

**REPORT**

**OF**

**A SCOPING STUDY**

**FOR**

**A TONGA NATIONAL UNIVERSITY**

**SEPTEMBER 2020**

**Volume 1**

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## **DEDICATION**

**The Report is humbly dedicated to**

**His late Majesty King George Tupou V,**

**A man of Vision, who had a Dream**

**And to the late**

**Dr. Langi Senipisi Kavaliku,**

**Deputy Prime Minister and Minister of Education,**

**A humble servant of the people**

**Who only ever wished the people of Tonga**

**The best that education could offer**

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## EXECUTIVE SUMMARY

The Scoping Study was commissioned to assist the Ministry of Education and Training with analyses of the resources, both human and physical, which are already available in-country in respect of tertiary institutions, with a view to make appropriate recommendations to the Ministry on the feasibility of establishing a national university and the mechanisms and processes through which it could be created, should there be the political will to do so.

The Study conducted document research and analyses and also *talanoa* with key stakeholders and found unanimous agreement for the establishment of a national university for Tonga, together with some passionate views on why the country should have established one long since. There was general agreement that the institution should be uniquely Tongan, symbolic of Tonga's past achievements and its proud heritage, but at the same time, recognising its potential to contribute to world knowledge, and solutions to the common challenges that plague humankind today. It was acknowledged also that the institution cannot be truly Tongan unless it is also founded on Tonga's twin inheritance *Ko e 'Otuá mo Tonga ko Hoku Tofi 'a*.

The Study took time also to examine examples from Tonga's Pacific neighbours, who despite their late entry into formal education, have already taken the initiative to establish national universities, largely to meet human resources development, and to promote economic prosperity. It gave the Study an opportunity to see where Tonga's national university could be different.

The Study also looked at contributing factors or likely constraints to the establishment of a national university, such as Tonga's contexts, human resources, funding, and competing demands for government resources, and found that although there were serious concerns and issues, they did not in the end present insurmountable problems to establishing a national university, despite Tonga's small size, population, economy, and prospects. There was optimism and faith that Tonga was indeed a country and people blessed.

The recommendations herein submitted, therefore, are largely based on that belief that Tonga can accomplish this task with verve and imagination and that this endeavour has the Almighty's blessings and that it will stand as testimony to His grace, love, and mercy to Tonga and its people, through His Beloved Son, Jesus Christ. The Report is offered in that spirit.

## PREAMBLE

1. The Constitution of Tonga begins with Part 1 - the Declaration of Rights, and Clause 1 is the Declaration of freedom and it begins with the words, “*Ko e me’a ‘i he hā mai ko e finangalo ‘o e ‘Otuá ke tau‘atāina ‘a e tangatá ko e me’a ‘i he ‘ene ngaohi ‘o toto pe taha ‘a e kakai kotoa pē ko iá ‘e tau‘atāina ‘o ta‘engata ‘a e kakai Tongá mo e kakai kotoa pē ‘oku nofó ni pea ‘e nofo ‘i he Pule‘angá ni. Pea ‘e ‘atā ki he kakai kotoa pē ‘enau mo‘uí mo honau sinó mo honau taimí ke kumi mo ma‘u koloa pea ke fa‘iteliha ki he ngāue mo e fua ‘o honau nimá pea ke pule‘i tāfataha pē ‘e kinautolu ‘a e ngaahi me’a ‘anautolú.*” (Since it appears to be the will of God that man should be free as He has made all men of one blood therefore shall the people of Tonga and all who sojourn or may sojourn in this Kingdom be free for ever. And all men may use their lives and persons and time to acquire and possess property and to dispose of their labour and the fruit of their hands and to use their own property as they will.)

2. The national motto in Tonga’s Coat of Arms is *Ko e ‘Otuá mo Tonga ko Hoku Tofi’a*. (God and Tonga are my Inheritance.)

3. These two statements encapsulate the foundation of Tongan society – God first and Tonga second. The country is twice blessed when Tupou I gifted Tonga back to God at Pouono, Vava’u, because we were already God’s chosen people. Over the centuries, God’s providence has enriched us with people of talents, creativity, and mighty deeds, fertile land and oceans that teem with fish and marine resources, and a propitious geographical location, where cleansing and fecund currents, colossal continental tectonic plates, and deep ocean trenches meet to replenish and recreate our environment. Our language, our culture, our traditions, our values, our history, our beliefs, and spirituality define who we are and from whence we came. They too are also part of God’s divine blessings for Tonga and its people.

4. The hymn “**Tonga Fonua Monū’ia**” sums it all up:

1. Tonga fonua monū’ia  
He ‘Otua ‘aki ‘a Sihova  
Ma‘u he koloa mahu’inga  
Ko e lotu fakafolofola  
‘Oku mau hanga pē ki tu’a,  
Mālō ho’o ‘ofa homau fonua.
2. ‘E Tamai fonu he kelesi  
‘Oku mau kei falala atu  
Ke hokohoko ‘a e lelei  
‘O Tonga mo hono kaha’u.  
Mau kole atu ‘e ‘Otua,  
Tonga ai pē tuputupu’a.

3. Tafi homau lotó ke ma'a  
Kae tu'ulua homau fonua.  
'Ofa ke hoko homau angá  
Ko e hōifua'anga he 'Otua.  
Hoto lotó ni ko e mo'unga.  
Mo'o kolotau homau fonua.

5. The foundation for the establishment of a national university for Tonga cannot be other than Tonga's twin heritage, God and Tonga. The creation and operation of the university has to be guided and enlightened by the Holy Spirit and the political and educational leaders of the endeavour need to have the courage and foresight of Tonga's ancestors, who knew to whom to trust Tonga's future. As Proverb 19: 21 says *Many are the plans in the mind of a man, but it is the purpose of the Lord that will be established* (RSV). Indeed, only a plan established on such basis can be deemed a worthy and meaningful legacy for Tonga's future generations.



## **PART 1: THE BACKGROUND**

### **1. Introduction**

1.1 This report is the outcome of a Scoping Study<sup>1</sup> that was commissioned by the Ministry of Education and Training (MET) to undertake the following tasks:

#### **Terms of Reference**

1. Conduct a scoping study to examine the extent, range and nature of educational agencies; human, technical and financial resources, and related activities to determine and inform a number of options for the establishment of a Tongan National University.
2. Take stock of the setup of the current post-secondary and tertiary institutions in Tonga and how they can be merged conceptually into a Tongan National University.
3. Provide an update of the work done by his late Majesty and the working committee on setting up of the Tongan National University.
4. Discuss the financial viability and sustainability of a Tongan National University to deliver its core functions and to get due recognition and accreditation for its programmes.
5. Provide a full report of the detailed analysis of the scoping study and recommendations, with each recommendation having identified its strengths and weaknesses.

### **2. Methodology**

2.1 The Study collected its data from existing documents and databases held by the Ministry of Education and Training (MET), other Tonga Government ministries, tertiary<sup>2</sup> institutions, both government and non-government, the wider literature from the region and beyond, and from interviews and *talanoa* sessions with various stakeholders. Some of the data and reports from the *talanoa* sessions are attached as appendices.

2.2 The data were duly analysed and the relevant information was extracted and is included in various sections of the report, as required and needed.

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<sup>1</sup> Hereafter the shortened term The Study will be used.

<sup>2</sup> The term “tertiary” as used in The Study is inclusive of all post-secondary institutions, technical and vocational institutions, universities, and theological colleges.

### 3. Historical Background

3.1 The Study is not the first time that Tonga has made attempts to establish a national university. The latest attempt was the work of his late Majesty, King George Tupou V's University Committee, which had completed the draft plans for a national university for Tonga in 2011.<sup>3</sup> But Tonga had made similar attempts for the last fifty years. They began with plans to establish a post-secondary institution in Tonga, with the long-term intention that it would eventually lead to the establishment of a full-fledged national university. Three significant studies were commissioned, therefore, under the Second and Third Development Plans (1971-1975 and 1976-1980) to create such an institution in Tonga. The first and the second were the Potter Reports of 1975 and 1977, and the third was the Sitani Afeaki Report of 1979. A Planning Team was established in late 1984 to plan the institution and its formal proposal to the, then, Minister for Education, Dr. Langi Kavaliku, was approved by His Majesty's Cabinet on 30 January 1985, and the CDTC was deemed to have been established as from 02 January 1985 and to be known as 'Community Development and Training Centre' (CDTC). The Ministry of Education was to be responsible for the establishment of the Centre. A design team, funded by the Australian Development Assistance Bureau, was commissioned and presented its report to Government in March, 1985. It recommended ways in which the institution might develop over the following few years and suggested that it be named Royal Tonga Community College, comprising the following components:

- A Division of Library and Resource Centre
- A Division of Education and General Studies
- A Division of Technology
- A Division of Rural and Fisheries Studies
- A Division of Business and Administrative Studies
- A Division of Marine Studies

3.2 Some of the recommendations were approved but the journey towards higher education was a long drawn-out one. The technical institute was established in August of 1985, and although its primary function was the training of seaman, the German Government, which funded the programme, agreed at the request of the Tonga Government to offer also other forms of technical training, so the name of the institution was changed from Polytechnic Institution to Tonga Maritime Polytechnical Institute (TMPI) to reflect the diversity of technical training. In more recent times the name was changed again to the Tonga Institute of Science and Technology (TIST), which continued to provide technical and maritime training. However, in 2018, marine training was taken over by the Friendly Islands Shipping Agency (FISA) and is entirely separate from TIST.

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<sup>3</sup> See Annex 2.

3.3 In the area of education, the Tonga Teachers Training College became the Tonga Institute of Education in 1986 and began offering diploma programmes for primary and secondary teachers and in 1999, the post-graduate diploma for graduate teachers was introduced and finally in 2008 a diploma for early childhood education (ECE) was introduced, and the degree programme for ECE in the Tongan language began in 2017. There were other developments such as a master's in education programme offered through distance education<sup>4</sup>, which began in 1995 and a Certificate of Teaching, for untrained graduate teachers was introduced in 2012.<sup>5</sup>

3.4 In other areas, the Tonga Institute of Higher Education (TIHE) formally came into being in 2002, but it incorporated other programmes, which were established earlier, such as the Diplomas in Agriculture, Tourism and Hospitality, and Accounting, which were hosted by the Community and Development Training Centre, since 1993, and the Diploma in Information Technology, established in 1998. It also began the first Bachelors' in Accounting and Information Technology, which was offered through distance education.

3.5 Other corollary developments in education were also implemented. In 1987, the New Zealand School Certificate was localised and became known as the Tonga School Certificate and in 1988, the Pacific Senior Secondary Certificate (PSSC) was introduced to replace the NZUE and in 1991, the National Form 7 programme was introduced. These two examinations were localised in 2012 and are respectively known today as the Tonga Form 6 School Certificate (TFSC) and the Tonga National Form 7 School Certificate (TNFSC). The Tonga National Qualifications and Accreditation Board was enacted in 2004 and the Board was formally established in 2009. The Institute of Education (USP) was relocated to Tonga also in the same year. The Tonga Institute of Sports was also established in 2002 but it was relocated to the Ministry of Internal Affairs in the restructuring of government services in July 2012. The Education Act of 2013 came into force in March of 2014, which replaced the 1974 Education Act; but the Education (Schools and General Provisions) Regulations 2002 continue to be used until new regulations for the 2013 Education Act are developed and approved; and the Tonga National Qualifications and Accreditation Regulations 2010 also came into effect then.

3.6 Education and training programmes in the Ministries of Health, Works, Police, and Defence Services continued under their own control, except for the programmes operated by the Tonga Civil Service Training Centre, which were transferred to CDTC and later, to TIHE. Their programmes were also upgraded to diploma or higher levels.

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<sup>4</sup> Provided through the Commonwealth of Learning(COL) from the India Open University.

<sup>5</sup> Funded by the Government of Australia.

3.7 It can be seen from these historical developments that the core elements necessary for the establishment of a national university have been in existence for some time:

- academic and professional education and training programmes;
- qualified staff;
- appropriate resources, equipment, and facilities;
- administrative and management processes; and,
- legislations and policies.

These features will be discussed later in the report.

## 4. The Context

### 4.1 Geographical Features

4.1.1 The Kingdom of Tonga is small in terms of its geographical land area, economic resources, and population size. Tonga's total land area is only 747 km<sup>2</sup> (288 sq. mi.) but its Exclusive Economic Zone is 659,558 km<sup>2</sup> (254,657 sq. mi.). In terms of its land area, Tonga is ranked 174<sup>th</sup> in the world but together with its EEZ, it is ranked 40<sup>th</sup> in the world.<sup>6</sup> It comprises 169 islands, 41 of which are inhabited and they are divided into three main groups: Vava'u, Ha'apai, and Tongatapu, which are strung out in an approximately 800-kilometre (500-mile) north-south line. Table 1 below summarises the land area of the main groups of islands in Tonga.

**Table 1: Summary of Tonga's Land Area**

Name	Total Land Area (km <sup>2</sup> /sq.mi)
Tonga	747/288
Tongatapu	260/100
Ha'apai	109/42
Vava'u	138/53
'Eua	87/34
Niuatoputapu	16/6
Niuafo'ou	15/6

### 4.2 Population

4.2.1 The population of Tonga is also small. The last Census of 2016 showed that Tonga's total population was 100, 651, with slightly more females than males, which reflect the loss of males on labour migration schemes, where the male population in urban areas and Greater Nuku'alofa areas is noticeably smaller than in other areas of the country. The reverse is true in Ha'apai, 'Eua, and the two Niuas where the female population is lower. In the Niuas the difference is significant at only 47% of the total population. Contributing factors could be education and employment, where mothers are more likely to accompany their children when they move off islands for higher

<sup>6</sup> [http://en.wikipedia.org/wiki/Exclusive\\_economic\\_zone](http://en.wikipedia.org/wiki/Exclusive_economic_zone); downloaded 8/06/2020: 1:48pm

education and/or employment purposes. Tables 2 and 3 below provide snapshots of Tonga's population as at 2016 and the distribution by age groups, sex and region.

**Table 2: Summary of Tonga's Population in the 2016 Census**

Indicator	TONGA	Tongatapu	Vava'u	Ha'apai	'Eua	Ongo Niua	Urban	Rural	Grt Nuku'alofa
Male	50,255	37,135	6,866	3,118	2,486	650	11,529	38,726	17,490
Female	50,396	37,476	6,872	3,007	2,459	582	11,692	38,704	17,694
<b>TOTAL</b>	<b>100,651</b>	<b>74,611</b>	<b>13,738</b>	<b>6,125</b>	<b>4,945</b>	<b>1,332</b>	<b>23,221</b>	<b>77,430</b>	<b>35,184</b>

**Table 3: Tonga's Population by Age, Sex, and District**

Age	Tongatapu		Vava'u		Ha'apai		'Eua		Ongo Niua		Tonga		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
0 – 4	4,815	4,466	843	809	367	395	346	318	69	71	6,440	6,059	12,499
5 – 9	4,683	4,185	926	834	433	353	309	301	66	63	6,417	5,736	12,153
10 – 14	4,408	4,213	948	807	372	324	321	330	90	69	6,139	5,743	11,882
15 – 19	4,041	3,733	744	722	328	288	264	257	72	53	5,449	5,053	10,502
20 – 24	3,208	3,286	438	489	234	182	181	142	45	29	4,106	4,128	8,234
25 – 29	2,503	2,651	319	413	181	203	127	159	32	41	3,162	3,467	6,629
30 – 34	2,312	2,703	343	426	164	211	146	157	29	30	2,994	3,527	6,521
35 – 39	2,021	2,237	342	349	190	183	116	138	35	34	2,704	2,941	5,645
40 – 44	1,793	2,004	356	386	166	174	132	113	26	39	2,473	2,716	5,189
45 – 49	1,876	1,900	387	369	162	151	140	132	35	29	2,600	2,581	5,181
50 – 54	1,540	1,477	321	290	128	115	103	108	37	31	2,129	2,021	4,150
55 – 59	1,118	1,228	228	235	109	107	76	89	40	24	1,571	1,683	3,254
60 – 64	923	1,008	185	212	94	89	77	64	18	26	1,297	1,399	2,696
65 – 69	649	755	179	174	70	76	49	49	21	8	968	1,062	2,030
70 – 74	508	625	123	123	51	67	37	37	16	14	735	866	1,601
75+	714	987	184	234	69	89	62	65	19	21	1,048	1,396	2,444
Not Stated	23	18	0	0	0	0	0	0	0	0	23	18	41
<b>TOTAL</b>	<b>37,135</b>	<b>37,476</b>	<b>6,866</b>	<b>6,872</b>	<b>3,118</b>	<b>3,007</b>	<b>2,486</b>	<b>2,459</b>	<b>650</b>	<b>582</b>	<b>50,255</b>	<b>50,396</b>	<b>100,651</b>

**Source:** *Tonga 2016 Census of Population and Housing, Volume 1 Basic Tables and Administrative Report*, Table G 9: Total Population by 5-year age groups, sex by division and region. p.39.

4.2.2 Approximately 74% of Tonga's population live on Tongatapu; 14% on Vava'u; 6% on Ha'apai; 5% on 'Eua; and, slightly over 1% live on the two Niuaus.

4.2.3 Although Tonga's population has remained more or less stable at 100,000 or thereabouts, as shown in previous Censuses, it is estimated that half of Tonga's population live abroad mainly in Australia, New Zealand, and the United States. Smaller numbers are found in diverse parts of the globe, including the United Kingdom, France, Japan, and in other Pacific islands, such as Fiji. Many Tongan diaspora has migrated permanently and have become citizens of other countries, but the greatest number have permanent residency status and some are illegal immigrants. In recent years the labour schemes sponsored by Australia and New Zealand have further contributed to out-migration and the decimation of the productive population of the rural areas and outer islands. There are no definitive figures on how many Tongans live abroad but the New Zealand Census of 2013<sup>7</sup>, recorded 60,333 Tongans, which was 20.4% of the 295,941 Pacific Islanders enumerated as living in New Zealand at that time. In the 2016

<sup>7</sup> <https://www.mfat.govt.nz/en/countries-and-regions/pacific>. Statistics NZ Census 2013 or <https://www.mpf.govt.nz/pacific-people-in-nz>

Australian Census<sup>8</sup>, there were 32,695 Tongans living in Australia and in the United States, it has been estimated that 57,000 Tongans were living in the USA in 2012<sup>9</sup>. The numbers would have grown since, then, but from the figures from these three countries, it could be said that at least 150,000+ Tongans are living abroad.

