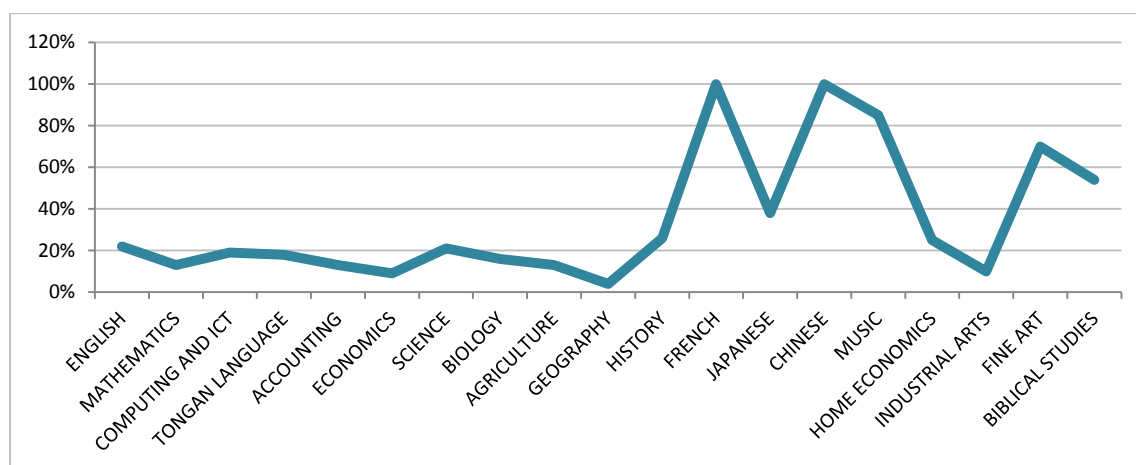
The national average raw mark by subject and by district level for the SEE results is showing greater students' performance in language than in Maths and Science. The comparison between students' performance results in Tonga and English languages is impressive. The average raw marks for Tonga language was 53.4% out of 100% and English language was 33% out of 100% in 2014 for all districts.

Figure 3.1.1: Secondary Entrance Exam Results (SEE or class 6), 2014



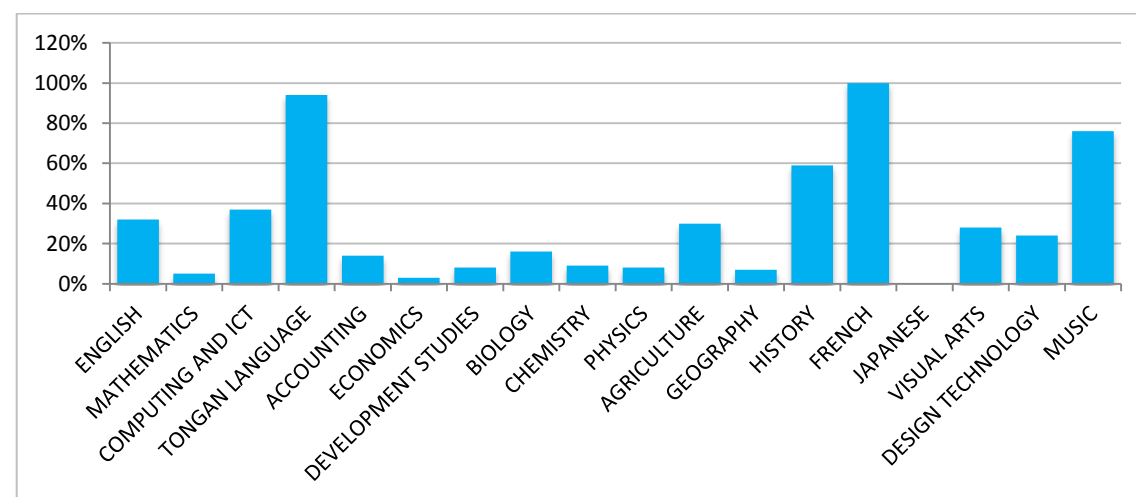
The national Assessment Unit was not able to provide the 2014 raw marks for Form 2, TSC, TSFC and TNFSC exam results.

