Government of Tonga

16 MINISTRY of EDUCATION & TRAINING

CORPORATE PLAN & BUDGET

FINANCIAL YEARS 2024/25 – 2026/27

Table of Contents

Table of tables

Table of Figures

List of Abbreviations and Acronyms

AMP	Annual Management Plan
CDU	Curriculum Development Unit
CEO	Chief Executive Officer
CITVS	Certificate in Technical Vocational Skills
CSD	Corporate Services Division
EAD	Examinations and Assessment Division
ECE	Early Childhood Education
EMIS	Education Management Information System
EQAP	Education Quality Assessment Program
ESA	Education Sector Analysis
FY	Fiscal Year
GER	Gross Enrolment Rate
GOT	Government of Tonga
GPA	Government Priority Agenda
GPE	Global Partnership for Education
GPS	Government Primary Schools
HeLP	Hama eLearning Platform
HRMD	Human Resource Management Division
ICT	Information Communication Technology
KPI	Key Performance Indicator
MDA	Ministries, Departments and Agencies
M&E	Monitoring and Evaluation
MET	Ministry of Education and Training
MOFNP	Ministry of Finance and National Planning
MSS	Minimum Service Standards
NAEPF	National Assessment and Examinations Policy Framework
NER	Net Enrolment Rate
NZQA	New Zealand Qualification Authority
NZVCC	New Zealand Vice-Chancellor's Committee
PacREF	Pacific Regional Education Framework
PacSIMS	Pacific Islands School Information Management Systems
PILNA	Pacific Islands Literacy and Numeracy Assessment
PMCD	Project Management and Coordination Division
PMS	Performance Management System
PPRD	Policy, Planning and Resesarch Division
PSC	Public Service Commission
QAD	Quality Assurance Division
QAF	Quality Assurance Framework
SDG	Sustainable Development Goal
SEE	Secondary Entrance Examination
SEE	Safe Educational Environment Unit
SMT	Senior Management Team
SPC	South Pacific Community
SRR	School Registration Regulation
STAT	Standardized Test of Achievement for Tonga
TEPF	Tonga Education Policy Framework
TESD	Truancy Emergency Safer Division
TFSC	Tonga Form Six Certificate
TNFSC	Tonga National Form Seven Certificate
TNQAB	Tonga National Qualification Accreditation Board
TNU	Tonga National University
TRR	Teacher Registration Regulation

TSDF II   Tonga Strategic Development Framework II
TVET   Technical Vocational Education and Training
UBE   Universal Basic Education
UNESCO   United Nations Educational, Scientific and Cultural Organization
UNICEF   United Nations Children's Fund
USP   University of the South Pacific

Foreword from the Honourable Minister

The Ministry of Education and Training unveils its forward-thinking Corporate Plan 2024/25 - 2026/27, aligning with government strategies and emphasizing clear, measurable key performance indicators to achieve targets. It stresses alignment with the Tonga Education Policy Framework (TEPF) 2004-2019 and the forthcoming TEPF 2022-2032, Tonga Strategic Development Framework II (TSDF II) 2015-2025, and Sustainable Development Goal 4.

The plan encompasses three main programs: Leadership, Policy Advice, and Planning; Quality Assurance; and Learning and Teaching. Ongoing educational reforms, informed by the Education Sector Analysis (ESA) findings and TEPF 2004-2019 Review Report, anticipate adjustments over the three-year period.

Despite climate change disruptions and post-volcano recovery challenges, the plan aims to enhance education quality and opportunities for Tongan children. The government's focus on enhancing the strength and resilience of schools, alongside the revision of assessments, syllabi, and EMIS, will guarantee advancements in education for every student.

In addition to these efforts, it is imperative to highlight our focus for this year, 2024. We are enforcing the registration of all teachers, initiating the establishment of inclusive education (IE) schools in Vavaú and Ha'apai, providing support to Tonga National University in planning for the establishment of a Medical School, Law School, and a Center for Tonga Culture, and continuing the renovation and construction of schools to mitigate risks from natural disasters and other factors. Moreover, there will be an increase in the number of scholarships offered in health, law, and education fields, aiming to foster expertise in critical areas and bolster the workforce in these sectors.

Concurrently, Tonga is in the final stages of crafting its Education Policy Framework for 2022-2032, developed amidst the backdrop of a global pandemic and the aftermath of volcanic eruptions. This framework envisions the trajectory of education over the next decade, incorporating community input and aligning with national and global priorities, including the Tonga Strategic Development Framework 2015-2025, the Ministry's Corporate Plan for 2024-2027, the Pacific regional education framework (PacREF), and the Sustainable Development Goals (SDGs).

I would like to express my heartfelt thanks and appreciation to all our stakeholders, development partners, and Ministry of Education and Training staff for your invaluable contributions, patience, and unwavering support as we strive to achieve the objectives outlined in this Corporate Plan.

Respectfully,

HU'AKAVAMEILIKU
MINISTER FOR EDUCATION AND TRAINING

Message from the Chief Executive Officer

The journey outlined in the Corporate Plan presents formidable challenges. However, with a synchronized approach to project management and strategic planning, I am confident that we will attain the outlined objectives, enhancing the overall performance of our Ministry.

Our focus remains steadfast on delivering exceptional services to students throughout Tonga, ultimately improving access and learning outcomes. The holistic approach to strategic planning adopted by the Ministry ensures clear direction, tangible measures and indicators, realistic timelines, and robust policies and procedures, guiding us towards the realization of our goals.

I would like to express my heartfelt gratitude to the senior officers and directors within the Ministry for their steadfast support and commitment to our common vision. Furthermore, I extend appreciation to our esteemed partners in the education sector, whose collaboration and assistance are essential in our joint endeavors to elevate education in Tonga.

I also wish to acknowledge the Honorable Minister, who serves as the Prime Minister, for his exemplary leadership and significant contributions to education in Tonga. His dedication and involvement in various projects and partnerships have been instrumental in securing financial support and other forms of assistance that greatly benefit our nation.

Together, let us embrace the roadmap laid out in the Corporate Plan, leveraging our collective efforts to drive meaningful change and foster excellence in education.

Respectfully,

'Isikeli. Ng. Oko -Chief Executive Officer

1. MET Corporate Plan Executive Summary

1.1 Mandate, Key Legislations, Policy Decisions and Conventions

The Ministry of Education and Training (MET) serves as an integral cornerstone of the Government, entrusted with nationwide responsibilities outlined in the Constitution, domestic legislation, and international agreements. Its duties are governed by a plethora of statutes and regulations, complemented by the guidelines set forth in the Tonga Strategic Development Framework (TSDF II). Furthermore, the Ministry's mandate is closely intertwined with sectorial plans and international accords involving development partners and other global entities.

Formally established by the Education Act (2013) and revised in 2020, the Ministry's authority is rooted in its functions, as endorsed by the Minister in alignment with the provisions of the Act:

• Fostering the cultivation of skilled and capable human resources crucial for sustainable advancement;
• Providing advisory services to the Government on matters pertaining to early childhood, primary, secondary, and post-secondary education, as well as strategies to tackle 21st-century challenges; and
• Ensuring the effective, efficient, equitable, and sustainable implementation of the Education Act and other governmental policies.

A diverse array of stakeholders, including Cabinet, relevant Ministries, Departments, and Agencies (MDAs), non-governmental educational entities, the private sector, schools, and the broader public, are involved in the Ministry's activities.

In addition to the current nine government priorities, the provision of breakfast for primary schools throughout Tonga, commencing last year, is established as an ongoing priority. This initiative, aiming to provide two breakfasts per week to strengthen nutrition among students, reflects the Government's commitment to holistic education and well-being.

Internationally, the Sustainable Development Goals (SDG) Agenda 2030, particularly Goal 4, which aims to ensure Quality Education, serves as a crucial objective to be attained within the specified timeframe. Moreover, at the regional level, the endorsement of the new Pacific Regional Education Framework (2018-2030) by Forum Education Ministers underscores a transformative and sustainable approach to regional education, aligning with the objectives of SDG 4.

The following list specifies legislation, policy decisions and conventions pertaining to MET:

- Education Act (2013) revised 2016, 2020
- Education (Schools and General Provisions) Regulations (2002)
- Tonga National Qualifications and Accreditation Board Act (2004)
- Tonga Strategic Development Framework II (2015-2024)
- Government Priority Agenda (GPA; 2023-2026)
- Tonga Education Policy Framework (TEPF; 2004 – 2019)
- Sustainable Development Goals Agenda (2015-2030)
- Pacific Regional Education Framework (2018 – 2030)
- United Nations Convention on the Rights of the Child (ratified 1995)
- United Nations Convention on the Rights of People with Disabilities (ratified 2007)
- Education Sector Analysis (ESA 2022)
- Education (Teacher's Registration) Regulations 2021

1.2 Stakeholders

Understanding the needs and contributions of stakeholders is fundamental to the Ministry of Education and Training's (MET) strategic plan. This entails engaging stakeholders in the identification of outputs and associated reforms, which are then organized into programs and sub-programs/divisions. This collaborative process serves as the basis for allocating budget resources, both locally and through aid, to support initiatives aimed at advancing education in Tonga.

In addition to working closely with stakeholders within Tonga, MET also fosters bilateral relationships with major development partners and implementing organizations. This ensures effective coordination and collaboration in efforts to enhance educational outcomes. Moreover, MET facilitates regular meetings with non-governmental education systems, known as "Managing Authorities," through the Tonga Council of Directors of Education Systems. Furthermore, a Local Education Group has been recently established, comprising both development partners and Managing Authorities, to strengthen coordination and streamline efforts within the education sector.

Governments of Australia, Japan and New Zealand, the Global Partnership for Education, the World Bank, UNESCO and UNICEF remains the main development partners for Education in Tonga. All stakeholders are summarised in Table 1.

Table 1 Stakeholders and their Relationship to the Ministry of Education & Training

Stakeholder	Customer of MET	Supplier to MET	Partner with MET	Oversight of MET
Cabinet	-	Budget	-	Direction
Legislative Assembly	-	Budget	-	Oversight
MDAs	-	Funding (MOF) Human resources (PSC)	Support to education sector	Oversight (PMO) National strategy (MOF)
Non-government education systems	Policy, curriculum, assessment, grants	Schools	Coordination, knowledge sharing	Consultation
General public	Students	Fees	Parent-teacher associations	Consultation
Development partners	-	Development assistance, technical advice	Delivery of aid funded programs	Consultation
Tonga National Qualifications and Accreditation Board (TNQAB)	Students	Technical and vocational education and training (TVET) and higher education standards	Consultation	-
Tonga National University (TNU)	Students	Teacher education, research	Consultation	-
Tonga Statistics Department (TSD)		Training, Data	Consultation and advice	Consultation
University of the South Pacific (USP)	Students	Teacher education, post-secondary education, research	Consultation, project delivery	-
South Pacific Community Education Quality and Assessment Program (EQAP)	-	Pacific Islands Literacy and Numeracy Assessment (PILNA)	Technical advice	-

1.3 Result Map

The Result Map (see Figure 1) for the Ministry shows the various levels in the results chain for the Ministry and its relationship to the Tonga Strategic Development Framework (TSDF II). The lowest level contains internal outputs, which support the operations of the Ministry to deliver the external outputs. These support the TSDF II Organizational Outcomes directly supported by the Ministry, which contribute to the one identified National Outcomes (C) and ultimately the TSDF II Impact. National Outcome C is "a more inclusive, sustainable and empowering human development with gender equality."

The outputs are grouped under the relevant sub-programs/divisions, shown by the abbreviation of the division and its output number. This result map provides a summary of the more detailed Corporate Plan and Budget for the Ministry.

Figure 1 Ministry of Education and Training Result Map
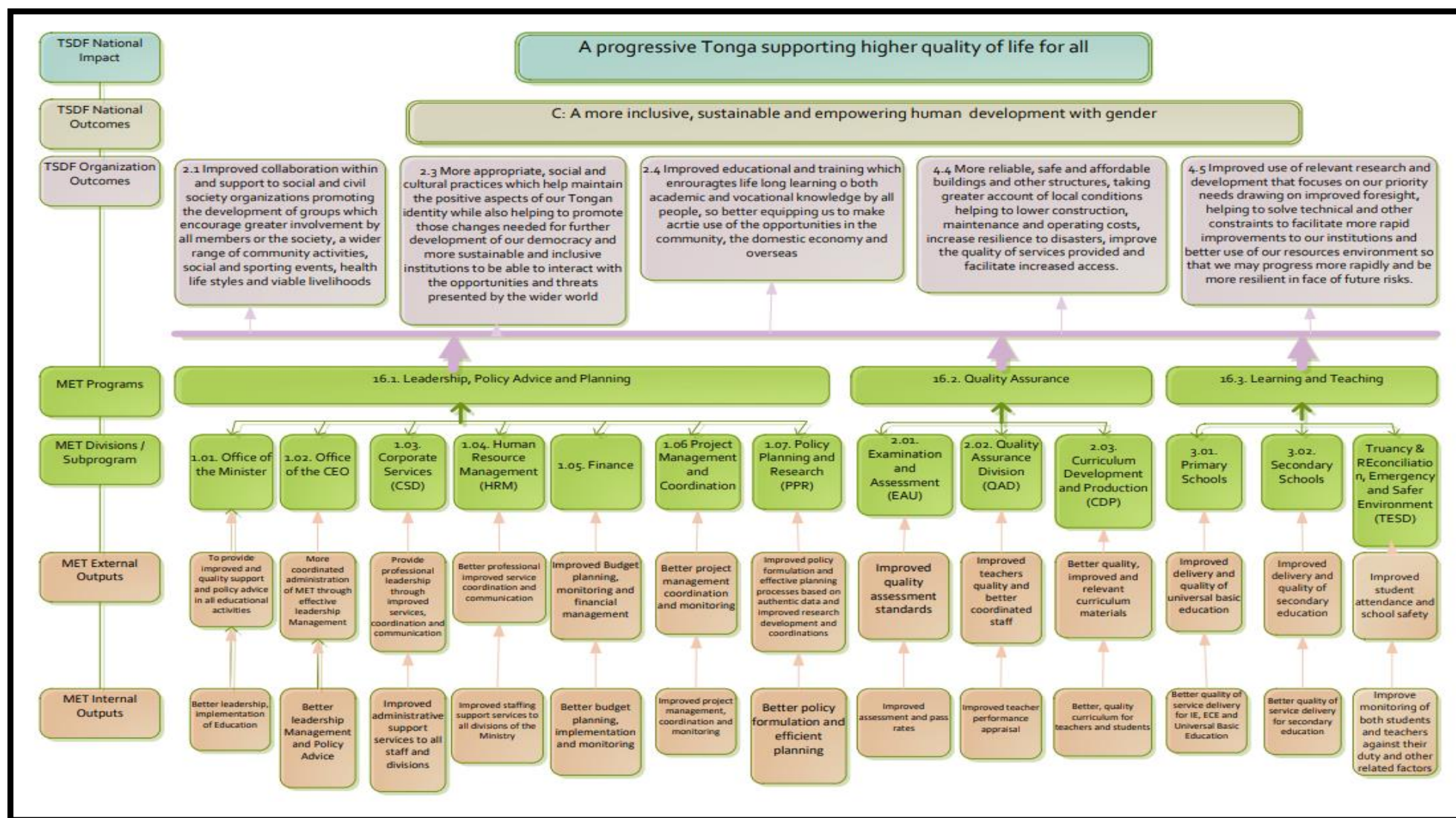
1.4 TSDF, SDGs and Regional Frameworks

1.4.1 TSDF, SDG Impacts and Outcomes Supported by MET Outputs

The Ministry is guided by the TSDF II, covering 10 years of development priorities for the country. The Ministry supports the implementation of the TSDF II through detailed plans; consistent with the budget strategies and plans covering recurrent and development funds, that support the Ministry's service delivery. The TSDF II indicators and targets are included in the MET's national Key Performance Indicators (KPIs).