### 4.3 The Economy

4.3.1 The size of Tonga's economy is equally modest. The GDP is estimated to be worth 0.46 billion US dollars in 2019 and is expected to reach 0.48 USD Billion by the end of 2020, which represents less than 0.01 per cent of the world economy.<sup>10</sup> The per capita income is estimated to be \$5696.2 USD in 2018, which is 32% of the world's average.<sup>11</sup>

4.3.2 Tonga's growth in the domestic economy was a modest 0.7 per cent in FY 2018/19, which was a slight improvement from the 0.3 per cent in the previous fiscal year. Growth projections are now revised down, which is due to the expected impact of COVID-19 on key sectors of the economy.<sup>12</sup> The IMF predicts<sup>13</sup> a significant downward impact on real GDP growth for the Pacific Islands Countries in 2020 – “accompanied by sizeable deterioration in current account and fiscal balances, as well as foreign exchange reserves”. The impact of Tropical Cyclone Harold on economic growth has yet to be factored in.

4.3.3 On the domestic side, the Budget Statement revealed that the largest share of GDP is the Services (Tertiary) Sector (52.2 per cent), followed by the Primary Sector at 17.3 per cent and the Industrial (Secondary) Sector at 14.5 per cent.

4.3.4 In terms of employment, Tonga Statistics<sup>14</sup> stated that of the 63,189 persons, defined as the working age-population (15 years and above), only 46.7 per cent (56.2 per cent for men and 38.4 per cent for women) participated in the labour force. The Labour Force Survey also found that the highest participation rate was attained by those with tertiary level education (67.9 per cent), followed by those with completed secondary education (48.0 per cent), but lower participation rates were found among those with completed primary education (39.7 per cent) and less than primary education (14.9 per cent).

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<sup>8</sup> <https://devpolicy.org/2016-census-reveal-about-pacific-islands>

<sup>9</sup> <https://en.wikipedia.org/wiki/Tongan-Americans>

<sup>10</sup> <http://tradingeconomics.com/tonga/gdp>: downloaded 8/06/2020: 2.47pm

<sup>11</sup> <https://tradingeconomics.com/Tonga/gdp-per-capita-ppp>: downloaded 15/06/2020: 2.00pm

<sup>12</sup> Government of Tonga Budget Statement for year ending 30<sup>th</sup> June 2021.

<sup>13</sup> IMF Economic Impact of Novel Coronavirus (Covid 19) on Pacific Island Countries, March 2020, as reference by the Ministry of Finance's Budget Statement for year ending 30<sup>th</sup> June 2021, p.2

<sup>14</sup> Government of Tonga. 2018. Tonga Labour Force Survey (TLFS 2018) Analytical Report. Tonga Department, Nuku'alofa, Tonga.

Table 4: Summary of the Labour Force Selected Indicators

Selected Indicators	Male	Female	Tongatapu Urban	Tongatapu Rural	Vava'u	Ha'apai	'Eua	Ongo Niua	Total
Working Population, aged 15	29,527	33,662	16,527	33,024	7,942	2,714	2,109	873	63,189
Labour force	16,589	12,914	7,116	15,098	4,654	1,201	809	625	29,504
<b>By Education (% distribution)</b>									
Less than primary	0.03%	-	0.2%	0.2%	0.1%	0.4%	-	-	0.2%
Completed primary	30.1%	24.8%	21.4%	23.3%	41.7%	51.7%	44.3%	39.2%	27.8%
Completed secondary	59.9%	61.8	58.8%	66.4%	51.0%	45.5%	51.4%	60.8%	60.7%
Tertiary (first stage or completed)	9.7%	13.4%	19.6%	10.2%	7.2%	2.4%	4.3%	-	11.3%
Labour force participation rate (%)	56.2%	38.4%	43.1%	45.7%	58.6%	44.3%	38.4%	71.6%	46.7%
<b>Employment</b>	16,153	12,445	6,871	14,534	4,589	1,196	789	619	28,598
<b>By economic sector (% distribution)</b>									
Agriculture, forestry and fishery	33.8%	1.9%	5.0%	20.8%	32.4%	28.8%	38.2%	28.2%	19.8%
Industry	21.8%	41.4%	22.4%	31.7%	35.2%	32.9%	30.3%	48.3%	30.4%
Services	44.4%	56.7%	72.6%	47.5%	32.4%	38.3%	31.5%	23.6%	49.8%
<b>By employment status (% distribution)</b>									
Employees	58.9%	52.3%	79.0%	54.3%	39.3%	38.0%	29.8%	32.5%	56.0%
Employers	13.8%	19.1%	10.4%	19.0%	20.6%	6.0%	9.8%	5.9%	16.1%
Own-account workers	22.8	22.4	7.6%	22.4%	27.9%	50.5%	57.7%	59.1%	22.7%
Contributing family workers	4.5	6.2	3.0%	4.4%	12.2%	5.5%	2.7%	2.5%	5.3%
Share of informal employment (%)	79.7	75.6	70.9%	74.9%	91.6%	92.5%	88.1%	83.9%	77.9%
Average monthly wages, employees	1754	1240							1539
<b>Labour underutilization</b>									
Time-related underemployment	1,111	633	348	1,065	263	45	6	18	1,745
Unemployment	436	469	245	564	66	5	20	6	905
Potential labour force	1,598	1,931	616	2,172	391	241	83	27	3,530
<b>Labour underutilization rate (%)</b>									
Time-related underutilization rate	6.9%	5.1%	5.1%	7.3%	5.7%	3.8%	0.7%	3.0%	6.1%
Unemployment rate	2.6%	3.6%	3.4%	3.7%	1.4%	0.4%	2.5%	1.0%	3.1%
Potential labour force rate	8.8%	13.0%	8.0%	12.6%	7.7%	16.7%	9.3%	4.1%	10.7%

Source: Tonga Labour Force Survey 2018 Analytical Report. 2018. p.1.

4.3.5 The average monthly wage, according to the Report, was highest in the agriculture sector (1,782), followed by industry (1,642) and services (1,507). By occupation, managers had the highest monthly wage (5,686) and men had higher wages than women in all three economic sectors and all occupations except professionals and craft and related trades workers. It was interesting to note that the average monthly income for the self-employed was considerably larger than the employed and by economic sector, and the average monthly income was highest in the agriculture sector (6,967), followed by services (6,531) and industry (2,623). By occupation, persons that are self-employed managers had on average the highest income (13,574). Women had higher average monthly incomes than men in the agriculture and industry sector; the

reverse is true for services. Men had higher average monthly incomes than women in all occupations except skilled agricultural, forestry and fishery workers, craft and related trades” (p.29). Table 4 above shows the summary of the Labour Force Selected Indicators.

#### 4.4 Education

4.4.1 The missionaries introduced formal western education to Tonga on 17 March 1828. Since then, Tonga’s passion for education has not abated, with the consequence that Tonga has been touted as having the highest number of PhDs per head of population, although the claim has never been verified.

4.4.2 The Education Act of 2013 has made education compulsory from age 4 to 18. Table 5 below shows the number who were currently attending school at each level for ECE, primary, secondary, and post-secondary education in Tonga in 2016<sup>15</sup>. The difference in the participation rate between the sexes is quite noticeable. At the lower levels of school, the participation rate reflects more or less the percentage distribution of the sexes in the larger population at birth but from Form 5 onwards the participation rate of females is significantly higher. For instance, at Forms 5, 6, and 7, the participation rate of females is respectively, 53%, 56%, and 57%. At the tertiary level, the following figures show the increasing difference in the participation of the sexes, excepting in the area of Technical and Vocational Education:

	<b>Total</b>	<b>Female</b>	<b>%</b>
Certificate	491	297	61
Diploma	585	386	66
Bachelor	439	258	59
Master	48	29	60
Other professional	22	11	50
Doctorate	4	2	50
Technical & Vocational	1390	544	39

4.4.3 However, in terms of achievements, males are better represented at the upper end of the academic pyramid with 53% and 65% respectively at master’s and doctoral levels. But women still outperform males at certificate (57%), diploma (60%), and bachelor’s (52%) levels, as can be seen in the table below. Women are disadvantaged, of course, by their roles as mothers and wives, with many educated women prioritising the welfare of their children and families over higher education and advancement in their professional careers. Of some concern is the high number of children of school age who are not attending school as seen in Table 5 below. It is understandable that the 3,937 or 78% of the 3-4 years age group, which is below the compulsory legal age for schooling, may not have access to Early Childhood Education but the high numbers in the legal age groups for schooling and the age group most likely

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<sup>15</sup> The only complete data for all levels from the Ministry of Education and Training is for 2015.



Table 5: Currently attending school or other education (3+years) by highest level and grade of schooling by 5-year age group and sex

Level of School	TOTAL			3-4			5-9			10-14			15-19			20-24			25-29			30-4			35+			
	T	M	F	T	M	F	T	M	F	T	M	F	1	M	F	T	M	F	T	M	F	T	M	F	T	M	F	
Pre-school	1,849	908	941	1,133	546	587	716	362	354																			
Primary 1-6	15,079	7,954	7,125	0	0	0	10,353	5,466	4,887	4,726	2,488	2,238																
Lower secondary 1-4	9,457	4,940	4,517	0	0	0	0	0	0	6,869	3,492	3,377	2,582	1,445	1,137	6	3	3										
Upper secondary	4,558	2,068	2,490	0	0	0	0	0	0	57	29	28	4,325	1,953	2,372	176	86	90										
Form 5	2,475	1,164	1,311	0	0	0	0	0	0	56	29	27	2,389	1,120	1,269	30	15	15										
Form 6	1,343	588	755	0	0	0	0	0	0	1	0	1	1,276	555	721	66	33	33										
Form 7	740	316	424	0	0	0	0	0	0	0	0	0	660	278	382	80	38	42										
Vocational & Technical	1,390	846	544	0	0	0	0	0	0	0	0	0	478	300	178	582	344	238	123	83	40	68	43	25	139	76	63	
Tertiary	1,589	606	983	0	0	0	0	0	0	0	0	0	245	78	176	752	269	483	204	91	113	136	42	94	252	126	126	
Certificate	491	194	297	0	0	0	0	0	0	0	0	0	120	34	86	239	89	150	479	29	18	27	91	18	58	33	25	
Diploma	585	199	386	0	0	0	0	0	0	0	0	0	83	29	54	308	103	205	744	24	50	43	73	36	77	36	41	
Bachelor's degree	439	181	258	0	0	0	0	0	0	0	0	0	39	14	25	192	73	119	722	32	40	55	23	32	81	39	42	
Master's degree	48	19	29	0	0	0	0	0	0	0	0	0	1	0	1	7	2	5	7	5	2	9	3	6	24	9	15	
Other professional degree	22	11	11	0	0	0	0	0	0	0	0	0	1	1	0	6	2	4	4	1	3	2	0	2	9	7	2	
Doctorate degree	4	2	2	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	2	1	
Other	197	75	122	2	1	1	0	0	0	0	0	0	23	7	16	49	16	33	22	8	14	24	7	17	77	36	41	

Source: TONGA 2016 Census of Population and Housing, Volume 1: Basic Tables and Administrative Report, p.89

to be attending tertiary institutions (1,080 or 9% in age group 5-9; 221 or 1.9% in age group 10-14; 2,840 or 27% in age group 15-19; 6,637 or 81% in age group 20-24) need to be further investigated. However, this issue is being addressed already by the Ministry of Education and Training through its Polokalama Ako Tu‘uloa for school drop-outs; Truancy, Reconciliation, and Enforcement Unit; and the World Bank’s Skills and Employment for Tongans (SET) Project; and, will most likely, too, by the establishment of the national university.

**Table 6: Total Population (3+) currently attending school or other education by type of school, age and region.**

Tonga	Total	Currently Attending School	Not at School	Type of School Attending			
				Total	Government	Church	Overseas
3-4	5,072	1,135	3,937	1,135	207	922	6
5-9	12,149	11,069	1,080	11,069	9,139	1,895	35
10-14	11,873	11,652	221	11,652	7,128	4,489	35
15-19	20,493	7,653	2,840	7,653	2,722	4,799	132
20-24	8,202	1,565	6,637	1,565	680	597	288
25-29	6,585	349	6,236	349	155	105	89
30-34	6,490	228	6,262	228	101	61	66
35-39	5,605	143	5,462	143	43	70	30
40-44	5,157	93	5,064	93	30	40	23
45-49	5,132	72	5,060	72	23	32	17
50-54	4,119	66	4,053	66	25	28	13
55-59	3,231	31	3,200	31	8	13	10
60-64	2,680	22	2,658	22	10	8	4
65+	6,058	41	6,017	41	21	16	4
	<b>92,846</b>	<b>34,119</b>	<b>58,727</b>	<b>34,119</b>	<b>20,292</b>	<b>13,075</b>	<b>752</b>

4.4.4 As demonstrated in Table 7 below, the distribution of tertiary qualifications is also uneven across the main districts and groups of islands, with 2,459 or 37% found in the urban areas; 4,207 or 63% in the rural areas; unsurprisingly, 3,717 or 56% were found in the Greater Nuku‘alofa area; and of course, Tongatapu accounted for a disproportionate 5,670 or 85%. Only 680 or 10% were found in Vava‘u; 198 or 3% in Ha‘apai; 64 or about 1% in ‘Eua; 54 or less than 1 per cent (0.8%) in the two Niuas. The distribution is related to availability of employment, education and development opportunities, and services, with most headquarters of Government ministries, businesses and private sector, education systems and higher education institutions, diplomatic posts, and non-government organisations, unsurprisingly, located in Nuku‘alofa or in the Greater Nuku‘alofa area.

4.4.5 According to the 2016 Census Data, 37% or 34,119 individuals in the age group from 3+ to 65+ were still attending school in 2016, even some of those who were in the age group of 65+ (41 or 0.1%). Of those attending school, 20,292 or 60% were in Government schools and 38% attended non-government institutions, while 2% were studying abroad. Tongatapu accounted for 74% (68,754) of this population; Vava‘u for 14% (12,712); Ha‘apai for 6% (5,660); ‘Eua for 5% (4,553); and, Ongo Niua for 1.3% (1,167). However, in terms of participation in education, Tongatapu and Ha‘apai are slightly below the national average at 36%, while Ongo Niua was underrepresented at

33%, which is 3% below the national average. Vava‘u and ‘Eua recorded slightly above-average participation rate at 38%.

**Table 7: Tertiary Qualification Achieved (population 15 years +) by sex, and district**

QUALIFICATIONS	TONGA	TONGATAPU	VAVA‘U	HA‘APAI	‘EUA	NIUATOPUTAPU	NIUAFO‘OU
Total	6,666	5,670	680	198	54	30	24
Male	2,941	2,488	302	92	25	19	16
Female	3,725	3,182	378	107	39	11	8
<b>CERTIFICATE</b>							
Total	1,554	1,275	203	59	11	3	3
Male	674	542	96	32	2	1	1
Female	880	733	107	27	9	2	2
<b>DIPLOMA</b>							
Total	2,962	2,444	371	90	19	23	15
Male	1,180	960	151	38	6	15	10
Female	1,782	1,484	220	52	13	8	5
<b>BACHELOR'S DEGREE</b>							
Total	1,424	1,279	84	29	24	3	5
Male	686	613	44	12	10	3	4
Female	738	666	40	17	14	0	1
<b>MASTER'S DEGREE</b>							
Total	534	499	9	17	7	1	1
Male	285	270	1	9	4	0	1
Female	249	229	8	8	3	1	0
<b>OTHER PROFESSIONAL QUALIFICATION</b>							
Total	106	94	10	1	1	0	0
Male	60	52	7	0	1	0	0
Female	46	42	3	1	0	0	0
<b>DOCTORAL DEGREE</b>							
Total	86	79	3	2	2	0	0
Male	56	51	3	0	2	0	0
Female	30	28	0	2	0	0	0

Source: *Tonga 2016 Census of Population and Housing, Vol.1 Basic Tables and Administrative Report. pp.92-96*

4.4.6 There are no up-to-date accurate figures for enrolment at the post-secondary level. The Ministry of Education and Training does not have the data, excepting for its own institutions, which were provided piecemeal, and the record of the Tonga National Qualifications Board does not include enrolment figures, hence, the Report's reliance on the Tonga 2016 Census data. However, from various sources, there are 14 institutions providing post-secondary certificate and diploma levels technical and vocational education and training.<sup>16</sup> The Roman Catholic Education System administers three of them, namely, 'Ahopanilolo Technical Institute, Montfort Technical Institute, and St. Joseph's Business College. 'Ahopanilolo offers programmes in hospitality, cookery and catering, fashion and design, accommodation services, counselling, tourism, and hairdressing. Montfort offers programmes in automotive technology, carpentry, building and joinery, and electrical engineering while St. Joseph's provides programmes in secretarial studies. The Free Wesleyan Church Education System administers a number of post-secondary institutions. Hango Agricultural College, which offers programmes in agriculture and livestock studies, is located at 'Eua. The Pouono Trade Campus is located at Neiafu, Vava‘u and offers programmes in automotive engineering, carpentry, electrical and electronic technology, hospitality (cookery), applied technology and marine multi-skills. The Queen Salote College School of Catering provides training in hospitality. Tupou College Technical and Vocational

<sup>16</sup> See Annex 3 for details.

Institute delivers programmes offered by the Tonga Institute of Science Technology (TIST). Tupou Tertiary Institute provides a variety of programmes, which include information technology, information system, youth development, business, teaching (primary and lower secondary), music, architecture and technology, and social practice. The Lavengamālie Institute of Technology offers programmes in secretarial studies. Some of these institutions deliver programmes in partnerships with overseas institutions, which provide their graduates with pathways for further education abroad and degree studies.

4.4.7 Government ministries deliver programmes that are relevant to their own core functions. The Ministry of Health offers programmes, through the Queen Sālote Institute of Nursing and Allied Health, in nursing practice (prevention, detection, and management of non-communicable diseases), diagnostic radiography, medical laboratory technology, pharmacy, dentistry, midwifery, paramedic training, medical laboratory, and environmental health. The Ministry of Education and Training administers a number of institutions. The Tonga Institute of Higher Education (TIHE) delivers programmes in accounting studies, agricultural science, hospitality operations, information technology, business, tourism management, media and journalism. The Tonga Institute of Science and Technology (TIST) offers programmes in carpentry, automotive light vehicle, electrical engineering, technical and vocational skills, fitting and machining, and plumbing. The Tonga Institute of Education (TIOE) delivers certificate, diploma, and degree programmes in early childhood, primary, secondary, and post-secondary education and teaching. The Tonga Maritime Polytechnical Institute (TMPI), which used to be operated by MET but is now managed by FISA, teaches general purpose rating. The Ministry of Police, Fire and Emergency Services administers its own training programmes for new recruits, which also include training of officers for the Prison Services, although this service is controlled by the Ministry of Justice. His Majesty's Armed Forces also runs a variety of training programmes for its own personnel and main elements, which include the Royal Guards, Land Force, Tongan Navy, Training Command, Air Wing, Support Unit, and Territorial Forces and in conjunction with the its defence cooperation partners.

