

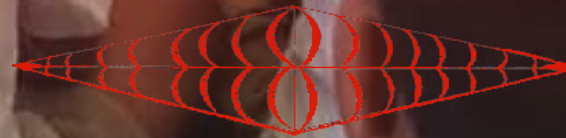
# Alanga Fale 'o e Ako

Tonga Education Strategic Policy Framework

SUMMARY VERSION

2025

Ministry of Education  
& Training  
THE KINGDOM OF TONGA







# Message from the Minister of Education

Ke tau ngāue fakataha pea ke tākanga 'etau fohé  
*We take responsibility for the education of our people through shared governance  
and united delivery as one*

Tonga's Education Policy Framework 2025-2035 is presented as our collective hope for a better tomorrow. The new education policy framework was designed during a global pandemic and during recovery from a one-in-a-thousand-year natural phenomenon – the eruption of the Hunga Tonga-Hunga Ha'apai underwater volcano. These two events have reminded us of our vulnerabilities in the face of climate change and our connectedness to a global world. However, these events have also strengthened our resilience, our lotu, and our relationships with our Kainga here in Tonga and within the diaspora.

This new education policy framework was also designed as our educational institutions slowly re-opened for learning after four months of closure due to the pandemic. As educational institutions reopen, teachers and children are returning to schools that now have new rules, as efforts continue to protect our children from the ongoing pandemic.

This document outlines our vision for education for the next ten years. The vision answers the key question: 'what kind of education do we want for our children in the next 10 years'? This vision is drawn from the voices of our parents, communities, teachers, and our students from all the island groups of this country. This document also outlines the key principles that we believe are necessary to drive the new education policy framework.

These key principles are fundamental to guiding our journey ahead in uncertain times. At the heart of this document are the key policy areas that will guide our education development over the next ten years. These key policy areas are strategically focused and targeted to suit our context, our needs, our resources, and our aspirations for our children.

The new education strategic policy framework is aligned to the current Tonga Strategic Development Framework 2015-2025, and the current government's priorities expressed through the Ministry's Corporate Plan 2022-2025. The new Tonga Education Strategic Policy Framework is also aligned to the Pacific regional education framework (PacREF) as well as to the global Sustainable Development Goals (SDG).

The new education strategic policy framework was developed with generous assistance from the government of New Zealand, a long-standing partner in supporting Tonga's education.

To develop this new strategic policy framework for education we took a co-design approach, including all the education authorities in a series of design workshops. The draft policy was also shared widely for feedback from various stakeholders including private sector, communities, and the public sector. Significant efforts have been made to develop a new education policy framework that is inclusive of all education systems and communities. This also means that other non-government education systems can see themselves in this policy and can align their respective education plans to the overarching national education policy framework.

The new education strategic policy framework provides a way forward that aims to be inclusive, collaborative, and to strengthen our solidarity.



**Hon. Dr. 'Uhilamoelangi Fasi**  
Minister of Education and Training  
June, 2025

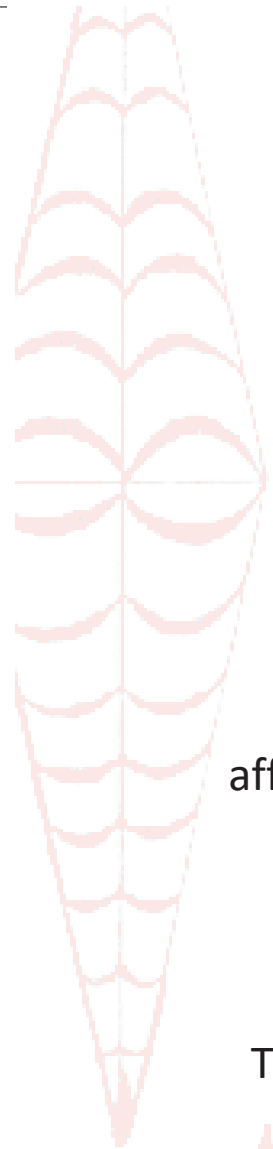


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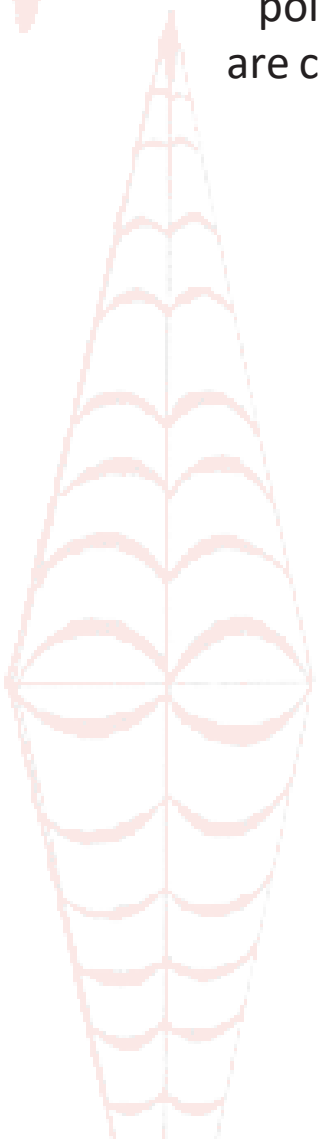




## Our Principles

Our communities have affirmed that our lotu (faith) and our fonua (culture) remain the foundation of our principles.