The Ministry makes a significant contribution to TSDF II National Outcome C**:** A more inclusive, sustainable and empowering human development with gender equality. The Ministry also contributes to all the TSDF II Organizational Outcomes, particularly:

2.1 Improved collaboration with, and support to, social and civil society organizations promoting the development of groups.
Nationally, the Ministry encourages greater involvement by all members of Tongan society through a wide range of learning and skills provision, community activities (including parent-teacher associations), social and sporting events, healthy lifestyles, and viable livelihoods in an inclusive and effective way.

2.3 More appropriate social and cultural practices
The Ministry helps maintain the positive aspects of our Tongan identity through curriculum, policy, teaching, and cultural activities while also promoting changes which are needed for further development of our democracy, and for more sustainable and inclusive institutions that are better able to interact with the opportunities and threats presented by the wider world.

2.4 Improved education and training providing lifetime learning
The Ministry encourages life-long learning of both academic and vocational knowledge and skills by all people, so better equipping us to make active use of the opportunities in the community, the domestic economy and overseas.

4.5 Improved use of research and development focusing on priority needs, based on stronger foresight
The Ministry helps to solve technical and other constraints to facilitate more rapid improvements to our institutions and better use of our resources and environment so that we may progress more rapidly and be more resilient in face of future risks. The analysis of data produced by monitoring and evaluation (M&E) activities and research guides the development of the education sector.

The Sustainable Development Goal 4 Quality Education aims to, "Ensure inclusive and equitable quality education promoting lifelong learning opportunities for all." The Ministry includes SDG 4 indicators and targets in its national KPIs and reports progress on these targets internationally.

The national KPIs are summarized in Table 2 below.

Table 2 National TSDF II and SDG KPIs for basic education

Indicator	Sub-sector	2022[1]	Projection 2025	Source for Indicators
Enrolment	ECE	2,586	3,500	TSDF 2.4.6 & 2.4.8
	Primary	16,545	17,000	
	Secondary	15,664	17,000	
	Total	**34,795**	**37,500**	
GER	ECE	36.9	50	TSDF 2.4.3
	Primary	119	100	
	Secondary	90.7	95	
NER	ECE	35.3	50	SDG 4.2.2
	Primary	99.0	100	TSDF 2.4.3
	Secondary	81.7	90	TSDF 2.4.3
Gender Parity Index	ECE	1.00	1.00	SDG 4.5.1
	Primary	0.94	1.00	
	Secondary	1.04	1.00	
Completion Rate	ECE	97	100	TSDF 2.4.5, 2.4.10 & SDG 4.1.2
	Primary	98	100	
	Secondary	93	95	
Student-Teacher Ratio	ECE	13	15	TSDF 2.4.4 & 2.4.7
	Primary	20	21 or lower	
	Secondary	12	30 or lower	
Student-Qualified Teacher Ratio	ECE	24	20	MET
	Primary	21	21 or lower	
	Secondary	14	30 or lower	
Qualified Staff (%)	ECE	54.5	65	SDG 4.c.1
	Primary	97.9	100	
	Secondary	86.2	95	
Student-Classroom Ratio	ECE	15	17	MET SDG
	Primary	21	25	
	Secondary	15	20	
Student-Toilet Ratio	ECE	28	25	SDG 4.a.1
	Primary	44	35	
	Secondary	30	25	
Youth literacy and numeracy	Literacy rate (15-24 years)	99.6	>99	TSDF 2.4.1 & 2.4.2 SDG 4.6.1
	Numeracy rate (15-25 years)	-	>99	
Learning outcomes	ECE	78.6 (2019)	85	SDG 4.2.1
	Primary (Year 6 reading)	47 (2021)	65	SDG 4.1.1 TSDF 2.4.5
	Primary (Year 6 numeracy)	75 (2021)	80	
	Secondary (Form 6 English)	87.4 (2021)	90	
	Secondary (Form 6 maths)	16.9 (2021)	30	
	Secondary pass rate (Form 7)	M: 27.8 F: 72.2 (2021)	M: 40 F: 80	TSDF 2.4.10
Secondary education	% of population aged 15 or older with secondary ed	53.2 (2011)	56	TSDF 2.4.9
Financing for education	Proportion of expenditure, excl. debt service	13	16	SDG 1.a.2 20%

---

[1] Baseline. Unless otherwise stated.

1.4.2 Government Priority Areas, Sector Plans, Regional and Community Development

The Government Priority Agenda (GPA) sets out the immediate priorities of the government administration of the day which will drive the government's resource allocation over four years. The GPA highlights certain parts of TSDF II and other plans of particular importance during the current administration.

Noteworthy, MET is committed to supporting the Joint National Action Plan 2 on Climate Change and Disaster Risk Management 2018-2028 and has incorporated the related activities and indicators into the activities under the Safer School Environment Unit.

The Ministry supports the GPA Thematic Area 1: National Resilience, GPA 2: Quality of Services and Affordability, and GPA 4: Improving Education for All, focusing on safer schools, addressing drop-outs, gender equality and increasing employable skills for both local and overseas opportunities. The approved GPA for MET is as follows:

National Resilience
GPA 1: Building resilience and safer platforms to natural disasters and meeting the ongoing challenges of climate change (tropical cyclones, sea level rising, tsunamis, global pandemics etc.) and address economic crisis.

Key initiatives prioritized for enhancing resilience against the impacts of climate change and disaster risks include advancing the ongoing implementation of Safe Schools activities, generously funded by the Government of Australia through Save the Children Australia, alongside the Safe and Resilient Schools project supported by the World Bank. These efforts are further bolstered by substantial multi-million-dollar commitments from the international community, as announced during the Conference of the Parties Climate Summit (COP28) held at Expo City Dubai in 2023.

Quality of Services and Affordability
GPA 2 is currently undergoing significant transformations through comprehensive reforms in data management, assessment methodologies, and examination systems as outlined in the new Corporate Plan. These reforms encompass the introduction of an Education, Management, and Information System (EMIS) alongside enhancements to human resource frameworks. Concurrently, the Ministry is set to rollout of the revised national curriculum and ongoing professional development programs for teachers and principals. Moreover, with the recent establishment of the Tonga National University, efforts are underway to fortify the delivery of top-tier skills education. Additionally, plans are in motion to expand the university's offerings by establishing a Medical and Law school, alongside a dedicated Center for Tongan Culture, further enriching its academic landscape.

Further enhancements are required in various services, notably the imperative for all teachers to undergo registration. Additionally, there is a pressing need to establish additional Inclusive Education centers in Vava'u and Ha'apai, ensuring accessibility and inclusivity for all individuals and leaving no one behind.

The success of the Education Sector Analysis (ESA) that was launched in 2023 offered a comprehensive overview of Tonga's education landscape. This serves as a foundational reference point for the implementation of the Corporate Plan 2022/23-2024/25 and also for this current CP together with forthcoming Tonga Education Policy Frameworks. The ESA's key findings underscored the system's strengths, including aspects such as accessibility, ongoing reforms, investment initiatives, robust support from donor partners, and the presence of a well-qualified teaching workforce across most sub-sectors. Notably, there's a concerted effort towards enhancing data collection and analysis methodologies. It is crucial to note that the widespread rollout of the Education, Management, and Information System (EMIS) to all schools is paramount. This expansion will significantly contribute to a more up-to-date analysis and furnish comprehensive information for future iterations of the ESA.

Improving Education for All

GPA 4: Improving education for all, focusing on safer schools, addressing dropouts, gender equality and increase employable trainings for both local and overseas opportunities.

Key initiatives aimed at tackling this challenge comprise raising subsidies for Early Childhood Education (ECE) Schools to $200 per student, enhancing primary schools to accommodate up to Form 2, alongside various enhancements in secondary education. Additionally, efforts include expanding inclusive and special education services, backed by support from the Global Partnership for Education, Government of New Zealand, and UNICEF. Strengthening the truancy unit, advancing the Hama eLearning Platform through funding from the Global Partnership for Education, and offering scholarships to economically disadvantaged students via the Skills and Employment Tonga project, financed by the World Bank, are also pivotal components of these priority activities.

Regional and Community Development

At the regional level, in 2018, the Forum of Education Ministers endorsed the new Pacific Regional Education Framework 2018-2030 (PacREF). There are four key Policy areas, Quality and Relevance, Learning Pathways, Students Outcomes and Wellbeing; and Teacher Professionalism. The PacREF is a transformative and sustainable regional education agenda that is aligned with SDG4 and will support the Forum Leaders to achieve the Pacific Vision to 2030.

Tonga continues to contribute – and benefit from – the University of the South Pacific, and the Pacific Community's Education Quality and Assessment Program (EQAP). In 2024, Tonga will participate in the next round of the Pacific Islands Literacy and Numeracy Assessment (PILNA), which allows us to compare learning with other Pacific countries.

The district and community development plans also report on the status of education, challenges and opportunities for sector development in these islands. These are reflected in the Vavaú Island Strategic Development Plan 2017-2023, Haápai Island Strategic Development Plan 2016 (Draft) and Niuas Strategic Development Plan 2015 – 2018.

2. Ministry Overview

2.1 Ministry Outputs by Programs and Sub-Programs/Divisions

The programs, outputs, and their grouping into Divisions (sub-programs) are listed below. The numbering follows the budget coding. Table 4 (overleaf) lists the Ministry's outputs by program and sub-program.

Program 1: Leadership & Policy Advice and Planning: relates to the effective leadership and management of the MET to be better able to deliver its outputs.

16.1.01: Office of the Minister
    16.1.01-1: Office of the Minister
16.1.02: Office of the CEO
    16.1.02-1: Office of the CEO
16.1.03: Corporate Services Division
    16.1.03-1: Administration
16.1.04: Human Resources & Management Division
    16.1.04.1: Human Resources Management
16.1.05: Finance Division
    16.1.05-1: Operation and Account
    16.1.05-2: Procurement
    16.1.05-3: Assets Management
    16.1.05-4: Grants Monitoring and Management
    16.1.05-5: Scholarships
    16.1.05-6: International Contributions
    16.1.05-7: COVID19
16.1.06: Project Management and Coordination Division
    16.1.06.1: Administration & Operation
    16.1.06.2: Planning Unit
    16.1.06.3: TVET Coordination Unit
    16.1.06.4: Monitoring & Evaluation
16.1.07: Policy Planning and Research Division
    16.1.07.1: Policy Framework and Implementation of the New Education Policy Framework
    16.1.07.2: Corporate Planning, Monitoring and Evaluation
    16.1.07.3: Operational Research Unit
    16.1.07.4: Education Management Information System

Program 2: Quality Assurance Division: relates to the improvement in quality curriculums and relevant examination assessment methods.
16.2.01: Assessment and Curriculum Division
    16.2.01.1 – Exams and Assessment Unit
    16.2.01.2 – Curriculum Development & Production
16.2.02: Staff Performance Appraisal
    16.2.02 – 1 Staff Performance Appraisal
    16.2.02 – 2 Teacher and School Registration
    16.2.02 – 3 Professional Development

Program 3: Learning and Teaching: relates to the overseeing of the implementation of the national curriculum and compliance with the Education Act (2013) and regulations at ECE level, primary and secondary schools to ensure that teachers deliver high quality education for ALL Tongans in the age group of 4 – 18 year olds.