4.4.8 There are also other tertiary institutions, both government and non-government. The University of the South Pacific (USP) is a regional institution, but it is co-owned by Tonga as a founding member, with 11 other Pacific states and to which Tonga contributes funding annually. The Tonga Extension of the University of the Nations, which operates under the umbrella organisation of the Youth with a Mission, offers largely theological training but it also provides some technical and vocational programmes. Christ's University in Pacific (CUP) is administered and owned by the Tokaikolo Christian Church and provides certificate, diploma and degree programmes in education, business, computing, theology, science and maths, aviation, and law. Sia'atoutai Theological College is owned by the Free Wesleyan Church of Tonga, and provides largely theological training but it does provide some traditional academic

programmes in areas such as history. 'Atenisi Institute is a private institution and offers bachelor's and master's degree programmes in the humanities, social science, natural science and creative arts. The Faith Evangelical College Seminary Tonga Extension used to provide theological education but it has ceased operation. Lo'au University, based in Tonga, but with branches abroad, offers its academic programmes entirely online, except for summer courses on Tongan language and culture for international students.<sup>17</sup>

4.4.9 In addition to these internal providers, there are also on-line programmes to which Tongan students have access and many students are studying abroad in various countries in a variety of institutions ranging from ECE to tertiary levels, either privately, or through some kind of sponsorships funded by the Tonga Government, other non-government organisations within Tonga, or by development partners, such as Australia, China, Japan, New Zealand, the United Kingdom, and the United States of America, which are tenable locally or abroad. The following tables show the number of Tongan students studying abroad under a variety of sponsorships and funding arrangements. Table 8 below shows the number of awards administered directly by the Scholarships' Unit of the Ministry of Education from 2016 to 2020 by sex, institution and country of tenure. As can be seen from Annex 4, the awards are largely in the fields of medicine, science and maths, accounting, economics, administration and management, law, technology, engineering, computing, agriculture, education, commerce, social services and tourism.

**Table 8: Number of Awards by Sex, Institution, and Country of Tenure from 2016 to 2020<sup>18</sup>**

Unit		2020	2019	2018	2017	2016	TOTAL
Sex	<b>Total</b>	<b>69</b>	<b>68</b>	<b>37</b>	<b>79</b>	<b>63</b>	
	Male	26	22	13	31	21	
	Female	43	46	24	48	42	
USP	Fiji	16	29	26	19	25	
	Tonga	40		1	48	7	
	Samoa	1	1	1	1	0	
	Vanuatu	2	4	2	3	1	
FNU		4	10	2	3	13	
NZ		6	7	4	5	14	
Australia			7	1	1	3	
UK			2				
India			1				
Japan			1				
China			2				
USA			1				
Sweden			1				
Pacific Eye Institute, Suva, Fiji			2				
Philippines						1	

Source: Scholarships' Unit, Ministry of Education and Training.

<sup>17</sup> See Annex 3 for details on Post-Secondary Institutions.

<sup>18</sup> See Annex 4 for details. The data do not include awards made by and administered by other agencies.

4.4.10 The University of the South Pacific (USP) has a unique role in Pacific education. It is a regional institution, which is co-owned by 12 member states and has met the tertiary education needs of its member states for over 50 years. In addition to the main campuses, there is also a country campus in each member state, and within states, there are also sub-campus, to cater for the needs of all parts of the country. Tables 9 – 16 below show the enrolment figures for the university by different kinds of categories. Table 17 shows the university's income and expenditure for 2017 and 2018. As can be seen from the enrolment data, the university is steadily growing, with a significant number enrolled in pre-degree courses and Pacific TAFE. The mode of Study figures demonstrate the fact that the university is still very strong in the area of distance education, with Face-to-Face enrolment making up less than 40% of the total enrolment, and at least a third enrolled in part-time studies. Business and Economics remains the most popular programme. Fiji still provides the largest number of students, accounting for nearly 60% of the total enrolment with the Solomon Islands providing nearly 20%.

4.4.11 The finances of the university is healthy with most of its funding coming from three main sources: country contributions (20%); student fees (38%); and, development assistance (25%), making a total of over 80%, with the remaining income contributed by other sources, such as consultancies. The biggest expense items are for staff and operational costs, which constitute 43% and 44% respectively of the total expenses of the university. Despite the drop of 6% in the overall income of the university from 2017 to 2018, the institution still managed to make a surplus of \$12 and \$9 million respectively for 2017 and 2018.

**Table 9: Students by Head Count**

HEAD COUNT	2017	2018
<b>Total Number of Students</b>	<b>29,918</b>	<b>32,043</b>
In Pre-degree Courses	9,121	11,882
In Bachelor Courses	16,721	17,098
In Postgraduate Courses	2,933	3,123
In Other Courses	2,865	2,186

*Note: The sum of students studying at different course levels will not be equal to the total number of students since a significant number of students study between different course levels.*

**Table 10: ENROLMENT BY COURSE LEVEL**

English Language	2.3	2.4
Preliminary	1,240.3	1,171.6
Foundation	3,077.2	2,907.0
Skills Based	1,031.8	1,520.4
Certificate	10.4	1
Degree 100 level	4,678.8	4,924.9
Degree 200 level	3,930.6	4,005.8
Degree 300 level	3,080.9	3,536.3
Postgraduate 400 level	944.2	978.1
Professional Law	116.2	142.7
MBA course	94.2	139.5
Research	284.5	294.3
<b>TOTAL EFTS<sup>19</sup></b>	<b>18,491.4</b>	<b>19,623.0</b>

<sup>19</sup> EFTS - Equivalent Full-time students is a unit of measure that defines the calculated (not actual) number of students equivalent to the number carrying the workload of a full-time student. For example, an EFTS workload of 1.0/yr for a student means that the student is equivalent to a full-time student, while an EFTS of 0.5/yr means half the workload of a full-time student.

**Table 11: ENROLMENT BY FACULTY**

Faculty of Arts, Law & Education	3,765.3	4,138.2
Faculty of Business & Economics	5,372	5,730.1
Faculty of Science, Technology & Environment	3,915	4,132.5
Pacific TAFE	5,349.4	5,530.4
PaCE-SD	89.7	91.8
<b>TOTAL EFTS</b>	<b>18,491.4</b>	<b>19,623.0</b>

**Table 12: ENROLMENT BY MODE OF STUDY**

Face to Face	7,192	7,538.3
Blended	3,347.5	4,492.3
Online 80% offering (no F2F)	2,693.3	3,251.7
Print	5,258.6	4,340.7
<b>TOTAL EFTS</b>	<b>18,491.4</b>	<b>19,623.0</b>

**Table 13: ENROLMENT BY FULL-TIME/PART-TIME**

Full-time	12,136.4	12,679.6
Part-time	6,355	6,943.5
<b>TOTAL EFTS</b>	<b>18,491.4</b>	<b>19,623.0</b>

**Table 14: ENROLMENT BY REGIONAL NATIONALITY**

Cook Islands	55.6	49.9
Fiji	10,320.2	11,367.0
Kiribati	1,182.8	1,226.7
Marshall Islands	102.4	81.3
Nauru	48.4	50.7
Niue	3.5	3.2
Samoa	381	353.9
Solomon Islands	3,516.9	3,558.2
Tokelau	59.2	49.3
Tonga	859.2	859.5
Tuvalu	343.0	326.2
Vanuatu	1,391.4	1,476.2
International	227.8	220.9
<b>TOTAL EFTS</b>	<b>18,491.4</b>	<b>19,623.0</b>

**Table 15: ENROLMENT BY CAMPUS**

Cook Islands	62.8	57.5
Fiji - Labasa	547.6	670.2
Fiji - Laucala	11,349.9	12,008.5
Fiji - Lautoka	954.8	1,203.8
Kiribati	880.2	869.6
Marshall Islands	102.1	80.1
Nauru	20.9	21.0
Niue	3.9	4.5
Samoa - Alafua	397.8	323.4
Solomon Islands	2,201.8	2,396.5
Tokelau	61.1	49.2
Tonga	546.6	555.4
Tuvalu	125.9	137.2
Vanuatu - Emalus	1,236	1,246.1
<b>TOTAL EFTS</b>	<b>18,491.4</b>	<b>19,623.0</b>

**Table 16: Enrolment by Postgraduate Course Level**

Course	2017	2018
Postgraduate 400 level 944.3 978.0	944.3	978.0
MBA course 94.2 139.5	94.2	139.5
Professional Law 116.2 142.7	116.2	142.7
Masters Mini Thesis (Part-Time) 18.5 16.5	18.5	16.5
Masters Mini Thesis (Full-Time) 8.5 8.0	8.5	8.0
Masters Thesis (Part-Time) 82.3 73.5	82.3	73.5
Masters Thesis (Full-Time) 91 115.0	91.0	115.0
PHD Thesis (Part-Time) 41.8 40.3	41.8	40.3
PHD Thesis (Full-Time) 42.5 41.0	42.5	41.0
<b>TOTAL EFTS 1,439.3 1,554.5</b>	<b>1,439.3</b>	<b>1,554.5</b>

**Table 17: STATEMENT OF COMPREHENSIVE INCOME  
For the Year Ended 31 December 2018**

Income	2017	2018
Government contributions	42,295,000	38,781,324
Student tuition fees	79,408,164	72,506,648
Development assistance	45,001,788	48,421,230
Commercial activities	14,116,562	12,790,318
Consultancy	4,105,805	2,356,115
Other income	8,844,563	9,630,900
Release of deferred revenue	3,866,601	4,924,277
Interest income	1,047,380	1,131,093
Realised exchange gain	499,830	428,783
Reversal of impairment loss – accounts receivable	3,807,716	-
<b>Total income from continuing operations</b>	<b>202,993,409</b>	<b>190,970,688</b>
<b>Expenditure</b>		
Staff costs	86,725,993	81,715,947
Operating costs	83,389,334	84,030,217
Depreciation and amortisation	9,898,639	14,032,413
Movement in impairment provision – accounts receivable	-	476,463
Impairment charge – inventories	203,755	38,422
Unrealised exchange loss	2,583,494	1,059,372
Loss on disposal of assets due to fire	6,972,254	-
<b>Total expenditure from continuing operations</b>	<b>189,773,469</b>	<b>181,352,834</b>
Surplus for the year	13,219,940	9,617,854
<b>Other Comprehensive expense</b>		
<b>Items that may be reclassified to profit and loss</b>		
Foreign operations – foreign currency translation differences	(862,212)	(196,074)
<b>Total comprehensive income for the year</b>	<b>12,357,728</b>	<b>9,421,780</b>

Source for all USP tables: USP Annual Report 2018

## 4.5 Funding for Education

4.5.1 Funding for education, both private and public, comes from a variety of sources. Both Government and Non-Government education systems have access to a variety of grants and allocations from the Government's recurrent and development budgets, which are funded from internal sources and donor supports. Non-government education systems are funded also by their own church systems, and donations from alumni, communities and private individuals. Overseas Tongan communities of the diaspora are also good sources of support for educational programmes and individual



families. Tables 18 – 23 below show the funding provided to education at all levels and to all systems.

**Table 18: Total Allocation to Education by salaries, and non-salaries for 2015/2016- 2019/2020**

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Comment
Salaries	26,963,759.00	30,161,300.00	2,990,7681.00	30,567,000.00	35,090,200.00	R+D*
Non-Salaries	8,101,784.00	9,677,600.00	11,263,243.00	14,986,600.00	12,125,700.00	R only**
<b>Total Allocation</b>	<b>62,282,300.00</b>	<b>67,687,500.00</b>	<b>62,336,999.00</b>	<b>62,528,550.00</b>	<b>69,885,900.00</b>	<b>R only</b>

Source: Finance Division, Ministry of Education and Training

Note: \*R+D – Recurrent and Development

\*\* R – Recurrent only

**Table 19: Tonga Government and Donor Assistance (Development and Recurrent Budget), Tongatapu and Outer Islands**

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Recurrent	35,06,5543.00	39,838,900.00	41,170,924.00	45,553,600.00	47,215,900.00
Development	27,216,757.00	27,848,600.00	21,166,075.00	16,974,950.00	22,670,900.00
<b>TOTAL</b>	<b>62,282,300.00</b>	<b>67,687,500.00</b>	<b>62,336,999.00</b>	<b>62,528,550.00</b>	<b>69,885,900.00</b>
Development % Share	44%	41%	34%	27%	32%

Source: Finance Division, Ministry of Education and Training

**Table 20: Budget Support for Selected Government MET Tertiary Institutions and Contributions**

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
USP <sup>1</sup>	1,128,212.20	1,058,118.58*	1,232,877.23	1,389,377.25	741,089.63**
TIHE <sup>2</sup>	9,695,200.00***	8,866,500.00***	953,522.00	1,081,200.00	1,258,700.00
TIOE <sup>3</sup>	1,237,400.00	1200400.00	992,044.00	1,454,491.00	1,926,800.00
TIST <sup>4</sup>	1,201,000.00	1412100.00	1304348.00	1,340,900.00	2,179,900.00
COL <sup>5</sup>	44,360.90	****	44,697.75	45,115.83	0.0*****
TPC <sup>6</sup>					1,093,600.00
QSCN&AH <sup>7</sup>					2,193,500.00
<b>TOTAL</b>	<b>12,133,600.00</b>	<b>11,479,000.00</b>	<b>3,249,914.00</b>	<b>3,876,591.00</b>	<b>9,393,589.63</b>

Sources: Finance Division, Ministry of Education and Training; Tonga Police College; Queen Sālote Institute of Nursing and Allied Health

Notes: \* Approximate figure only

\*\* 1<sup>st</sup> and 2<sup>nd</sup> quarters only

\*\*\* Include scholarships and international contributions

\*\*\*\* Figure not available. Paid directly by Ministry of Finance

\*\*\*\*\* Not yet paid, as invoice not received yet

1 - The University of the South Pacific; 2 - Tonga Institute of Higher Education; 3 - Tonga Institute of Education; 4 - Tonga Institute of Science and Technology; 5 - Commonwealth of Learning; 6 - Tonga Police College; 7 - Queen Sālote College of Nursing and Allied Health

**Table 21: Support for Government and Non-Government ECE, Primary, and Secondary**

	2015/2016	2016/2017	2017/2018 <sup>®</sup>	2018/2019 <sup>®</sup>	2019/2020 <sup>®</sup>
ECE		18,900.00	140,000.00	140,000.00	155,500.00
Primary	18,668,600.00	24,306,900.00	19,650,290.00	17,229,753.00	19,689,300.00
Secondary	11,655,200.00	12,679,600.00	10,141,706.00	9,924,044.00	11,407,600.00
<b>TOTAL</b>	<b>30,323,800</b>	<b>37,005,400</b>	<b>29,931,996</b>	<b>27,293,797</b>	<b>31,252,400</b>

Source: Finance Division, Ministry of Education and Training

Note: Tonga Government Funding only. Previous years included donor funding.

**Table 22: Grants to Non-Government Education Systems' Middle and Secondary Schools for the Period 2015-2019**

System	2015 TOP\$	2016 TOP\$	2017 TOP\$	2018 TOP\$	2019 TOP\$#
Free Wesleyan	1,388,400	1,305,600	1,344,800	2,120,000	536,200
Roman Catholic	870,800	766,400	808,400	1,331,500	1,262,100
Seventh Day Adventist	197,200	199,200	199,200	291,600	#
Tokaikolo	86,800	111,200	88,000	153,900	#
Anglican	109,600	11,6800	131,800	214,200	294,000
ACTS	24,800	24,800	29,200	40,600	#
Ocean of Light	40,400	48,000	46,000	88,900	128,800
Free Church of Tonga	346,000	350,400	380,800	688,700	809,200
<b>TOTAL</b>	<b>3,064,000</b>	<b>2,922,400</b>	<b>3,028,200</b>	<b>4,929,400</b>	

Source: Finance Division, Ministry of Education and Training

Note: # Some figures for 2019 were not available.

**Table 23: TVET Grants for the period 2018-2019**

Name of Schools	1st Semester	2nd Semester	\$
Hango A.C. (2018)	20400.00	11400.00	31800.00
TTI (2017)		194400.00	194400.00
TTI (2018)	319800.00		319800.00
Lavengamālie (2017)	7800.00	6600.00	14400.00
Lavengamālie (2018)	12600.00	12600.00	25200.00
VOU F.S. (2017)		4800.00	4800.00
VOU F.S. (2018)	2400.00	3600.00	6000.00
St Joseph B.C. (2018)	76200.00	71400.00	147600.00
Montfort T.I. (2018)	51000.00	51000.00	102000.00
'Ahopanilolo T.I. (2018)	109200.00	95400.00	204600.00
			<b>\$1,050,600.00</b>
<b>2019-2020</b>	-		
Pouono T.I. (2018)	67200.00	48000.00	115200.00
Pouono T.I. (2019)	33600.00	27000.00	60600.00
Hango A.C. (2019)	30000.00		30000.00
TTI (2018)		178200.00	178200.00
TTI (2019)	221400.00	204000.00	425400.00
VOU F.S. (2019)	8400.00	15600.00	24000.00
St Joseph's B.C. (2019)	82200.00	81000.00	163200.00
Montfort T.I. (2019)	32400.00	21000.00	53400.00
'Ahopanilolo T.I. (2019)	108000.00	91800.00	199800.00
Tupou College T.C (2018)	88800.00	64800.00	153600.00
			<b>\$1,403,400.00</b>
<b>2020-2021</b>			
Hango A.C. (2018)		20400.00	20400.00
Lavengamālie (2019)	600.00	4200.00	4800.00
Tupou College T.C (2019)	98400.00	45000.00	143400.00
			<b>\$168,600.00</b>
		<b>TOTAL</b>	<b>\$5,245,200.00</b>

Source: Finance Division, MET

4.5.2 The tables above provide some figures for financing of Education at the national level, the major portion of which comes from the Tonga Government but a significant percentage (varied from 44% to 27%) also comes from development partners. These contributions from donor partners are mainly for salary support and for major programmes in education, such as for basic literacy and reconstruction work after Tropical Cyclones Ian, Gita, and Harold. Some of the funding for development partners' scholarships come through Tonga's budget process but some are paid directly by donors to the recipients and the relevant institutions whether they are in Tonga or abroad. Thus, the total amount that is expended on tertiary studies locally and abroad is difficult to ascertain.

4.5.3 It is difficult also to accurately assess the total financial burden of education on the Government, parents, and communities as no figures are available either in the Government sector or on the informal financial support provided by parents for the education of their own children, which includes school fees, uniforms, textbooks, school bags, transport, and lunches, as well as their financial and other kinds of contributions through Parents' Teachers' Associations, other community fund-raising activities, church fund-raising activities, *misinale* (some churches with education systems allocate certain percentages for educational purposes); and the contributions of alumni, communities, *kava* clubs, extended families both in Tonga and overseas, and the Tongan diaspora, to name some. Accurate figures would assist the Government to set realistic fees to support operations whilst allowing, at the same time, all those qualified and wishing to pursue higher education to do so without being constrained by financial considerations.