To drive the new education policy framework, we are committed to these principles:



### **Tui faka-Kalisitiane**

Our communities and parents have affirmed that our Christian faith remains relevant to how we teach and lead our education institutions.

### **Faka'apa'apa**

Respect is foundational to collaboration and building relationships across the education sector. Respect is also foundational to ensuring transparency and accountability in the education system.

### **Lototō**

Humility is a value that is critical for teaching and learning, for accepting new ways of being, and for transformation.

### **Mamahi'i me'a**

Commitment is fundamental to the sustainability and the implementation of the new policy framework. We will need people who are committed to leading the new policy framework.

### **Feveitokai'aki**

Reciprocity is foundational to building a culture of collaboration and solidarity.



# Kaveinga Akó

## *Vision for education 2035*

Ko e ako fungani 'oku kanoloto ai 'a e "Ko e 'Otua mo Tonga ko hotau tofi'a" 'aki 'a 'etau kafa taha.

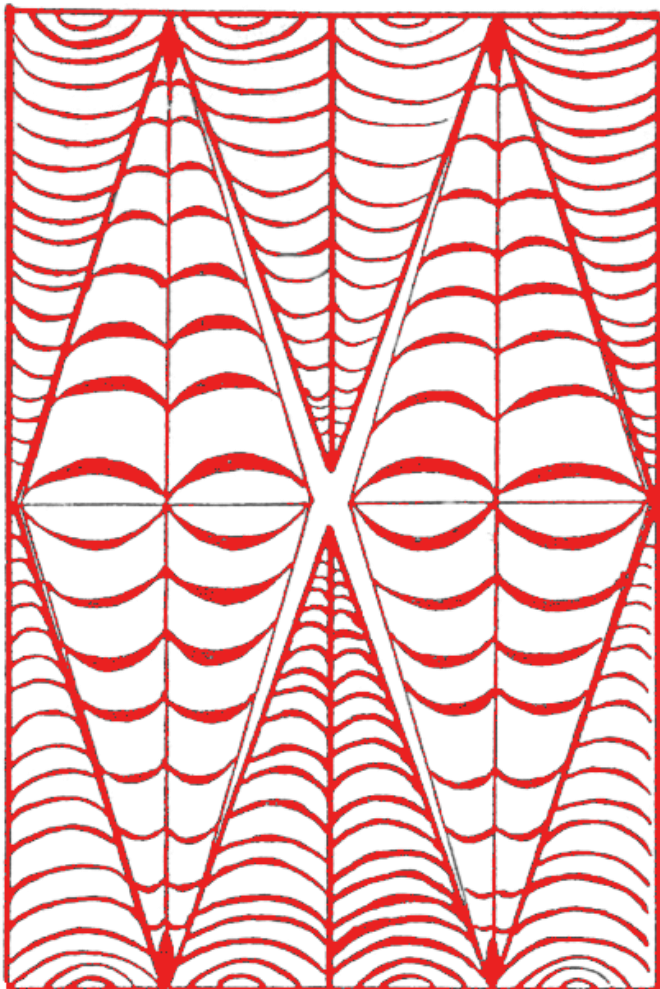
*Excellence in education that is based on the moto "God and Tonga are our inheritance" and is founded on our working together.*

## Fekau

### *Mission*

Ke tau ngāue fakataha ke teu'i 'a e kakai 'o e fonuá ke nau a'usia 'a 'enau ngaahi taumu'a fisifisimu'á.

*That we work together to prepare the people of our country, so that they may achieve their aspirations.*



## Taumu'a 'o e Ako

### *Overarching Goals for Education*

1. Ako 'okú ne poupou'i 'a e mo'ui fakapotopotó

*An education that is of quality and that is relevant to our way of life, and which will therefore promote the resilience and sustainability of our people*

2. Vahevahe taau 'a e ngaahi faingamālie akó

*That we share resources and ensure equitable access to education*

3. Ngāue fakataha pea ke tākanga 'etau fohé

*That we all take responsibility for the education of our people through shared governance, leadership, and delivery as one*

# Our Compelling Cause for Change

We have indeed gained valuable lessons from the TEPF 2004-2019. A key lesson being that the design of a policy framework or education strategy for a whole-of-education system requires planning for sustainable education development from the very beginning. There are structures and processes that can be built into a whole education system to improve its sustainability. These include: leadership and governance; community and wide stakeholder participation; collaboration and partnership with national, regional and international agencies; and a strong culture of communication and openness to learning. In the current climate of a global pandemic and climate change, change is inevitable, and the design of new education policy needs to reflect a changing world and Tonga's vision for educating her people in a changing world. In this new policy framework for education, we have incorporated these valuable lessons into the design process.

