

**Continuing Research Training  
MEWAC Tracer Study TIOE & TIHE**

**FINAL REPORT**

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28 May 2012 – 31 October 2012



## **ACKNOWLEDGMENTS**

This report was prepared as part of a Tracer Study sponsored by the Ministry of Education, Women's Affairs and Culture (MEWAC) and conducted by the Institute of Education (IOE) of the University of the South Pacific (USP) in June 2012. The conclusion of the report could not have been achieved without the assistance students from both the Tonga Institute of Education (TIOE) and the Tonga Institute of Higher Education (TIHE) who were recruited, trained and supervised by staff from the Institute of Education (IOE) to conduct the field works.

## ACRONYMS

FTE	Full time employee
IOE	Institute of Education
MEWAC	Ministry of Education, Women's Affairs and Culture
MOE	Ministry of Education
TIHE	Tonga Institute of Higher Education
TIOE	Tonga Institute of Education
USP	University of the South Pacific

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## **EXECUTIVE SUMMARY**

The two main objectives of this study are to: 1) provide an electronic and physical data base of all researches and studies conducted in Tongan education in the last 15 years, and; 2) provide data on the employability and experiences of the graduates of the Tonga Institute of Education (TIOE) and the Tonga Institute of Higher Education (TIHE) that have graduated in the last five years (2007 – 2011).

The study showed that graduates of both TIOE and TIHE have very high employability status. Data has also shown that graduates from both institutions spend minimal time in trying to find employment. Almost half the graduates from TIOE and two-thirds of the graduates from TIHE find employment within 3 months and one-fifth from TIOE and one-thirds from TIHE found employment in less than 5 months. Most graduates from both institutions were happy with their jobs but need improvement in their skills.

A database had also been put together as reference point for Tongan students, teachers and interested persons recording studies and researches that are related to Tongan education. This database can be updated regularly to help anybody but especially the students at both TIOE and TIHE.

## INTRODUCTION

### Project background

In June 2012, the Ministry of Education, Women’s Affairs and Culture (MEWAC) contracted with the Institute of Education (IOE) of the University of the South Pacific (USP) to continue with the provision of training in Research to teachers and students in schools to support the Ministry’s current Corporate Plan (2011), specifically Objective 9 which is ‘to raise the level of the quality, quantity, accessibility, impact and sustainability of research at TIOE and in education in general’.

The two main objectives are to:

- 1) provide an electronic and physical data base of all researches and studies conducted in Tongan education in the last 15 years, and;
- 2) provide data on the employability and experiences of the graduates of the Tonga Institute of Education (TIOE) and the Tonga Institute of Higher Education (TIHE) that have graduated in the last five years (2007 – 2011).

To achieve those objectives and to further the education in research practices, staff at IOE recruited, trained and supervised students from TIOE and TIHE to conduct the necessary fieldworks. A detailed term of reference (TOR) for the project is included in Annex 1.

This report summarizes the methods used and the results obtained. It is divided into two sections. Part A describes the first objective of documentation collection. Part B describes the second objective—tracer studies of graduates from TIOE and TIHE.

## **PART A: DOCUMENT COLLECTION**

The first objective of the study is 'to provide an electronic and physical data base of all researches and studies conducted in Tongan education in the last 15 years'. This objective is in line with the Ministry's current Corporate Plan (2011), in particular Objective 9 which is 'To raise the level of the quality, quantity, accessibility, impact and sustainability of research at TIOE and in education in general'.

### **Methods:**

A literature search and collection of all research studies, reports including opinion pieces regarding to educational development in Tonga for the last 15 years was conducted. Research assistants were assisted in the identification of available documents in educational development since 1997 and collected copies of these documents either in physical form or in electronic format. A template (Annex 2) to guide the collection was given to each research assistant to assist in the data collection.

### **Results:**

The data collection had identified 95 studies and researches conducted in Tongan education in the last 15 years. It is understood that this will be a starting point for a more comprehensive data base in the future and it is anticipated that regular update of this data base will be a continuous task for the Ministry.