**Figure 3.1.2: Form 5 (TSC) Exam Passing Rate per subject, 2014**



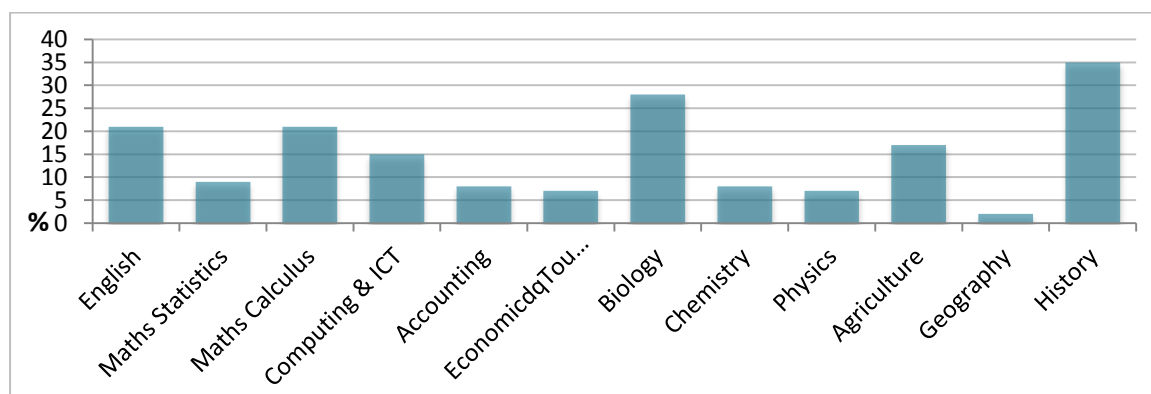
**Source:** National Assessment Unit, 2014 data

**Figure 3.1.3: Form 6 (TFSC) Exam Passing Rate, 2014**



**Source:** National Assessment Unit, 2014 data

**Figure 3.1.4: Form 7 (TNFSC) Exam Passing Rate, 2014**



**Source:** National Assessment Unit, 2014 data



An analysis of the 2014 TSC, TFSC and TNFSC exam results shows that Tongan language and French have the highest pass rate percentages for Tongans. On the other hand, economics and geography are challenging subjects that have the lowest pass rate percentages.

#### 4.1 Pacific Early Age Readiness and Learning (PEARL)

Although MET has a consistent approach to Performance Development, there are other projects that cut across the established approach. In particular, the Pacific Early Age Readiness and Learning (PEARL) methodology for teaching phonics in the Tongan language which was a source of concern, and in some cases ridicule, in those schools visited that are part of the pilot. This was seen as potentially damaging in the classrooms compared with other projects that reinforced PDU's approach.

**Table 4.1.1: Number of CPBA, teachers and students undergoing the PEARL programme, 2014-2015**

Community Play Base Activities			
Island	No. of CPBA	No. of Teachers	No. of Students
Tongatapu	22	52	345
Vava'u	13	33	273
Ha'Apai	10	17	120
Eua	2	4	44
Total	47	106	782

*Source: Pacific Early Age Readiness and Learning Team (PEARL) Unit data*

#### 4.2 Pacific Islands Literacy and Numeracy Assessment (PILNA). 2015

Primary school students around Tonga sat for the Pacific Islands Literacy and Numeracy Assessment (PILNA) exam for the first time in October 2015. A total of 1867 Year 4 and 2166 Year 6 students participated in PILNA 2015. Non-government schools performed better than government schools in Year 4, but government schools performed better in Year 6.

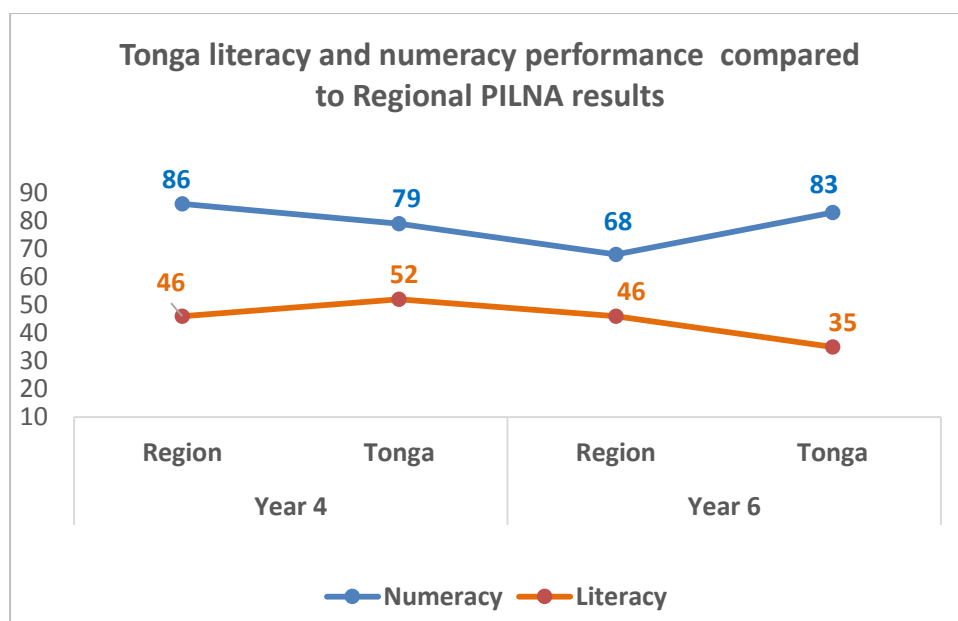
**Table 4.2.1: Year 4 and Year 6 level Literacy and Numeracy, 2015**