Our theory of change tells us that in order for the desired outcomes of education to be achieved – from the Vision, Mission, Goals, Principles, and Strategic Policy Areas – there must be an authentically Tongan, all-embracing vision, and compelling mission to drive education forward. There must also be cogent logical links that connect the components of the new education policy framework 2025-2035. The Strategic Policy areas have been identified as the most important areas on which to focus in order to realise the Vision, Mission and Goals. Within each Policy Area, logical connections are set out between the Policy Objectives, Policy Outcomes, Strategic Programmes, Outputs, and Targets.

The different components of each Policy Area are logically derived from the Policy Area itself, and each Policy Area in turn is derived from the Vision and Mission, which themselves are the summation of the evidence collected from our communities, education systems, best international practices, and national, regional, and global educational goals. This is our road map that we have collectively developed and committed ourselves to, which will guide us during the next ten years to meaningful outcomes for education for our children, our communities, and our country. Furthermore, this road map will underpin the development of the Ministry of Education and Training's corporate and annual plans, which will be instruments through which the detailed plan for implementing the framework is laid out.

In ten years' time, by faithfully following the road map we have collaboratively developed, approved, and implemented, we aspire to have achieved excellence

in education that is based on our Vision and Mission: "Ko e 'Otua mo Tonga Ko Hoku Tofi'a", and founded on our collaborative work together.

Our three overarching Goals for Education and five Strategic Policy Areas, Cross-cutting areas, and their associated policy goals, objectives, outcomes, strategic programmes, outputs, and targets will have been realised through the establishment of robust and dynamic reciprocal relationships and communications, dedicated partnerships, teamwork at all levels of education, shared governance, and leadership.

This in turn will have been driven by Tonga's Christian faith, the core values of mutual respect, humility, commitment, healthy relationships, inclusivity, transparency and accountability, collaboration, independence, and the protection of the freedom of the individual amongst the members of the Ha'a of education. The desired result being nurturing schools and communities, the inclusive and holistic development and wellness of all children, and independent, sustainable, and resilient communities.

Our vision is that we will see our ECE centres, schools and tertiary institutes being staffed by energetic, healthy, qualified, and dedicated Christian teachers who see teaching as a vocation and a calling, and not just a profession. The adequate investments, effective monitoring, and timely maintenance of our education infrastructure will have satisfactorily ameliorated our country's vulnerability to climate change and other natural disasters, and our students will benefit from safe, secure, and clean learning environments. The curriculum at each level of learning will be relevant and appropriate and will address the needs of all our children and communities and will be supported by: sound, flexible, and diversified pedagogy; teachers' and students' resources; forms of assessment that are responsive, reliable, valid and systematic; and evaluation and monitoring mechanisms that serve as timely diagnostic tools to improve both individual and systemic performance as well as providing accurate measurements of a student's strengths, talents, and abilities. We will witness and applaud the fact that the outcomes of education are highly satisfactory and consistent with the vision, mission, and long-term goals of education for Tonga's young people.

At the end of 5 years (Phase 1), we will review our progress and it will serve to inform Phase 2 and subsequent phases. If we see shifts in students' learning outcomes and other desired outcomes for education, the framework can be further extended.

# Fatutama: *Student well-being*

Policy Area 1 is specifically focused on supporting our Tongan student's well-being and nurturing them as "tangata kakato" holistic individuals. The term "fatutama" refers to Tongan perspective on when raising a child in the right way, they will likely follow the right path. We have a concern with the declining participation rate at secondary school level and the out-of-school rate that we see at secondary school level. The social issues of drug abuse, misinformation and social problems associated with the use of social media are real everyday challenges for our students.

Further to this, are the challenges of climate change and the need to build the resilience of our students to deal with natural disasters. As our students face these challenges, it is more important than ever to equip them with the social and moral capacities to work together and to make wise decisions. This Policy Area calls on the support of parents, communities, churches and NGOs to collaborate with schools to achieve the objectives of this policy goal. This Policy Area, we believe, will go towards strengthening students' moral and social resilience. Policy Area 1 applies to all sub-sectors, ECE, Primary, Secondary, and Tertiary.

## Our Priorities

- 1. Loto'i Tonga** – ke fakatupulekina a e loto'i Tonga 'oku 'i kanoloto ai 'a e tui faka-Kalisitiane pea mo e faa'i kave'ikoula.  
*Spirit of a Tongan – to develop a strong sense of identity that is based on our Christian faith and our Tongan values.*
- 2. Sino mo'ui lelei** – ke fakatupulekina 'a e sino mo'ui lelei.  
*Healthy body – to develop and encourage healthy and physically active young people.*
- 3. 'Atamai fakapotopoto** – ke fakatupulekina ha 'atamai mo ha to'onga mo'ui 'oku fakapotopoto.  
*Sustainable way of life – to develop and encourage students who embody the principles of mo'ui fakapotopoto/ a life that is lived in harmony with people and the planet and thereby encouraging a sustainable way of life.*
- 4. Nofo melino** – ke fakatupulekina 'a e mo'ui 'a 'etau fanau 'i he 'enau nofo melino 'i ha mamani 'oku fetuituiaki ai 'a e ngaahi tui kehekehe.  
*Live peacefully – to encourage students, as global citizens, to live peacefully in a world that is diverse and changing.*