### **Discussion:**

The list that was compiled was a reference list with links to the sources and databases where the studies were retrieved from. Some research assistants printed hard copies of some of the studies they identified. However, if the Ministry wants hard copies than they have to purchase or order them.

## **PART B: TRACER STUDIES**

### **Methods**

#### **Sample**

All graduates of TIHE and TIOE from 2006 through 2011 were eligible for the survey. The administrative staff provided lists of graduates from their respective schools. There were 362 eligible graduates from TIHE and 525 eligible graduates from TIOE.

#### **Questionnaire**

Vilimaka Foliaki designed the questionnaire based on an earlier version from a consultant for TIHE. The questionnaire was modified for TIHE and for TIOE. The questionnaire was then tested on 4 individuals to see that the changes made did not cause problems.

#### **Data Collection**

Selection of surveyors: The original team was selected for IOE by MEWAC. Because of the limited time for data collection, IOE added three others to the original team (only to the TIOE surveyors). There were 12 surveyors, five from TIHE and seven from TIOE. The surveyors were ex-students and current students of both of TIHE and TIOE.

The majority of the questionnaires were completed in-person. A few were administered by telephone. Completed questionnaires were returned to Mr. Foliaki.

Initially, Mr. Foliaki received 197 eligible questionnaires from TIHE and 308 eligible questionnaires from TIOE. Two questionnaires from TIHE and six questionnaires from TIOE were determined to be ineligible--either because they were completed by a relative of the graduate or because the name on the questionnaire did not appear on the lists provided. These questionnaires were removed from the data sets.

After a meeting with MEWAC staff to review the initial response rates, MEWAC decided to pursue additional data collection for TIHE. Some of the additional questionnaires were duplicated from previous respondents. A total of 255 usable questionnaires were available for the TIHE analyses.

On further inspection of the data from TIOE, a number of respondents were determined to be ineligible, either because they had not graduated from TIOE or because their names were not

identified as having attended TIOE. A total of 281 usable questionnaires were available for the TIOE analyses.

### Data Entry

The data entry system used for this project is called “double data entry.” This process assures that there are no data entry errors. Each questionnaire was entered into an Excel spreadsheet by two separate data entry people, e.g., each questionnaire was entered twice. The two data entry files were compared and any discrepancy was resolved by examining the original hard copy of the questionnaire. This process created clean data sets for analysis (one for TIHE; one for TIOE).

### Data Analysis

One project collaborator (Dr. Jinnet Fowles) conducted the quantitative data analyses. We used Minitab™ (a statistical software package) to perform the data analyses.

Some variables were condensed so that more helpful statistical tests could be conducted. Age was condensed into three categories (21-25, 26-30, 31 and older). Evaluative variables were condensed into two levels: strongly agree vs. all other responses. The rationale for this condensing extends beyond the statistical utility of a reduced number of categories. Previous work in the behavioral sciences has demonstrated that behaviors are most strongly predicted by responses to the topmost category of a Likert scale. Thus, even though the scale may offer choices of both ‘strongly agree’ and ‘agree’, behavior is better predicted by those responding to the topmost category rather than a combination of the top two categories.

We report the results for TIHE and TIOE separately. First we report the frequency distribution for all questions. Then we examine the relationship of several independent variables with outcomes of interest. For TIHE these outcomes include employment status and seven questions assessing their experience of TIHE training. For TIOE, an assessment of employment status is not possible because so few respondents were unemployed.

The statistical test for comparisons is the *chi square* test of association.