Outcomes	% at or above expected proficiency level	
	Year 4	Year 6
Numeracy	79	83
Literacy	52	35

*Source: National Assessment unit, 2015 PILNA*

Students performed better in numeracy in both Year 4 and Year 6 as shown by the percentage of students. However, the level of literacy in Year 6 requires close attention.

Figure 4.2.2: Comparing the performance of Tonga and the performance of the region, Literacy and Numeracy, 2015



Tonga achieved lower results in numeracy performance than the region in Year 4 but achieved markedly higher results in Year 6. Tonga achieved higher results in literacy performance than the region in Year 4 but achieved lower results in Year 6.

Table 4.2.3: Comparing boys' and girls' numeracy and literacy, 2015

Outcomes	Mean Score			
	Year 4		Year 6	
	boys	Girls	Boys	Girls
<b>Numeracy</b>	481	494	545	551
<b>Literacy</b>	449	476	451	481

Source: National Assessment Unit, 2014

Girls performed better than boys in both Year 4 and Year 6 in both numeracy and literacy. In general, non-government schools performed better in literacy than government schools in Year 4, but Government schools performed better in literacy in Year 6. Non-government schools performed better in numeracy than government schools in both Year 4 and Year 6. In general, urban schools performed better than rural and non-urban schools in both Year 4 and Year 6.

Urban schools performed better in numeracy than rural and non-urban schools in Year 4. In Year 6 there is no difference in the performance of urban and rural schools, and they both performed better than non-urban schools.

## 5.1 Teacher Information

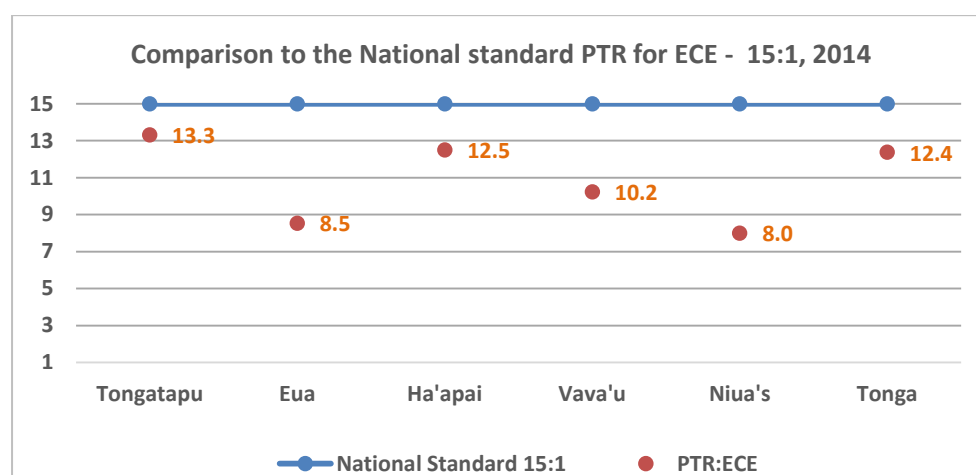
### Pupil: teacher ratio, Early Childhood Education

Table 5.1.1: Pupil: teacher ratio in Early Childhood Education, 2011-2014

District	2011			2012			2013			2014		
	No. of students	No. of teachers	PTR	No. of students	No. of teachers	PTR	No. of students	No. of teachers	PTR	No. of students	No. of teachers	PTR
Tongatapu	1259	112	11.2	1257	101	12.4	1287	109	11.8	1598	120	13.3
Eua	120	20	6.0	134	17	7.9	99	14	7.1	111	13	8.5
Ha'apai	101	12	8.4	132	13	10.2	90	7	12.9	100	8	12.5
Vava'u	233	23	10.1	286	24	11.9	361	32	11.3	225	22	10.2
Niua's	71	7	10.1	63	5	12.6	63	6	10.5	32	4	8.0
<b>Total</b>	<b>1784</b>	<b>174</b>	<b>10.3</b>	<b>1872</b>	<b>160</b>	<b>11.7</b>	<b>1900</b>	<b>168</b>	<b>11.3</b>	<b>2066</b>	<b>167</b>	<b>12.4</b>