# Ako fakapotopoto': Education for resilience and sustainable development

This Policy Area will support Education Goal 1 relating to an education that is of quality and relevance. This Policy Area focuses on supporting and promoting an education program that will help our students, communities, and country to achieve sustainability and resilience. Our people define education as the basis of sustainable livelihoods, which means that the purpose of our education is to equip our students with our values, beliefs, traditions, knowledge and skills (our Tongan "koloa"), which will enable them to live sustainable lives in the context of Tonga and, indeed, in any context beyond our shores. It will also enable them to be resilient in the face of local and global present and future changes and challenges. Further, our people tell us that we must teach our students to understand that they are custodians of our "koloa" and have a responsibility to safeguard,

maintain, promote and sustain it for the benefit of our people and future generations. Our people see material hardships as temporary states, which can be overcome, but they consider the erosion of our intangible "koloa", encapsulated in our national motto ("Ko e 'Otua mo Tonga ko Hoku Tofi'a") as the ultimate 'poverty'. Our concept of "topono", which means to be satisfied and happy with 'enough', is pivotal to our efforts in teaching our students to live sustainable lives and achieve resilience. Thus, to achieve our policy goal, our education program is founded on our Tongan "koloa", and is embedded in our curriculum, assessment of learning, teacher education and professional development, use of technology for teaching and learning, and in higher education. This Policy Area applies to all sub-sectors, ECE, Primary, Secondary, and Tertiary.

## Our Priorities

- 1. Ke tataki 'e he ngaahi tefito'i tui 'o e mo'ui fakapotopotó 'a e kakano 'o e ngaahi lesone akó/silapá, 'o tautautefito ki he laukongá, tohi mo e fai fiká.**  
*A curriculum program that is based on the core principles of sustainable development and resilience, with a strong focus on improving literacy and numeracy – Student outcome.*
- 2. Ke teuteu'i pea poupoua ha founa ako'i 'a e kau faiakó ke ma'u ai 'a e faiako ma'a Tonga 'oku nofo loto ai 'a e mo'ui fakapotopotó.**  
*A teacher education program that is based on the principles of faiako ma'a Tonga and the core principles of sustainable development and resilience - Teacher quality.*
- 3. Me'a ngāue mo e founa 'oku tau ngāue'akí ke ne lava 'o tala 'a e ola 'o e ako 'oku 'i ai 'a e mo'ui fakapotopotó.**  
*An assessment programme that is holistic, inclusive, and able to support the learning of each student to achieve learning outcomes that are founded on sustainable development and resilience – Assessment for learning.*
- 4. Ngāue fakapotopotó 'akí 'o e tekinolosiá ki he founa faiako pea mo e ako 'a e fanaú.**  
*Use education technology wisely and to support the teachers' monitoring and management of student learning – Educational technology.*
- 5. Ako mā'olunga ange 'oku makatu'unga he mo'ui fakapotopotó mo e kafa taha 'a e ngāué.**  
*Higher education that is built on the principles of sustainable development, resilience and partnerships – Higher education.*
- 6. Ako Fakatekinikale mo e Vokasio (TVET) ke ma'u 'a e 'ilo mo e taukei ke mateuteu ki he māmani 'o e ngāué.**  
*Technical and Vocational training that is built on the principles of sustainable development, resilience and partnerships that prepares students to acquire knowledge and skills for the world of work.*
- 7. Ako tokamu'a ke teuteu'i 'a e fonga'i fānaú ki he ako lautohi.**  
*Early childhood education that prepares young children for formal learning at primary school level.*

# Vahevahe taau mo e ako kau katoa':

## *Equitable access and Inclusive Education*

This Policy Area will support Education Goal 2, relating to improving Inclusion and Equitable access. Policy Area 3 is focused on strengthening multiple levels of the education sector to improve equitable access to education. This Policy Area is based on a Tongan conceptualisation of 'inclusive education' as "Ako kau katoa", which means an education system that is for everyone.

Our thinking about inclusive education extends beyond Special Education and disability; it refers to all students. In addition, "Ako kau katoa" also refers to working together, recognising that education is our collective responsibility.

This Policy Area provides strategies to improve inclusive learning (language, gender) and equitable

access to resources (by location). It also recognises that working towards a more inclusive education sector requires commitment and collaboration between all faith-based and government education systems.

Policy Area 3 calls for solidarity and affirmation that every student, regardless of gender, location, disability, language, socio-economic status, religion, age, has the right to quality education.

This Policy Area, we believe, will support a more inclusive education sector and improve equitable access to education. It applies to all sub-sectors, ECE, Primary, Secondary, and Tertiary.