4.5.4 The Tonga Government, as co-owner and founding member of the University of the South Pacific, makes significant annual contributions to the institution, as previously shown, which is largely calculated on the number of full-time Tongan nationals studying at the University in all its campuses, and on its specified contributions to the university's capital works. At present, the vast majority of the Tongan students studying at the University are enrolled in the USP Tonga Campus and in the university's main campus at Laucala, Suva, Fiji, but some are also enrolled in the agricultural programme at Alafua Campus, Apia, Samoa; in the law programme at Emalus Campus, Port Vila, Vanuatu, and in programmes in some of the other campuses. They are mainly Tongan nationals living or working in those countries. A large percentage of the students studying at the USP Tonga Campus (sub-campus also at Neiafu, Vava'u and Pangai. Ha'apai) are enrolled in the pre-degree programmes. While these programmes provide alternative opportunities for senior high school students who do not wish to continue at high schools or offer second chances for those failing high school programmes, they could also be considered as wasteful of scarce resources in the sense that the problems of failure and drop-outs at high school level could be better addressed at the lower levels, where the costs of education per capita are much less, by ensuring that secondary schools function more effectively and efficiently to

minimise these issues. It would save parents their hard earned money for other purposes and the savings to government could be redeployed for other educational purposes, such as funding the national university.

4.5.5 The following table shows the number of Tongan students currently enrolled at the University of the South Pacific in all campuses, in all programmes, and by sponsorship. However, the figures do not show the number enrolled at the different levels.

**Table 24: Tongan Students Enrolled at USP in 2020 in All Campuses by Sponsorship**

Category	Sponsor	Campus	Number of Students	TOTAL
Sponsored	Australian Third Country Award	Alafua	1	
		Laucala	26	
		Vanuatu	4	
	Government of Tonga	Alafua	2	
		Laucala	70	
		Tonga	1	
		Vanuatu	2	
	Government of Tuvalu	Laucala	1	
		Tokelau	1	
	Ministry of Education and Training	Tonga	44	
	NZ Third Country Award	Laucala	8	
	Pac School for Excellence in R&J	Laucala	1	
	PEUMP Scholarship	Laucala	1	
	STAP	Tonga	1	
	USP 100% Sponsored – Staff	Laucala	2	
	USP	Laucala	1	
USP Scholarship (Bursary Scheme)	Laucala	28		
	RMI	1		
	Tonga	26		
	Vanuatu	1		
Non-Sponsored	Private	Alafua	15	1,127
		Laucala	149	
		Lautoka	1	
		RMI	3	
		Nauru	1	
		Niue	3	
		Tokelau	1	
		Tonga	937	
		Tuvalu	1	
		Vanuatu	16	
		<b>1349</b>	<b>1,349*</b>	

Source: Data provided by USP Tonga Campus, 2020

Note: \* Data include both degree and pre-degree; and, 1 GOT sponsored student at Laucala is listed as a Fijian national.

## 4.6 The Rationale for Establishing National Universities

4.6.1 Countries with long histories of civilisations and well-established universities usually do not have national universities as such because they already have many world-ranked universities and no institution is elevated, therefore, above any other to become the national university. National universities are usually found in the relatively newer developed and developing countries, such as Australia, where the university that is located in its capital city, Canberra, is known as The Australian National University or ANU.

4.6.2 In the Pacific, some states have established national universities, such as Samoa, Fiji, Solomon Islands, and the most recent, Vanuatu. These are other than the University of the South Pacific (USP), which is co-jointly owned by 12 member states, including Tonga, as previously stated. None of these Pacific Islands states sees any conflict in having both a national university and a regional university, and they continue to send students to the regional university, especially in areas, where the country's needs continue to be better met by other institutions. They also continue to fulfil their annual financial obligations to the USP. However, it could be seen from the enrolment data that enrolment at USP is stabilising around 20,000, of equivalent full-time students. It is speculated that in the future the regional institution will need to seek supplementary roles and added value to their programmes in order to continue to garner the support and loyalty of member states whose basic educational needs are met increasingly by their own national institutions. In addition, the regional institution will continue to compete for students not only with national institutions but with other better-resourced and renowned universities in nearby developed countries as well as from global institutions further afield, which are increasingly providing opportunities to higher education on-line. With COVID-19 still rampant around the globe, which had severely constrained off-shore travelling, this is an option, which is becoming increasingly attractive.

4.6.3 Now Tonga is following suit, and it will not be the last Pacific country to raise the issue of a national university. Even tiny Niue has discussed the possibility. However, the relationships of these national institutions with the University of the South Pacific is beginning to show some tensions for a variety of reasons, among which is the competition for funding. An example is the recent suspension and subsequent reinstatement of the Vice Chancellor of the University of the South Pacific, which was accompanied by accusations of the university becoming a Fijian institution. But with the attempts to sack the chair of the university's Council, a Fiji Government-nominated member, there is real concern that Fiji, one of the major country contributors to the University's budget, would pull out of the university.

4.6.4 There are numerous reasons why countries, such as Tonga, wish to establish a national university. A popular reason is to assuage national pride and to promote national identity. A nation is considered to have come of age when it has

established a national institution to carry the national flag into the regional and global arenas. A second motive is to contribute to world knowledge, through respected and internationally recognised research in areas of high demands, such as education, health, economics, business, science, and technology, and, thereby, builds and establishes its national reputation, which could contribute to strengthening its trade, economic, and defence relationships with esteemed others. Yet another objective relates to a nation's human development needs, in various sectors, such as education, health, business, politics, economics, public service, science, technology, administration and management. It is axiomatic, but is supported by research, that a highly-educated and skilled labour force is a major asset to any country and can accelerate a country's national and economic development. A fourth could be for political reasons to consolidate a political group's power base and enhance its credibility internally and externally.

4.6.5 There are, of course, many other reasons but these should suffice to appreciate the compulsion that drive countries to establish national universities. Some Pacific states, once they became independent from their former colonial masters, and once their national education systems have become well-established, with universal education achieved at basic level, have raised the educational bar by establishing national universities. Some of these developments will be discussed in the following paragraphs.

#### 4.6.6 The National University of Samoa (NUS)

4.6.6.1 Samoa, the first Pacific country to establish a national university did so in 1984 by an Act of Parliament. The Vision is to establish "A Vibrant and Innovative University of Excellence in Research, Samoan Studies, Quality Education and Training, which is responsive to National Development needs. Its Mission is to produce quality graduates from across all the disciplines to meet the nation's human resource needs. The National University of Samoa (NUS) began with 45 students. Its journey from this modest beginning 36 years ago to the impressive institution it is today was a carefully orchestrated merging of existing institutions and programmes and new programmes, which was supported by methodical long-term planning and judicious use of appropriate legislations. Its first degree programme, a Bachelor of Education, was launched in 1987, and a year later, the Bachelor of Arts programme was introduced. Graduates from both programmes were awarded their degrees in the first graduation ceremony in 1990. The Faculty of Commerce was established from existing business-related night classes administered by the Samoa Society of Accountants and a Faculty of Science was also established. The existing School of Nursing under the control of the National Health Department became the Faculty of Nursing in 1993. The Western Samoa Teachers' College was integrated with the University and became the Faculty of Education in 1997. In the same year the University moved to its new campus, which was constructed with a Japan Government grant assistance. The Centre for Samoan Studies

was launched in 1999 and the university was merged with the Samoa Polytechnic in 2006.

4.6.6.2 But developments did not cease there. In 2006, the NUS Act became effective and in the same year, the Government of Japan completed the construction of the Institute of Technology campus. In March 2011, the Institute of Technology and the Institute of Higher Education were integrated and in 2014, the former Oceania University of Medicine – Motootua Campus faculty, staff and students became the Faculty of Medicine under the National University of Samoa. The Faculty of Health Sciences was fully established in 2017, which integrated the School of Medicine, formerly known as the Faculty of Medicine and the School of Nursing and Health Science. The School of Maritime Training was also established in 2017 but as an independent unit to serve the maritime training needs of Samoa but in accordance with international maritime standards. The Campus was funded by the People’s Republic of China and it also hosts Marine Research and serves as a scientific research Centre.

4.6.6.3 A major milestone was achieved by the University in August 2019 when its Master of Development Studies programme was granted accreditation for five years by the International Accreditation Council for Global Development Studies and Research (IAC /EADI). Such recognition assures the quality of the University’s postgraduate programme. The latest development was the merging of the University’s School of Maritime Training and the Samoa Shipping Maritime Academy. These developments are evidence of the University’s continuing commitment to provide quality programmes that are relevant to Samoa’s human development needs.

4.6.6.4 The University is governed by a Council, which is also the Board of the University, as required by the National University of Samoa Act 2006. The Council is given full legal power and authority by the Act to manage and control the affairs of the University. The Council comprises the following:

- the Pro Chancellor, who is the Chairperson;
- the Vice-Chancellor and President;
- a member of the Senate;
- a member of the academic or teaching staff, nominated by the Vice-Chancellor;
- a student of the University who is not a member of the University staff;
- the Chief Executive Officer of the Ministry of Education, Sports and Culture or nominee;
- up to six persons who are not full time members of the staff or full time students of the University, appointed by the Head of State, acting on the advice of the Minister after consultations with the Executive Committee or Council; and,
- up to four persons co – opted by the Council at its discretion.

4.6.6.5 The University today comprises six faculties, 400 staffs, approximately 3,000 students, and an annual budget of \$25 million, as shown in more details in the tables below. It is currently offering 5 Basic Certificates, 23 Certificates, 11 Diplomas, 2 Graduate Diplomas, 5 Postgraduate Diplomas, and 13 Bachelor's Degrees, 1 Honours Degree, 5 Master's Degrees and Doctoral degrees. The postgraduate enrolment is shown in Table 27 below.

4.6.6.6 As can be seen from the tables the investments by Samoa in its national university is quite modest in terms of human resources and funding and the student enrolment is also quite low, considering the 36 years of its existence and overall population of Samoa. It could be that its young people continue to move further afield for university studies, such as pursuing studies in New Zealand and Australia, but there are no official figures available to support this supposition. But Samoa can be rightly proud of its achievements in higher education and the progress so far of its national university.

**Table 25: Faculties and Departments of the University as of 2020**

<b>Faculties</b>	<b>Departments</b>
Arts	English and Foreign Languages
	Media and Communication
	Social Sciences
Business and Entrepreneurship	Accounting and Economics
	Management, Tourism and Hospitality
Education	Education
	Teacher Education
Health Science	School of Nursing
	School of Medicine
Science	Computing
	Maths and Statistics
	Science
Technical Education	Construction
	Electro-Engineering
	Mechanical Engineering
Centre for Samoan Studies	
Oloamanu Centre for Professional Development and Continuing Education	
School of Maritime Training	

**Table 26: All Staffs at NUS by Gender**

<b>Employment Category</b>	<b>Male</b>	<b>%</b>	<b>Female</b>	<b>%</b>	<b>TOTAL</b>
Academic and Teaching	73	38	100	48	<b>173</b>
Comparable Staff	21	11	36	17	<b>57</b>
General Staff	80	42	52	25	<b>132</b>
Part-time General	3	2	1	0.5	<b>4</b>
Part-time Teaching	12	6	19	9	<b>31</b>
Volunteer	2	1	1	0.5	<b>3</b>
<b>TOTAL</b>	<b>191</b>	<b>100</b>	<b>209</b>	<b>100</b>	<b>400</b>

**Table 27: Enrolment 2017-2019**

<b>Year</b>	<b>Foundation</b>	<b>Other Programmes</b>	<b>TOTAL</b>
2017	829	2786	3615
2018	839	2460	3299
2019	587	2345	2932



**Table 28: Postgraduate Enrolment 2017-2019**

<b>Programme</b>	<b>FACULTY</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Master of Development Studies	Centre of Samoan Studies	12	12	13
Master of Education	Faculty of Education	4	6	5
Master of Samoan Studies	Centre of Samoan Studies	1	1	2
Master of Surgery Orthopaedics	Faculty of Health Science	-	-	1
Postgraduate Diploma in Development Studies	Centre of Samoan Studies	37	36	29
Postgraduate Diploma in Education	Faculty of Education	24	24	16
Postgraduate Diploma in Nursing (Midwifery)	Faculty of Health Science	9	11	12
Postgraduate Diploma in Science	Faculty of Science	8	14	-
Postgraduate Diploma in Samoan Studies	Centre of Samoan Studies	2	5	22
Doctor of Philosophy	Centre of Samoan Studies	1	3	5
<b>TOTAL</b>		<b>98</b>	<b>112</b>	<b>105</b>

**Table 29: Financial Statement for the year ended 30 June 2019**

<b>Income</b>	<b>2019</b>	<b>2018</b>
Operating Grant – Government local grant	9,822,644	10,643,871
Education Budget Support	2,082,271	1,942,288
Course fees*	10,185,261	9,958,908
Rental Income	668,632	433,778
Hire of gowns	120,807	94,695
Gymnasium fees	38,817	91,525
Amortisation of deferred income	1,303,168	1,303,168
Other income	792,465	923,141
Surplus from Bookshop operations	147,967	155,057
Surplus from conference and workshop funds	103,753	152,632
<b>Total Income</b>	<b>25,263,785</b>	<b>25,699,063</b>
<b>Expenses</b>		
Administration expenses	6,005,870	6,066,686
Audit fees	35,997	29,545
Depreciation	3,168,605	3,022,150
Repairs and maintenance	294,201	379,220
Software upgrade/fees	303,323	304,250
Personnel costs	16,966,213	15,852,749
Doubtful debts expenses	95,000	-
<b>Total Expenses</b>	<b>26,869,209</b>	<b>25,654,600</b>
Operating (loss)/surplus	(1,605,424)	44,463
Other gains/(losses)	74,305	88,005
Net finance income	74,305	88,005
<b>Total other expenses</b>		
Net (loss)/surplus for the year	(1,531,119)	132,468
Accumulated losses b/f	(3,023,367)	(3,155,835)
Accounted losses c/f	(4,554,486)	(3,023,367)

Source for Tables 13-16: NUS Annual Report 2019

Note: \*Standard academic year tuition - \$4,061. Est. average year tuition \$2,366.

#### 4.6.7 Fiji National University (FNU)

4.6.7.1 The Fiji National University (FNU) was established in 2010 by the Fiji National University Decree of 2009 (As Amended by the Fiji National University (Amendment) Decree 2010 (‘the FNU Decree), under the FNU Act 2009 and the FNU Act No.32 of 2018 (Amendment). The Vision of the University is “To be recognised as a key driver of Fiji’s economic prosperity” and its stated Mission is “To support the economic and social development of Fiji through relevant, high-quality education and training that maximises graduate employability and applied research that has positive societal impact.” As with NUS, FNU is also governed by a Council, whose members are “appointed by the Minister [of Education] who, in the opinion of the Minister, have adequate qualifications, skills, expertise and knowledge to contribute to the disciplines offered by the University and the general administration and financial management of a tertiary institution.” (<https://www.fnu.ac.fj>)

4.6.7.2 The development of FNU is, more or less, along the same line as that taken by Samoa nearly thirty years earlier. It came into existence by merging already well-established six tertiary institutions. As in the case of NUS, the FNU is also a dual university in the sense that it offers sub-degree technical and vocational education and training (TVET) and the full range of higher education qualifications from bachelor’s degrees to doctorates. Student numbers reflect a fairly even split between TVET and higher education. FNU is touted as a vocational university, whose programmes are aimed at preparing students for employment and success in the labour market. They are expected to contribute to the social and economic development of Fiji. All programmes are developed, therefore, in consultation with employers and all students are required to undertake internships as one of the conditions for graduation. At the same time, critical thinking and problem-solving are required to ensure preparedness for “Industrial Revolution 4.0”.

4.6.7.3 The University is made up of five colleges: the College of Agriculture, Fisheries, and Forestry; the College of Business, Hospitality and Tourism Studies; the College of Engineering, Science and Technology; the College of Humanities and Education; and the College of Medicine, Nursing, and Health Services. It also has under its umbrella the National Training and Productivity Centre and the Fiji National University Technical College. Its main activities, as stated in its 2018 Annual Report, “are the provision of post-secondary programmes of study in higher education, technical, vocational education and training that are responsive to the needs of industry, the market place and non-formal sector of employment to students from Fiji and other countries in the South Pacific region.” The University has 10 major campuses, about 2,000 staff, and approximately 20,000 students. In 2018, its total income was \$164 million and its expenses totalled \$148 million, making a savings of approximately \$20 million.

4.6.7.4 The enrolment and budget details are shown in tables 30-32 below. As can be seen from the tables the Fiji National University is a significant player in higher education in the region as well as at the national level. Enrolment shows that at least a third are enrolled in the National Training and Productivity Centre (NTPC), which has three main roles: to provide skills training to meet the in-service needs of industries in Fiji at all times; to manage a quality apprenticeship system; and to promote productivity and business excellence in industry; as well as providing non-formal education programmes, and other empowering community – focused programmes, which align well with the University's vision and mission. The emphases on economic development and prosperity are also seen in the large numbers enrolling in the College of Business, Hospitality and Tourism Studies and the College of Engineering, Science, and Technology.