Source: Tonga EMIS, 2014

Figure 5.1.2: Pupil: Teacher Ratio, Early childhood Education, 2014



### Pupil: teacher Ratio, Primary Education

Table 5.1.3: Total number of primary teachers by time series, gender and by controlling authority, 2011-2014

Primary School	2011			2012			2013			2014		
	M	F	T	M	F	T	M	F	T	M	F	T
<b>Total number of student</b>												
Government	7,935	7,050	14,985	7,744	6,896	14,640	7,813	6,945	14,758	7658	6945	14603
Non-Government	1,047	1,001	2,048	1,247	1,295	2,542	1,275	1,240	2,515	1287	1203	2490
<b>Total</b>	<b>8,982</b>	<b>8,051</b>	<b>17,033</b>	<b>8,991</b>	<b>8,191</b>	<b>17,182</b>	<b>9,088</b>	<b>8,185</b>	<b>17,273</b>	<b>8945</b>	<b>8148</b>	<b>17,093</b>
<b>Total number of teachers</b>												
Government	173	431	604	203	470	673	179	391	570	193	457	650
Non-Government	16	86	102	23	111	134	27	107	134	24	108	132
<b>Total</b>	<b>189</b>	<b>517</b>	<b>706</b>	<b>226</b>	<b>581</b>	<b>807</b>	<b>206</b>	<b>498</b>	<b>704</b>	<b>217</b>	<b>565</b>	<b>782</b>
<b>PTR</b>	<b>24:1</b>			<b>21:1</b>			<b>25:1</b>			<b>22:1</b>		

Figure 5.1.4: Pupil: teacher ratio by controlling authority, Primary Education

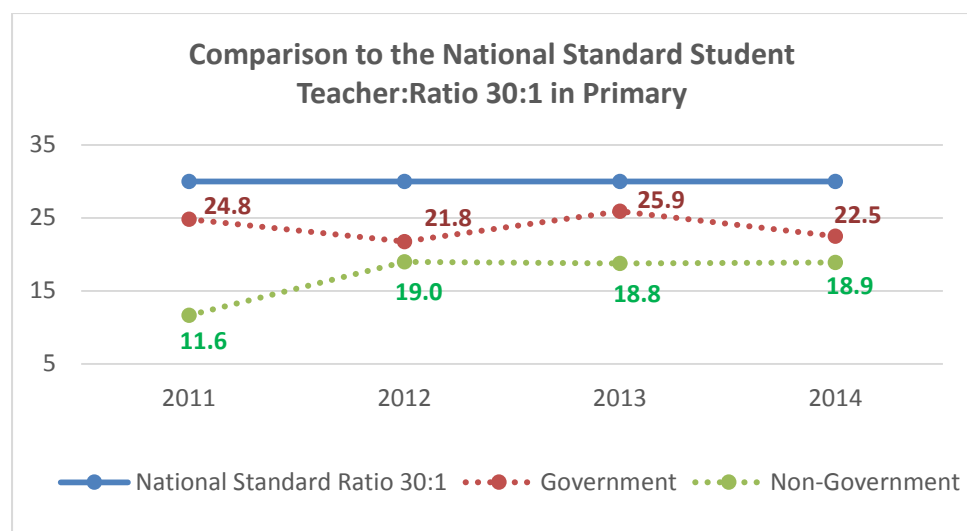
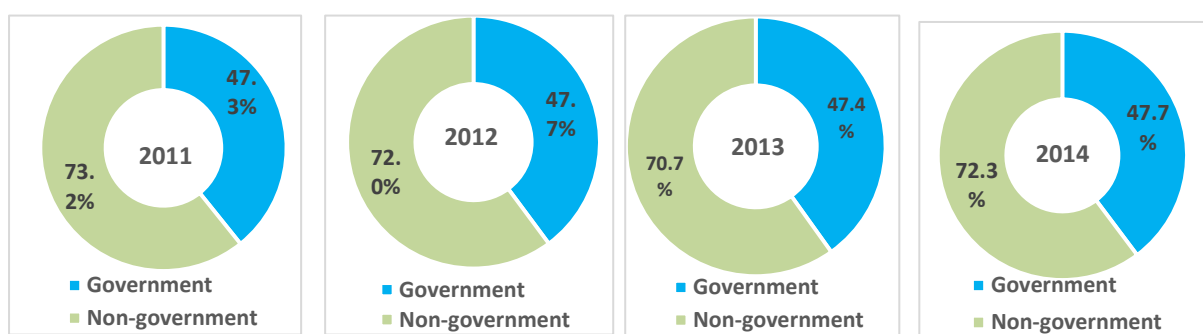


Figure 5.1.5: Percent of female primary school teachers by controlling authority, 2011-2014