## Our Priorities

1. **Lea 'a e Tongá**- ke fakafaingamālie 'a e ako 'o e lea Niuafu'ou 'i he ako ma'a e kaininga Niuafu'ou.  
*To develop and teach the minority language Niuafu'ou, in Niuafu'ou, for Niuafu'ou students.*
2. **Ako 'a Motu**- ke fakatupulekina pea poupoua 'a e vahevahe taau 'o e naunau ako mo e faingamālie ako ma'a e ngaahi apiako mei motu, ke lava 'o a'usia 'a e taumu'a 'o e ako mo'ui fakapotopotó.  
*Schools in the outer islands – to enable and sustain support of equitable resource provision for all education institutions and schools in remote and island communities.*
3. **Tangata pe Fefine** – ke fakatupulekina ha founa ako ke malava ai 'a e fanau tangata pea mo e fanau fefine 'o a'usia 'a e taumu'a 'o e ako mo'ui fakapotopotó.  
*Gender – to develop and encourage gender-specific support to enable both male and female students to achieve the goals of resilient and sustainable lives.*
4. **'Apiako ako kau katoa** – ke fakatupulekina pea fakaivia 'a e 'apiako kotoa ke hoko ko e 'apiako ako kau katoa.  
*Inclusive schools – work closely with all education systems to support and enable all education institutions and schools to be inclusive.*
5. **'Apiako 'oku malu** – ke fakatupulekina pea fakaivia 'a e 'apiako kotoa ke ma'a, malu pea ke hoko ko e 'api hufanga.  
*Nurturing schools - work closely with all education systems to support and enable all education institutions and schools to be cleaner, safer, and more resilient.*

# Fonua mo Kāinga: *Partnerships and Community Connectedness*

This Policy Area is in support of the 3rd overall education goal for improved governance and leadership. Policy area 4 is focused on strengthening the relationships between the education sector and the various communities that it serves and key partners that collectively carry the responsibility of educating our people. This policy area is based on the Tongan saying that home is the first place of learning – “ko ‘api ‘a e ‘uluaki ‘apiako”. It recognises that it takes a village to raise a child and that parents, guardians and families have a critical role to play in education. Policy Area 4 is also based on a Tongan saying that “‘oku tau ‘alofi ‘a e vaka ‘o e ako” – that education is our collective responsibility. The Policy Area recognises and puts value to the contributions from communities, from development partners, donors and from all sectors of the society, towards education. It is focused on strengthening relationships within the education sector, across the country and with our development partners. It recognises that the challenges of the present and into the future, requires stronger commitment to collaboration and solidarity. The act of collaboration, while admirable is very challenging and require sustained efforts from all stakeholders. Collaboration and willingness to work together is critical so that we can expand our capacity by sharing resources and reducing duplication of services. Collaboration is also critical, as a way of sharing responsibilities and being accountable to one another. This Policy Area applies to all sub-sectors: ECE, Primary, Secondary and Tertiary.

## Our Priorities

1. **Kāinga ‘o e akó<sup>1</sup>** – ke fakaivia ‘a e ngāue fakatahá, pea mo e fepoupouaki ‘i he founa fetu‘utaki ‘oku maau, pea kakato ‘a e ‘ilo ‘oku vahevahé. *To strengthen communication and collaboration within the education sector.*
2. **Kāinga ofi ‘o e akó<sup>2</sup>** – ke tokonia ‘a e fengāue‘aki, fetu‘utaki ‘a e kāinga akó mo e kau mātu‘á, tauhi fānaú, kāinga Tonga nofo mulí, kolisi tutukú, koló, mo e siasí ke ma‘u ha kaha‘u fakapotopoto ‘o e tama ohí. *To strengthen communication and collaboration with parents, communities in Tonga and in diaspora, ex-students, churches, and local development groups.*
3. **Kāinga faingata‘á<sup>3</sup>** – ke fakaivia ‘a e kāinga faingata‘a ‘o e akó ‘i he ‘enau fetu‘utaki pea mo e potungāue fakapule‘angá, pea mo e kautaha taautahá ke ngāue fakataha ki he poupoua ‘a e akó. *Strengthen our partnership with the public sector, private sector, development agencies, donors, and parliamentarians to collaborate and support a coherent education sector.*

1 Kāinga ‘o e ako – education sector that includes all teachers, school leaders, education officers, government and faith-based education systems, ECE, Primary, Secondary and Tertiary).

2 Kāinga ofi ‘o e ako – parents, guardians, communities, churches, ex-students associations, diaspora communities, village development groups and kava clubs.

3 Kāinga faingata‘a – development partners, donors, government agencies, NGOs.

# Tākanga 'o 'e tau fohe': *Governance and Leadership of Education*

This policy area is in support of the 3rd overall education goal for improved governance and leadership. One of the key messages from the community consultation and the teacher's consultation was the overall governance of our education sector. This Policy Area will focus on improving the governance of the education sector at all levels and within education systems. It will look specifically at allocation of resources to disadvantaged populations including non-government education systems.

This Policy Area will also look at the education expenditure per student by level of education and source of funding. While at the same time we fully recognise the economic status of our country and we search for ways to share the responsibilities of governance and support the growth of our education sector.