**Table 30: Student Enrolment by College and Headcount for 2014 to 2018**

College	2014	2015	2016	2017	2018
NPTC	14,671	12,024	9,363	10,148	8,791
CAFF	1,268	1,219	1,252	1,196	1,170
CBHTS	6,407	5,180	4,703	4,602	4,957
CEST	6,492	5,331	5,589	5,814	5,718
CHE	3,201	2,788	2,650	2,911	2,939
CMNHS	2,485	2,493	2,401	2,394	2,714
<b>TOTAL</b>	<b>34,524</b>	<b>29,035</b>	<b>25,958</b>	<b>27,065</b>	<b>26,316</b>

**Table 31: Enrolment by College and by Equivalent Full Time Students (EFTS) for 2014 to 2018**

College	2014	2015	2016	2017	2018
CAFF	1,170	1,032	1,007	1,050	1,044
CBHTS	3,304	2,830	2,401	2,578	3,040
CEST	3,257	2,352	2,331	2,525	2,942
CHE	2,073	1,570	1,614	1,964	2,130
CMNHS	2,485	2,493	2,401	2,394	2,741
<b>TOTAL</b>	<b>12,289</b>	<b>10,277</b>	<b>9,754</b>	<b>10,511</b>	<b>11,897</b>

**Table 32: Statement of Comprehensive Income**

Income	2018	2017
Fiji Government Operating Grant	59,854,081	49,655,854
Student Tuition Fees	65,364,703	61,160,835
Project Income	2,607,005	2,871,525
Hostel Income	8,981,975	10,832,775
NPTC levy income	14,628,597	20,612,437
Net gain on change in fair value of equity instruments	2,438,834	-
Other income	10,429,101	11,582,574
<b>TOTAL INCOME</b>	<b>164,304,296</b>	<b>156,716,000</b>
<b>Expenses</b>	(77,738,635)	(85,251,458)
Employee related expenses	(50,819,803)	(44,562,358)
Other operating expenses	(11,214,519)	(7,646,379)
Depreciation and amortisation	(8,475,222)	(7,546,379)
NPTC levy expenses	(148,248,279)	148,143,072)
<b>TOTAL EXPENSES</b>	(178,616)	
Interest expenses	4,106,157	3,732,576
Finance income		
	19,983,568	12,355,844
Operating Surplus before income tax		
Income tax expense		
	19,983,558	12,355,844
Operating surplus for the year	-	1,221,520
Movements in fair value of equity instruments previously designated as available for sale		
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>	<b>19,983,558</b>	<b>13,577,764</b>

Note: CAFF - College of Agriculture, Fisheries and Forestry; CBHTS - College of Business, Hospitality and Tourism; CEST - College of Engineering, Science and Technology; CHE - College of Humanities and Education; CMNHS - College of Medicine, Nursing and Health Sciences; NTPC - National Training and Productivity Centre

Source for Tables 18-20: NUS Annual Report 2018

4.6.7.5 The University, as can be seen from Table 32, derives its income from two main sources – the largest from students’ tuition fees and the second from a large Government grant. There is also a substantial amount from the one per cent levy that all employers in Fiji are mandated to pay to the Fiji National University’s NTPC to assist with the up-skilling of employees. (Levy Order – FNU Amendment Decree No.58 of 2010). The levy is the sum payable by all the employers of their total gross wages and salaries of employees. If employers train their employees, they can claim up to 90 per cent of the levy. The levy was established to encourage employers to train their employees, fund apprenticeship training, and to subsidise national trade testing and promote productivity.

#### 4.6.8 Solomon Islands National University (SINU)

4.6.8.1 The Solomon Islands National University (SINU) was established in January, 2013 by an Act of Parliament. Prior to this, the 1984 Solomon Islands College of Higher Education Act brought together all the existing institutions of higher education in the Solomon Islands under a new institution named the Solomon Islands College of Higher Education (SICHE). In 1984, an Act of Parliament called "Solomon Islands College of Higher Education Act" was passed. The Act brought together all the existing schools owned by the government under a new institution called the Solomon Islands College of Higher Education (SICHE), which were: the Solomon Islands Teachers College, the Public Administration Training School, the Ranadi Marine Training School, the Honiara Nursing Training School, and the Honiara Technical Institute. Under SICHE, they, in turn, became the School of Education, School of Finance and Administration, School of Marine and Fisheries Studies, School Nursing and Health Studies, School of Industrial Development, and School of Natural Resources. In 2008, the Solomon Islands Act of 2008 was amended to include the School of Tourism and Hospitality and the School of Humanities, Science and Media.

4.6.8.2 The SICHE schools, under the SINU Act of 2013, became the School of Education and Humanities (SOEH), School of Business and Management (SBM), School of Technology and Maritime Studies (STMS), School of Nursing and Allied Health Sciences (SNAHS), and School of Natural Resources and Applied Sciences (SNRAS). The Solomon Islands National University (SINU) today has five faculties: Faculty of Business and Tourism Studies, Faculty of Science and Technology, Faculty of Nursing, Medicine and Health Sciences, Faculty of Agriculture, Forestry and Fisheries, and Faculty of Education and Humanities. It also includes a Distance and Flexible Learning Division. It operates from three campuses: Kukum, Ranadi, and Panatina.

4.6.8.3 The SINU Vision is “A quality National University, raising standards of education and applied research in the Pacific region.” Its Mission is “Championing the pursuit of knowledge, skills, academic inquiry and applied research to transform lives through higher education and training, inclusive of diverse communities, while

providing relevant solutions for the Solomon Islands.” Its values are: *“Excellence and Quality*<sup>20</sup>: SINU is committed to providing excellent and high quality teaching, learning, skills training, and research; *Innovativeness*: SINU encourages and promotes creative ideas and solutions to existing and new challenges; *Relevance*: SINU is committed to providing relevant teaching, learning, skills, training and research that meets diverse community needs at present and in the future; *Accessibility*: SINU will be easily accessible regardless of physical, political, gender, ethnic, religious or other differences; *Collegiality*: SINU highly values mutual respect that encourages a sense of community.”

4.6.8.4 The University is governed by a Council, which is supported by sub-committees: Finance and Investment Committee (FIC), Human Resource Committee (HRC), Planning and Development Committee (PDC) and Student Support and Development Committee (SSDC). The Council appoints the Visitor of the university; the Chancellor; Pro-Chancellor and Chair of Council; and two Pro-Vice-Chancellors. Council members comprise 6 official members, who are the officers of the University (Pro-Chancellor and Chair of Council, Vice Chancellor, two Pro-Chancellors, Permanent Secretary for Tertiary Education, and Permanent Secretary for Finance); 5 members appointed by the Minister responsible for higher education, in consultation with the official members, from these areas: natural resources, health and medicine, education and training, business and tourism, and industry and technology, in consultation with the official members; 8 elected members from the staff of the university; and 3 co-opted members.

4.6.8.5 Unfortunately, the Report was unable to obtain any information on SINU’s enrolment or budget. But according to the UNESCO website<sup>21</sup>, there were 52,974 students enrolled at the tertiary levels and the Peddle, B. *Review and Analysis of Participation in the Solomon Islands Tertiary Sector (2013)*, noted that there were a total of 7,942 enrolled in higher education and TVET programmes in the Solomon Islands, 2,228 of whom were enrolled at SINU, while 3,346 were enrolled at USP. However, the figures were from 2012, and no updates have been provided since.

#### 4.6.9 The National University of Vanuatu (NUV)

4.6.9.1 The latest country in the Pacific so far to establish a national university is Vanuatu, which did so on February 29, 2020. The university is known as the Vanuatu National University (VNU). More than 330 students are enrolled at the university’s bachelor’s programmes in Economics and Social Administration, and Tourism and Hospitality Management, and in the master’s programmes in Economics and Social Sciences, Management and Development of the Pacific Island Territories, which are offered in partnerships with overseas universities. The University Act was unanimously

<sup>20</sup> Italics are mine.

<sup>21</sup> <http://www.uis.unesco.org/en/country/sb>

adopted by the Parliament in December 2019. Vanuatu has adopted a similar model of university development to that of other Pacific states with national universities, such as Samoa, Fiji and Solomon Islands. The University has incorporated existing institutions, such as the Vanuatu Institute of Teacher Education, Vanuatu Institute of Technology, Nursing College, Maritime College, Vanuatu Agriculture College and Police College. The University, so far, will have two faculties: the Faculty of Humanities and the Faculty of Science and Technology. Each faculty will have five schools. The university's programmes will be taught using the nation's two international languages, French and English.

4.6.9.2 The National University of Vanuatu, as with other Pacific islands, was established by Act No. 34 of 2019. The purpose of the University as stated in its article 3 is "to provide higher education advancement and life-long learning through academic and professional excellence by way of training, teaching and learning, in both the English and French official languages, research and international cooperation". As with other regional institutions, the NUV is governed by a Council and the Senate. The VUN is chaired by its Vice-Chancellor, who is appointed for a term of five years. The Council is relatively small with 9 members and the Senate consists of 7 members. In the interim period, while the governance structure is still in the process of being finalised, the VUN or NUV is being managed by the Bilingual Higher Education Studies, which works under the supervision of the Tertiary Education Division of the Ministry of Education and Training comprising 8 officers working on the campus. The 8 officers include the Principal Education Officer of Higher Education, the National Coordinator for Higher Studies, 2 accountants, one administrative assistant, one IT Technician, one educational assistant, and one cleaner. A Technical Advisor for Higher Education, who is based at the Ministry of Education and Training, is working closely with this team to manage the courses; she is also advising on the way forward to establish the NUV. The Director General of MOET is chairing Council and endorsing the decisions taken on behalf of the Council.

4.6.9.3 The University of Vanuatu differs slightly from the other national universities in the region in that it is delivering its programmes through partnerships with overseas institutions. They include:

- Toulouse 1 Capitole University (Bachelor in Economic and Social Administration / Master in Economic and Social Sciences);
- Victoria University of Wellington (Bachelor in Tourism and Hospitality);
- University of New Caledonia (Bachelor in Tourism and Hospitality / Master in Planning and Development of Oceanic Territories);
- Taylor's University of Malaysia (Bachelor in Tourism and Hospitality);
- Toulouse 2 Jean-Jaurès University (Bachelor in tourism and hospitality);
- Moncton University - Canada (General memorandum of understanding);
- James Cook University (Bachelor of Environmental Sciences) (upcoming).

## 4.7 The *Talanoa* Sessions

4.7.1 An important component of the Scoping Study was consultation with three groups of stakeholders. The first session was held with the Ministry of Education's deputy chief executive officers and other government tertiary providers. The second session was with the non-government directors of education; and the third session was with the chief executive officers of Tonga Government ministries. As can be seen from the reports of the sessions, attached herewith as Annexes 5, 6, and 7, the participants unanimously supported the establishment of a national university but, understandably, there were concerns, especially from the non-government participants that the establishment of a national university could mean marginalisation for their own controlled institutions. However, the *talanoa* brought forward many excellent suggestions, which are discussed in more details below.

### 4.7.2 *Values and Philosophy*

4.7.2.1 Participants agreed that the underpinning philosophy should be *Ko e 'Otua mo Tonga ko Hoku Tofi 'a*. As one group suggested, a paraphrase of Luke 7: 48-50 is most appropriate: "Your sins have been forgiven for not having a university. Your faith has saved you. Go and establish a national university." But levity aside and possible blasphemy, Tonga was the first country in the Pacific to adopt Christianity and western formal education. The establishment of a national university is long overdue. Tonga must act now. Participants, particularly emphasised the importance of Tonga's national motto as the guide for the development of the national university. The university should be built on Tonga's Christian and Tongan values and principles, and in the process demonstrate the fact that Tonga is doing all things to praise and please Him. In addition, Tongan values, language, and culture should be prioritised also to promote national pride and unity. The university should be inclusive, strive for the highest standards of academic excellence, otherwise there is really no point to establishing a national university, and deliver its programmes in its national and official language, Tongan, and its second official language, English.

4.7.2.2 However, there were mixed reactions to how the university could be established. The majority favoured the option of providing an administrative and management umbrella under which the existing post-secondary institutions currently operated by the Tonga Government could be brought under. This option was considered the cheapest as well as the speediest to put into practice. But there were other voices which preferred the option of starting from scratch, which will provide the opportunity to dream dreams and develop an institution that is uniquely Tongan and structured specifically to meet Tonga's human and development needs and to showcase Tongan ways and traditions. There were others, who favoured the first option but with the proviso that Tonga gradually works towards the creation of an institution that is uniquely Tongan but which can demonstrate at the same time academic excellence of the highest standards.

### 4.7.3 *Financial and Other Resources*

4.7.3.1 Participants were well-aware of the challenges that are faced by small countries with limited resources but they suggested that Tonga should not allow money to limit its potential or determine what it strives for. Tonga also has Almighty God on its side and its most important resource is its people. Tonga should invest in its people and building a university is Tonga's way of demonstrating its investment in its people. As one participant said if the Government could afford to allocate millions to road building, it could very well afford to allocate at least a miserly \$5 million for investment in Tonga's human resources, who would in turn, find the money to build roads and support other services. Another suggested that it is not financial resources, which should be Tonga's priority concern but its belief in itself which should be the primary consideration, in the sense that the *fonua* of Tonga, metaphorically speaking, is not its land and natural resources, but its "people". One group cited the courage that Futa Helu had in establishing 'Atenisi University in a swamp with no secure financial resources but using instead his connections in the academic world to attract world class programmes and teaching staff to the Institute. Another group gave the example of Israel which used its human resources and their skills and knowledge to create new pathways in the deserts and streams in the wilderness. Participants also gave the reminder that existing institutions already have their own budgets, facilities and resources, and staff. What is needed is a mechanism to allow for administrative and management coordination, sharing of existing resources, and the development of common policies and processes, which will mean minimal additional funding for the establishment of a national university, if Tonga were to merge and upgrade existing institutions to the standards required of a national university.

4.7.3.2 However, there were also recommendations to assist the financing of the university. They included grants by the Government, tuition fees, establishment of endowments, which could begin with Tongan graduates under a theme "Give Back Tonga a Little Initiative", through which all graduates from Tonga can be allocated amounts of money to donate. For example, if Tonga's 5,000+ or so graduates could donate \$1,000, each that could amount to \$5 million, which could be invested and added to until it has reached a size that would enable the university to function semi-autonomously, without too heavy reliance on public funding and political commitment. In terms of human resources, participants agreed that Tonga already has the necessary human resources to staff a national university, from within Tonga itself and from the Tongan diaspora. It was also suggested that Tongan graduates both in Tonga and living and working overseas have connections to many illustrious universities and international organisations around the globe and Tonga could capitalise on those relationships to mobilise support for research and teaching, development and upgrading of existing programmes to first and post-degree levels, for supervision and examination of theses, editing and guidance on writing and submission of academic papers to refereed academic journals, publications, access to funding, and accreditation of programmes, to name a few.



4.7.3.3 With COVID-19 and its requirements for social distancing, the IT resources of a national university have to be assured. It was noted that in the present situation, the internet bandwidth allocated by the two providers to education is severely limited, with most of the internet power going to facebook usage. As there is no sign as yet of an effective vaccine for the coronavirus being available soon or at least one to which Tonga will have assured access, or of effective ways of controlling its spread, the importance of access to fast, cheap, and reliable internet is critical. The government must allocate sufficient bandwidth for educational use, particularly for research purposes and to ensure accessibility to on-line programmes, which may be the only study mode available should COVID-19 reaches Tonga's shores. It will also ensure that all students, irrespective of where they live geographically, can have access to the university's programmes, which will promote equitable access and participation by all Tongans who wish to take advantage of the higher education opportunities offered by a national university. But it would serve also to attract Tongan students of the diaspora, and international students, who could also access the university's programmes on-line. Such students could also be an excellent source of funding for the university.

#### 4.7.4 *Purposes and Functions*

4.7.4.1 It was agreed that the main purpose of a national university is to serve Tonga's people. It was suggested, therefore, that research will be the main priority with a 1:1 teaching and research ratio in the student body, implying that post-graduate study will play a much more prominent role than it does in the other national universities in the region. There were also suggestions that research could focus on Tongan language, culture, values, medicine, astronomy, fishing, agriculture, architecture, sustainability, and eco-friendly products. The main argument is for the university to focus on those areas that make Tonga unique and where Tonga could contribute best to its own development and well-being but at the same time serve humanity as well.

#### 4.7.5 *Process*

4.7.5.1 The *talanoa* was unanimous in agreeing that only through unity and working together will Tonga achieve its dream of establishing a national university. It was recognised that there are existing post-secondary institutions, both in the government and non-government sectors, and their services, functions, and benefits are gratefully acknowledged but a national university is not to serve just the Tonga Government but all Tongans. Thus, the three groups consulted unanimously supported the idea of establishing a national university for Tonga. Such an institution, as already mentioned, will promote national pride and unity very much in the way that the "Mate Ma'a Tonga" rugby league team has done in the past. A national university cannot be created without the support and willingness of everyone to participate and contribute.

## 4.8 King George Tupou V's University Concept<sup>22</sup>

4.8.1 His late Majesty King George V was very conscious of the imperative to establish a university for Tonga. At the same time, he was also well aware of Tonga's limited financial resources and the competing demands made on it for services that benefit the people of Tonga. His idea was to seek for funding from non-government sources outside of Tonga, from charitable foundations and philanthropists, which could provide endowments to initially fund the university. He was also aware of the need for such an institution to have academic freedom, to decide its vision and mission, its desired outcomes, its research and teaching programmes, administrative and management processes, and to pursue excellence and truth, without being constrained by political accountabilities. It was designed, therefore, to be a private institution, not a university that would be under the purview of the Tonga Government.

4.8.2 In his concept paper, he outlined the legislative framework, which will be derived from the Laws of Tonga and a Constitution and policies, which will provide the parameters of governance. He also described the structure of the university, which will comprise three components: academic, management, and logistics. The academic component would consist of six faculties presided over by a Dean. The student-faculty ratio is set at 10:1. The management component comprises the Chancellor, the ceremonial head of the university and chairs the governing body. He suggested that the University follow the British system and Chancellors are appointed Lord or Baroness. The Vice Chancellor is head of the university and is its chief academic and administrative officer and chairs the Senate. A Court of Directors is the university's governing body, which is chaired by the Chancellor and may comprise the Minister of Education, donor representatives, students' representatives and appointed members. Its authorisation will come from the university's constitution. The Senate, chaired by the Vice Chancellor, will advise the Court of Directors on academic matters. Members will include all professors and representatives of other teaching and research staff and students. The Senate will be supported by a committees and also by faculties.

4.8.3 Other important positions include that of the Deputy Vice Chancellor, the Registrar, the Pro Vice Chancellor, the senior management team, and the faculties. His Majesty proposed six faculties, which he based on his own analysis of Tonga's priority needs, namely: Engineering, Medicine, Mathematics, Law, Management, and Public Service. Each faculty, as previously stated, is presided over by a Dean. He also outlined the facilities and resources required for each faculty. It was his late Majesty's belief that Science has many very specialised branches, which a small university cannot hope to cover adequately. However, it was expected that research scientists would do their post-graduate work abroad and Mathematics will be the torch that lights their way. He

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<sup>22</sup> As stated previously, His Majesty's full proposal is attached as Annex 2.

also anticipated establishing these faculties at a later stage of the university's development: Fine Arts, History, Music and Philosophy.

4.8.4 The annual admission was estimated to be 330 students, rising to a total of 990 in a three year period. The figure was arrived at based on Tonga's 3% population growth rate in a population of 110,000 (Tonga's population) and assuming that 10% may be university students. Each of the six faculties will have 55 students from each intake and at the end of three years will have about 150 of the total 990 students. Eligibility for admission will be based on passing an entrance examination and English competency and once at university, they will be assessed by a combination of exams and internal assessments. Programmes are delivered using multiple modes, but on-line learning is essential to capitalise on the availability of and access to internationally recognised programmes and professors.

4.8.5 The third component is logistics, which is presided over by a Director of Administration, who will be responsible for finance, buildings, insurance, property services, risk management, communications, marketing, offices and student administration. Salaries for full-time professors was set at \$150,000 to \$200,000 and inducement packages may be offered as well. Operating hours is from 8am to 8pm. Facilities that is anticipated include offices, reception areas, staff rooms, printing and filing, storage, studios, staff rooms, bathrooms, laboratories, workshops, conference room, research, student services and counselling, secretarial and support staff, library, cafeteria, hall, lecture halls and theatres, tutorial rooms, lecture rooms, book store, parking areas, recreational area, and a gymnasium. The appearance of the university must be unique and embody a Tongan icon.