## Student: teacher Ratio, Secondary Education

Table 5.1.6: Total number of secondary school teachers by time series, gender and by controlling authority, 2011-2014

Secondary School	2011			2012			2013			2014		
	M	F	T	M	F	T	M	F	T	M	F	T
<b>Total number of students</b>												
Government	2,947	2,222	5,169	2,845	2,272	5,117	2,590	2,086	4,676	2416	2212	4628
Non-Government	4,680	5,025	9,705	4,706	4,983	9,689	5,115	5,149	10,264	5094	5239	10333
<b>Total</b>	<b>7,627</b>	<b>7,247</b>	<b>14,874</b>	<b>7,551</b>	<b>7,255</b>	<b>14,806</b>	<b>7,705</b>	<b>7,235</b>	<b>14,940</b>	<b>7510</b>	<b>7451</b>	<b>14961</b>
<b>Total number of teachers</b>												
Government	135	178	313	117	152	269	123	199	322	123	200	323
Non-Government	330	378	708	360	389	749	365	429	794	327	466	793
<b>Total</b>	<b>465</b>	<b>556</b>	<b>1021</b>	<b>477</b>	<b>541</b>	<b>1018</b>	<b>488</b>	<b>628</b>	<b>1,116</b>	<b>450</b>	<b>666</b>	<b>1116</b>
<b>PTR</b>	<b>15:1</b>			<b>15:1</b>			<b>13:1</b>			<b>13:1</b>		

Source: Tonga EMIS 2014

Figure 5.1.7: Student: Teacher Ratio by controlling authority, Secondary Education

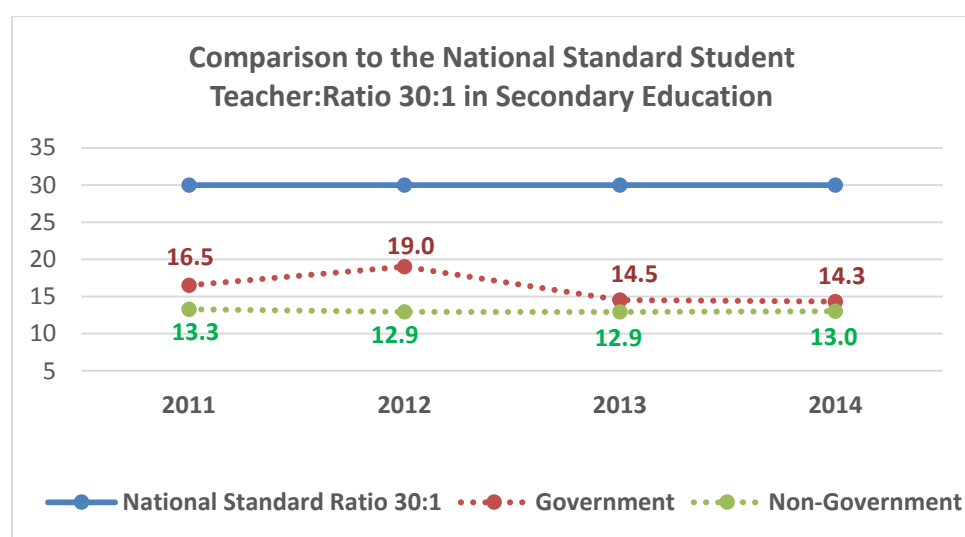
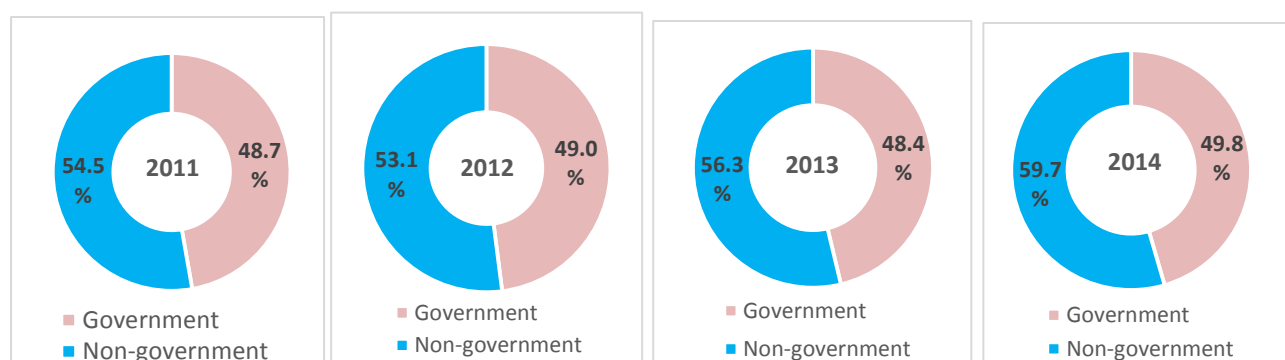


Figure 5.1.8: Percent of female teachers in secondary schools by controlling authority, 2011-2014



## 6.1 Pupil-Certified and Qualified teacher Ratio

Improved teacher quality is measured by three indicators: increased proportion of teachers with teacher training qualifications; improved professional development and assessment; and improved capacity of the Tonga Institute of Education (TIOE).