16.3.01: Government Primary Schools
      16.3.01-1: Government Primary Schools Administration
      16.3.01-2: Government Primary Schools
      16.3.01-3: Early Childhood Education
      16.3.01-4: Inclusive Education
      16.3.01-5: Broadcasting & Communication

16.3.02: Government Secondary Schools
      16.3.02-0: Government Secondary Schools
      16.3.02.1: Tonga High School
      16.3.02.2: Tonga College 'Atele
      16.3.02.3: Vava'u High School
      16.3.02.4: Ha'apai High School
      16.3.02.5: 'Eua High School
      16.3.02.6: NTT High School
      16.3.02.7: NF High School
      16.3.02.8: Tonga Side School
      16.3.02.9: Government Middle School

16.3.03: Truancy Emergency Safer Division
      16.3.03.1: Truancy, Reconciliation & Compliance plus Safe Educational Environment

Table 3 Ministry Outputs by Program

Program	Outputs	Activities	Responsible Division
16.1 Leadership & Policy Advice and Planning 16.2 Quality Assurance Division	Improved quality educational policy advice at national, regional, and international levels.	Develop Regulations, action Cabinet decisions, budget execution, submission of plans and reports to Cabinet and Legislative Assembly, Advisory Council, and international and regional meetings.	16.1.01 Office of the Minister
	More coordinated and organized administration of the Ministry through effective leadership and management.	Implement the Corporate Plan and policy frameworks, approve plans and reports, implement amendments to the Education Act and Regulations, monitor AMP performance, and attend national consultative bodies.	16.1.02 Office of the CEO
	Strengthen and improve delivery services through effective, efficient, and timely administrative, record keeping, and governance systems.	Implement General Administrative Policy and Manual, conduct customer service surveys, update Contacts and Directory, provide secretariat services, and manage relocation and maintenance for new HQ. Provision of communication, archives, record keeping, and transport service.	16.1.03 Corporate Services Division
	Improve the administrative process for teacher and school registration systems in coordination with the Ministry and non-government education systems.	Implement registration Regulations, consult and coordinate with Divisions and non-government systems, register new teachers and schools.	
	Effective human resource planning, recruitment, induction, training, and reporting for the Ministry and its staff.	Annual workforce planning, review, and reporting, managing recruitment, induction training, annual workforce training needs assessment and training plan, Staff Board secretariat, and liaison with international organizations.	16.1.04 Human Resource Management Division
	Strengthened recruitment, induction, training, and capacity development for Ministry staff.	Recruitment, induction, training, and performance management of Ministry staff.	
	Improved budget planning, accounting, execution, and reporting.	Managing the budget process, expenditure monitoring, reconciliation, accounting, procurement, asset register, and payroll. Monitors budget alignment to Corporate Plan and AMP, budget execution, and audit recommendations.	16.1.05 Finance Division
	Provide an equitable and inclusive scholarship program that contributes to sustainable development in Tonga.	Increasing the impact and equity of government- and donor-funded scholarships and research awards. Tracking the status of recipients during and after scholarships.	
	Ensuring that development assistance to education is managed according to defined measures and timeframes that are in line with the Ministry's Corporate Plan, TSDF II, and related international agreements; and the project management cycle is efficiently implemented, monitored, and evaluated.	Monitoring the design, planning, implementation, financial management, evaluation, and reporting of Development projects. Increasing the number and value of Development projects and training MET staff to develop proposals.	16.1.06 Project Management and Coordination Division.

	Deliver improved policies that consider access, equity, quality, efficiency, and effectiveness.	Coordinating implementation of the new TEPF, new or revised Regulations and policies, training for staff on the new TEPF.	16.1.07 Policy, Planning and Research Division.
	Establish better education system outcomes through effective planning, consultation, monitoring, and evaluation.	Collation of the Corporate Plan, donor and stakeholder forums and consultations, development and updating of the Results Framework, M&E Plan and Research Framework.	
	Improve the timely collection of accurate, complete, and relevant data unit through purchasing backbone software with its related hardware infrastructure and strengthening data collection.	Operationalize the new Education Management Information System (EMIS) hardware, software, skills, form, and processes.	
	Improve reporting of data to all stakeholders.	Calculate and report core education indicators for MET and other stakeholders.	
	Build the capacity of the EMIS Unit.	Recruit and induct specialist staff, train, and qualified existing staff.	
	Establish and improve quality assessment standards on Competency-based and Outcome Based Assessment to meet the requirements of relevant regional and international benchmarks.	Develop, implement, improve, analyze, and report low-stakes student assessments, including PILNA.	16.2.01.1 Examinations and Assessment Division
	Establish and improve examination standard operating procedures, instruments and resources to develop quality examination outcomes.	Write, conduct, improve, analyze, and report high-stakes student examinations.	
	Improved quality and relevant curriculum materials.	Review, write, trial, implement, and evaluate curriculum materials.	16.2.01.2 Curriculum Development and Production Division
	Improved effectiveness of curriculum implementation through capacity building of relevant officers and teachers on outcome-based approach and approved model.	Orientate officers, teachers, and principals on the reviewed materials.	
	Timely production and distribution of quality curriculum materials.	Print and distribute curriculum materials and national examinations.	
	Monitor the quality of schools.	Update the Quality Assurance Framework and Minimum Service Standards (MSS), quality assurance MET Divisions, and inspect schools.	16.2.02 Quality Assurance Division
	Improve teacher quality through in-service training.	Conduct teacher training needs analysis, develop training modules, conduct in-service training for teachers and principals, and build the capacity of teacher trainers.	
	Monitor the quality and availability of curriculum and materials.	Monitor the quality and availability of curriculum and teaching and learning materials in schools.	
	Ensure the quality and integrity of the national examination and assessments.	Conduct spot-checks on the integrity and delivery of national examinations and assessments.	

16.3 Learning and Teaching	Improve quality education in primary and middle schools.	Recruit qualified teachers, build and renovate primary infrastructure, improve literacy and numeracy learning outcomes, provide in-service training, promote technology, and support vulnerable students, especially boys.	16.3.01 Government Primary Schools Division
	Improve quality teaching and access to Early Childhood Education (ECE).	Recruit qualified teachers, expand access to ECE, provide play-based materials and infrastructure, distribute grants and curriculum, train teachers, and build the capacity of the ECE Unit.	
	Increase equitable provision of inclusive and special education support to children living with disabilities.	Recruit qualified teachers, expand access to special and inclusive education, develop and implement awareness campaigns, implement the new Inclusive Education Policy, and improve coordination.	
	Improve educational broadcasting services.	Develop and broadcast TV and radio programs, press releases and events, and expand the Hama eLearning Platform (HeLP).	
	Improved enrolment and completion in secondary education.	Increase access to secondary education, improve secondary completion rates, gender parity, and exam pass rates (especially in mathematics and for male students). Recruit and train qualified secondary teachers and increase access to quality online materials, libraries, and labs.	16.3.02 Government Secondary Schools Division
	Strengthen Technical and Vocational Education Training (TVET) and second-chance education in secondary schools.	Expand access to Certificate in Technical and Vocational Skills (CITVS) at secondary schools. Recruit technical and vocational education and skills (TVET) teachers. Expand access to the Ako-Tu-uloa second chance education.	
	Improve student well-being, Global Citizenship Education and Education for Sustainable Development.	Train teachers as peacemakers, increase access to counselling and support, implement drug awareness programs, and promote school gardens and farms.	
	Monitor student's attendance to track absenteeism and drop out.	Collect and analyze data on student and teacher absenteeism. Conduct spot checks on schools.	16.3.03 Truancy Emergency Safer Division
	Reduce student absenteeism rate by sex and grade to reduce repetition and dropout rates.	Intervene with, and refer, students who are at risk of dropping out or failing academically. Train male and female counsellors.	
	Build stronger relationships amongst schools through reconciliation.	Run awareness programs, share data on absenteeism, train prefects and conduct school patrols.	
	Improve the school environment to be compliant with Building Codes for safety and resilience.	Update Disaster Management Plan, retrofit classrooms, train schools on School Infrastructure Maintenance Manual and safe school plans.	
	Improve the education sector response to disasters.	Establish standard operating procedures for disasters, strengthen the Education Cluster, and national emergency drills.	
	Improve evidence-based decision making, policy formulation and vulnerability reporting before, during and after disasters.	Improve data collection, analysis and reporting for vulnerability assessments and post-disaster assessments.	

2.2 Ministry Organizational Structure

Figure 2 MET Organizational Structure

MINISTER of EDUCATION and TRAINING
Hon. Hu'akavameiliku

CEO
Mr. 'Isikeli Ngalu Oko

Programmes	1. Leadership, Policy Advice and Planning							2. Quality Assurance			3. Learning and Teaching		
Sub-Programmes Head of Divisions	**Office of the Minister**	**Office of the CEO**	**Director CSD** Mrs. Lola Tokotaha	**Director HRMD** Mrs. Kalolaine Mafi	**Director Finance** Mr. Manu 'Akau'ola	**Director – PMCD** Mrs. Kalolaine Moeaki	**Director PPR** Mr. Soane Selui	**Director – CAD** Mrs. 'Amelia Folaumāhina		**Director – QAD** Mrs. Seilose Fifita	**Director – Primary** Mr. Hēpeti Takeifanga	**Director – Secondary** Mrs. Sīpola Halafihi	**Director – TESD** Mr. Kalafitoni Lātū
ACTIVITIES	Develop Regulations, action Cabinet decisions, budget execution, submission of plans and reports to Cabinet and Legislative Assembly, Advisory Council, and international and regional meetings.	Implement the Corporate Plan and policy frameworks, approve plans and reports, implement amendments to the Education Act and Regulations, monitor AMP performance, and attend national consultative bodies	* Administration * Record keeping * Governance Systems	* Human Resource Planning * Recruitment * Induction * Training & Reporting	* Budget Planning * Accounting * Reporting * Scholarships	* Management of Development Assistance	* Policies of Access, Equity, Quality, Efficiency and Effectiveness * Planning Consultation for CP, AMP, AR and M&E * Collecting, reporting and administer data sharing and usage	* Quality Assessment Standards * Competency based and Outcome based Assessment	* Curriculum materials * Improve Production and Implementation of Quality Curriculum	* Quality schools and teachers *Quality Curriculum materials *Quality National Examinatios and Assessments	* Quality education in Primary and Middle Schools * Quality education in ECE Services and Schools * Implement IE Policy to support children with disabilities * Empower and improve school administration through monitoring and evaluation and training using the Media	* Quality learning outcomes * Strengthen High School TVET * Improve student well-being with the application of Global Partnership Education	*Safe and Resilient Schools * Improve Sector Response to Disasters *Folloup problem student and teachers to improve dropout and attendance rates

2.3 Summary of the Ministry's Planned Major Reforms

Based on the findings of the TEPF Review Report and Education Sector Analysis, and the achievements of the previous Corporate Plan, the Ministry has adopted new priority reforms, strategies, and initiatives to strengthen the implementation of the education system with the intention to maximize its equity, efficiency and effectiveness of service delivery and achieve the national KPI targets. The planned major reforms are summarized in Table 5.

Table 4 Planned Major Reforms

New initiatives	Activities	FY 2023/24	FY 2024/25	FY 2025/26	FY 2026/27	Justification	Program
Implementation of the Skills and Employment Tonga (SET) Project	School fees support for secondary school students targeted to reduce financial hardship and improve access to education.	Ongoing	In it's final stage	Government to decide whether to continue or not and how to fund them	Government to decide whether to continue or not and how to fund them	Improve access to skills training for students from vulnerable households. Funded by the World Bank.	1
Implementation of the Safe and Resilient Schools Project

Expansion of the Hama eLearning Platform (HeLP). | Build safer school facilities.

New primary and secondary curriculum.

New EMIS system. | Ongoing | -

-

Piloting on 4 schools and to rollout to Tongatapu | -

-

Roll out to all schools in Tonga | -

-

- | The Safe and Resilient Schools Project is funded by the World Bank. The Tonga Volcano Recovery Project is funded by GPE. The Australian Humanitarian Partnership is funded by the Government of Australia.

Improve resilience of education system. The new curriculum is more relevant and will raise standards of teaching, learning, and assessment. Primary reading and secondary mathematics learning outcomes were identified as weak in the national examinations and PILNA 2021.

The new EMIS system will improve the collection and analysis of education data to lead to more evidence-based policy making. | 3 |
| Subsidies for ECE and Primary Schools | Grants for expanding access to quality ECE and primary | Ongoing | Increase to $200 per head | Ongoing | - | To be in line with GPA 4: Improving Education for all, focusing on safer schools, addressing drop-outs, gender equality and increasing employable trainings for both local and overseas opportunities | 2 |

	education. Continuing to expand access to secondary Form 1 and 2 (Year 7 & 8) at government primary schools. **ECE's (Early Childhood Education) $105,300** - Renovations ($60,000) & Contract Labour ($45,300) - ECE's raise from 50% coverage to say about 70% Universal Basic education (start at 4yo) Classroom renovation (x2 tbu $40,000, 1 vv $20,000) & Teachers (x2 tbu $30,200, x1 vv $15,120)				Ensure that all youth and substantial proportion of adults achieve literacy and numeracy standards. There are now 47 new government ECE schools & 33 new Form 1 and 2 classes. In the past two financial years, the Ministry had to pay out $1.2m for each year to ECE and Primary School's grant from savings identified through its recurrent budget. However, it is hereby proposed that an additional budget to cater for the expanded ECE's and new Form 1 grant of $1.3m to be incorporated to the Ministry's budget for 2023/24 and onward.	

Expansion of access to special and inclusive education.	Implementation of the new Inclusive Education Policy. Includes additional specialist teachers and special education classes. Pre-service and in-service teacher professional development on inclusive education.	**IE (Inclusive Education) $150,400 -** i. Teacher's (x2 Vv $30,200, x1 HP $15,120, x1 Eua $15,120) recruit x4 teacher diplomates for outer islands ii. Classroom - renovations (Vv, HP, 'Eua) $20k renovation per classroom iii. Furniture - tailor made desks & chairs (Vv, HP, 'Eua) $10k/island				Children living with disabilities were identified as the most vulnerable students in the ESA. There needs to be more inclusive education service provision in mainstream schools and an expansion of special education classes for students with complex needs. Support will be provided by UNICEF, Government of New Zealand, and GPE.	2

3. Ministry Budget and Staffing

To deliver the MET outputs to the standards set out for each division/sub-program, the following budget and staffing are required:

Table 5 Budget by Recurrent, Development and Item (cash & in-kind), millions

Expenditure Item ($m)	FY 2021/22 actual	FY 2022/23 budget	FY 2023/24 projected	FY 2024/25 projected	FY 2025/26 projected
Established Staff (10xx)	34.08	35.18	34.65	34.62	34.62
Unestablished Staff (11xx)	1	1.83	0.53	0.54	0.54
Travel and Communication (12xx)	0.38	0.49	0.44	0.44	0.44
Maintenance and Operations (13xx)	2.69	2.06	2.24	2.70	2.70
Purchase of Goods and Services (14xx)	3.26	2.87	3.80	3.94	3.94
Grants and Transfers (15xx)	13.48	17.52	21.13	23.45	23.45
Assets (20xx)	0.38	0.4	0.31	0.31	0.31
Grand Total	55.27	60.35	63.10	66.10	66.80
Expenditure Item ($m)	FY 2021/22 actual	FY 2022/23 budget	FY 2023/24 projected	FY 2024/25 projected	FY 2025/26 projected
Established Staff (10xx)	0.03	0	0	0	0
Unestablished Staff (11xx)	0.63	0	0	0	0
Travel and Communication (12xx)	0.55	0.10	0.16	0.96	0.16
Maintenance and Operations (13xx)	0.83	0	3.00	5.00	7.00
Purchase of Goods and Services (14xx)	1.08	1.91	3.86	3.34	7.30
Grants and Transfers (15xx)	5.81	8.39	23.85	9.90	9.80
Assets (20xx)	0.54	18.72	41.13	43.30	31.30
Grand Total	9.45	29.12	72.00	62.50	55.56

Notes:
1. 'Established and Unestablished staff' is all expenditures under CATs 10 and 11
2. 'Ministry Operational Costs' is, for Programs 1, 2 and 3, all expenditures under CATs 12, 13, 14.
3. 'Assets' are expenditures under CAT 20.
4. 'Services on behalf of the Government' includes all Expenditures under Program 4 – General Fund, Program 5 – Debt Management and all expenditures from CATs 15, 16, 17, 18, 19, 21, and 22.