One of the key lessons from the previous education policy framework is the need for a robust and shared monitoring and evaluation system to support the growth of the education sector. This will include

strengthening the process for sector-wide educational planning and reporting. We believe that by working closely and together with the non-government education systems, we can improve the education sector. By improving the relationship between the Ministry of Education and the non-government education systems as well as with communities and key stakeholders, we will ease the load on the Ministry and share the responsibility of educating our people for the kinds of futures to which that we aspire.

## Our Priorities

1. **Ke malu'í** – safeguard and improve participation and representation in governance and leadership.
2. **Ke fakaivia** – promote sustainable and inclusive governance and leadership through shared information that is accurate and shared in a timely manner, and a strong communication strategy that is shared and owned by all.
3. **Ke fakahoko**- strengthen effective accountability for the implementation, monitoring, and evaluation of the new policy framework.
4. **Ke lava 'o fua mo vakai'í 'a e olá** – the creation of a robust education statistics data strategy, and an effective and efficient EMIS in MET, in order to enable a robust and accurate Monitoring, Evaluation, Research and Learning system.

# Strategic Initiatives

## 1. Fatutama: *Student Well-being*

Priorities	Strategic Initiatives	Indicators
Identity that is based on our Christian faith and Tongan values	<p>Loto'i Tonga moral education programme</p> <ul style="list-style-type: none"> <li>- Loto'i Tonga moral education competency framework</li> <li>- Loto'i Tonga moral education programme at all sub-sector levels</li> <li>- Revised Angafakafonua curriculum at ECE, Primary and Secondary school levels</li> <li>- Encourage Tertiary institutions to offer Ethics/Moral education programme for all students</li> <li>- Establishment of the Tonga Schools Arts festival</li> </ul>	<p>SDG 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment.</p> <p>SDG 4.1.4 Out-of-School rate.</p> <p>Student well-being indicators to be developed.</p>
Healthy and active lifestyle	<p>Sports and Better Health programme</p> <ul style="list-style-type: none"> <li>- Sports and Better Health Action Plan</li> <li>- Revised Movement and Fitness curriculum at ECE, Primary and Secondary level</li> <li>- Encourage tertiary institutions to offer more Sports and Health programme.</li> <li>- Student counselling and mental health programme</li> <li>- National School Chaplaincy working committee</li> </ul>	<p>SDG 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment.</p> <p>SDG 4.1.4 Out-of-School rate.</p> <p>Student well-being indicators to be developed.</p>
Resilient and sustainable way of life	<p>'Ofa Fonua Learning through Service programme</p> <ul style="list-style-type: none"> <li>- Established working committee to develop the 'Ofa Fonua learning through service programme</li> <li>- Developed 'Ofa Fonua learning through service programme</li> <li>- Learning resources to support 'Ofa Fonua learning through service programme</li> <li>- Implement the 'Ofa Fonua Learning through Service programme to ECE, Primary and Secondary school levels</li> <li>- Encourage Tertiary institutions to develop their tailored programme aligned to the 'Ofa Fonua Learning through Service programme</li> </ul>	<p>SDG 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment.</p>
Live peacefully in a diverse and changing world	<p>Global citizenship education programme</p> <ul style="list-style-type: none"> <li>- New global citizenship education programme that includes our Pacific regional identity</li> <li>- New global citizenship education programme is available for ECE, Primary and Secondary school levels</li> <li>- Tertiary institutions are encouraged to provide global citizenship programme for their students</li> <li>- Student exchange programme</li> <li>- Teacher exchange programme</li> </ul>	<p>SDG 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment.</p>