Table 6.1.1: Primary School student: Certified and Qualified teacher ratio by level of education, 2014

Gender	No. of student	No. of certified teacher	No. of qualified teachers with Diploma in education	Student: Certified teacher Ratio	Student: Qualified teacher Ratio
Male	8945	218	213	41.0	42.0
Female	8148	527	556	15.5	14.7
Total	17093	745	769	22.9	22.2

Table 6.1.2 Secondary School Student-Certified and Qualified teacher ratio by level of education, 2014

Gender	No. of student	No. of certified teacher	No. of qualified teachers with Diploma in education	Student: Certified teacher Ratio	Student: Qualified teacher Ratio
Male	7510	288	122	26.1	61.6
Female	7451	437	185	17.1	40.3
Total	14961	725	307	20.6	48.7

## 7.1 Professional Development and Teacher assessment

The professional development and teacher assessment continues to be a major task. PDU are involved and not only supporting teachers to use the materials effectively in the classroom but also helping principals develop the skills to support teachers as well as providing inputs to the Area Officers who supervise clusters of schools and are responsible for follow up monitoring. Each of these professional categories have individuals who are performing at varying levels of effectiveness.

Teacher performance development division made regular visits to schools in Tongatapu schools since 2013 and 2014. The table below confirmed that 100% of teachers who are currently teaching in primary schools were assessed by the professional development team in 2014 and 2015.

Table 7.1.1: Teacher assessment by subject, 2014

Monitoring of teacher teaching performance	Resources	Primary schools	Monitoring Status
Teachers to use curriculum materials competently	Curriculum materials in all subjects, consumables (Refer to detail plan)	100%	Completed
Teachers to plan lessons to align with revised curriculum	Lesson plan templates	100%	Completed
support teachers' strategies to employ child — centred approaches	Sample activities of teaching strategies & activities	100%	Completed
Teaching approaches & assessment to ensure students' learning.	T&L cycle assessment strategies (demo/activities)	100%	Completed
To identify weaknesses in Reading: Phonics (letters of the alphabet for both Languages.	Alphabet cards, alphabet sight sheets	100%	Completed
Identify weaknesses in Mathematics & provide remedies.	Number sight sheets, counters.	100%	Completed
A school professional development programme is in programme.	PD work plan sample	100%	Completed
Resource making & teaching aids: strengthen child-centre based teaching.	Sample activities	100%	Completed
Improve learning environment to promote learning,	Handouts on components of school environment	100%	Completed
Employ strategies to identify weaknesses in Reading (Records of Reading	Running record activities	100%	Completed
Training workshop of Peace Corps Volunteers Group 78	Training completed	100%	Completed

Source: PROFESSIONAL DEVELOPMENT and SCIENCE PROGRAMS COORDINATOR'S FINAL REPORT, 2014

## 8.1 School facility resources

**Table 8.1.1 Student: classroom ratio and Student: toilet ratio in Primary schools, 2014**

District	No. of students	No. of Classrooms	No. of Toilet	Student: Classroom Ratio	Student: Toilet Ratio
Tongatapu	10168	209	155	48.7	66
Eua	851	20	6	42.6	142
Ha'apai	1038	34	20	30.5	52
Niuafo'ou	86	4	1	21.5	86
Niuaatoputapu	131	5	3	26.2	44
Vava'u	2329	60	32	38.8	73
<b>Total</b>	<b>14603</b>	<b>332</b>	<b>217</b>	<b>44.0</b>	<b>67</b>

**Table 8.1.2 Student: classroom and Student: toilet ratio in Secondary schools, 2014**

District	No. of students	No. of Classrooms	No. of Toilet	Student: Classroom Ratio	Student: Toilet Ratio
Tongatapu	2090	25	6	83.6	348
Eua	448	8	2	56.0	224
Ha'apai	264	7	1	37.7	264
Niuafo'ou	92	2	1	46.0	92
Niuaatoputapu	123	0	0	0.0	0
Vava'u	689	14	3	49.2	230
<b>Total</b>	<b>3706</b>	<b>56</b>	<b>13</b>	<b>66.2</b>	<b>285</b>



## 4 To improve the administration of education and training

TESP II commenced in June 2013 and will conclude in June 2016. It is funded by Australian Department of Foreign Affairs and Trade (DFAT), with an original commitment of AUD 10.5 million and New Zealand Ministry of Foreign Affairs and Trade (MFAT), with a commitment of TOP 12 million. A total of 4,368,490 was disbursed in the first year of 2013. During 2014 there was no further disbursement by either DFAT or MFAT and, due to delays in implementation of activities in the first year, DFAT's funding commitment was reduced to AUD 6.5 million.