Table 6 Ministry Total Staff by Key Category

			Corporate Plan & Budget			
	2023/2023		2023/24	2024/25	2025/26	2026/27
Category	Current Budget	Revised	Projection	Projection	Projection	Projection
Established Staff						
Executive Staff (Band B)	1	1	-	-	-	-
Prof Staff (Band C-L)	739	734	815	815	815	815
Other Staff (M-S)	690	695	639	639	639	639
Total Established Staff	1430	1430	1454	1454	1454	1454
Unestablished Staff	43	65	70	70	70	70
Total Staff	1473	1495	1524	1524	1524	1524
Total Recurrent Ministry Costs	60.345	60.642	63.105	66.107	66.085	66.085

4. MET Programs and Sub-Programs

Program 16.1 Leadership & Policy Advice and Planning

Program 1: Leadership & Policy Advice and Planning: relates to the effective leadership and management of the MET to be better able to deliver its outputs. These functions are managed through the Offices of the Minister and the CEO, Corporate Services Division, Human Resource Management Division, Finance Division, and Policy, Planning and Research Division, and Project Management and Coordination Division.

The Ministry is responsible for carrying out the functions of the Education Act including overseeing the establishment, development, and implementation of educational policies, providing policy advice and coordinating efforts with Government agencies, regional organizations and development partners. This is for the provision of quality education and education services in the Kingdom.

16.1.01 Office of the Minister

The Office of the Minister has a central role in providing policy advice, guidance, and assistance to a wide range of stakeholders and the Office of the Minister is the conduit to high-level decision-making, funding, and accountability stakeholders such as Cabinet, Legislative Assembly, and Development Partners, regionally and internationally.

Table 7 Office of the Minister outputs, activities and KPIs

Output Improved quality educational policy advice at national, regional, and international levels.						SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
1. Review and approve new Regulations to align with the Education Act.	% of Education Regulations consistent with the Education Act.	95%	95%	98%	98%	-	-
2. Timely action for Cabinet decisions relevant to education.	% rate of implementation of Cabinet Decisions.	95%	98%	98%	98%	-	-
3. Improved budget planning and monitoring.	Proportion of total government spending on education, excluding debt service.	13%	14%	15%	16%	SDG 1.a.2	20%
4. Portfolio expenditure maintained and controlled within budget allocated at 1 July.	% budget execution as accordance with monthly budget forecast.	97% (FY21/22)	95%	98%	98%	-	-
5. International and regional meetings attended by the Minister to support and promote Tonga's educational interests.	Number of meetings.	7	7	7	7	-	-
6. Corporate Plan, Budget, and Annual Management Plan (AMP) submitted to Ministry of Finance.	Annual submission by deadline.	Yes	Yes	Yes	Yes	-	-
7. Annual Report presented to the Legislative Assembly.	Annual Report finalized one month before due date.	1	1	1	1	-	-
8. Advisory Council for Education provides advice to the Hon. Minister in accordance to the Education Act.	Number of meetings.	3	3	3	3	-	-

Table 8 Office of the Minister's Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	1	0	0	0
Prof Staff (Band C-L)	1	1	1	1
Other Staff (M-S)	3	3	3	3
Total Established	**4**	**4**	**4**	**4**
Unestablished Staff	1	1	1	1
Total Staff	**5**	**5**	**5**	**5**

Table 9 Office of the Minister's Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2025/26 projection
Total Recurrent	**274,700**	**142,300**	**142,300**	**142,300**
Executive Staff (Band B)	87,344	-	-	-
Prof Staff (Band C-L)	21;675	41,320	21,280	21,280
Other Staff (M-S)	15,781	18,554	21,773	21,773
Total Established	124,800	59,874	43,053	43,053
Unestablished	42,560	42,560	42,560	42,560
Total Recurrent Staff Costs	**167,360**	**162,308**	**128,666**	**128,666**

16.1.02 Office of the Chief Executive Officer

The CEO is responsible for the effective administration of the Ministry and proper execution of the Ministry's functions.

Table 10 Office of the Chief Executive Officer outputs, activities and KPIs

Output More coordinated and organized administration of the Ministry through effective leadership and management.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
1. Launch and implementation of the new Tonga Education Policy Framework.	% of actions in the TEPF implemented.	0%	20%	30%	40%	-	-
2. Completion of Corporate Plan, Budget/Cash Flow Forecast, AMP, Annual Report, Job Descriptions, Performance Management System.	Number of plans and reports submitted by directed timelines.	1 CP 1 Budget 1 AMP 1 AR 2 PMS	1 CP 1 Budget 1 AMP 1 AR 2 PMS	1 CP 1 Budget 1 AMP 1 AR 2 PMS	1 CP 1 Budget 1 AMP 1 AR 2 PMS	-	-
3. Prepare and submit six-monthly report to Public Service Commission.	Number of biannual reports submitted by deadline.	2	2	2	2	-	-
4. Oversee amendments to the Education Act and Regulations accordingly.	Number of Amendments or Regulations submitted for gazettal.	-	3	Ongoing	Ongoing	-	-
5. Administer and endorse media releases as necessary.	Number of media releases (TV, Radio, FB, Ministry/Government websites).	-	2+ per month	2+ per month	2+ per month	-	-
6. Update MET website with latest reports and curriculum.	Website updated quarterly.	-	Yes	Yes	Yes	-	-
7. Monitor, endorse and submit Quarterly AMP performance	Number of AMP Quarterly Performance Reports submitted by deadline.	4	4	4	4	-	-
8. Chair the Local Education Group of donors and stakeholders	Number of meetings (quarterly).	-	4	4	4	-	-
9. Attend the Tonga Council of Directors of Education Systems	Number of meetings (monthly during term).	-	10	10	10	-	-
10. Chair the MET Staff Board and oversee and monitor Board Policies Review	Number of meetings (monthly).	-	12	12	12	-	-

Table 11 Office of the CEO's Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)				
Prof Staff (Band C-L)	8	5	5	5
Other Staff (M-S)	3	3	3	3
Total Established	**11**	**8**	**8**	**8**
Unestablished Staff	0	0	0	0
Total Staff	**11**	**8**	**8**	**8**

Table 12 Office of the CEO's Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total Recurrent	**534,500**	**500,600**	**465,000**	**465,000**
Executive Staff (Band B)				
Prof Staff (Band C-L)	104,784	179,570	172,563	172,563
Other Staff (M-S)	16,041	51,894	53,450	53,450
Total Established	120,825	231,464	226,013	226,013
Unestablished	0	0	0	0
Total Recurrent Staff Costs	120,825	231,464	226,013	226,013

Table 11 Office of the CEO's Staff

16.1.03 Corporate Services Division

The Corporate Service Division (CSD) of the Ministry is responsible to provide quality support services to the Office of the Hon. Minister for Education and Training , the Office of the CEO and all Divisions to ensure stronger professional leadership through effective and efficient management , timely services, improved coordination and integration, better – quality network and communication and improved attitude and culture for the smooth operation to achieve targetted outputs. The CSD division covers the administrative functions of the following six (6) sub–divisions/units with 26 staff members (number in brackets);

i.   General Administration (4 staff) & Social and Health Promotion & Event Logistics (2)
ii.   Archive Records & Registry (3)
iii.   Governance (Organizational Structure & JDs) (2)
iv.   Performance Management System (2)
v.   Teachers' & Schools' Registration (2)
vi.   Transport Pool (11)

Table 13 CSD outputs, activities and KPIs

Output 1. Strengthen and improve delivery services through effective, efficient, and timely administrative, record keeping, and governance systems.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
1.1 Review and revise General Administrative Policy, Administration Manual (with flow chart), and standard administration templates.	Administration Manual approved.	No	CSD Manual	MET Manual	-	-	-
1.2 Conduct biannual Customer Service Survey, establish Customer Service Analysis Corner (Help ME!! Help You!!) and send weekly summary reports to the Head of Division.	% satisfaction rating of administrative services.	-	80%	90%	100% ongoing	-	-
1.3 Strengthen communication and correspondence with the effective use of technology (email, virtual Zoom meetings, telephone, and	Contacts and Directory updated and circulated.	-	Yes	Yes	Yes	-	-

hands on delivery services).							
1.4 Efficient secretariat and coordination services to the Senior Management Team (SMT) Meetings, retreats, and events.	% of SMT minutes circulated within 24 hours.	-	Yes	Yes	Yes	-	-
1.5 Coordination and implementation of internal and national events, including the Retreats (January and Aug/Sept).	Number of Retreats.	-	2	2	2	-	-
1.6 Promote productive social care and health support for MET staff.	% satisfaction rating with social care and health support.	-	80%	90%	100%	-	-
1.7 Conduct regular maintenance of the New HQ Building (interior and exterior premises) for sustainability, safety, and hygienic environment.	% satisfaction rating of healthy, safety and secure working environment.	-	80%	90%	100%	-	-
1.8 Digitize records, reactivate E Filing system and complete quarterly stock take of Closed Files.	% of records digitized.	-	25%	50%	75%	-	-
1.9 Strengthen Transport Pool services by reviewing the Organizational structure.	% satisfaction rating of transport services.	-	80%	90%	100%	-	-
1.10 Review organization structure and Job Descriptions with MET Staff Board, HRMD and PSC.	% of Job Descriptions reviewed against Approved Annual Staffing.	-	80%	90%	100%		
1.11 Improve the capacity of the CSD to serve the Ministry by ensuring an organizational structure for CSD with aligned Job Descriptions and staffing.	Approved organizational structure and Job Descriptions for CSD by MET Staff Board and PSC.	-	Yes	Yes	Yes		
1.12 Implement and strengthen Performance Management System (PMS).	% MET staff with up-to-date PMS records	-	90%	90%	90%		

Output 2. Improve the administrative process for teacher and school registration systems in coordination with the Ministry and non-government education systems.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
2.1 Consult with stakeholders on improving the processes for registering schools and teachers.	Teacher Registration Regulation (2022) and School Registration Regulation (pending) implemented.	No	TRR Yes SRR No	TRR Yes SRR No	TRR Yes SRR Yes	-	-
2.2 Consistent meetings of Teacher and School Registration Taskforce for reporting status of applications.	Number of meetings.	-	10	10	10	-	-
2.3 Timely issuance of teacher registration IDs in compliance with regulations.	% of new teachers registered on time.	-	80%	80%	80%	-	-
2.4 Timely issuance of school registration certificate in compliance with regulations.	% of new schools registered on time.	-	80%	80%	80%		
2.5 Strong and effective coordination and reporting to Quality Assurance, Schools Divisions, and non-government education systems of registration data.	% satisfaction with registration data services.	-	80%	90%	100%	-	-

Table 14 Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)				
Prof Staff (Band C-L)	7	7	7	7
Other Staff (M-S)	19	17	17	17
Total Established	**26**	**24**	**24**	**24**
Unestablished Staff	0	0	0	0
Total Staff	**26**	**24**	**24**	**24**

Table 15 CSD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total Recurrent	**523,600**	**629,200**	**624,200**	**622,200**
Executive Staff (Band B)				
Prof Staff (Band C-L)	194,926	168,372	199,813	199,813
Other Staff (M-S)	196,200	150,405	152,953	152,953
Total Established	391,126	318,777	352,766	352,766
Unestablished	0	0	0	0
Total Recurrent Staff Costs	**391,126**	**318,777**	**352,766**	**352,766**

16.1.04 Human Resource Management Division

The Human Resources Management Division (HRMD) is responsible for assisting the Chief Executive Officer to:-
- recruit and retain the Ministry's human resources to ensure that staff capacity is sufficient to implement and achieve Government's Priority Agenda for Educational Development;
- ensure compliance to Public Service human resource (HR) legislation, regulations and policies.