# Results

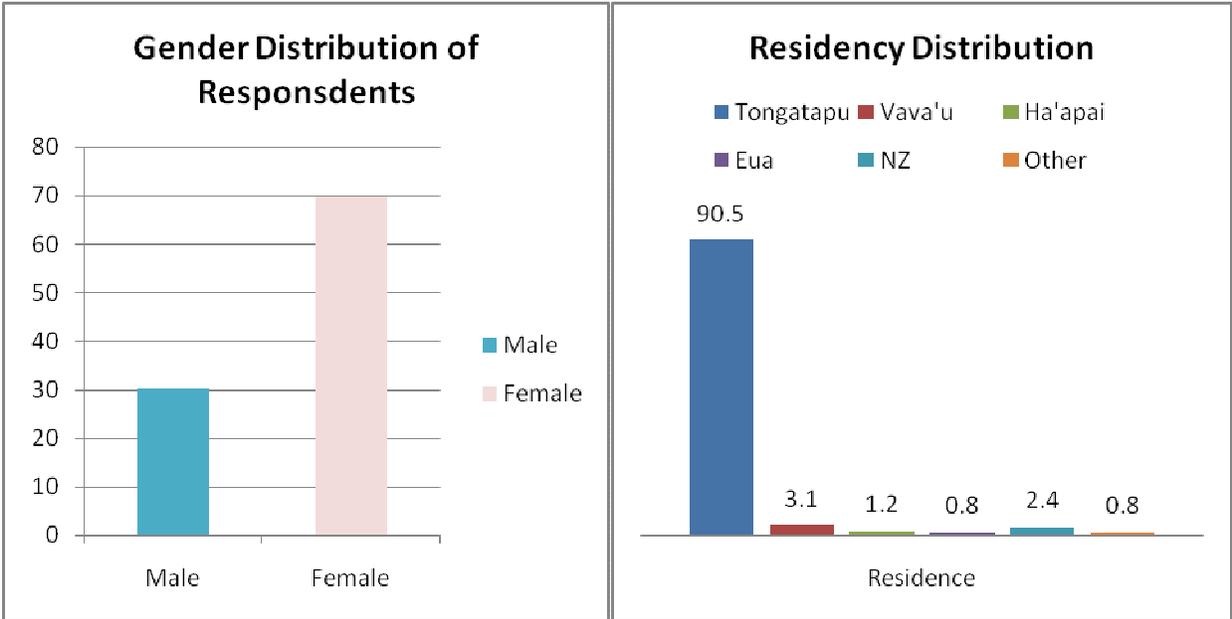
## TIHE Results

The overall frequency distribution of TIHE responses to each question is included in Annex 4.

### Description of the TIHE Sample

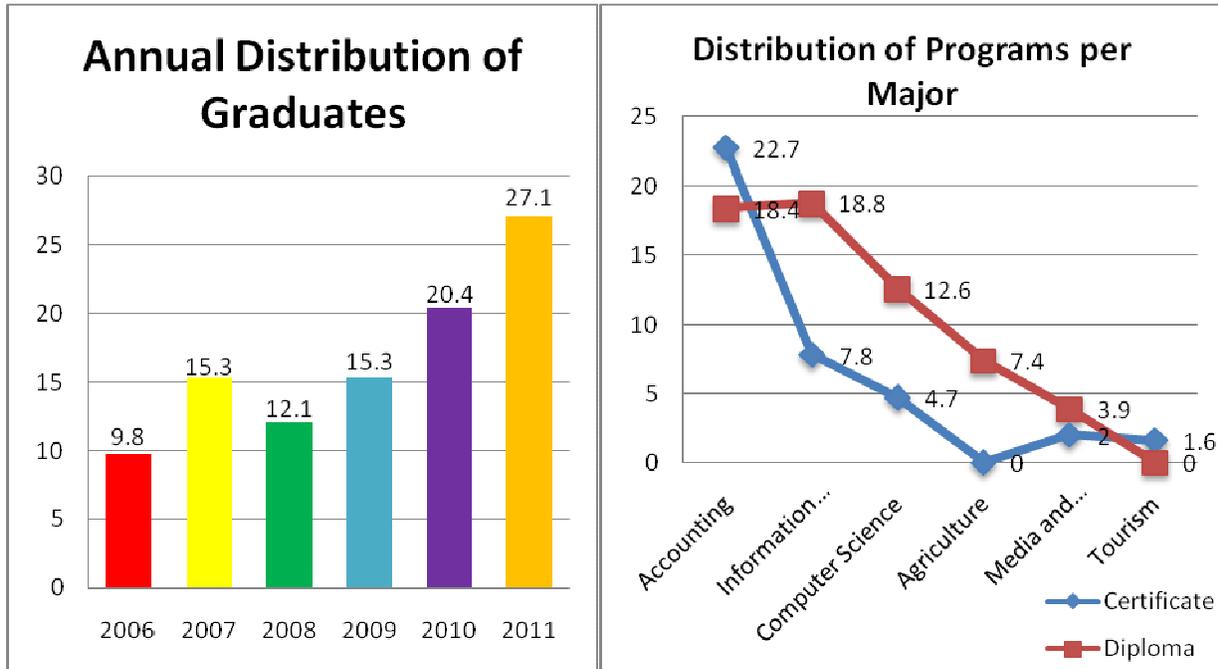
We collected questionnaires from 255 eligible respondents. This return represents a response rate of 70.4% (255/362).