4.8.6 His Majesty established a University Committee in 2011, which worked under his direction to translate his concept into a feasible reality. The Committee costed the university, which is a private institution and begins from scratch, as follows:

**Table 33: Costs for the King's Private University**

<b>PART A: CAPITAL COSTS</b>	<b>Total Space</b>	<b>Circulation - 25%</b>	<b>Total Floor Space</b>	<b>TOP\$</b>
Main Library	596	149	756@\$3200/m <sup>2</sup>	2,384,000
Main Admin	890	222.5	1112.5@\$3200m <sup>2</sup>	3,337,500
4 Faculties (2 Buildings)	490	122.5	612.5x2@\$3000m <sup>2</sup>	3,675,000
General Lecture Theatres, Tutorial Studios, and Lecture Rooms	2148	537	2685@\$3000m <sup>2</sup>	8,055,000
Medical School	1628	407	2035@\$3500m <sup>2</sup>	7,122,500
School of Engineering	932	233	1165@\$3000m <sup>2</sup>	3,495,000
Hall for 800	1000	250	1165@\$3000m <sup>2</sup>	3,125,000
Landscaping – Off street parking for 220 cars and 6 buses	4500		4500@\$300m <sup>2</sup>	1,350,000
<i>Sub-Total</i>				<i>32,544,000</i>
<b>PART B: STAFF COSTS</b>	<b>No.</b>			<b>TOP\$</b>
Main Office and support	29			1,455,037
Academics	34			4,580,000
Library	3			184,241
Laboratories	4			73,146
Cafeteria	8			97,899
Maintenance	15			196,030
<i>Sub-Total</i>	<i>93</i>			<i>6,586,353</i>
<b>TOTAL</b>				<b>39,130,353</b>

It can be seen from the costs that even though the university will build its own facilities the total cost is manageable, compared to the costs of some recent infrastructure development in Tonga, such as the costs of the domestic wharf. Various options were considered for the tuition fees. The fees must not be too high that it would prevent students from enrolling at the university but it must be set realistically to assist with the defrayment of operational costs.

4.8.7 His late Majesty's desire was also to build a university village that would become in the long-term self-sufficient, and, therefore, would require at least 100 acres to have room for future expansion and room for recreational facilities and for local businesses to operate in to meet the needs of the university. Some services such as maintenance and catering may be cheaper to outsource than to provide internally. Several areas were considered for the location of the university, which included the outer islands but in the end Tongatapu was preferred for its accessibility to the majority of the students, who will need to make the daily travel to and from home to the university.

## PART 2: FINDINGS AND DISCUSSIONS

5.0 The background audit raised a number of key issues pertinent to the concept of establishing a national university for Tonga. These issues are discussed in some detail below but what has emerged clearly is that the establishment of a national university for Tonga is long overdue. Tupou I had clearly expressed his desire for the Tongan people to acquire knowledge as well as Christianity, which became the twin foundation of Tongan society and over the years, as was seen previously in Part I, there have been attempts to establish such an institution but without much success. His late Majesty, King George Tupou V, as previously described, took matters into his own hands and created his own university committee to establish such an institution.

### 5.1 A New Vision for a New Tonga

5.1.1 The *talanoa* sessions, the work of his late Majesty's University Committee, previous attempts by the Tonga Government, and informal discussions with other individuals and groups in Tonga and abroad merely serve to confirm a loud and clear clarion call to establish a national university for Tonga. They point to a little known part of Tonga's history which is that the first 'university' was founded in Tonga at Mu'a around 1200AD specifically to educate, train, and undertake research on navigation and long distance *kalia* voyaging. The relics of canals for the purpose of berthing the *kalia* remain today as reminders of Tonga's advanced knowledge and technology in this area. Yet others recall that the Fiji Medical School was offered to Tonga first but the late Queen Sālote Tupou III chose to have it located in Fiji for its centrality to the other Pacific countries. Her decision is typical of the generosity of the House of Tupou in wishing to share benefits and in this regard, she followed King Taufa'āha'u Tupou I's example. He requested the Missionary Society in London to send missionaries to Fiji to educate and Christianise that country, with the consequence that Fiji's orthography and first reading books were originally developed and printed by the Vava'u Press before being sent to Fiji.

5.1.2 But while the call to establish a national university for Tonga is urgent and imperative, there are concerns that the university must be uniquely Tongan. It is not just enough to establish a university and to do so at least costs, but it must be an institution whose roots are firmly grounded in the foundations that clearly distinguish us from others and make us unique – our Christian faith, our values, our culture, our language, our history, our geography, and our people. It is not worth Tonga's time, money, resources, and energy to establish a university that is just like any other. In opting to establish a national university at this point in time, Tonga must pause, reflect, and create a new vision for a new Tonga. Only, then, will the endeavour be a worthy legacy for Tonga and future generations.

5.1.3 Tonga should closely scrutinise its education system and why our children continue to fail in large numbers. We have to acknowledge the fact that Tonga's

education system is western-derived and its values and assumptions about man and the world are western in origin, despite its geographical location in the heart of the Pacific. Its educational philosophy, its teaching and learning methodologies, its knowledge systems, structures, and processes are underpinned by western dominant values of individual rights and freedom, equality, privacy, competition and consumerism. The principles of globalization and the markets of supply and demand are rigorously applied in the name of efficiency and good governance. Students are now products to be packaged and 'educational service' is a commodity to be bought and sold, like tins of corned beef. The rights of the individual are deified. But as Charles Handy the British Guru on Management warned:

“Untrammelled individualism corrupts a nation. It leads to emphasis on rights, with no regards to duties or responsibilities. It breeds distrust and jealousy – and lots of lawyers. If we can leave families when we feel like it, are free to ignore or insult our neighbours, treat organizations as stepping stones on a personal trip, and only make friends with people who will be useful contacts, to be discarded when no longer needed, we will erode that 'social capital' which more and more people are recognizing as the bedrock of a successful and prosperous society.”

But social capital, as westerners name it, is what we, Tongans and other Pacific peoples, call 'relationships', which are at the heart of Tonga's core values. The golden values espoused by her late Majesty Queen Sālote, such as cooperation, consensus, respect, generosity, loyalty, sharing, humility, reconciliation, fulfilment of mutual obligations and reciprocity, all have but one purpose: to maintain good and healthy relationships. The education that Tonga and many other Pacific countries are promoting and propagating today is a process that has led not only to increasing failure and exclusion of many from opportunities and life choices but it is the vanguard of series of alienating mechanisms that will ultimately lead to the demise and disappearance of the Tongan language and culture, and with them, the values, souls and identities of Tongans.

5.1.4 While Tonga has moved in some ways towards integrating Tongan contents into education programmes, Tongan matters are still very much analyzed, dissected and interpreted using western paradigms, constructs, and lenses. Recognizing and using the main sources of its strengths and uniqueness and the reasons for its being, which are the values of the Tongan peoples and its spiritual inheritance, is a point of view that has remained an academic argument in Tongan education. The process of alienation of Tongan children is, therefore, often completed in the very institutions, which are purported to prepare them to be productive members of their communities.

5.1.5 But schools and universities are charged by societies with multiple functions, one of which is the transmission of their core values. But whose values are our schools and tertiary institutions are propagating? For too long, Tongans have allowed others to write their stories, sing their songs, name their world, and define who they are. But the sources of their liberations lie within us, in the core values of Tongan society. From these, Tonga can create the tools, and institutions that can set it free. In

taking responsibility for its creation, Tonga gains meaning and worth, for the seeds which it sows in its children will be watered with the vibrant colours of its truths and knowledge, and nourished with the laughter of its triumphs and the tears and blood of its struggles. The power of ideas will fuel its survival and transformation, ideas wedded to action, for in our Tongan way, education's role is not to contemplate the universe but to transform it. We should take heart from Max I. Dimont's view that history showed that people who left only monuments behind as a record of their existence have vanished whereas those who left ideas have survived.

5.1.6 New nations took their place by force of arms, but others by the might of their cohesive ideas. Tonga's university should be an oasis of Tongan ideas embedded in Tonga's core values in the desert of institutionalised globalisation. The university should be given a consuming purpose to give meaning to its endeavours. Tonga is on a crusade not just to promote national pride and unity and to develop human resources for economic and development prosperity and well-being but it must give its students and staff something grander, something worthy of their commitment, skills and time. It must teach its students not just about rights but about values and spirituality and give them an education that is not just about transfer of knowledge and acquisition of skills but about understanding themselves as Tongans and the duties and responsibilities that go with that. They would become Tongans who recognise and value the primacy of the group, and demonstrate generosity of spirit, love and respect for others; humility in the knowledge and skills they possess; loyalty to and pride in their Tongan heritage, but above all, embrace and live their inheritance, *Ko e 'Otuá mo Tonga ko Hoku Tofi 'a*.

## 5.2 Political Commitment

5.2.1 The discussion of the establishment of national universities in the other Pacific States, namely, Samoa, Fiji, Solomon Islands, and Vanuatu highlighted the fact that in all cases, the decision to establish a national university was legalised by an Act of Parliament<sup>23</sup>, to which all parties unanimously agreed. The financial issue was important but was not the primary concern. As expressed in their visions and missions statements the primary goal was human resources development, which would in turn aid and drive economic and social developments. It should be noted that Solomon Islands and Vanuatu have a much shorter history of education and long and difficult roads to independence and as in the case of the Solomon Islands, it is still struggling with increasing access to basic education, raising quality, training teachers, and cement internal coherency, the pursuit of the goal of educational excellence, through which their people and the nation could be raised to higher standards of living has never faltered. Samoa, the first Pacific nation to take the plunge did so with the clear intention of meeting human development needs by establishing a university of excellence that is responsive to national development needs. Thus, a proactive quality institution in

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<sup>23</sup> See Annexes 8, 9, 10, and 11 for copies of these Acts.

research, and innovation was a priority but it also added an important national element that is crucial to its identity, Samoan Studies. Fiji is unashamedly focused on economic prosperity. Its human resources development is aimed at maximising graduate employability and favours applied research for more positive societal impact.

5.2.2 For Tonga the case for a university has been justified by history and Tonga's own educational developments and achievements. Too many generations have focused too much on the financial burden and the negatives and not sufficiently on the benefits and the contributions such an institution could make to Tongan society and its development. Tonga has a great deal to offer to the well-being of humanity and the world, not only from our values, spirituality, belief and knowledge systems, history, culture, skills, practices, and ways of life, but also from our human resources, who have been blessed with multiple talents and skills. These pluses could be further explored, developed, and honed at a national university of excellence dedicated to the development of all Tongans, to ensure that all reach their potentials and can use them to help others. Professor Konai Helu Thaman, Tonga's own internationally renowned educator, scholar and poet, said that education is only meaningful and worthwhile if it is useful and benefits others. While knowledge can be pursued for its own sake, in our Tongan way, praxis rules – it must help our society to grow and the Tongan people to become all that their Creator meant them to be – to help others and to glorify His name. With COVID-19 still proliferating in the world today and in the foreseeable future, there is no more appropriate time for Tonga to make a crucial decision for its future and that of its people – to establish a national university or not. The opportunity may not come again.

### 5.3 Human Resources

5.3.1 A university cannot function or exist without human resources, both in the short- and long-term, that is, both staff and students. In terms of student numbers, the data showed that Tonga has sufficient numbers graduating from the high schools at Form 7 or from other Foundation programmes to sustain enrolment at a national institution and to successfully compete for students with other existing internal and external institutions. The figures from the primary and secondary leaving examinations show that at the primary level, nearly 3,000 students sit the secondary entrance examination every year and at Form 5 level, the number is approximately 2,000; at Form 6, it is approximately 1,500, and at Form 7, the number is about 700, which does not include those enrolled in preliminary and foundation programmes outside of the secondary school system. The student enrolment figures from USP showed that 1,349 students are enrolled at USP, 1,127 or 84% are private students. The 2016 Tonga National Census showed that 1,390 students were enrolled in Vocational and Technical programmes while 1,589 were enrolled in tertiary institutions, making a total of nearly 3,000 students. The overall figure for all age groups who were attending school at the time from ages 3-4 to 65+ was 34,119, while 58,727 persons or 63% were not in school.



It seems that there is a great deal of opportunity there for those not in school to be given the chance to do so with the establishment of a national university.

5.3.2 Enrolment figures for the existing Government tertiary institutions show that there are opportunities not only for expanding numbers in current training programmes but to increase the different types of programmes to better meet the needs of society. Participation is highest in the technical and vocational programmes, while the numbers in the more traditionally academic and professional training programmes tend to be dictated by the immediate needs of the profession and ministry concerned. In 2020, the total enrolment for the Tonga Institute of Education's five programmes (ECE, primary, secondary, Initial Graduate Certificate, Initial Certificate) was 180. At the Tonga Institute of Higher Education (TIHE), the total enrolment for the year was 518 in the area of computing; 90 in the field of Media and Journalism; and, 98 in Agriculture, making a total of 706. At the Tonga Institute of Science and Technology (TIST) in 2019, the enrolment for all programmes provided by the institution was 689, while another 679 were enrolled the high schools offering the Certificate and Technical and Vocational Skills Level 2 and another 186 were enrolled in the programmes TIST is Franchising (Stage 1) in some high schools, making a total of 1,554. The enrolment in the more specialised training for some professions is relatively small in comparison. For example, the intake for the Tonga Police College for 2020 was 30, while the average intake in the Queen Sālote Institute of Nursing and Allied Health is around 30 for the Diploma in Nursing, with smaller numbers enrolled in other programmes, such as the Diploma in Midwifery (20) and Diploma in Medical Science – Laboratory (9). Additional places could be offered to regional and international students as well as students from the Tongan diaspora, which could provide, as previously argued, additional funding.

5.3.3 Student numbers at all levels indicate that Tonga will continue to have sustainable number of students enrolled in tertiary institutions. In comparison with other Pacific states, such as Samoa, Solomon Islands, and Vanuatu, Tonga could be said to have a small advantage. For example, if we take 3,000 to be a number to aim for to start Tonga's university, this figure will mean that Tonga will be educating to university level about 3% of its total population, as compared to 2% approximately for Samoa, with its current enrolment at NUS and at USP; 1% for the Solomon Islands, and less than 1% for Vanuatu. However, the equivalent percentage for Fiji is 5%, with the numbers enrolled at national university and at USP. If Tonga wishes to reap the benefits of its long history of education and the purportedly high numbers of its PhD graduates, it has be a great deal more ambitious in setting its goals for tertiary education. It is not beyond Tonga's reach to aim for at least 15,000 students, which will give Tonga at least a 15% tertiary-educated population, as his late Majesty desired. As he stated, in 1969 3% of the United Kingdom received a university qualification after 600 years. In 2000, this figure had risen to 30%. But as previously argued, excellent outcomes from development efforts can be achieved when empowerment is driven by a highly ethical and committed educated populace.

5.3.4 However, an issue that Tonga should address in both the short- and long-term is the quality of education at the lower levels, which will have adverse impacts not only on the sustainability of the university but on the overall quality of its programmes, outputs and outcomes. The calibre of the graduate from Tonga's national university should be of the highest quality but such an aim cannot be achieved if the standard at admission level is questionable. Much effort will be wasted on remedial work, when the focus should be on increasing knowledge and skills, through teaching and research. For example, it could be seen from the enrolment figures at USP that quite a high percentage of students is enrolled at pre-degree level programmes that are not technically or vocationally-oriented but are aimed at remediation work to qualify them for degree studies. This calls into question the function of a university, which appears, in this case, to be deputising as a secondary school, with consequent wasted time, financial and human resources, in addressing matters which should have been properly dealt with at the lower levels. Such a contention is supported by the analysis of Tonga's external examination results, which show a high failure rate beginning with the secondary entrance examination. The target of 10,000 or over is achievable with a much improved education system. The savings in wastage from the result of the high failure rates can be used to fund higher participation rate at tertiary level! Perhaps, this is an issue that could be addressed by the national university, down the line, if the issue is not already addressed by the Ministry of Education and Training.

5.3.5 The UNDP Human Development Index (HDI) is a composite measurement based on life expectancy, education, and per capita income. Needless to say, the higher the life expectancy, education level, and the gross national income per capita, the higher the scores of a country and its ranking on the HDI. Tonga was very proud of the fact that it was ranked highest among Pacific countries in the early years of the application of the HDI measurement, which was a reflection of its high literacy rate in education, its high health indicators, including life expectancy, and its relatively debt free economy. Today, it is ranked 105 in the world out of 185 countries, with an index score of .717, behind Fiji, which is ranked 98<sup>th</sup> with an index score of .724 but higher than Samoa, which is ranked at position 111 with an index score of .707; Vanuatu at position 141 with an index score of .597; and the Solomon Islands, which is ranked at 153, with an index score of .557.<sup>24</sup> Although Tonga is steadily moving upwards, the ranking today is a wake-up call and an indication of where the country has regressed in terms of education, health and economic indicators. A national university could assist Tonga to regain its position in the HDI and to hasten its progress up the ranks of human development.

5.3.6 Another digressional issue is the need for accurate and up-to-date information and data. The Study found right across the board the lack of available

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<sup>24</sup> <http://www.hdr.undp.org/en/content/human-development-index>

accurate and timely information. One of the major indicators of a quality system and institution is its ability to have on hand accurate data and information on which to base decisions. Without such data, the system and institution decision-making process will be flawed and its outcomes highly suspect. This point cannot be made strongly enough and it would appear from the Study that most institutions in Tonga suffer from such a malady and it is especially evident in the databases kept (or not kept) by the Ministry of Education and Training. Perhaps this is another issue that could be addressed by a national university – the training of senior administrative and management staffs on the imperatives of collecting, analysing, and applying data to the decision-making process and outcomes, and for reporting and accountability purposes.

5.3.7 Staffing the university sustainably should not be a particularly difficult challenge, if the number of Tongans living and working in Tonga and beyond its borders is taken into account. As seen in the 2016 Census, there were a total of nearly 7,000 individuals with tertiary qualifications, ranging from certificate to doctoral degrees living in Tonga at that time. Of those, 534 had master's qualifications, with another 106 having other professional qualifications, and 86 with doctoral qualifications, making a total of over 700. This figure does not include the Tongan diaspora. Of course, it could not be assumed that quite a substantial number will be available to teach and research at the university but the number is worth noting as it indicates that Tonga already has the necessary human resources to sustainably staff a national university. It should also be noted that the existing institutions are already staffed by qualified personnel, some of whom are overqualified for the work they are now undertaking. The point that is being belaboured is that these individuals can readily assume tertiary teaching and research or other functions in the national university. They are already available. However, there may be areas where Tongans with suitable qualifications are not available. In such cases, as other universities do, they recruit the best available staff.