# Strategic Initiatives

## 2. Ako fakapotopoto´:

### *Education for resilience and sustainable development*

Priorities	Strategic Initiatives	Indicators
Curriculum that is based on sustainable development and resilience	<p>Curriculum, Literacy and Numeracy programme</p> <ul style="list-style-type: none"> <li>- New inclusive Curriculum framework</li> <li>- Expanded TVET at secondary school level</li> <li>- Distance and Flexible Learning approach</li> <li>- New Language education policy</li> <li>- Revised English as a Second Language curriculum</li> <li>- Set up working committee for Teaching of Foreign Languages</li> <li>- Expansion of foreign languages teaching to Motu and across all secondary schools</li> <li>- Targeted professional development for teachers in Literacy and Numeracy</li> <li>- Pō Ako, in partnership with communities</li> </ul>	SDG 4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.
Teacher education programme based on Faiako ma'a Tonga	<p>Teacher quality programme</p> <ul style="list-style-type: none"> <li>- Teaching Service Commission</li> <li>- Strengthening of all teacher education providers</li> <li>- Continuing PDL for all teachers</li> <li>- Training for school teachers in specialised subject areas</li> <li>- Revised Faiako ma'a Tonga framework and development of Faiako ma'a Tonga Teacher Competency Framework</li> </ul>	SDG 4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organised teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.
Assessment programme that is more holistic and inclusive	<p>Assessment for learning programme</p> <ul style="list-style-type: none"> <li>- New National Assessment and Examinations Policy Framework</li> <li>- Accreditation and international recognition of Tonga National Form 7 Certificate</li> <li>- Continuing Professional Development and Learning programme for teachers, school leaders, MET officers, Assessment officers from all education authorities</li> <li>- Regulation for reporting assessment results, classroom assessment, high-stake examinations and large-scale assessments</li> <li>- Regulations and guidelines for the governance and administration of assessment</li> </ul>	SDG 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.
Relevant Education Technology	<p>Education Technology programme</p> <ul style="list-style-type: none"> <li>- Professional development for teachers in the use of technology for reporting and monitoring of students' progress</li> <li>- Centre for DFL re-established</li> <li>- Widen access and affordable connectivity and dedicated bandwidth for Education</li> </ul>	SDG 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Strengthen Higher Education	<p>Higher Education Programme</p> <ul style="list-style-type: none"> <li>- Feasibility study for a Commission for Higher Education</li> <li>- Higher Education Act and Regulations</li> <li>- Establishment of the National Research Council</li> </ul>	SDG 4.3.1 Participation rate of youth and adults in formal and non-formal education and training the previous 12 months, by sex.
Expand Technical Vocational Education and Training	<p>TVET Programme</p> <ul style="list-style-type: none"> <li>- Implementation plan for the TVET framework</li> <li>- Action Plan for supporting Agriculture training institutions</li> <li>- Feasibility study for establishing a Fisheries Training Institute</li> </ul>	<p>SDG 4.3.1 Participation rate of youth and adults in formal and non-formal education and training the previous 12 months, by gender.</p> <p>SDG 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment.</p>
Early Childhood Education	<p>ECE programme</p> <ul style="list-style-type: none"> <li>- Professional development and training plan for ECE teachers to follow demand for ECE centres</li> <li>- Public awareness campaign</li> <li>- Revised and developed ECE common core curriculum</li> <li>- Single grant system to all education providers across all sub-sectors</li> </ul>	<p>SDG 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by gender.</p> <p>SDG 4.2.2 Participation rate in organised learning (one year before the official primary entry age), by gender.</p>

# Strategic Initiatives

## 3. Vahevahe taau mo e ako kau katoa': *Equitable access and Inclusive Education*

Priorities	Strategic Initiatives	Indicators
Broadening our language education and literacies	Language education programme <ul style="list-style-type: none"> <li>- Niufo'ou language curriculum for ECE, Primary and lower secondary school levels</li> <li>- Franchise of the USP Tonga and Niufo'ou Language Certificate to the Tonga Institute of Education/Tonga National University</li> <li>- Continuing professional development programme for teachers in the use of Sign language and reading Braille</li> </ul>	SDG 4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.
Schools in remote and island communities	Motu Schools programme <ul style="list-style-type: none"> <li>- Establishment of Motu Schools Unit within the Ministry of Education</li> <li>- Motu Schools Policy</li> <li>- Motu Schools Action Plan</li> </ul>	SDG 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
Equitable access for girls and boys	Gender development programme <ul style="list-style-type: none"> <li>- Gender research study</li> <li>- Gender development Action Plan</li> </ul>	SDG 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
Holistic approach to Inclusive education	Inclusive Schools programme <ul style="list-style-type: none"> <li>- Revised Inclusive Education Ako Kau Katoa' Policy</li> <li>- Continuing professional development programme for leading Inclusive schools</li> <li>- Special Education Action Plan</li> <li>- Adult Education and Lifelong Learning Policy</li> <li>- Adult Education and Lifelong Learning Action Plan</li> </ul>	SDG 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.
Cleaner, safer and more resilient schools	Nurturing Schools programme <ul style="list-style-type: none"> <li>- Revised national minimum service standards for all schools and educational institutions</li> <li>- Child Protection Policy</li> <li>- Resilient Schools Action Plan</li> </ul>	SDG 4.a.1 Proportion of schools with access to: (a) electricity; (b) internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions)

# Strategic Initiatives

## 4. Fonua mo Kāinga: *Partnerships and Community Connectedness*

Priorities	Strategic Initiatives	Indicators
Strengthen communication and collaboration within the education sector	<p>Kāinga 'o e Ako', Collaborative Education sector</p> <ul style="list-style-type: none"> <li>- Education Sector Communication Strategy</li> <li>- Annual national education summit, Fono 'a e Ako'</li> <li>- Teaching Service Commission to include subject teachers association</li> </ul>	TSDF II 2.1 Improved collaboration with, and support to, social and civil society organisations promoting the development of groups.
Strengthen collaboration with parents, churches and communities	<p>Kāinga ofi 'o e Ako', Collaborative Communities</p> <ul style="list-style-type: none"> <li>- National PTA Policy</li> <li>- National standards for family-school partnership</li> <li>- Family-school partnership action plan</li> </ul>	SDG17.17.1 Amount of United States dollars committed to public-private and civil society partnerships.
Strengthen partnerships with public sector, private sector, and development partners	<p>Kāinga faingata'a 'o e Ako', Collaborative Partnerships</p> <ul style="list-style-type: none"> <li>- Tonga's Guideline for Donor partnership in Education</li> <li>- Action Plan for developing partnership between private sector and education sector</li> <li>- Internal guideline for inter-government communication and sharing of resources</li> </ul>	SDG17.15.1* Numbers of constraints that are embodied in official development assistance or loan agreements, international investment agreements, regional trade agreements, etc.