More than two-thirds of the respondents (69.8%) were female. Almost all respondents resided on Tongatapu (90.5%). Of the remainder, 3.1% lived in Vava'u, 1.2% in Ha'apai, 0.8% in 'Eua, 2.4% in New Zealand, 0.4% in another Pacific country and 0.4% somewhere else. Most of the respondents were young adults. Over one-fourth were age 21-25 (27.5%); over one-third were 26-30 (35.3%); 16.5% were 31-35; 10.6% were 36-40; 6.6% were 41-45, and 2.7% were 46 or older. Over half of the respondents were married (55.3%); 43.5% were not married; 0.8% were widowed and 0.4% were *de facto*.

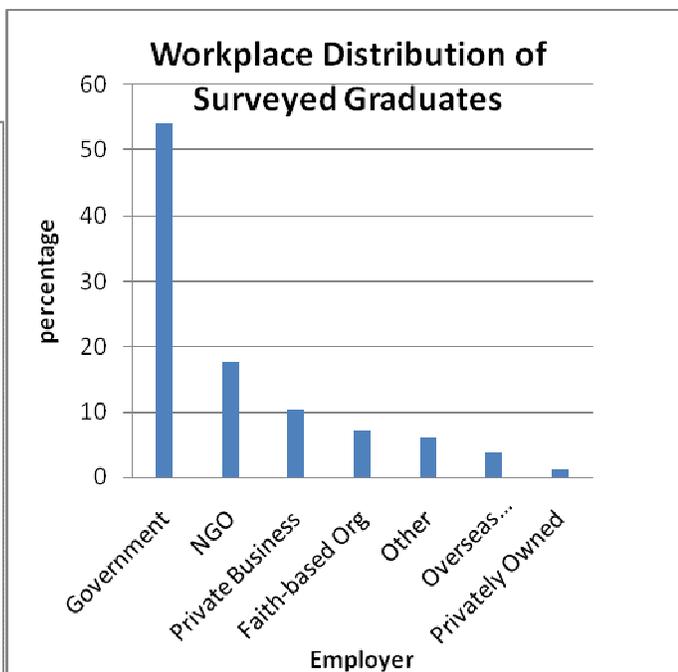
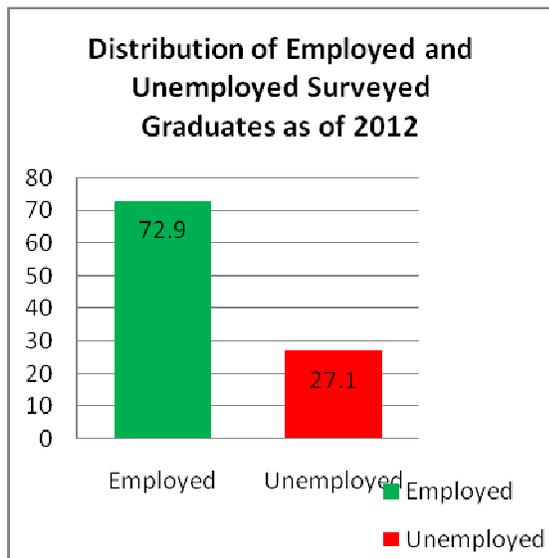