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

Indicators	2011	2012	2013	2014
Education expenditure as % of total government expenditure				
% of education expenditure as % of GDP				
<b>Education expenditure by level education (in \$AU)</b>				
ECE				
Primary				
Secondary				
<b>Unit cost per student</b>				
ECE				
Primary				
Secondary				

## ANNEX

### Annex 1: Definition

<b>Age participation rate:</b> The percentage of enrolments at a specific level for children of a specific age, usually the official age for that level of schooling.
<b>Primary education Year 1– 8:</b> MEYS defines primary education as consisting of Year 1 to Year 8.
<b>ECE:</b> Early childhood and education focused on age's three to five in Tuvalu.
<b>Gross enrolment ratio :</b> Total enrolment in ECCE, primary or secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.
<b>Gross intake rate:</b> Total enrolment in a defined school level (e.g. Year 1) as a percentage of the total population of children who are of the official age group for that level of education (e.g. aged six years).
<b>Gender Parity Index:</b> The female value for any indicator is divided by the male value to show the gender parity of the indicator with a value of 100 or very close to it indicating gender parity; a value over 100 indicates a difference in favour of females and a value less than 100 a difference in favour of males.
<b>Junior secondary Forms 3–4:</b> MEYS defines the junior secondary cycle of education as Forms 3 and 4.
<b>Net enrolment ratio:</b> Total enrolment of pupils of the official school age group as a percentage of the total population of children who are official age group for that level of schooling.
<b>Net intake rate:</b> Total enrolment of pupils of the official age in a defined school level (e.g. Year 1) as a percentage of the total population of children who are of the official age group for that level of education (e.g. aged six years).
<b>Primary education Year 1– 8:</b> MEYS defines the primary cycle of education as consisting of Year 1 to Year 8.
<b>Promotion rate:</b> Proportion of pupils from a cohort enrolled in a given grade at a given school year who studies in the next grade in the following school year.
<b>Repeater rate:</b> Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.
<b>EMIS:</b> EMIS includes statistical data for 3 main data sources: the Annual School Survey, the results of examinations and financial information from MEYS and the Ministry of Finance.

## Annex 2: Total population estimate by age, 2011-2014

Age	2011	2012	2013	2014
6	2481	2608	2612	2613
7	2476	2587	2597	2599
8	2464	2565	2576	2589
9	2450	2639	2553	2574
10	2424	2511	2529	2554
11	2384	2480	2502	2534
12	2343	2446	2471	2493
13	2301	2412	2437	2462
14	2257	2378	2403	2428
15	2349	2324	2351	2375
16	2260	2274	2279	2603
17	2156	2235	2229	2233
18	2050	2168	2190	2184

*Source: National Statistics Office*

## Annex 3: Population estimate by age and gender, 2011-2014

Male	2011	2012	2013	2014
6	1,311	1,378	1,385	1,380
7	1,313	1,372	1,376	1,379
8	1,309	1,362	1,362	1,370
9	1,303	1,403	1,354	1,356
10	1,291	1,338	1,344	1,350
11	1,271	1,322	1,333	1,341
12	1,250	1,306	1,319	1329
13	1,228	1,288	1,302	1315
14	1,205	1,271	1,285	1299
15	1,198	1,243	1,258	1272
16	1,166	1,160	1,222	1396
17	1,128	1,155	1,138	1200
18	1,088	1,136	1,133	1116
<b>Total:</b>	16061	16735	16811	17102
Female	2011	2012	2013	2014
6	1,170	1,230	1,227	1,233
7	1,163	1,215	1,221	1,220
8	1,155	1,203	1,214	1,219
9	1,147	1,236	1,199	1,218
10	1,133	1,173	1,185	1,204
11	1,113	1,158	1,169	1,193
12	1,093	1,140	1,152	1,164
13	1,073	1,124	1,135	1,147
14	1,052	1,107	1,118	1,129
15	1,151	1,081	1,093	1,103
16	1,093	1,114	1,057	1,207
17	1,028	1,080	1,091	1,033
18	962	1,032	1,057	1,068
<b>Total:</b>	14331	14892	14918	15139