Table 16 HRMD outputs, activities and KPIs

Output 1. Effective human resource policy, planning, data, and reporting for the Ministry and its staff.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
1.1 Coordination, submission and approval of Ministry's Annual Staff Consultation, Annual Staffing Proposal, Classification of Posts, Job Description Review, and Ministry's Profile (Staff List).	Number of plans and reports submitted on time.		ASP (Nov) Profile (Jan, Jul) JDR (Nov)	ASP (Nov) Profile (Jan, Jul) JDR (Nov)	ASP (Nov) Profile (Jan, Jul) JDR (Nov)	-	-
1.2 Coordination, compilation, and submission of Overseas Travel Database and Annual Leave Plans to PSC.	Number of plans and reports submitted on time.	-	OTD (Jan, Apr, Jul, Oct) ALP (Feb)	OTD (Jan, Apr, Jul, Oct) ALP (Feb)	OTD (Jan, Apr, Jul, Oct) ALP (Feb)	-	-
1.3 Improved integrity, accuracy, analysis, and dissemination of HR information and data.	% of HR records digitized.	-	50%	60%	70%	-	-
	% of personnel records rated as accurate in Annual Review.	-	50%	60%	70%	-	-
1.4 Update internal processes and procedures.	Number of policy and procedures updated.	-	2	2	2	-	-
1.5 Provide timely and accurate information and advice to Ministry staff.	% of staff who are satisfied with HR support.	-	50%	60%	70%	-	-
1.6 Staff Board secretariat	Number of meetings of Staff Board.	12	12	12	12	-	-
1.7 HR customer satisfaction survey conducted annually.	Annual HR customer service and training needs survey.	-	Yes	Yes	Yes	-	-

Output 2 Strengthened recruitment, induction, training, and capacity development for Ministry staff.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
2.1. Improved processes for recruitment and job applications within recurrent estimates.	% approved positions are vacant	-	<10%	<10%	<10%	-	-
	% of vacant posts advertised on time.	-	70%	80%	90%		
2.2 Coordinate and conduct quarterly Induction Training for new or promoted employees together with PSC and QAD.	Number of induction trainings	-	4	4	4	-	-
2.3 Conduct an outreach "Talatalanoa" Sessions to Divisions on HR Legislation, Regulations, Policies and Remuneration system.	Number of meetings	-	4	4	4	-	-
2.4 Conduct annual training needs analysis and submit Annual Training Plan to PSC.	Number of surveys	-	1	1	1	-	-
	Annual Training Plan submitted to PSC by deadline.	-	1 (Feb)	1 (Feb)	1 (Feb)	-	-
2.5 Conduct training needs analysis and implement the Annual Training Plan.	% of staff trained	-	50%	50%	50%	-	-
2.6 Develop, trial, revise and publish training modules including HR policies and remuneration.	Number of modules	-	5	2	2	-	-
2.7 Quarterly Training Program Reports submitted on time for training attended by employees of the Ministry.	Number of reports submitted by deadline.	-	4 (Jan, Apr, Jul, Oct)	4 (Jan, Apr, Jul, Oct)	4 (Jan, Apr, Jul, Oct)	-	-
2.8 Timely submission of Performance Management System (PMS) Assessment Forms.	Number of reports	-	2 (Jan, Jun)	2 (Jan, Jun)	2 (Jan, Jun)	-	-

Table 17 HRMD Division Staff

Description	2022/23	2023/24	2024/25	2026/27
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	12	12	12	12
Other Staff (M-S)	3	4	4	4
Total Established	**15**	**16**	**16**	**16**
Unestablished Staff	0	0	0	0
Total Staff	**15**	**16**	**16**	**16**

Table 18 HRMD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total Recurrent	**1,008,500**	**790,300.00**	**790,300.00**	**790,300.00**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	371,260	365,521	343,438	343,438
Other Staff (Band M-S)	30,768	51,653	39,713	39,713
Total Established	**402,027.42**	**417,174**	**383,151**	**383,151**
Unestablished	0	0	0	0
Total Recurrent Staff Costs	**402,027.42**	**417,174**	**383,151**	**383,151**

16.1.05 Finance Division

The Division provides financial advice and services to support the CEO with the overall management of the Ministry.

The Units/Activities:
161051 – Accounts and Operation
161052 – Procurement
161053 – Asset Management
161054 – Grant Monitoring and Management
161055 – Scholarships
161056 – International Contributions to Organizations
161057– COVID 19

Table 19 Finance Division outputs, activities and KPIs

Output 1. Improved budget planning, accounting, execution, and reporting.						SDG/TSDF	
Activity	**KPIs**	**2023/24 (baseline)**	**2024/25**	**2025/26**	**2026/27**	**Indicator**	**Target**
1. Assist with formulation of the Corporate Plan and lead the drafting of the Budget.	Timely financial costing of Corporate Plan	-Budget submitted on time	Budget submitted on time	Budget submitted on time	Budget submitted on time	-	-
2. Manage cash flow effectively.	Number of cash-flow forecasts submitted to MOFNP three working days before the start of each month.	12	12	12	12	-	-
3. Manage expenditure and reconciliations according to AMP and financial procedures.	% variation in budget estimates due to errors.	<1%	<1%	<1%	<1%	-	-
	% budget execution	97%	95%	97%	99%	-	-
	% budget expended on approved AMP activities.	80%	80%	90%	90%	-	-
	% of vouchers processed within 3 days of receipt.	70%	80%	80%	80%	-	-
4. Manage payroll effectively.	% of staff payroll processed when due.	99%	99%	99%	99%	-	-

Activity	KPIs	2023/234 (baseline)	2024/25	2025/26	2026/27	Indicator	Target
5. Compile financial reports for assessment of budget performance.	Number of quarterly Budget and Outputs performance reports submitted to MOFNP within two weeks after the end of each quarter.	4	4	4	4	-	-
6. Update Asset Register quarterly.	Number of accurately completed Asset Registers submitted to MOFNP quarterly.	4	4	4	4	-	-
7. Implement Procurement Plan in full compliance with Procurement Regulations.	% of procurement submissions that meet fill compliance with Procurement Regulations.	50%	60%	70%	90%	-	-
8. Comply with issues raised by Annual Audit.	% compliance with issues raised by Annual Audit	90%	100%	100%	100%	-	-

Output 2. Provide an equitable and inclusive scholarship program that contributes to sustainable development in Tonga.						SDG/TSDF	
Activity	KPIs	2023/234(baseline)	2024/25	2025/26	2026/27	Indicator	Target
1. Award, monitor, and track scholarships to Tongan citizens with academic excellence, high-quality research/study plans, and most development impact.	Completion rate for government-funded scholarships (%)	75%	80%	85%	85%	-	-
2. Select candidates for Government funded scholarships in high-priority development areas.	Percentage of Government Funded scholarships awarded in priority areas (E.g. Education-STEM subjects, Health, Infrastructure, Climate Change, Fisheries, Agriculture, Public Sector Reform)	80-85%	80-85%	85-90%	95-100%	-	-
3. Increase the number of disadvantaged students benefiting from scholarships.	Percentage of new Government funded awards made to disadvantaged students	At least 20%	At least 30%	At least 40%	At least 50%	-	-

4. Monitor and evaluate the scholarships program, including conducting tracking survey of students.	Percentage of scholarship graduates who are in relevant employment within 2 months of completing their studies.	At least 85%	At least 85%	At least 95%	At least 95%	-	-
5. Increase funding for awards for high-quality research for development impact.	Number of Masters' Research and Distance Learning Scholarships.	5 per yea4	5 per year	5 per year	5 per year	-	-
6. Raise additional funds for scholarships from relationships with international partners.	Volume of official development assistance flows for scholarships (T$m)	8.5	9.0	10.0	11.0	SDG 4.b.1	T$11m
7. Work with ECE and IE Units, Primary and Secondary Education Divisions of the Ministry to identify teaching areas that are currently in demand or facing staffing shortages	Percentage of new Government -funded scholarships awarded under "Teachers Upskilling Category"	50%	50%	50%	50%	-	-
	Number of new donor-funded scholarships awarded under the Strengthening Education System.	20	20	20	20	-	-

Table 20 Finance Division Staff

Description	2022/23	2023/24	2024/25	2025/2026
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	13	15	15	15
Other Staff (M-S)	8	8	8	8
Total Established	**21**	**23**	**23**	**23**
Unestablished Staff	0	5	5	5
Total Staff	**21**	**28**	**28**	**28**

Table 21Finance Division Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2025/2026 projection
Total = Recurrent ($m)	**19,150,500**	**18,355,200**	**20,680,700**	**20,680,700**
Executive Staff (B)	0	0	0	0
Prof Staff (Band C-L)	371,398.70	376,106	403,176	403,176
Other Staff (Band M-S)	116,647.34	110,517	96,652	96,652
Total Established	488,046.04	486,623	499,828	499,828
Unestablished	0	81,663	81,663	81,663
Total Recurrent Staff Costs	**488,046.04**	**568,286**	**581,491**	**581,491**

16.1.06 Project Management and Coordination Division

The main functions of the Project Management and Coordination Division (PMCD) are:
- Provide overall strategic advice, leadership, management, and supervision of Ministry's development projects including standard, policies, training, processes, and resources.
- Lead project negotiation and ensure adherence with work plans and implementation plans in order to maximize impact and achieve project objectives and Ministry's overall goals.
- Provide updates and advice on development projects to the SMT, appropriate authorities and key stakeholders. The division plays a major role in maintaining a close working relationship with development partners and key stakeholders.

The Units/Activities are:

161061 – Administration & Operation
161062 – Planning Unit
161063 – TVET/Skills Coordination Unit (Special Project)
161064 – Monitoring & Evaluation
161065 – Accounts

Table 22 PMCD outputs, activities and KPIs

Output Ensuring that development assistance to education is managed according to defined measures and timeframes that are in line with the Ministry's Corporate Plan, TSDF II, and related international agreements; and the project management cycle is efficiently implemented, monitored, and evaluated.						SDG/TSDF	
Activity	**KPIs**	**2023/24 (baseline)**	**2024/25**	**2025/26**	**2026/27**	**Indicator**	**Target**
1. Ensure projects comply with project management cycle and are implemented on time and on budget according to their Annual Work Plan.	% of Development projects "on track" against the Annual Work Plan.	-	75%	80%	85%	-	-
	% budget variation against project budget (portfolio expenditure).	-	<25%	<20%	<15%	-	-
	% projects with Project Management Committees.	100%	100%	100%	100%	-	-
	% projects with Results Frameworks.	100%	100%	100%	100%	-	-
	% projects submitting quarterly	60%	70%	80%	90%		

	or six-month progress reports on time to relevant authorities.						
	% of projects with approved Work Plan and Implementation Plan in place one month before commencement of project.	60%	70%	80%	90%		
2. Increase the number of new Development projects.	Number of new projects	2	2	2	2	-	-
	Volume of Development budget (T$m) financial assistance secured per year.	T$40.3m	T$63.6m	T$60.5m	T$60.5m	-	-
3. Strengthen monitoring and evaluation.	Number of monthly updates of Development project data and indicators.	10	10	10	10	-	-
	% of quarterly budget/performance reports for projects submitted by deadline	70%	80%	90%	100%	-	-
4. Assist other Divisions with the formulation of project proposals.	Number of staff trained	5	5	5	5	-	-
5. Full compliance with planned allocation and issues raised by Audit reports.	% of fiduciary compliance based on annual audit.	100%	100%	100%	100%	-	-
6. Secretariat to the Local Education Group.	Number of LEG meetings.	4	4	4	4	-	-

Table23 PMCD Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	4	1	1	1
Other Staff (M-S)	4	5	5	5
Total Established	**8**	6	6	6
Unestablished Staff	1	0	0	0
Total Staff	**9**	6	6	6

Table24 PMCD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2025/26 projection
Total Recurrent	**122,400**	**95,000**	**95,000**	**95,000**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	132,032	45,714	49,032	49,032
Other Staff (M-S)	57,008	65,668	47,952	47,952
Total Established	**189,038**	**111,382**	**96,984**	**96,984**
Unestablished Staff	**15,120**	**0**	**0**	**0**
Total Recurrent Staff Costs	**204,158**	**111,382**	**96,984**	**96,984**

16.1.07 Policy, Planning and Research Division

The Policy, Planning and Resesrach Division (PPRD) is responsible for assisting the Chief Executive Officer to:-
- Provide coordination, monitoring and technical support for the implementation of the new Tonga Education Policy Framework (TEPF).
- Identify and mobilize quality resources to develop and guide policies and strategic planning.
- Lead and Prepare the Ministry's Corporate Plans, Annual Management Plans and Annual Report
- Set up an operational research unit.
- Lead and manage the EMIS system for education in Tonga

Activities of the Division:
16.1.07.1: Policy formulation and implementation of the New Tonga Education Policy Framework
16.1.07.2: Corporate Planning, Monitoring and Evaluation
16.1.07.3: Operational Research Unit
16.3.07.4: Educational Management Information System (EMIS)

Table 25 PPRD outputs, activities and KPIs

Output 1. Deliver improved policies that consider access, equity, quality, efficiency, and effectiveness.						SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
1.1 Finalize nine Regulations that are required for the Education Act 2013 for Cabinet approval.	Number of Regulations approved.	-	3	3	3	-	-
1.2 Draft or update evidence-based policies that are responsive to the operational needs of the Ministry as directed by the Minister and CEO in line with the new TEPF.	Number of Policies approved.	-	5	3	3	-	-
1.3 Recruit and induct new staff for Division (2 per unit).	Number of staff recruited	-	3	0	0	-	-
1.4 Launch and implement the new TEPF.	New TEPF launched.	-	Yes	-	-	-	-
	Number of staff trained on new TEPF implementation, by organization.	-	27 staff – updated, trained in	27 staff – updated, trained in	27 staff – updated, trained in	-	-

| | | | Quarter 2 FY (Oct-Dec2023 ie. 9 Directors, 18 senior staffs) | Quarter 4 FY (Apr-June2024 ie. 9 Directors, 18 senior staffs) | Quarter 2 FY (Oct-Dec2024 ie. 9 Directors, 18 senior staffs) | | |
| | | | 27 staff – updated, trained in Quarter 3 FY (Jan-March 2024 ie. 9 Directors, 18 senior staffs) | 27 staff – updated, trained in Quarter 1 FY (July-Sept 2024 ie. 9 Directors, 18 senior staffs) | 27 staff – updated, trained in Quarter 3 FY (Jan-March 2025 ie. 9 Directors, 18 senior staffs)- | | |

Output 2. Establish better education system outcomes through effective planning, consultation, monitoring, and evaluation.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
2.1 Conduct consultations and training with senior staff of the Ministry with National Planning and Ministry of Finance on Corporate Plan, AMP, M&E Plan, and Annual & Quarterly Reporting.	Number of staff trained	-	10	10	10	-	-
2.2 Compile and submit the Corporate Plan, quarterly and Annual Reports.	Number of plans and reports approved.	1 CP 3 QR 1 AR	1 CP 3 QR 1 AR	1 CP 3 QR 1 AR	1 CP 3 QR 1 AR	-	-
2.3 TEPF Monitoring, Evaluation, Research and Learning Plan published and updated, including updated indicators and Results Framework based on Ministry's national and international needs.	M&E Plan published and updated.	No	Yes	Yes	Yes	-	-

Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
2.4 Conduct Joint Donor and Stakeholders Forum and Joint Sector Review – awareness and dialogue on funding assistance and review of progress of implementation of TEPF and CP.	Number of joint reviews or forums.	0	1	1	1	-	-
2.5 Establish an operational Research Unit and publish and disseminate a Research Framework.	Research Framework approved and updated.	No	Yes	Yes	Yes	-	-
	Number of research studies published.	1	2	2	2	-	-

Output 4. Improve the timely collection of accurate, complete, and relevant data unit through purchasing backbone software with its related hardware infrastructure and strengthening data collection.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
4.1 Select and procure new EMIS software with all related hardware, devices, and infrastructure.	New EMIS is operational.	No	Yes, 20%	Piloting and rollout to schools, to complete at least 80%	Rollout to all schools, 100%	-	-
4.2 In-house training of EMIS staff.	% of EMIS staff trained on new EMIS system.	-	ongoing	-	-	-	-
4.3 Training of head teachers, principals, Managing Authorities and education officers on new EMIS software.	% of targeted users and administrators trained on new EMIS system.	-	30%	Training goes together with the rollout to schools, 80%	100%	-	-
4.4 Revise, pilot, deploy and update annual school census form to include gaps identified in ESA.	School census form is updated, piloted, and finalized.	No	Yes (pilot)	Yes	Yes	-	-
4.5 Increase the percentage of schools submitting digital annual school census data.	% of schools submitted digitally.	20%	20-50%	80-100%	100%	-	-
4.6 Improve the rate of return.	% of schools submitting the annual school census data by the deadline.	-	20-50%	80-100%	100%	-	-

Output 5. Improve reporting of data to all stakeholders.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
5.1 Calculation of indicators correctly for both the organization and international agencies such as UNESCO, World Bank, etc.	% of national and international indicators calculated annually.	Ongoing, annual requirement	Ongoing, annual requirement	Ongoing, annual requirement	Ongoing, annual requirement	-	-
5.2 Information produced/reported and analyzed are systematically disseminated to relevant heads and departments of education nationally and to appropriate donor partners in any form requested or designed according to their respective needs.	% of statistical reports disseminated on time.	Ongoing, annual requirement	Ongoing, annual requirement	Ongoing, annual requirement	Ongoing, annual requirement	-	-

Output 6. Build the capacity of the EMIS Unit.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
6.1 Recruit and induct specialist staff: • Software engineer (1) • Data analyst (1) • Officers (2)	Number of new staff recruited.	0	2	2	0	-	-
6.2 Short term training and/or attachments for upskilling of EMIS staff.	% of staff trained.	-	70%	80%	90%	-	-
6.3 Upgrade EMIS staff qualifications (Diploma to Bachelor; Bachelor to Masters).	Number of staff with upgraded qualifications.	-	2	3	4	-	-

Table 26 PPRD Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	3	8	8	8
Other Staff (M-S)	0	0	0	0
Total Established	**3**	**8**	**8**	**8**
Unestablished Staff	0	0	0	0
Total Staff	**3**	**8**	**8**	**8**

Table 27 PPRD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total Recurrent	**107,600**	**108,500**	**412,400**	**412,400**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	118,879	279,608	281,054	281,054
Other Staff (M-S)	0	0	0	0
Total Established	118,879	279,608	281,054	281,054
Unestablished Staff	0	0	0	0
Total Recurrent Staff Costs	**118,879**	279,608	281,054	281,054

Program 16.2 Quality Assurance

Program 2: Improve the Quality of Basic Education, Post Basic Education, Administration, Curriculum and Examinations.

16.2.01 Examinations and Assessment Division

The functions of the Examinations and Assessment Division (EAD) are:

16.2.01.1 To establish and improve the quality assessment standards on competency-based and outcome-based assessment to meet the requirements of the relevant regional and international benchmarks.

16.2.01.2 To establish and improve examination standard operating procedures, instruments, and resources to develop quality examination outcomes.

Table28 EAD outputs, activities and KPIs

Output 1 Establish and improve quality assessment standards on Competency-based and Outcome Based Assessment to meet the requirements of relevant regional and international benchmarks.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
1.1 Implement the National Assessment and Examinations Policy Framework 2020-2035 (NAEPF). 1) Develop and improve manuals of operation for various assessments. 2) Induction for stakeholders on NAEPF and operations (Managing Authorities, schools, teachers).	NAEPF established and available.	No	Yes	Yes	Yes	-	-
	Number of manuals for assessment operations available.	-	0	2	2	-	-
	Number of schools inducted and trained.	-	15 TNFSC 27 TFSC	15 TNFSC 27 TFSC	15 TNFSC 27 TFSC	-	-
1.2 Implement SEE as national large-scale assessment in 2024. 1) Y8 assessment review. 2) Train EAU staff on competency-based examination and assessment. 3) Enhance Y8 consultant pay	Year 8 SEE competency-based implemented	No	No	Yes (pilot)	Yes (full)	SDG 4.1.1 TSDF 2.4.5	Table 2

rate. 4) Conduct Grade 8 SEE. 5) Disseminate analysis booklet.							
	Number of people trained as instrument developers and scorers.	0	0	30 35 (SEE)	30 35 (SEE)	-	-
1.3 Build the staff capacity in assessment.	Number of staff trained.	-	10	10	10	-	-
1) Participate in staff retreat on capacity building twice per year. 2) Access higher education opportunities on assessment. 3) Implement digitization of available examination data for research, analysis and record keeping. 4) Implement and publish research data and analysis and provide consultations to stakeholders at beginning of year. 5) Provide summary of analysis of assessments and examinations for MET Annual Report.	Number of analysis booklets disseminated	-	2 (TNFSC & TFSC)	4 (TNFSC, TFSC, G8 SEE Pilot, PILNA 2024)	4 (TNFSC, TFSC, G8 SEE, PILNA)	SDG 4.1.1 TSDF 2.4.5 & 2.4.10	Table 2
1.4 Implement PILNA 2024. 1) Participate in EQAP planning and assessment development. 2) Implement PILNA 2024. 3) Edit and disseminate PILNA 2024 report.	PILNA conducted.	No	Yes	Yes	Yes	SDG 4.1.1	Table 2

| 1.5 Implement Large Scale Assessments (LSA) and Classroom Assessments (CA) 1) Participate in LSA and CA planning and assessment development 2) Implement LSA and CA 2025/2026 3) Edit and disseminate LSA and CA report. | LSA and CA implemented | No | Yes (frame work) | Yes (pilot) | Yes (main) | | |

Output 2 Establish and improve examination standard operating procedures, instruments, and resources to develop quality examination outcomes.						**SDG/TSDF**	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
2.1 Strengthen TNFSC and TFSC data capture through the TSRSP assessment Technical Assistance (TA).	100% of TNFSC and TFSC data in TSRSP assessment, EMIS and PacSIMs.	-	65%	75%	100%	-	-

1) To establish and upload the TSRSP assessment, EMIS and PacSIMS for the TNFSC and TFSC examinations.
    2) To work closely and collaboratively with the TSRSP Assessment, EMIS and EQAP assessment and IT Team on TNFSC and TFSC data for PacSIMS and EMIS
    3) To capture all relevant assessment data through TSRSP assessment, EMIS and PacSIMS
    4) To upgrade Server and staff
	NZQA and NZVCC accreditation of TNFSC and Australian Universities	No	Yes	Yes	Yes	-	-

desktop computers to cater for the TSRSP assessment, PacSIMS and EMIS requirements 5) Train staff in the TSRSP assessment, EMIS and PacSIMS . 6) Obtain NZQA and NZVCC accreditation of TNFSC and the Australian Education Board							
2.2 Better IA Moderation. 1) To contract IA Moderation Consultants and provide for domestic travel and schedules.	100% of schools On-Site IA tasks moderated.	-	100%	100%	100%	-	-

2) To implement IA On-Site Moderation in schools including at Niuafoʻou and Niuatoputapu.
   3) To implement IA Moderation of Written Tasks.
   4) To provide proper and durable storage of annual IA Tasks and examination scripts for a 3 year period by provision of containers and/or digitisation.
	% of TNFSC and TFSC scripts moderated (all IA scripts from schools as per no. of candidates and subjects).	-	100%	100%	100%	-	-

2.3 Improve the skills of Subject Expertise Instrument Consultants.
   1) To contract Subject Expertise Assessment Instrument Consultants for High-Stake examinations.
   2) To implement recommendations on assessment review by external Consultant.
   3) To implement annual training and workshops for Consultants (5 a year as per varying roles and levels).
   4) To organise and implement regional and international Micro-Qualification training for Consultants.
   5) To purchase lap-tops for data entry (3-4) for 2-3 year lifetime.
   6) LSA and CA instrument developers and scorers
	Number of people trained in examination instruments.	-	30
			
			SEE (8, 35)
				20
				
				SEE (35)
					10
					
					SEE (15)
						-	-

2.4 Accredit and verify schools for examinations 1) To implement accreditation of schools (May-June) including Niuafoóu and Niuatoputapu 2) To verify IA procedures and processes in schools and provide assistance (May-June) including Niuafoóu and Niuatoputapu 3) To include MET Consultants in visit. 4) LSA & CA schools	% of schools accredited and verified.	-	100%	100%	100%	-	-
2.5 Digitise assessment instrument tools. 1) To have staff personnel participate in online training of ICT tools and resources for i. online assessments and reporting ii. inclusive assessments 2) To purchase required ICT tools and resources for reporting and online/inclusive assessments. 3) To employ ICT Consultants for online training (national, regional, international) of online/inclusive assessments.	Develop and establish: i. Online assessments. ii. Inclusive assessments.	No	No	Yes (online)	Yes (inclusive)	-	-
2.6 Administer national examinations 1) Administer TNFSC 2) Administer TFSC	Number of students sitting examinations, by examination.	-	TNFSC 500 TFSC 1300 SEE 1350	TNFSC 600 TFSC 1400 SEE 1390	TNFSC 700 TFSC 1500 SEE 1400	SDG 4.1.1 TSDF 2.4.10	Table 2
• Write papers and scoring rubrics • Print papers • Distribute papers • Train principals in administration • Monitor examinations • Analyze data • Disseminate analysis booklet • Print and distribute certificates	Number of schools receiving examinations M&E visit.	-	27 TFSC schools 15 TNFSC schools 44 SEE	28 TFSC schools 16 TNFSC schools 44 SEE	30 TFSC schools 17 TNFSC schools 45 SEE	-	-

Table 29 EAD Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	13	13	13	13
Other Staff (M-S)	0	0	0	0
Total Established	**13**	**13**	**13**	**13**
Unestablished Staff	0	0	0	0
Total Staff	**13**	**13**	**13**	**13**

Table 30 EAD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2025/26 projection
Total Recurrent	**1,104,700**	**1,110,400**	**1,240,000**	**1,220,400**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	429,540	346,534	393,430	393,430
Other Staff (M-S)	0	0	0	0
Total Established	429,540	346,534	393,430	393,430
Unestablished	0	0	0	0
Total Recurrent Staff Costs	**429,540**	**346,534**	**393,430**	**393,430**

16.2.02 Quality Assurance Division

The functions of the Quality Assurance Division (QAD) are:

16.2.02 – 1 Monitor the quality of schools and Ministry Divisions.

16.2.02 – 2 Improve teacher quality through in - service training/Professional Development.

16.2.02 – 3 Monitor the quality and availability of curriculum materials.

16.2.02 – 4 Ensure the quality and integrity of National Examination and Assessments.

Table 31 QAD outputs, activities and KPIs

Output 1. Monitor the quality of schools.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
1.1 Develop and publish a Quality Assurance Framework.	% of schools monitored annually.	-	25%	35%	50%	-	-
	Quality Assurance Framework published.	No	Yes	Yes	Yes	-	-
1.2 Update Minimum Service Standards (MSS).	MSS updated	No	Yes	-	-	-	-
1.3 Quality audit of MET Divisions.	Number of Divisions receiving quality audit annually.	-	2	3	3	-	-
1.4 Inspect ECE schools.	Number of schools inspected.	-	5	10	15	SDG 4.2.1, 4.2.2, 4.5.1, 4.a.1, 4.c.1	Table 2
1.5 Inspect primary schools.	Number of schools inspected.	-	20	20	20	SDG 4.1.1, 4.1.2, 4.5.1, 4.a.1, 4.c.1	Table 2
1.6 Inspect secondary schools.	Number of schools inspected.	-	5	5	5	SDG 4.1.1, 4.1.2, 4.5.1, 4.a.1, 4.c.1	Table 2

Output 2. Improve teacher quality through in-service training.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
2.1 Conduct teacher training needs analysis.	Analysis conducted annually.	-	Yes	Yes	Yes	-	-
2.2 Develop training modules.	Number of training modules developed.	-	2	2	2	-	-
2.3 Train teachers.	Number of teachers trained, by sub-sector.	-	ECE:50 Primary:250 Secondary: 200	ECE:100 Primary:350 Secondary: 300	ECE:250 Primary:400 Secondary: 350	SDG 4.c.1	Table 2
2.4 Induct principals.	Number of principals trained.	-	50	50	50	-	-
2.5 Develop and publish a Teacher Competency Framework.	Teacher Competency Framework approved.	-	Yes	-	-	SDG 4.7.1	100%
2.6 Training of trainers and capacity building	# of trainings of trainers and/or capacity building.	-	7	5	6	-	-

Output 3. Monitor the quality and availability of curriculum and materials.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
3.1 Quality audit of curriculum unit.	Audit conducted.	No	Yes	-	-	-	-
3.2 Work with EDID to collect and analyze data on curriculum materials from the annual school census.	Curriculum audit included in MET Annual Report.	-	Yes	Yes	Yes	-	-

Output 4. Ensure the quality and integrity of the national examination and assessments.						SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
4.1 Recognition of TNFSC by Universities New Zealand.	TNFSC recognized by Universities NZ and Australian Universities	No	Yes	Yes	Yes	-	-
4.2 Quality assure TFSC and TNFSC.	Number of schools receiving examination spot-check/quality assurance.	-	TNFSC 7 TFSC 5	TNFSC 8 TFSC 5	TNFSC 12 TFSC 5	TSDF 2.4.10	Table 2
4.3 Quality assure PILNA.	Quality audit of PILNA 2024 conducted.	-	No	Yes	No	SDG 4.1.1	Table 2
4.4 Quality assure G8 SEE assessment.	Quality audit of G8 SEE assessment conducted.	No	No	Yes (pilot)	Yes (full)	SDG 4.1.1 TSDF 2.4.5	Table 2

Table 32 QAD Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	6	4	4	4
Other Staff (M-S)	1	1	1	1
Total Established	**7**	**5**	**5**	**5**
Unestablished Staff	4	4	4	4
Total Staff	**11**	**9**	**9**	**9**

Table 33 QAD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total Recurrent	**334,700**	**217,900**	**217,900**	**217,900**
Executive Staff (Band B)	-	-	-	-
Prof Staff (Band C-L)	165,748	175,729	177,263	177,263
Other Staff (M-S)	27,687	12,113	12,113	12,113
Total Established	**193,435**	**187,842**	**189,376**	**189,376**
Unestablished	166,400	68,382	68,382	68,382
Total Recurrent Staff Costs	**359835**	**256,224**	**257,758**	**257,758**

16.2.03 Curriculum Development & Production Division

The functions of the Curriculum Development & Production Division are to develop, trial, monitor implementation, train teachers and produce, distribute, and evaluate the national curriculum and teaching and learning materials.