The sample was well distributed among the years of graduation that were included in the study—9.8% graduated in 2006; 15.3% in 2007, 12.1% in 2008, 15.3% in 2009, and 20.4% in 2010. Not surprisingly, a somewhat larger percentage graduated in 2011 (27.1%). More of the respondents graduated with diplomas than with certificates (60.8% vs. 39.2% respectively). Almost one-fourth of the sample had a certificate in accounting (22.7%); 7.8% had a certificate in information systems; 4.7% had a certificate in computer science, 2.0% had a certificate in

media and journalism and 1.6% had a certificate in Tourism. Almost one-fifth of the sample had a diploma in information systems; 18.4% had a diploma in accounting; 12.6% had a diploma in computer science; 7.4% had a diploma in agriculture and 3.9% had a diploma in media and journalism.



Over half of the sample was in paid work before attending TIHE (50.2%). Currently, almost three-fourths of the respondents are employed (72.9%). Of these (n = 186), over half (54.8%) are still working for the same employer that they were working for before they entered TIHE. Over half (54.1%) work for the government; 17.5% work for non-governmental organizations, 10.4% work for a private business in Tonga, 7.1% work for a faith-based organization, 3.8% work for a private business overseas, 1.1% work for their own private business, and 6.0% work for some other type of organization.



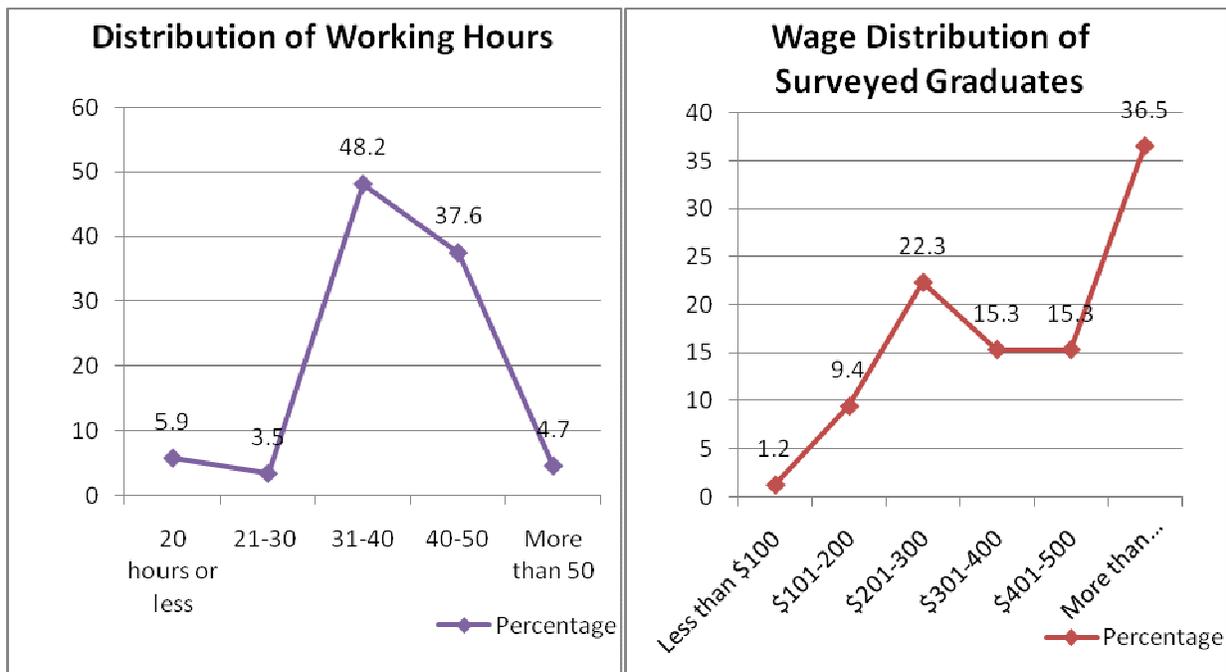
When asked about how they felt about their jobs, most (62.4%) indicated that they liked their job but wanted to improve their skills. Three other responses were also noted but much less commonly: happy with job (13.3%), want to find another job in the future (12.7%), and like job the way it is (11.6%).