## Annex 4: Total Number of students by age and by year level, 2011-2014

2011

Tonga	Level																		Grand Total
	Age	Inclusive	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Hospitality	CMR	Vocational	
	3																		0
	4		20																20
	5		1098	21															1119
	6	5	1631	894	17														2547
	7	3	126	1725	807	20													2681
	8	2		124	1743	808	23												2700
	9	3			157	1613	749	31											2553
	10	2				187	1657	673	7										2526
	11						216	1838	360	5									2419
	12	5						563	1116	358	6								2048
	13							75	595	1078	248	11							2007
	14							1	121	607	961	251	4						1945
	15	1								201	629	753	213	6	4			5	1812
	16										182	597	853	156	2			18	1808
	17											180	711	581	67		2	40	1581
	18											1	355	475	244	3	8	44	1130
	19												120	283	180	7	7	36	633
	20												40	83	91	7	9	22	252
	21												4	22	27	1	6	4	64
	22													2	4				6
	Not Stated	0	41	22	40	40	21	31	231	183	224	191	187	169	36	0	2	52	
<b>Total</b>		<b>21</b>	<b>2916</b>	<b>2786</b>	<b>2764</b>	<b>2668</b>	<b>2666</b>	<b>3212</b>	<b>2430</b>	<b>2432</b>	<b>2250</b>	<b>1984</b>	<b>2487</b>	<b>1777</b>	<b>655</b>	<b>18</b>	<b>34</b>	<b>221</b>	<b>29851</b>

2012

Level																	
Tonga	Age	Inclusive	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TVET	Grand Total
	3																0
	4		4														4
	5		952	2	9												954
	6	5	1695	981	835												2690
	7	4	127	1653	1612	5											2624
	8			183	223	841	12										2648
	9	3				1726	739	25									2715
	10					204	1706	680	9								2600
	11					5	231	1722	427	8							2394
	12						14	462	1333	192	43						2043
	13							37	607	916	424	24					2009
	14							1	115	1026	1139	399	62			5	2748
	15									381	563	1150	289	11		13	2406
	16									40	129	611	1030	178	3	24	2014
	17											146	894	512	116	59	1727
	18												377	447	320	77	1220
	19												123	182	148	69	521
	20												17	64	39	26	146
	21												4	9	9	7	30
	22												0	4	3	2	9
	23												1	1			2
Total		11.42857	2778	2819	2679	2782	2702	2927	2492	2563	2298	2330	2797	1407	638	281	31504

2013

		Level																	Grand Total
Tonga	Age	Inclusive	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Level 5	TVET		
	3																	0	
	4		19															19	
	5		807	13														820	
	6		1595	709	16													2320	
	7	4	384	1558	744	19												2709	
	8	5		410	1442	654	19											2530	
	9	3			422	1460	596	16										2497	
	10	3				450	1543	589	19									2604	
	11	3					489	1522	414	32								2460	
	12	1						744	1,198	354	19							2316	
	13	0						198	617	1,123	355	6						2299	
	14	5						8	76	614	1,037	294	19					2053	
	15								36	138	665	966	238	27				2087	
	16									17	109	686	841	114	3	11	6	1830	
	17										17	244	841	357	59	34	26	1624	
	18											58	507	446	210	36	70	1353	
	19											11	175	271	168	12	120	714	
	20												43	118	72	3	86	289	
	21													17	20	1	55	50	
	22														6		13	8	
	Not stated	0	153	137	133	141	160	101	104	203	114	128	124	76	21	9	29		
Total		24	2958	2827	2757	2724	2807	3178	2464	2481	2316	2393	2788	1426	559	106	405	30582	

2014

Tonga	Level																	Grand Total
	Age	Inclusive	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Level 5	TVET	
	3																	0
	4		410	11														421
	5		1968	380	14													2362
	6		342	1967	299	12												2620
	7	3	37	374	1908	382	10	5										2719
	8	5		35	325	1936	346	23										2670
	9	3			31	397	1736	296	2									2465
	10	3				42	403	1965	235	12								2660
	11	4					54	847	1301	239	17							2462
	12	1					9	157	856	1214	192							2429
	13	0						30	302	872	1071	156						2431
	14	3						2	41	261	745	1061	148			4	3	2261
	15	2							4	52	200	743	847	79		5	42	1927
	16									15	17	206	801	508	40	18	83	1587
	17										3	32	390	453	246	7	106	1124
	18											4	132	279	192		95	607
	19											1	22	68	77		75	168
	20													16	13		19	29
	21													6	2		6	8
	22																2	0
	Not stated		0	62	51	55	59	49	40	37	66	49	46	52	17	9	0	592
Total		24	2819	2818	2632	2828	2607	3365	2778	2731	2294	2249	2392	1426	579	34	477	31542