5.3.8 But universities also need other staffs, not just academic teaching and research staff, in other areas which are necessary for a university to function efficiently and effectively, such as administrative and management staff, support secretarial staff, IT staff, media staff, and financial staff. The existing tertiary institutions already have such staff, with the required sets of skills. But in situations where some skills or experience may be lacking, it should not be an insurmountable problem to upskill or re-train them for their new responsibilities. However, having said that there are few lab technicians available in Tonga, and technical skills in various areas for the maintenance and repair of equipment are also in short supply and are not available too in the private sector.

5.3.9 While Tonga may have the necessary manpower, upgrading existing programmes to university level requires specialist skills and programme development, can be a time-consuming and long process. The special circumstances imposed by COVID-19 will also have impacts on the mode of study. In such cases, the process will

take even longer, as programmes and courses will have to be developed in multi-modes and take into account Tonga's geographical nature, the state of the internet today with its low bandwidth for educational purposes, high costs, and poor and intermittent connections. But even if these issues were resolved, the question of accessibility for rural and outer islands communities remain. Programme development is likely to be a costly exercise. The requirements by the Tonga National Qualifications and Accreditation Board (TNQAB) will have to be complied with also, unless legislation allows the university to be self-accredited in its degree programmes. However, even if that were the case, non-degree courses at the lower levels, will still have to meet TNQAB requirements. But that is assuming the university will be a dual university, offering degree as well as non-degree programmes, an issue which will be discussed later in the report.

#### 5.4 Governance, Purpose and Functions

5.4.1 As was seen from the examples of his late Majesty's concept for a university and national universities in the Pacific, these universities were created by Acts of Parliament, Decrees, and other legal instruments and in each case they did not create a new institution as such from scratch but successfully merged existing institutions under the umbrella of a national university. Each Act would specify the purpose and functions of the university, its main components, and its governance structure, which is usually by a Council and a Senate. The Council would have overall administrative and management responsibility for the university, which could include development of policies, plans, budgets, approval of teaching and research, and the Senate would have overall responsibility for the academic and research programmes of the university. Where there is a need for time to accomplish administrative matters, such as arrangements for merging of existing institutions, there are also transitional provisions.

5.4.2 The Acts that established the national universities of Samoa, Fiji, Solomon Islands, and Vanuatu are attached as appendices to this report, which Tonga could use to guide its work on the process to take to legally establish a national university for Tonga. Some of the decisions that would have to be taken relate to the purpose and function of the university, its governance structure, the number and names of faculties, and schools to be included, how governance members and staffs of the university are to be appointed, and how the university will be financed. It is not necessary for Tonga to copy or follow the processes that other Pacific member states used to establish their national universities but there are useful lessons that Tonga could consider from the experience of their neighbours.

5.4.3 In establishing a national university, its purpose and function must be clearly articulated. The need to establish a new and unique vision for the university has been discussed previously. Suffice it to say that it is not merely sufficient to provide a

legal framework for establishing the institution but its purposes and functions have to be clearly articulated to avoid any future ambiguity. As discussed above, all matters Tongan were prioritised by the *talanoa*, but development areas were also important, such as health, education, science, maths, and technology, business, accounting and economics, law, security, administration and management, tourism and hospitality, computing, communications and information technology, agriculture, fisheries, environment, marine studies, to name a few. These are likely to have an impact on the decision on the numbers of faculties and schools. H.M. King George V's proposal identified only six areas: engineering, law, management, mathematics, medicine, and public service, under which were a number of departments. Existing government post-secondary institutions are in the areas of education, science and technology, development studies, which include agriculture, computer science, and media and journalism, nursing and other allied health programmes, and policing. In addition, non-government institutions offer additional programmes in accounting and economics, architecture, secretarial services, food, catering, and hospitality, counselling, and theological studies. Other university programmes include aviation and pilot training, and law. Tonga will have to decide the areas that are most needed for its development but at the same time try to avoid duplication of programmes already on offer by other institutions within Tonga, and keeping in mind the need for creating an institution with a uniquely Tongan identity. H.M. King George Tupou V also anticipated including Fine Arts, History, Music and Philosophy at a later stage.

## 5.5 Faculties, Programmes, Recognition, and Accreditation

5.5.1 It was seen from the survey of Pacific national universities and from his late Majesty's university proposal that different names were used to designate major divisions, and programmes in universities. The term 'faculty' can be used to refer to main divisions of teaching programmes in universities, comprising one subject area or a group of related subject areas and under faculties would be the sub-divisions within that major division, to which the words 'colleges' or 'schools' refer. However, the names can be used interchangeably. For example, NUS has six faculties but FNU uses the term 'college' for its five major academic divisions; SINU uses the term 'schools' for its six major divisions; and VNU or NUV uses the term 'faculty', of which it has two, and the sub-divisions are labelled 'schools'. USP uses the term 'faculty' for the major divisions' and 'schools' for the sub-divisions. His late majesty preferred the term 'faculty' and proposed six and the sub-divisions to be called 'departments', and the programmes of the university reflected those major divisions.

5.5.2 It is suggested that Tonga could adopt the term 'Faculty' for the major divisions of the university to avoid possible confusion with existing secondary level colleges, and the term 'school' for the sub-divisions within the faculties. There are five existing tertiary institutions in Tonga, namely, TIOE, TIST, TIHE, QSCN&AH, and Police. They could form the basis of the faculties, namely, Faculty of Education, Faculty of

Science and Technology, Faculty of Public Administration and Development; Faculty of Health and Medicine; and Faculty of Justice, Law, and Security. The current programmes would automatically continue under the new institution except that the programmes would offer different levels, ranging from certificate to doctoral programmes. The task of the existing institutions would be to upgrade their existing programmes to degree level and to expand their offerings to fill any identified gaps. On the other hand, the demand for a unique Tongan institution and for prioritising research would require a reconfiguration of the major divisions of the university. There is definitely a demand for a Faculty of Tongan Studies in which all matters Tongan would be taught and researched. There is also a case for a Faculty of Graduate Affairs and Research, which will bring together all the university's postgraduate programmes and research under the umbrella of one faculty. In fact, since research is being prioritised, the university could very well start with postgraduate programmes and research, especially in areas that do not need complex and costly facilities, such as researching into Tonga's traditional heritage. However, Tonga would need to make its decision based on its vision and mission for the university and its designated purposes and to ensure affordability, sustainability, excellence, relevancy, and worthwhileness.

5.5.3 Thus, the issues of recognition and accreditation are fundamental to the university's acceptance within Tonga and abroad and such recognition and accreditation are very much predicated on the quality of the university's policies and processes, the calibre of its student intake, its academic staff, and the creativity and innovative nature of its research and outcomes, and the uniqueness of its contributions to world knowledge and skills. The university must ensure from the very beginning that its academic standards at all levels are exceptional, its teaching and research programmes are distinctive, and its graduates demonstrate values, knowledge, and skills that cannot be matched by another education institution. It should set its own benchmarks and its indicators are based on Tonga's most valued *koloa*.

5.5.4 While it is important for the national university to gain international recognition and accreditation for its programmes to assist in developing its credibility, it is recommended that an integral aspect of creating a unique identity for the university is through the creation of its own pedagogy and symbolic orders, its own sources of authority, mediating structures and appropriate standards in development and education, which are rooted in Tonga's values, beliefs, assumptions, knowledge system, processes and practices, and particularly in those values which support sustainability, the doctrine of enough and equity of benefits, not necessarily measured in economic terms. Konai Thaman has throughout her career, repeatedly called for such constructs and has done a great deal of work herself in these areas. The work of Smith (2012) in her book 'Decolonising Methodologies' recognises the importance of liberating ourselves from others' constructions of ourselves and the need to be free to tell our own stories and naming our world, to become actors rather than subjects of others' visions and developmental goals. It is the contention of this Report that unless Tonga clearly

identifies what the purposes of development and education are and what they mean in the contexts of the Tonga and the national university, development and education and their benefits will continue to be unsustainable and inequitable. Tonga must flag a vision of education and development that clearly spells out the kinds of society we wish for ourselves and our children, and such a vision, cannot be better informed than by the fundamental cores beliefs and values of Christianity and Tongan culture. The continuing incongruence between our core values and those underpinning the imported development paradigms and educational programmes that Tonga has willingly accommodated is in large measure responsible for much of the turmoil Tonga is today experiencing at every level of society.

5.5.5 But Tonga needs, first of all, to know where it is going, before it can decide on how to get there for as the Cheshire Cat reminded Alice in the book *Alice in Wonderland* if we do not know where we are going, it really does not matter how we get there. Handy (1998), in talking about the market made the point that ‘unless and until we work out what the purpose is we can’t measure the results. Without a clear definition of desired results, any market... would have to focus on the one thing that could be measured: the costs or inputs’. But competing on costs does not necessarily guarantee the best outputs. The same argument applies to most public service institutions. Where outputs cannot be measured the competition has to focus on inputs, and the cheapest hospital or school is not necessarily the best. A similar situation exists in Tonga’s development and education. There is, in fact, little interrogation of the values underscoring development and education nor of the purposes of development or education, which proceed beyond the efficacy of achieving growth.

5.5.6 In the fragmented world that we are creating for ourselves today, we need more than ever to explore other alternatives and forms of development and education which could promote holistic growth in both our societies and peoples and the values of our Tongan society which are rooted in the symbiotic relationships among people and their environment seem to be as good a place to start as any. Taylor (2000) is so right in her comment that development is expected to bring about fundamental social transformation at the level where it counts, in terms of social relations, in terms of relations between men and women, rich and poor and in terms of relations at other levels of society. In the early 2000s, Tonga was one of the few countries in the region that made the attempt to identify the values that informed its development programmes. Its national vision at that time made it clear that ‘development covers not only goods and services (material standards) but also the opportunity to choose and achieve a quality of life that is – valuable, satisfying and valued. It also means that the choices include a different style of development, a different path, based on the realities of values, resources and aspirations of Tongan society which may be different from those of developed countries but not lower in quality. It is national development based on human and sustainable development’ (2001). Unfortunately after such a promising innovative beginning, it proceeded to adopt the same development strategies that

others have prescribed for them. So perhaps Lewis Carroll is mistaken after all and the means are just as important as the ends. There has to be consistency in the values underlying outcomes, processes and inputs. This is what the university should aim at in its efforts to achieve recognition and accreditation. At the end of the day, it is Tonga's choice, what it chooses to prioritise and value.

## 5.6 Financing the University

5.6.1 Tonga, as has been pointed out previously in Part 1 of this report, is a small country, with a small population, and a small economy. Its financial capabilities are limited, with many competing demands on it. It also relies heavily on donor funding for many of its core services, such as education, health, and primary sector. Families also rely heavily on remittances to assist with educational costs. Therefore, one of the main constraints that has prevented Tonga from pursuing its national university dream has been the issue of costs. The cautious approach is supported by consideration of the country's economic progress, and in recent years by its debt burden. With very little natural resources, excepting its human resources, it could be seen that Tonga's economy is small, with many demands on its meagre financial resources, although the World Bank lists Tonga as having upper middle income level. But financial constraints has not prevented Tonga from establishing post-secondary institutions, or from funding awards for tertiary studies in-country and abroad, or from providing grants to non-government education systems and institutions, although admittedly a large percentage of such assistance is funded by development partners, such as Australia and New Zealand, and other international agencies, such as the World Bank. When the data for funding for education in Tonga is pooled for the Government sector only, it is clearly evident that the country is already investing heavily in the tertiary education sector. Together with the scholarships and international contributions the amount is approximately \$12m and if the annual grants to non-government technical and vocational institutions, which came in 2018/2019 to \$2,622,600, are included the total amount rises to at least \$15m.

5.6.2 However, as was seen in the examples of USP and other national universities from around the region, the main source of funding was from government grants, as discussed above, but, in most cases, the largest single contribution comes from tuition fees, as in the case of USP and Fiji. There are also other sources of funding which could be explored, as was considered by his late Majesty, King George Tupou V, which were endowments from international charitable foundations and philanthropists. Other sources could include an educational levy such as the 1% levy on the total gross wages and salaries of employees that is mandated by Fiji on employers and businesses to pay the FNU's NTPC to encourage them to invest in the training and professional development of their employees.



5.6.3 On the other hand, one of the main purposes of the university is to ensure access and participation by all Tongans who wish to pursue higher education, without being constrained by very high fees, which will exclude many able and talented young people from economically-strapped families. In the NUS, the average fee per student is approximately \$4,000 Tala a year. In Tonga's case, a student population of 3,000 with an average fee of \$8,000, which was the median fee proposed to be charged at his late Majesty's private university, would give the university \$24m a year, which together with the roughly \$12-15million already invested by Government in its tertiary institutions and scholarships programmes, would provide the university with over \$30 million a year. To meet the need of such potential students, the university could encourage sponsorship programmes by various groups, including the Tongan diaspora, who are already doing just that for young relatives in Tonga for all levels of education; church education systems and churches in general of their own church members; village communities of their own members, especially women and youth; Kava Tonga clubs of selected groups of students; or any interested groups. A university endowment fund could be set up also and individuals and groups could make direct payments to it. The funds could be judiciously invested over a period of time, and it may even gain sufficient interest to cover the recurrent expenses of the university, if the sum is sufficiently large, and smart investments could assist it to grow even further. A best-scenario is where the university would no longer rely on government grants and it may enable it even to reduce fees to render higher education more equitable and accessible to all.

## 5.7 Facilities and Resources

5.7.1 The facilities and resources required by the national university will depend very much on which path Tonga proposes to take, that is, starting from scratch, as was proposed by the King's university, or by merging existing institutions and providing them with an administrative umbrella as was the case for other Pacific states, or merging today but with a proviso for future expansions as new programmes are added. Existing facilities and resources may be the cheaper option in the immediate future but they are still required to be audited to meet university standards and the needs of the programmes that have to be upgraded to degree level. Purpose built facilities would cost around \$40-50 million depending on Tonga's ambitions and capabilities, but renting facilities, while a cheaper alternative, would not benefit the institution in the long-term, as most rental properties are not designed for educational purposes, and for specialised functions such as research laboratories.

5.7.2 Merging existing institutions will require an administrative body and this body will need to be physically housed somewhere, which will provide ready access to the public and to its constituent components. Assuming that the merge will only include government post-secondary institutions, coordination of the diverse institutes will still be a challenge, as TIOE and TIHE are located at Pahu, TIST at 'Ananá, the Police College at the Police Compound and the Queen Sālote Institute of Nursing in the Ministry of

Health at Tofoa. Ideally the Administrative Headquarter should be located somewhere along Tafua‘āhau Road mid-way between the Ministry of Health and Pahu. There may be need also for shared teaching and conference space, which will require reliable transport to ensure students get to classes on time. If courses can be offered on line, it may make the necessity for physical space redundant, but developing such programmes, as discussed previously requires time, skills, and good reliable IT services, which Tonga does not have at present. It has the capacity and capability to offer a much improved low cost, fast, and reliable network service but so far it has not demonstrated willingness or commitment to do so.

5.7.3 Other facilities and resources that must be upgraded are the science laboratories. If the university proposes to offer science degrees it must upgrade the existing laboratories to meet university standards. Unless, the information available to the Report is out of date, there is no single science laboratory in Tonga that meets the standards required for university laboratories in Chemistry, Physics, Biology, and Agriculture, not even in the USP Tonga Campus at ‘Atele. The same could be said for other laboratory facilities and workshops in the technical and engineering areas. With such lack of facilities and resources research in the science areas may not occur for some time. Perhaps, Tonga could follow his late Majesty’s advice and give would be science researchers good solid groundings in mathematics to allow them to undertake research overseas, while Tonga’s prepares its research and clinical laboratories.

## 5.8 Estimated Costs

5.8.1 The full costs of the establishment of a national university cannot be realistically calculated at this stage until decisions have been made on the pathway to take, that is, to build a new institution, or to merge existing institutions, but given an administrative umbrella, with the proviso to expand and build in the future, and the governance structure of this administrative body. Thus, this section will focus on providing provisional costs for an administrative body and the staffs, facilities, and resources that will be required to service it. However, the costs will depend on the kinds of administrative body that may be appropriate at this stage of the university’s development. The cheapest and easiest to establish is an interim administrative body, which will not require much additional funding. This option assumes that the Interim Administrative body will comprise seconded personnel from the Ministry of Education, Health and Police to coordinate and administer the university, while Tonga works through the establishment processes. These could consist of 5 individuals, 3 of whom will be from the Ministry of Education, appointed by the Minister of Education and Training; one from the Ministry of Health, appointed by the Minister of Health; and one from the Ministry of Police, appointed by the Minister of Police. The Entity is suggested to be chaired by the CEO of Education. They will be responsible for the detailed planning of the university. They could co-opt technical members, if and when required. They can be supported by other staffs from the Ministry of Education and Training, namely, 2

research assistants, a receptionist, a secretary, an accountant, and an IT technician. They could be housed in facilities provided by the Ministry. Perhaps, an allocation of \$250,000, 000 to 500,000 will be sufficient for their needs, as their salaries will continue to be paid by the respective ministries. This amount should cover their total expenses from October, 2020, to February, 2021 or until the university is declared established. It will include rent, travel and transport, utilities, IT services and connections, any new equipment required, such as laptops, PCs, photocopier, printers, vehicle, and consumables.

**Table 34: Provisional Costs for an Administrative Entity for a National University**

<b>Expense Item</b>	<b>Estimated Amount</b>	<b>Explanation</b>
Salaries	0	All staffs for the interim administrative body will be seconded from participating ministries and institutions
Heavy duty photocopier	20,000.00	
Office rental	100,000.00	Space will be needed for at least 10 offices (could be shared open space, except for the CEO). Receptionist area, office for the secretary and accountant, and IT person).
Vehicle	100,000.00	Dedicated only to the work of the Entity.
Transport and travel	50,000.00	
Laptops (11)	55,000.00	
PCs	33,000.00	
Heavy duty printer	15,000.00	
Consultations	20,000.00	There are likely to be many consultations during the planning stage.
Consumables	30,000.00	
Refreshment	5,000.00	
Other expenses	50,000.00	
<b>Total</b>	<b>\$478,000</b>	

5.8.2 The other alternative is to establish such a body with some of the university officials to be recruited and appointed during the interim period before the university officially opens. This is based on the assumption that the necessary piece of legislation for establishing the university will have been approved by Parliament. It is suggested that such appointments include the Chancellor, members of the Council, the Vice Chancellor, Registrar, Deans of Faculties, two professors, librarian, teaching staffs that may be required to begin teaching degree programmes, and technical support staffs, such as IT technicians. Existing staffs from participating ministries and institutions could also be deployed to fill these positions and other ministries could second staffs where and when necessary. This is a national effort and if all parties work together towards a common goal, the vision of a national university can be readily achieved.