About one-fifth of employed respondents (21.3%) reported that their employer’s main business is accounts and finance. Education and training represented 12.6%; communications and media 10.4%, agriculture 9.8%, electrical and electronics services 2.2%, transport 1.6%, mechanical services 1.1%, tourism and hospitality 1.1% Almost one-third (31.7%) reported that their employer’s main business was “other.”

TIHE graduates work in workplaces of varying sizes. When asked how many full-time employees (FTEs) were in their workplace, 20.8% reported 1-10 FTEs, 20.8% reported 11-20, 26.2% reported 21 to 50, 14.8% said 51-100, 7.1% said 101-200, and 10.4% indicated that they had more than 200 FTEs in their workplace.

Only 31 respondents were self-employed. Of these, 22.6% provide education and training, 19.4% provide electrical and electronics services, 16.1% work in accounts and/or audit, 6.4% in agriculture, and 3.2% in communication and media. Another 16.1% report their business as “other.”

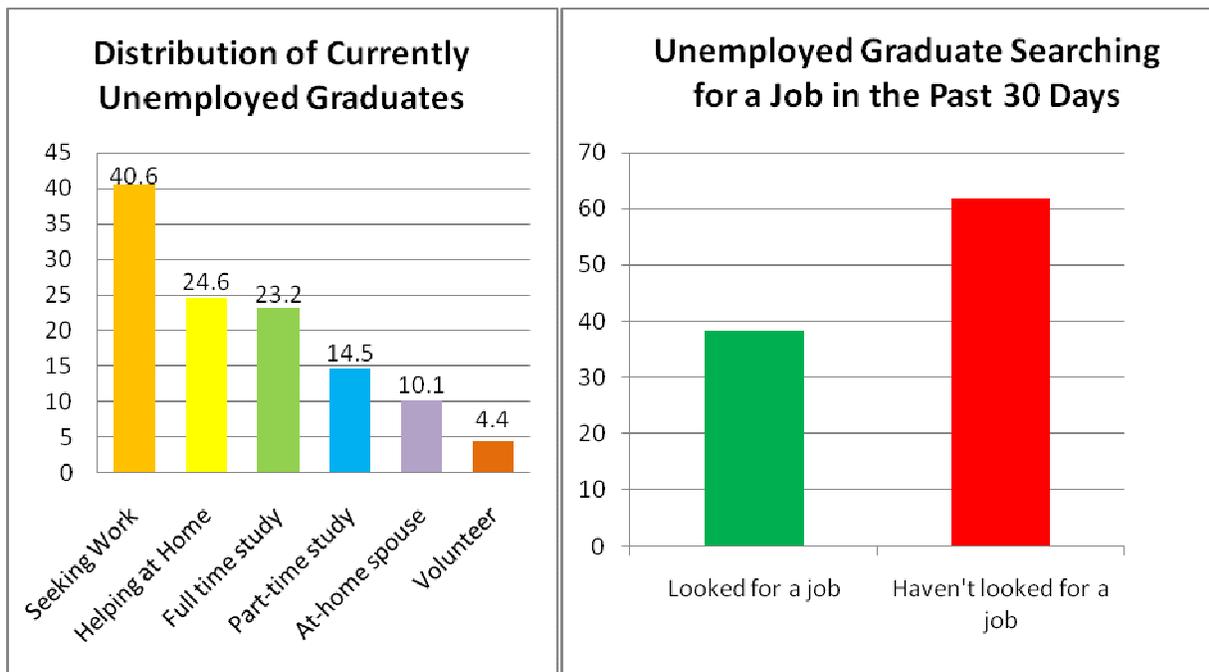
In the TIHE survey, four questions were answered only by respondents who currently work for a different employer than before they entered TIHE (n = 84). Of these, it took about one-third (33.3%) less than a month to find their new job; it took another third (36.9%) more than five months to find their job. The remaining third took intermediate lengths of time to find a job. Most of those working for a new employer worked 31-40 hours per week or 40-50 hours per week (48.2% and 37.6% respectively). Only a few worked 20 hours or less (5.9%), while 3.5% worked 21-30 hours, and 4.7% worked more than 50 hours. Of those working for a new employer, more than one-third (36.5%) earned more than TOP \$500 every fortnight before tax was deducted. Only 1.2% earned less than \$100 per fortnight, 9.4% earned 101-200, 22.3% earned 201-300, 15.3% earned 301-400, and another 15.3% earned \$401-500 per fortnight.