Table 34 Curriculum Development and Production Division outputs, activities and KPIs

Output 1. Improved quality and relevant curriculum materials.						SDG/TSDF	
Activity	**KPIs**	**2023/24 (baseline)**	**2024/25**	**2025/26**	**2026/27**	**Indicator**	**Target**
1.1 Rewrite core subject syllabi, teacher guides and pupil books on new structure and competency levels and align with international best practice and the approved Curriculum Framework.	% of subject syllabi, teacher guides and pupil books completed by the end of the year using new structure and competency-based model					SDG 4.1.1 4.1.2	SDG 4.1
	(a) at the UBE levels for core subjects.	50% (Four levels per core subject (C5, C6, F1 & F2 Maths, Sci, Tongan Lang & Eng. Lang.)	75% (Six levels per core subject (C3, C4, C5, C6, F1 & F2 Maths, Sci, Tongan Lang & Eng. Lang.)	100% (Two levels per core subject i.e. C1 and C2)			
	(b) at the Secondary levels for core subjects.	0%	20%	60%	100%		
	© at the UBE levels for non-core subjects	0%	50%	100%			
	(d) at the Secondary levels for non-core subjects	0%	20%	60%	100%		

1.2 Empower CDU writers to complete the curriculum review project on time with complementary resources required for effective implementation.	Individual ratio of writers per subject reviewed is	8:1	8:1	8:1			
	(a) 8:1 at the UBE levels for core subjects						
	(b) 1:1 at the Secondary levels for core subjects	1:1	1:1	1:1	1:1		
	© 2:1 at the UBE levels for non-core subjects	2:1	2:1	2:1	2:1	SDG 4.7.1 -	SDG 4.7 -
	(d) 2;1 at the Secondary levels for non-core subjects	2:1	2:1	2:1	2:1		
	% of completed teaching and learning resources produced per core subject level reviewed per year.	100%	100%	100%	100%		
1.3 Quality assure reviewed curriculum materials.	% of curriculum materials in the subjects of the reviewed levels undergoing standard quality assurance processes before national implementation.	100%-	100%	100%	100%	SDG 4.7.1 -	SDG 4.7 -
1.4 Office supplies, technical equipment, facilities, and services meet curriculum development requirements.	% of resources and services supplied on time to meet curriculum development requirements.	60%	80%	85%	90%		

Output 2. Improved effectiveness of curriculum implementation through capacity building of relevant officers and teachers on outcome-based approach and approved model.						SDG/TSDF	
Activity	KPIs	2023/24 (baseline)	2024/25	2025/26	2026/27	Indicator	Target
2.1 Capacity build relevant key stakeholders on the reviewed curriculum.	Percentage of relevant teachers, school officers (including Principals, PD Unit, TNU, etc. receiving at least one capacity building session on the reformed curriculum including induction.	80%-	90%	95%	99%	4.c.1	4.c-
2.2 Provide regular support for the teachers in the classroom through school-based visits.	Percentage of teachers in the core subject syllabi who receive at least two school-based support visits during the implementation of the syllabi per year.	98% (except the two Niuas and teachers who went out of their way to be absent during the school visits)	98%	99%	100%	4.5 -	4.5.1 -
	Percentages of appropriate schools using the revised curriculum a month from implementation.	95%	100%	100%	100%		
2.3 Undertake Friday radio programs (x13) for primary and Government Middle School teachers on how to use the planner books, assessment, and reformed curriculum materials.	Percentage of primary school officers, principals and teachers receiving radio program support on the reformed approach and associated materials	100%	100%	100%	100%	4.3.	4.c.14.3

Output 3. Timely production and distribution of quality curriculum materials.						SDG/TSDF	
Activity	**KPIs**	**2023/24 (baseline)**	**2024/25**	**2025/26**	**2026/27**	**Indicator**	**Target**
3.1 Printing of the attendance, planner books, and curriculum materials for primary and secondary schools.	Percentage of current planner, attendance books, and curriculum materials being printed on time.	95%	100%	100%	100%		
3.2 Distribute ready printed materials including Teacher Guides, Pupil Books, portfolios, Study Guides, planner books, attendance records, etc.	Percentage of schools and teachers receiving the appropriate curriculum material at the beginning of the academic year.	90%	90%	92%	95%	SDG 4.7.1 -	4.7 -
3.3 Printing of quality standard examination papers.	Percentage of examination papers produced with quality standard within 48 hours of arrival at the CDU printing services.	100%	100%	100%	100%	SDG 4.1.2	4.1
3.4 Purchase printing equipment, materials, or accessories to publish the reviewed curriculum materials and other education materials.	Percentage of new printing machineries and consumables being purchased within a week of the request to purchase.	60%	70%	80%	90%	SDG 4.7.1	4.1

Table 35 Curriculum Development Production Division Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	19	22	22	22
Other Staff (M-S)	3	5	5	5
Total Established	**22**	**27**	**27**	**27**
Unestablished Staff	18	20	20	20
Total Staff	**40**	**47**	**47**	**47**

Table 36 Curriculum Development Production Division Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total = Recurrent ($m)	**1,522,300**	**1,422,200**	**1,422,200**	**1,422,200**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	551,629	515,155	526,754	526,754
Other Staff (M-S)	56,765	77,930	56,933	56,933
Total Established	608,395	593,085	583,687	583,687
Unestablished Staff	638,006	356,819	356,819	356,819
Total Recurrent Staff Costs	**1,246,401**	**949,904**	**940,506**	**940,506**

Program 16.3 Learning and Teaching

In compliance with the Education Act, the Teaching and Learning Program aims to provide Quality Educational services to all children of compulsory age 4-18 in Tonga. It also ensures the implementation of the national curriculum and appropriate assessment to monitor performance on teaching and learning in the classrooms.

16.3.01 Government Primary Schools Division

The Government Primary Schools (GPS) Division consists of four operational units and five programs:

1. Primary Schools
2. ECE
3. Inclusive Education
4. Broadcasting and Communication
5. Soroban Unit
6. Sport & Culture Unit
7. Health Promotion Schools Unit
8. Resource Development Unit

16.3.01-1 Improve quality education in Primary and Middle Schools

16.3.01-2 Improve quality education in government ECE Services

16.3.01-3 Implement the New Inclusive Education Policy to increase equitable provision of Inclusive and Special Education support for children living with disabilities.

16.3.01-4 Empower GPS Administration Roles

16.3.01-5 Improved Educational Broadcasting Services

Table 37 GPS Division outputs, activities and KPIs

Output 1. Improve quality education in primary and middle schools.							SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	2026/27	Indicator	Target
1.1 Fill all teaching vacant positions.	% of positions vacant.	-	<10%	<8%	<5%	<5%	-	-
1.2 Recruit more qualified teachers for each class level in all schools.	% qualified teachers, by level.	97.9%	98%	99%	100%	100%	SDG 4.c.1	Table 2
	Student-teacher ratio (primary)	20	20	21	21	21	TSDF 2.4.4	Table 2
	Student-qualified teacher ratio (primary)	21	21	21	21	21	-	-
1.3 Establish more Form 1 and 2 classes in primary schools.	% of GPS with Form 1 and 2.	30%	40%	40%	60%	70%	-	-
1.4 Promote safer, accessible, cleaner & healthier school environment by building and improving WASH facilities and classrooms.	Student-toilet ratio (primary)	44	41	38	35	30	SDG 4.a.1.f	Table 2
1.5 Ongoing the quality of teachers through induction, professional development, coaching and mentoring by primary field officers.	% of teachers receiving in-service training annually	-	60%	70%	80%	90%	SDG 4.c.1	Table 2-
1.6 Ongoing and enforce classroom assessment and use of students' profile to boost learning achievements.	% of teachers using student assessment profile.	-	30%	45%	55%	60%	-	-
1.7 Increase reading resources distributed and used in schools.	Student-reading book ratio	-	1	0.50	0.25	0.25	-	-
1.8 Strengthen the integration of	Number of primary	440	500	550	600	650	-	-

technology with teaching and learning.	lessons on the Hama eLearning Platform.							
1.9 Identify and support students who are weak academically so "no child is left behind" and work with Truancy Division to increase retention rate (e.g. by enforcing automatic promotion).	Primary completion rate	98% M: 97.3 F: 101.5	98% M: 98% F: 100%	99% M: 99% F: 100%	100% M: 100% F: 100%	100% M: 100% F: 100%	SDG 4.1.2 TSDF 2.4.5	Table 2
1.10 Improve SEE pass rate, in all subject	SEE assessment pass rate %	Overall (2020) M: 46.9% F: 53.1% English: 33.4% Maths: 60.1%	No SEE	SEE Pilot 50% for all subject	SEE 55% for all subject	SEE 55% for all subject	SDG 4.1.1 TSDF 2.4.5	Table 2
1.11 Improve proportion of students reaching minimum standards in PILNA, especially male students and in reading.	% of Grade 3 and 6 students reaching minimum standards in literacy and numeracy.	PILNA 2021 Grade 3 Reading M: 38% F: 56% T: 47% Grade 6 Reading M: 21% F: 39% T: 30%	No PILNA	PILNA 2024 Grade 3 Reading M: 40% F: 60% T: 50% Grade 6 Reading M: 30% F: 45% T: 35%	No PILNA	PILNA 2024 Grade 3 Reading M: 50% F: 65% T: 55% Grade 6 Reading M: 50% F: 65% T: 55%	SDG 4.1.1 TSDF 2.4.5	Table 2

Output 2. Improve quality teaching and access to Early Childhood Education (ECE).							SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**Indicator**	**Target**
2.1 Build or renovate available Primary School classrooms as ECE classrooms.	Number of renovated ECE classrooms	-	5	5	5	5	-	-
	Number of new ECE classrooms	-	3	5	8	8	-	-
	ECE Net enrolment rate	36.9	40.0	50	55.0	60.0	SDG 4.2.2	Table 2
2.2 Build ECE playgrounds.	Number of ECE schools with purpose-built playgrounds.	-	20	25	30	40	-	-
2.3 Resource ECE classrooms.	Number of ECE classrooms fully resourced.	-	20	25	30	40	SDG 4.a.1	Table 2
2.4 Distribute ECE school grant.	Number of ECE students receiving ECE grant.	2,500	2,800	3,100	3,500	3,550	-	-
2.5 Printing of reviewed ECE curriculum.	Number of curriculum printed	-	220	240	260	270	-	-
2.6 Distribution of reviewed ECE curriculum.	% of schools using new ECE curriculum	0%	80%	90%	100%	100%	-	-
2.7 Recruit qualified ECE teachers.	% of ECE teachers who are qualified.	54.5%	58%	62%	65%	75%	SDG 4.c.1	Table 2
	Student-qualified teacher ratio (ECE)	24	23	22	20	20	-	-
	Number of ECE teachers recruited.	-	10	15	20	20	-	-
2.8 Implement professional development for ECE teachers.	Number of teachers trained.	-	220	240	260	260	SDG 4.c.1	Table 2
2.9 Strengthened ECE Unit capacity in Tongatapu, Vava'u, Ha'apai, Eua, Niuatoputapu and Niuafo'ou.	Number of ECE Unit staff in Tongatapu.	-	6	8	10	10	-	-
	Number of ECE staff in outer islands.	-	3	6	9	10	-	-

Output 3. Increase equitable provision of inclusive and special education support to children living with disabilities.							SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	2026/27	Indicator	Target
3.1 Improve student-teacher ratio in special education classes.	Student-qualified teacher ratio (special education classes)	15:1	10.1	5:1	5:1	5:1	-	-
3.2 Increase enrolment of ECE, primary and secondary children with complex needs in special education classes by providing transport and operating four special education classes (Hihifo Tongatapu, Vava'u, Ha'apai and 'Eua)	Student enrolment (special education classes)	43 (35% female)	50	60	70	70	-	-
	Number of special education classes.	2	3	4	4	6	-	-
	Number of special education classrooms renovated.	0	1	1	1	2	-	-
	Attendance rate in special education classes.	-	80%	90%	95%	95%	-	-
3.3 Raise public awareness on rights of children with disabilities to education.	Develop, print, and distribute Information, Education and Communication materials with Disabled Persons' Organizations.	No	Yes	-	-	-	-	-
	% schools reached with awareness campaign.	0%	50%	70%	90%	90%	-	-
3.4 Implement the new Inclusive Education Policy.	Policy approved.	No	Yes	-	-	-	-	-
3.5 Develop standard operating procedures for	Standard operating procedures approved.	No	Yes	-	-	-	-	-