Table 35: Costs of alternative administrative arrangements

<b>Expense Items</b>	<b>Estimated Costs</b>	<b>Explanations</b>
As above plus alternatives	478,000.00	
Chancellor	0	Most likely His Majesty or a member of the Royal Family
Vice Chancellor	200,000.00	New recruit or appointed
Registrar	150,000.00	New recruit or deployed
Deans (2)	400,000.00	New recruits or deployed
Professors (2)	360,000.00	New recruits
Librarian (1)	150,000.00	New recruit
Lecturers (6)	600,000.00	Deployed or recruited
IT Technicians (2)	0	Deployed.
Senior Accountant (1)	0	Deployed.
Office Rentals	500,000.00	Additional to above.
Cleaners (2)	20,000.00	New staff
Security (1)	15,120.00	New staff
Filing clerk (1)	0	Deployed
<b>TOTAL</b>	<b>\$2,873,120.00</b>	

## PART 3: CONSIDERING THE OPTIONS

### 6. Options

6.1 A new vision for a new Tonga and for an unique institution! A tall order but a dream that has been harboured in the breasts of many Tongans for a very long time. The establishment of a national university for Tonga is an opportunity to transform those dreams into a worthy legacy. The national universities in the Pacific that have been described all have visions and missions which follow expected development and educational goals – vibrancy, innovation, excellence, relevancy, meeting human development needs, prosperity, social impact, employability, quality, knowledge, skills, research, inclusiveness, life-long learning, training, teaching, and learning. Tonga needs something unique that reflects its inheritance and its context. The Report suggests that Tonga could very well use one of its proverbs, such as the following to define the purpose and function of the university and its outcomes.

- Hangē ha tavake tā mafuá  
*‘Uhingá: Ko ha taha ‘oku fakaholomamata ‘e ne fai ha ngāue pe faiva.*
- Lūsia ki taulanga  
*‘Uhingá: Ko ha taha kuo fetaulaki mo ha ngaahi faingata ‘a kae a ‘u pē ki he feitu ‘u ‘oku fononga ki aí.*
- Tefua ‘a vaka Lautala  
*‘Uhingá: Ko ha fakataha ha kakai lalahi ke fai ha ngāue lelei.*
- Tā ki liku tā ki ‘ao  
*‘Uhingá: Ko ha taha ‘oku poto he me ‘a kotoa.*
- Pata he lā kuo tu‘ú  
*‘Uhingá: Ko e fiefia taupotu he tu‘unga ‘oku a ‘u ki ai e ngāué.*
- ‘Auhia kae kisu atu pē  
*‘Uhingá: Ko ha taha kuó ne fepaki mo ha faingata ‘a ‘i ha ‘ane ngāue ka ne kātaki ‘i pē, kehe ke lava e ngāué.*
- Tala pea ngali  
*‘Uhingá: Ko ha taha ‘oku tatau ‘ene leá mo e me ‘a ‘okú ne lava. ‘Oku tatau ‘ene leá mo ‘ene ngāué.*
- Ala-i-sia, ala-i-kolonga  
*‘Uhingá: Ko ha taha ‘oku lahi ‘a e me ‘a ‘oku poto aí mo ne lava ‘o faí.*

Tonga could choose to use a combination of these to articulate its vision and mission for the university.

6.1.2 Another alternative is to use a suitable quote from the writings and speeches of members of the Kings and Queen of Tonga. Queen Sālote, for example, was a wonderful composer and poet and she wrote many poems and songs, lines from which could be used for the vision and mission of the university. Similarly, quotes from the

wise speeches of Tupou I still resonate with today's young generation. They too could be used to inform and enlighten the vision and mission of the university. But these are just suggestions for consideration and a way to find a vision and mission that are unique to Tonga but can direct and guide the work of the university.

6.1.3 It is clear from the data and the discussions of the findings that there is unanimous agreement that Tonga should establish a national university. It was generally held that establishing one is in fact overdue and that Tonga should take action now. However, there was no consensus on the process but several options were discussed, which are described in more detail below.

*Option 1: Build a new institution*

6.1.3.1 Building a new institution was the choice taken by the late King George V's university committee for obvious reasons, as it was intended to be a private institution. It was also the option considered by some at the *talanoa* to be the most appropriate for Tonga to take. There are many advantages to such a choice but there are also equally some disadvantages. However, the plea for an institution that is uniquely Tongan will be better addressed by a new institution that is purpose-built and dedicated to expressing, articulating, and showcasing the best of Tonga from its Christian faith, belief systems, values, languages, culture, history, knowledge systems, and traditions. The university can be designed to represent all these as well as the evolving and transforming visions, hopes, and aspirations that the Tongan people have for themselves and their children. For example the physical appearance of the university must have the '*Oi seuke!*' impact factor, when it is seen for the first time. The design of the campus, its facilities, and landscaping will be an opportunity for Tonga to call on its best and most creative architects both in Tonga and abroad to showcase the best of Tongan architecture, design, art, and craftsmanship and to use motifs and patterns from its traditions, environment and landmarks to assist them in their thinking and the outcomes, as the ancient Tongans did in replicating the layout of the *Pupunga Motuliki*, for the design of the Sia-Heu-Lupe at Vaolahi, Popua. The campus should be so physically distinctive that anyone walking into it would know without any doubt that this is Tonga.

6.1.3.2 In addition, the structure of the major academic areas could also reflect Tongan ways of thinking and working, which is not compartmentalised but holistic and not individualistic and competitive but cooperative and reciprocal. So instead of the traditional divisions of academic knowledge in western-style institutions, the approach could use priority themes or issues, which are addressed by using all contributing fields of knowledge, skills, and experience to analyse and consider the most appropriate solutions. Such an approach will ensure that all pertinent and relevant areas work together to find the best way for the benefit of all. Tongan epistemology, belief systems, and values, would be built in to direct and guide all academic disciplines.

It is also an opportunity to teach new generations of young Tongans about Tonga's tangible and intangible heritages and how they could contribute to the pool of world knowledge to resolve common challenges that have plagued mankind for millennia. It is also an opportunity to ensure the preservation, maintenance, and sustainability of all things Tongan by teaching, researching, reporting on, and publishing them for all Tongans and for the world community. It is also an opportunity to offer research, education and training programmes in areas that are very much needed for the well-being and sustainability of life in Tonga but which are not offered elsewhere or at least are not tailor-made to suit Tonga's particular contexts. For example, navigation and *kalia* building knowledge and skills, conservation and management practices of coastal and marine resources, multi-cropping practices that conserve, promote, and sustain soil fertility and flora and fauna diversity and sustainability could be taught to ensure sustainable livelihoods for communities in Tonga. There are many other fields and practices which could benefit from further study and research.

6.1.3.4 Another advantage of a new institution is that it would avoid the likely internal conflicts that may arise between the new administrative body and the existing institutions. These institutions may not take kindly to new policies, processes and accountability procedures when they have been used to running things in their own way. Changing to a new system is always a painful process. There are likely to be competitions for funding and additional work in upgrading programmes to degree levels, which institutions may not like to take on board. These problems would be avoided if a new institution is established with clear responsibilities and functions.

6.1.3.5 However, a new university which starts from scratch does not come cheap. As is seen from the estimates for the late King George Tupou V's university, the costs of the buildings at that time would have been in the range of TOP\$40-\$50m. Today the costs are more likely to be between \$60-\$70m or higher, which in a realistic consideration of Tonga's current economic situation may be prohibitive. The building could be phased over a period of time, but it will mean long delays before the university is ready for operation. The long waits may have impacts on the acceptance of the university and its credibility, and may impact also on the recruitment of students and staffs. The high investment cost is also likely to draw criticism, especially if funding the university is at the expense of non-government education systems and tertiary institutions and other government services. The donor community may look askance at an institution that is seen as patently promoting xenophobic values by touting all things Tongan, including its commitment to its Christian faith, which could be interpreted as anti-human rights, anti-democratic, and anti-development. On the other hand, it should be noted that a truly Tongan approach would not require heavy investment in buildings. In most Tongan knowledge, skills, processes and practices areas, what is needed is wide open spaces for *talanoa* and theorising, for contemplation and reflection, for creativity and practice, observations and recording, for sharing of food, entertainment, and experiences, or simply for rest. Activities are not time-bound or constrained by place, but are dictated by moods and opportunities.

*Option 2: Merge existing institutions but with an Interim Administrative Body (IAB)*

6.1.3.6 The quickest way and cheapest way to establish a national university for Tonga is by merging and upgrading existing government tertiary institutions to become the new university but with an additional coordinating administrative body. As is seen from a review of these institutions, each one has its own mandate, its own budget, staffs, facilities, resources, programmes, and students. They have their own administrative and management policies, practices and processes and accountability procedures. They were established to meet particular human resources development needs in the areas of education, development, science and technology, nursing and policing. Their programmes do not conflict or overlap, except perhaps in some skills areas such as academic and study skills and IT. But on the whole they operate independently.

6.1.3.7 Merging these institutions under an administrative and coordinating umbrella means bringing them together under common administrative and management policies, practices, processes and accountability procedures. It will mean their having to come under one budget allocation, and all that entails. Staffs will now be centrally recruited and employed, and the same goes for physical resources. They have to meet the same admission criteria for their students and be subject to the same assessment and accreditation procedures. Programmes will have to be approved centrally. Reporting will no longer be to their respective ministries but to the administrative body. The administrative body as is seen in other Pacific states can be achieved readily by an Act of Parliament, where the functions and responsibilities of the new structure are clearly spelled out as well as the roles of the contributing institutions. The transition appears to have occurred smoothly. In fact, the institutions that were merged took pride in their upgraded status, and having to function at a much higher level of education. They welcomed the challenge.

6.1.3.8 However, such changes, as previously said, could bring anxiety and stress, especially when heads of institutions are used to running their own shows and may not take kindly to different ways of management and control. Thus, getting the consent and willing participation of contributing institutions will be a huge challenge and especially when these institutions are currently operating under the control of different ministries. They already have their own priorities, valued outcomes, and agendas. Upgrading programmes to degree level would bring its own challenges, which may mean upgrading of facilities and resources, hiring of new academic staffs with higher qualifications, more experience, and skills, as well as additional technical and support staffs.



*Option 3: Adopt Option 2 but work towards Option 1*

6.1.3.9 The desire for a national university Tonga is immediate but at the same time there is also the aspiration to have an institution that is uniquely Tongan. It is proposed, therefore, that Tonga could adopt Option 2 as the most realistic option for quickly establishing a national university but that does not mean that it could forget about creating a university that is at heart and impact Tongan. The merging option will give the time and space that Tonga needs to conceptualise its national institution that could become a symbol for education and all things Tongan. Such an institution cannot be the child of one individual, however, talented and wise. It requires much *fofolā e falā kae talanga e kaingá*, time to reflect, and inspired planning. It needs the contributions of all Tongans to ensure that the outcome can be claimed and owned by all and that all will subscribe to its formation and sustainability.

6.1.3.10 Tonga must also consider its obligations, duties and responsibilities for all Tongans, not just those under Government. There are many other post-secondary institutions in Tonga, which are already providing excellent services and are serving the needs of Tongans in many diverse areas. Their graduates are contributing to the well-being of their communities and Tonga and are assisting their families in many ways. They cannot be forgotten in Tonga's quest to establish a national university, although it is argued that such an institution will benefit all. Such concerns were expressed in the *talanoa* with members of the non-government directors of education and heads of tertiary institutions and they have a right to be concerned. While Government has provided such institutions with substantial financial support, and for systems and schools with lower levels of education, the fact remains that some institutions fall through the cracks, which include universities, such as 'Atenisi and Christ's University in Pacific, and theological colleges, such as Sia 'atoutai and University of the Nations which also offer some traditional academic subjects, such as History. Such institutions may be considered irrelevant to developmental goals that promote and prioritise economic prosperity, but as previously argued the outputs and outcomes of such institutions include the highly prized entity, social capital, which Tongans value as 'relationship'. Relationships are increasingly recognised as pivotal to ensuring that societies and communities remain emotionally and psychologically healthy, resilient, harmonious, sustainable, safe and secure, and are connected physically and spiritually to their environment and to each other. Taking this into account, Tonga must give very serious consideration to its funding mechanisms for all non-government institutions. No one must be made to feel left out, left behind, excluded, or marginalised from the benefits a country can bestow, or those that could accrue from a national university.

6.13.11 Accreditation and registration and compliance with TNQAB requirements continue to be among the top challenges faced by such institutions. To partly address these issues, affiliated institutions, comprising of all of Tonga's existing non-government post-secondary institutions, could become part of the structure of the

national university. Those institutions and their governing bodies can remain as they are with their own internal controls and ownerships but the central governing body could act as conduit for Government core funding to support their activities as well as the channel for reporting purposes. The central body could also provide a national library facility to which all institutions under its umbrella will have access, which could include, having access to key international academic research websites, databases and search engines, research portals, and repositories for academic journals, research and such publications, which would be paid for by the central body. It could also facilitate fast and cheap internet access for all institutions to lessen costs and increase speed to facilitate research and keeping abreast of academic trends. It could also expedite research by establishing a central core funding for research in the priority areas of development for Tonga, which all institutions could access. The central body could ease also the process of registration and accreditation for all institutions in Tonga by providing technical support and acting as the mediator with TNQAB for institutions that need such services.

## **PART 4: RECOMMENDATIONS**

### **7.1 Recommendations**

7.1.1 Having collected the data, analysed and discussed them and offered opinions on the options, the Report makes the following recommendations. It should be noted that these are for considerations only. The Report could only do so much and some of its analyses and conclusions could be erroneous or based on inadequate information, which needs further research or additional information. However, these are offered with the sincere hope that they will be given at least, a fair hearing.

***Recommendation 1:***

That Tonga immediately invests in the establishment of a national university and ensures its sustainability by an annual financial grant and other support.

***Recommendation 2:***

That the Tonga Government immediately seeks His Majesty's Royal assent to the establishment of the national university, to becoming its Chancellor, and to bless the endeavour with a suitable name.

***Recommendation 3:***

That Tonga formally establishes the national university through an Act of Parliament, which will specify clearly its vision, mission, purposes and functions, its governance structure, officials, financing, and other constituent components, and their roles and responsibilities.

***Recommendation 4:***

That the institution be founded on Tonga's twin inheritance *Ko e 'Otuá mo Tonga ko Hoku Tofi 'a*.

***Recommendation 5:***

That Tonga creates an institution that is uniquely Tongan and gives it all support to prioritise research, teaching, and publications on all matters Tongan.

***Recommendation 6:***

That the institution be approved to be a dual language university with Tongan and English (with Niufo'ou to be used and taught where appropriate) to be both used in all its services, such as teaching, research, and assessment, and in all its documentations.

***Recommendation 7:***

That the institution be recognised as a dual university, meaning that its programmes will both be academic and technical and vocational and will offer the full range of qualifications from certificate to doctoral and post-doctoral.

**Recommendation 8:**

That Tonga grants the institution self-accreditation rights, through its Act, to ensure that it has the authority to validate, legitimise, and arbitrate all matters relating to Tonga's *koloa*, such as its values, knowledge systems, beliefs, culture, languages, history, traditions, and tangible and intangible inheritances.

**Recommendation 9:**

That the institution be granted autonomy and academic freedom, as foundation principles, to allow it to pursue excellence and truth without interference.

**Recommendation 10:**

That the qualities of excellence, inclusiveness, relevancy, worthwhileness, affordability, accessibility, creativity, equitability, and sustainability be also considered as principles of the university.

**Recommendation 11:**

That Tonga establishes the university by merging existing government tertiary institutions and by creating a new entity to administer and coordinate the work of these institutions and to create a new body, the national university, which is distinct from its constituent members.

**Recommendation 12:**

That at the same time, Tonga works at establishing in the long-term a national university that is uniquely Tongan.

**Recommendation 13:**

That it also further consults with non-government institutions and education systems to determine whether they wish to be affiliated to the national university and under what terms and conditions.

**Recommendation 14:**

That Tonga establishes immediately an Interim Administrative Body (IAB) comprising of seconded personnel from the Ministry of Education, Health and Police to coordinate and administer the university, while Tonga works through the establishment processes.

**Recommendation 15:**

That Tonga approves the secondment of the following members for the IAB: 3 from the Ministry of Education, appointed by the Minister of Education and Training; one from the Ministry of Health, appointed by the Minister of Health; and one from the Ministry of Police, appointed by the Minister of Police.

**Recommendation 16:**

That the IAB be approved to be chaired by the CEO of Education, and that IAB be responsible for the detailed planning of the university and actions necessary for its establishment.

**Recommendation 17:**

That the IAB be approved to co-opt technical members, if and when required, and be supported by other staffs from the Ministry of Education and Training, namely, 2 research assistants, a receptionist, a secretary, an accountant, and an IT technician.

**Recommendation 18:**

That the IAB be approved to have a working budget of \$250,000 to \$500,000 during its lifetime but that members' salaries continue to be paid by their respective ministries.

**Recommendation 19:**

That, if and when necessary, the IAB be approved to recruit the senior officials of the university, subject to the agreement and endorsement of the Minister of Education, and Cabinet, and to be granted a further \$3 million budget for that purpose.

**Recommendation 20:**

That suitable rented properties be found immediately to house the IAB and senior officials and staffs of the university.

**Recommendation 21:**

That the first task of the IAB is ensure that the Act to establish the university is drafted, consulted on and tabled for approval by the Legislative Assembly.

**Recommendation 22:**

That the IAB immediately starts auditing the facilities, resources, staffs, student capacity, programmes, and other relevant matters of each constituent institution in order to determine what programmes can be upgraded to degree level, what resources are required, what actions need to be taken, and what must be achieved before the university starts operating.

**Recommendation 23:**

That immediately after the institution is formally established by its Act all budget allocations of the constituent institutions be transferred to the budget of the university.

## **PART 5: WAY FORWARD**

### **8. The Way Forward**

8.1 It is urgent that a name be given to the national university, which will have to be included in the Act. The designated Chancellor will also need to be named in the Act.

8.2 The national university cannot be established or launched unless it is authorised by an Act of Parliament. An alternative would be a Royal Charter.

8.3 The approval for the establishment of the IAB is urgent as the detailed planning for the university will be its responsibility.

**ANNEXES**

1. Terms of Reference for the Scoping Study
2. Report from His Late Majesty's Proposal for a Private University
3. Report from TNQAB
4. Tonga Government Scholarships Programme: 2016-2020
5. Minutes of Consultation 1 with Concept Paper, Presentation, and Questions
6. Minutes of Consultation 2
7. Minutes of Consultation 3
8. National University of Samoa Act
9. Fiji National University Act
10. Solomon Islands National University Act
11. Vanuatu National University Act