# Strategic Initiatives

## 5. Tākanga ‘o ‘e tau fohe’: Governance and Leadership of Education

Priorities	Strategic Initiatives	Indicators
Improve participation and representation in governance and leadership	Improve participation <ul style="list-style-type: none"> <li>- Review of the Education Act 2013</li> <li>- Strengthen the Advisory Council</li> <li>- Revised Tonga Council of Directors of Education Systems</li> </ul>	SDG 16.6.1 Primary government expenditures as a percentage of original approved budget, disaggregated by sector (or by budget codes or similar). SDG17.17.1 Amount of United States dollars committed to public-private and civil society partnerships.
Ensure inclusive participation in governance and leadership	Empower educational authorities <ul style="list-style-type: none"> <li>- Education resource mapping exercise</li> <li>- Action Plan for strengthening educational leaders</li> <li>- Educational leadership development programme</li> <li>- School leadership development programme</li> <li>- Review of education grant system and set up single grant system</li> <li>- Communication and Information sharing strategy</li> </ul>	SDG 16.6.1 Primary government expenditures as a percentage of original approved budget, disaggregated by sector (or by budget codes or similar). SDG17.17.1 Amount of United States dollars committed to public-private and civil society partnerships.
Strengthen effective accountability	Implementation mechanism <ul style="list-style-type: none"> <li>- Strengthen the Project management and coordination Unit within the Ministry of Education and Training</li> <li>- Strengthen the Policy, Planning and Research Unit within the Ministry of Education and Training</li> <li>- Technical Group for the new education policy framework established</li> </ul>	SDG 16.6.1 Primary government expenditures as a percentage of original approved budget, disaggregated by sector (or by budget codes or similar).
Accurate monitoring, evaluation, research, and learning system	Monitoring, Evaluation, Research and Learning <ul style="list-style-type: none"> <li>- Develop an Education statistics strategy</li> <li>- Strengthen EMIS and statistics units across the education sector</li> <li>- Develop and put in place new Monitoring, Evaluation, Research, and Learning system for the whole of education sector.</li> <li>- Mid-term review of the Education Strategic Policy Framework</li> </ul>	SDG 17.18.1 Proportion of sustainable development indicators produced at the national level with full disaggregation when relevant to the target, in accordance with the Fundamental Principles of Official Statistics.

# Measures of Success

The Ministry of Education and Training's Policy, Planning and Research Unit will be responsible for the development, ongoing improvement, and implementation of a new education sector-wide system to monitor and evaluate the new education policy framework.

The new monitoring and evaluation system will take a learning and evidence based approach. As such, the new evaluation system will include Research and Learning components. The additional components of research and learning are critical and relevant to our changing context. The impact of the global pandemic and climate change will continue to impact how we implement the new policy framework. The truth is that constant change is a reality to which we will have to adapt and find new solutions for along the way. Given our changing context, it is critical that we have valid, reliable data to inform us in our next steps.

## Key principles to drive the MERL

1. **'Alofi 'a e vaka 'o e akó** – we are all responsible for educating our people. We are all responsible for monitoring, evaluating, and learning as we implement our new education policy framework. This means that we will work hard to share data, to provide relevant, reliable and valid information and on time. It also means that we will take collective accountability for delivering the new education policy framework.
2. **Evidence based** – we will use evidence to inform our next steps. We will encourage research that is relevant and provide us with the best solutions for our context. We will call on our diaspora communities and our development partners to help us carry out research that is meaningful and relevant. We will strengthen our EMIS system by ensuring that we have reliable and valid classroom data, school data, and education authority level data. We be open to learning from our neighbouring countries, from the global world, and from our own national context, because we need support and assistance in moving us forward.
3. **Māfana** – we will focus on the shifts, even the small ones, and we will stay focused on measuring the shifts in improvement. We know that each small step of change will lead to greater shifts and, ultimately, to the transformation of education for our people. At the classroom level, we will focus on students' shifts in learning. At the teacher level, we will focus on shifts in pedagogical approaches and enabling more students to learn. We will also expect to see shifts at school level, with schools becoming more reflective of the new education policy framework. Collectively, we also expect to see shifts at a systems level, with improved leadership and participation in governance of the education sector.

To implement the new MERL, we will be open to using both qualitative and quantitative approaches, including the use of Talatalanoa and other research tools to learn.

The new MERL will inform us as to what is going at:

- student level
  - classroom level
  - school level
  - community level
  - education authority's level
- and across the education sector.

The new MERL will allow us to know what the next clear step is and will keep us on track towards our goals. The new MERL will also remain open to continuing improvement and overall improvement in the education sector. A key role of the Technical Group will be to develop the new MERL system as a priority when developing the Implementation Plan for the new Tonga Education Strategic Policy Framework.







