Tonga Curriculum Review

And

PICs Climate Change Education

(27th September to 29th September 2011, Tanoa Hotel Nadi Fiji)

By

Claude Tupou

A. Climate Change Concerns?

(Quoted from SPC/Meeting Announcement No.11/17 pp.4 - 6)

i. "PICs have no alternatives but to effectively addressing climate change issues through adaptation and mitigation measures"

ii. "PIC are especially affected by the growing gap between increasing vulnerability and the lack of capacities to cope with the adverse effects of climate change"

iii. "While climate change was present in the secondary and partly primary curriculum, depth and focus differ in every country"

iv. "Though education sector is not one of the key climate – sensitive sectors ….education sector is likely to incur indirect impacts from climate change."

v. "So far it has not been considered to mainstream climate change into existing education policy frameworks, strategies and planning processes."

B. Focusing Questions?

i. Has the Tonga Curriculum included Climate Change Education (CCE)?
ii. How and to what extend?

C. Overview

i. This presentation is limited to the 2007 - 2013 Tonga Curriculum Review Project (CRP) for the Universal Basic Education (UBE) Level - Class 1 to Class 8 (or F2).

D. Tonga Education Features

i. Population: 100,000 Heads (Homogeneous)
ii. Providers: Govt./Non Govt. Systems
iii. Allocation: Primary (96% Govt.), Secondary (70% Non Govt.)

iv. Enrollment: 20, 000 heads/UBE, 20,000 heads/ Post UBE (F2 or Year 9 to F7 or Year 13)
v. Teachers' Population: 1,800 heads
vi. Official Language: Tongan Language
vii. Literacy Rate: 99%
viii. Economy: Subsistence
ix. Recurrent Budget: 14% of National Budget
x. Health: Zero malnutrition case p.a. (instead of PPP/$ or GDP/Capita)
xi. Education: Compulsory from 6 to 13 yrs old
xii. Teaching Profession: 97% qualified
xiii. Teacher/students ratio (primary 1:25, secondary 1:17)
xiv. Budget Allocation Ratio per T$1 (T$0.90 salary,T$0.03 operation, T0.07 Others)
xv. Earnings' Disparity 400% (Govt. vs. Non Govt.)

E. **Features of the Tonga current Curriculum Review Project (CRP)**

i. (>)T$3M p.a.≈ Govt. Ed. Operational Budget
ii. Objectives: Equity, Quality, Cultural Friendly (See Movement and Fitness BK)
iii. System Approach: School Based Management System (SBM)
iv. Teaching Approach:

- Outcome Based Education (Knows/Dos)
- Triple Model – See Triple Model Sample
- Assessment for Learning ≠ Assessment of Learning
- Formative Assessment ≠ Summative Assessment (See Formative Assessment Sheet)
- Uniform Marking System ≠ Norm Reference Marking System
- Social Promotion ≠ Examination Results

v. Quality Control Approach:

- Assessment for Performance ≠ Assessment of Performance
- Minimum Service Services (MSS) – See MSS Sample
- Education Monitoring Information System (EMIS)
- School Management Information System (SMIS)

F. Climate Change Education (CCE) and Tonga Curriculum Review Project (CRP)

- Tabled below are estimated comparable values of how much CCE contents have been directly or indirectly integrated to each KLA:

Stocktaking of CCE degree of integration in each Key Learning Area (KLA)				
	KLA	**Direct (%)**	**Indirect (%)**	**Total (100%)**
1	English	15	40	55
2	Tongan	15	40	55
3	Mathematics	>5	?	?
4	Science	70	30	100
5	Creative Technology	>5	60	65
6.	Tongan Society and Culture	40	50	90
7.	Movement and Fitness	?	Tba	?

G. Assessments?

In light of all factors that have been discussed, obviously Tonga Curriculum has:

- Included CCE into its mainstream KLA
- Though CCE (like ESD, IUE, EFA and HIV/AIDS Education) has not been integrated as PACKAGE but in Science, CCE has been integrated 100% (See Handout)
- On other KLA, 60% of CCE has been integrated into the learning activities. (See Tongan Readers of Kolukalu)
- CCE is taught and assessed in the classroom based on the art of Outcome Based Education Teaching Pedagogies
- They are Students' Centered Teaching Focus (*Learning by doing, learning by finding)* and On Going Day to Day Formative Assessment of Students' Individual Progress
- Experience shows that such M/E Mechanism makes students' assessments realistic, meaningful and appreciative.

H. Challenges?

- SBM is very risky business
- CRP is on the bridge of no return
- Tonga Education can't afford to redirect its current course
- Tonga MUST successfully implement SBM
- Otherwise CRP and CCE will be both vanished

I. Ways Forward?

- CCE and CRP objectives (Equity, Quality and Cultural Friendly) are in reciprocity

- Tonga CRP should work hand in hand with CCE to avoid unnecessary drawbacks and repetition as outlined below :

. *"A common example of this problem is to be found in the area of curriculum development …. all too frequently curricula have barely been in existence more than a year or two before the whole process of replacement start again. The region is littered with examples where a new donor assisted project has revamped curriculum that has recently developed by a different donor or project" (RIF Discussion Paper – May 2008)*