Inclusive Education Policy.								
	Number of officers trained on standard operating procedures.	0	30	20	20	20	-	-
3.6 Develop standard in-service modules on inclusive education.	Number of modules approved.	0	5	2	-	-	-	-
	Number of teachers trained on inclusive education.	0	100	200	200	200	-	-
3.7 Improve coordination for inclusive education.	Number of meetings with stakeholders.	-	4	4	4	4	-	-

Output 4. Improve educational broadcasting services.							**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**Indicator**	**Target**
4.1 Broadcast educational TV and radio programs.	% of students accessing broadcasts.	-	50%	60%	70%	70%	-	-
4.2 Hama eLearning Platform (HeLP) expanded and hosted on government server.	Number of teachers and officers trained in content production and curation.	-	30 teachers 10 officers	-	-	-	-	-
	% of students, parents and teachers who are aware of HeLP.	-	20%	40%	60%	70%	-	-
	Number of remote schools with HeLP @ School boxes.	0	15	20	25	35	-	-
	HeLP hosted in government data center.	No	Yes	Yes	Yes	Yes	-	-

Table 3 LTD Primary Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	41	413	413	413
Other Staff (M-S)	915	389	389	389
Total Established	**956**	**802**	**802**	**802**
Unestablished Staff	86	26	26	26
Total Staff	**1042**	**1020**	**1020**	**1020**

Table 39 LTD Primary Budget

Category	2022/23 budget	2023/24 projection	2024/25 projection	2025/26 projection
Total Recurrent	**17,624,100**	**20,428,000**	**20,630,100**	**20,630,100**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	10,879,983	9,990,047	9,968,091	9,968,091
Other Staff (M-S)	9,169,283	5,264,427	6,668,485	6,668,485
Total Established	20,049,267	15,254,474	16,636,576	16,636,576
Unestablished	1,300,320	118,488	118,488	118,488
Total Staff	**21,349,587**	**15,372,962**	**16,755,064**	**16,755,064**

16.3.02 Learning and Teaching Division (LTD) Secondary

The Learning and Teaching Division Secondary includes these areas:

16.3.02-0: Government Secondary Schools
16.3.02.1: Tonga High School
16.3.02.2: Tonga College 'Atele
16.3.02.3: Vava'u High School
16.3.02.4: Ha'apai High School
16.3.02.5: 'Eua High School
16.3.02.6: NTT High School
16.3.02.7: NF High School
16.3.02.8: Tonga Side School
16.3.02.9: Government Middle School

Table 404 Government Secondary Schools Division outputs, activities and KPIs

Output 1 Improved enrolment and completion in secondary education.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
1.1: Enforce and monitor compulsory age for education.	Gross enrolment rate (secondary)	M: 85.0 F: 96.5 T: 90.7	92	93	95		-
	Net enrolment rate (secondary)	M: 76.4 F: 86.6 T: 81.7	83	86	90	-	-
	Gender Parity Index (secondary)	1.04	1.03	1.02	1.00	SDG 4.3.1	Table 2
1.2 Assist Truancy, Reconciliation and Enforcement Unit (TREU) in monitoring and supporting students at-risk of dropping out.	Completion rate (secondary)	Lower sec. M: 92% F: 94% T: 93% Upper sec. M: 50% F: 60% T: 55%	Lowe sec 93.5% Upper sec 60%	Lower sec 94.0% Upper sec 65%	Lowe sec 95.0% Upper sec 70%	SDG 4.1.2 TSDF 2.4.10	Table 2-

| 1.3 Increase enrolment in secondary education, especially upper secondary. | Enrolment (secondary) | Lower sec 10,552

Upper sec 4,734

CITVS 408

Total 15,664 | Lower sec 11,000

Upper sec 4,800

CITVS 450

Total 16,250 | Lower sec 11,200

Upper sec 4,900

CITVS 475

Total 16,575 | Lower sec 11,300

Upper sec 5,200

CITVS 500

Total 17,000 | TSDF 2.4.8 | Table 2 |

Output 2. Improved secondary learning outcomes.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
2.1 Conduct professional development for specific subjects that didn't perform well in the exam, especially in mathematics and at non-government schools.	Pass rate TFSC	TFSC 2021 English 87.4% Maths 16.9%	English 53% Maths 20%	English 55% Maths 25%	English 60% Maths 30%	SDG 4.1.1	Table 2
	Pass rate TNFSC	TNFSC 2021 English M: 87.4% F: 94.2% T: 92.2% Calculus M: 60.3% F: 52.5% T: 54.6% Overall M: 27.8% F: 72.2%	English 94% Calculus 60%	English 95% Calculus 65%	English 95% Calculus 70%	SDG 4.1.1 TSDF 2.4.10	Table 2

Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
2.2 Provide online teaching and learning resources.	Number of secondary lessons on HeLP.	160	210	250	300	-	-
2.3 Provide in-service training, short courses, and scholarships for teachers in critical areas of need (mathematics, ICT, TVET, commerce).	% of secondary teachers who are qualified	86.2%	88%	92%	95%	SDG 4.c.1	Table 2
	% of secondary teachers receiving in-service annually.	-	50%	70%	90%	-	-
	Student-teacher ratio (secondary).	12	13	14	30 or lower	TSDF 2.4.7	30 or lower
	Student-qualified teacher ratio (secondary).	14	15	16	<30	-	-
2.4 Recruit qualified secondary teachers to fill vacant positions.	% of secondary teaching positions which are vacant.	-	<10%	<8%	<5%	-	-
2.5 Increase access to libraries, ICT labs and science labs.	% of schools with libraries, ICT labs and science labs.	-	70%	80%	90%	SDG 4.a.1	Table 2

Output 3. Strengthen Technical and Vocational Education Training (TVET) and second-chance education in secondary schools.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
3.1 Provide quality teaching and resources for practical subjects' delivery: Science, Computing, and Design Technology.	% of secondary teachers trained to teach CITVS courses.	-	10%	20%	30%	-	-
3.2 Recruit and retrain TVET Teachers for Ha'apai, 'Eua, Vava'u, NTT and NFO.	Number of TVET teachers recruited.	-	4	4	4	-	-
3.3 Increase the number of secondary students in CITVS, especially female students.	Enrolment (CITVS).	408	450	475	500	-	-
	% female students in CITVS courses.	34%	40%	45%	50%	SDG 4.5.1	Table 2
3.4 Increase the number of students enrolling in second-chance education.	Enrolment (Ako-Tu'uloa School)	M: 13 F: 27 T: 40	60	80	100	-	-
3.5 Evaluate the impact of the Ako-Tu'uloa program on student outcomes and employment.	Evaluation report published.	No	No	Yes	-	-	-

Output 4. Improve student well-being, Global Citizenship Education and Education for Sustainable Development.						SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
4.1 Train current teachers to be peacemakers and incorporate programs & extra-curricular activities (music, sports, boot camps, cultural dances) in the school's timetable.	% secondary teachers trained as peacemakers.	-	60%	70%	80%	-	-
4.2 Implement life-skills training and counseling at every secondary school.	% secondary schools with one male and one female trained counsellor.	-	60%	70%	80%	-	-
4.3 Implement in-service for all secondary school teachers in a special awareness program for students on the side effect of drug use and addiction.	% of teachers who are trained on drugs of addiction.	-	50%	65%	90%	-	-
4.4 Promote safer, cleaner & healthier school environment by planting of vegetables and fruit trees in schools, and to encourage afforestation.	% of secondary schools with gardens/farms.	-	50%	60%	70%	-	-

Table 41 LTD Secondary Schools Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	233	305	305	305
Other Staff (M-S)	128	203	203	203
Total Established	**361**	**508**	**508**	**508**
Unestablished Staff	**2**	**14**	**14**	**14**
Total Staff	**363**	**522**	**522**	**522**

Table 42 LTD Secondary Division Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2025/26 projection
Total Recurrent	**12,790,700**	**13,297,800**	**13,597,800**	**13,597,800**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	6,254,271	7,654,567	7,708,815	7,708,815
Other Staff (M-S)	2,015,413	2,990,836	3,277,511	3,277,511
Total Established	8,269,684	10,645,403	10,986,326	10,986,326
Unestablished	30240	97,759	97,759	97,759
Total Recurrent Staff Costs	**8,299,924**	**10,743,162**	**11,084,085**	**11,084,085**

16.3.03 Truancy Emergency Safer Division (TESD)

The Truancy Emergency Safer Division (TESD) consists of:
16.3.03.1 Truancy, Reconciliation and Enforcement Unit (TREU)
        And the Emergency Safer School Unit. This Unit was under the Secondary Division but is now moved under TESD starting this year.

Table 43 TESD outputs, activities and KPIs

Output 1 Monitor student's attendance to track absenteeism and drop out.						SDG/TSDF	
Activity	KPIs	2022/23 (baseline)	2023/24	2024/25	2025/26	Indicator	Target
1.1 Update and implement a form for capturing student and teacher absenteeism.	Absenteeism form updated.	No	Yes	Yes	Yes	-	-
1.2 Collect students' profiles and absenteeism for all school types that would highlight background information of problematic and unregistered students for both government and non-government.	% of schools submitting student absenteeism data on time.	-	75%	85%	95%	-	-
1.3 Collect data on teacher absenteeism.	% of schools submitting teacher absenteeism data on time.	-	75%	85%	95%	-	-
1.4 Report student and teacher absenteeism data.	Number of reports.	-	9	9	9	-	-
1.5 Conduct spot-checks are schools.	% of schools monitored annually.	-	50%	60%	70%	-	-

Output 2. Reduce student absenteeism rate by sex and grade to reduce repetition and dropout rates.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
2.1 Interview and intervene with students who are frequently absent, fail examinations, or at risk of dropping out of school, especially male students.	Student absenteeism rate.	13%	10%	7%	5%	-	SDG 4.1.2 SDG 4.1.4
	% of at-risk students supported.	-	30%	60%	70%	-	SDG 4.1.2 SDG 4.1.4
2.2 Train male and female counsellors at each secondary school. Train district officers.	Number of counsellors trained.	-	20	40	60	-	-
2.3 Support students to transfer to TVET programs.	Number students transferred to TVET programs.	-	30	40	50	-	-
2.4 Refer problem teachers and students for extra support (for example, to Ako Tu'uloa School).	Number of students and teachers referred.	-	15 students 10 teachers	40 students 20 teachers	50 students 20 teachers	-	-

Output 3. Build stronger relationships amongst schools through reconciliation.						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
3.1 Run awareness program on radio and TV on the Education Act, the importance of unity, and need to attend and complete school.	Number of broadcasts.	0	0	10	20	-	-
3.2 Attend Principal Association meeting monthly to share truancy and reconciliation data and plans.	Number of meetings attended.	-	9	9	9	-	-
3.3 Train prefects in reconciliation and peer support at retreat.	Number of prefects trained.	-	500	500	500	-	-

3.4 Conduct school patrols every Friday in Nukualofa.	Number of patrols conducted.	-	30	40	40	-	-
3.5 Run boot camp to help solve school fighting.	Number of boot camps run.	-	1	2	2	-	-

Output 4. Improve the school environment to be compliant with Building Codes for safety and resilience. Safer Educational Environment Unit (SEE Unit)						**SDG/TSDF**	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
4.1 Improved school preparedness for disasters.	Disaster Management Plan reviewed and updated.	No	Yes	Yes	Yes	-	-
	% of schools with safe school self-assessments and safe school plans.	-	50%	75%	80%	-	-
4.2 Prioritize maintenance, retrofitting and reconstruction to meet standards.	% of classrooms retrofitted to be safer and more resilient.	-	60%	80%	90%	-	-
4.3 Train schools and communities on School Infrastructure Maintenance Manual.	% of schools trained.	-	60%	70%	80%	-	-

Output 5. Improve the education sector's response to disasters.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
5.1 Establish and update Education Cluster Term of Reference (TOR) and Standard Operating Procedure (SOP).	% of staff trained in SOP, Disaster Response Manual, and Disaster Management Plan.	-	70%	80%	90%	-	-
	Disaster Response Manual updated.	-	Yes	Yes	Yes	-	-
5.2 Liaise and coordinate with NEMO, Safer School Project, other clusters, non-government systems, development partners, and other international organizations such as UNICEF, & Save the Children.	Number of National School Safety and Resilience Coordination Committee meetings.	-	4	4	4	-	-
5.3 Practice and evaluate national evacuation drill once a term (4 per year).	Number of national emergency drills.	-	4	4	4	-	-

Output 6. Improve evidence-based decision making, policy formulation and vulnerability reporting before, during and after disasters.						SDG/TSDF	
Activity	**KPIs**	**2022/23 (baseline)**	**2023/24**	**2024/25**	**2025/26**	**Indicator**	**Target**
6.1 Improve the data collection tools for Disaster Assessment and School Assets.	Tool updated.	No	Yes	Yes	Yes	-	-
6.2 Train principals and teachers on effectively using tool, on surveys and data collection and assessments.	Number of people trained.	-	50	100	150	-	-
6.3 Build up the school resiliency based on the risk and vulnerability assessment survey.	% of schools that have incorporated relevant climate and disaster resilience resources.	-	50%	75%	80%	-	-

Table 44 TESD Staff

Category	2022/23	2023/24	2024/25	2025/26
Established Staff				
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	11	9	9	9
Other Staff (M-S)	1	1	1	1
Total Established	**12**	**10**	**10**	**10**
Unestablished Staff	0	0	0	0
Total Staff	**13**	**10**	**10**	**10**

Table 45 TESD Budget

Description	2022/23 budget	2023/24 estimate	2024/25 projection	2026/27 projection
Total = Recurrent ($m)	**548,800**	**577,300**	**359,000**	**359,000**
Executive Staff (Band B)	0	0	0	0
Prof Staff (Band C-L)	352,265	306,784	286,056	286,056
Other Staff (M-S)	18,535	18,535	18,535	18,535
Total Established	370,800	325,319	304,591	304,591
Unestablished	0	0	0	0
Total Recurrent Staff Costs	**370,800**	**325,319**	**304,591**	**304,591**