All employed respondents (n = 186) were asked to appraise their experience at TIHE. Almost three-quarters of employed respondents (74.2%) strongly agreed that the skills and knowledge they learned at TIHE were useful in ensuring that they had a job that earns them some money. About two-thirds strongly agreed that their training at TIHE was relevant to the work they were doing and that their teachers had good knowledge of their subjects (68.1% and 63.8% respectively). Only two-fifths strongly agreed that the equipment and tools they used at TIHE were the same or similar to those they used at their work, and that the teaching and learning

facilities at TIHE were appropriate (40.8% and 41.1% respectively). Half of employed respondents (50.3%) strongly agreed that their teachers at TIHE were committed to their work. Nonetheless, over two-thirds of employed respondents strongly agreed that overall they were happy with the quality of the training they received at TIHE.

The last half of the questionnaire was completed by respondents who were not working (n = 69). Unemployed respondents were asked if they had sought a paid job in the last 30 days. Two-fifths (40.6%) had sought work. About one-fourth indicated that they were helping out at home (24.6%), doing further studies full time (23.2%), further studies part-time (14.5%), full time house husband/wife (10.1%), or doing volunteer work (4.4%). Less than one-fourth (23.2%) were looking for a paid job.



When asked which activities they had done most to find a job, not surprisingly, more than one-third (37.9%) had done nothing. Another 28.8% had read vacancies and advertisements in the newspaper, 10.6% had written application letter, 10.6% had submitted application letters, 7.6% had prepared their documents, 3.0% talked with friends and colleagues and 1.5% attended a job interview.

Many unemployed respondents (61.2%) had not held any paid jobs since completing their training at TIHE. Over one-fourth (28.4%) had held one job, 6.0% had two jobs, 3.0% had three jobs, and 1.5% had more than five jobs.

Unemployed respondents were asked a similar set of questions appraising their experience at TIHE as employed respondents. Almost two-thirds of unemployed respondents (65.2%) strongly agreed that the skills and knowledge they learned at TIHE were useful in the activities they do to survive. Over half (58.0%) strongly agreed that their training at TIHE was relevant to the work they want to do. Less than half (45.6%) strongly agreed that their teachers had good knowledge of their subjects. Only two-fifths (41.2%) strongly agreed that the equipment and tools they used at TIHE were the same or similar to those they will be using in the work they want to do. Less than one-third (31.9%) reported that the teaching and learning facilities at TIHE were appropriate. Only two-fifths of unemployed respondents (40.6%) strongly agreed that their teachers at TIHE worked hard to ensure that they learned. Over half of unemployed respondents strongly agreed that overall they were happy with the quality of the training they received at TIHE.

### **Comparison of Employed and Unemployed TIHE Graduates**

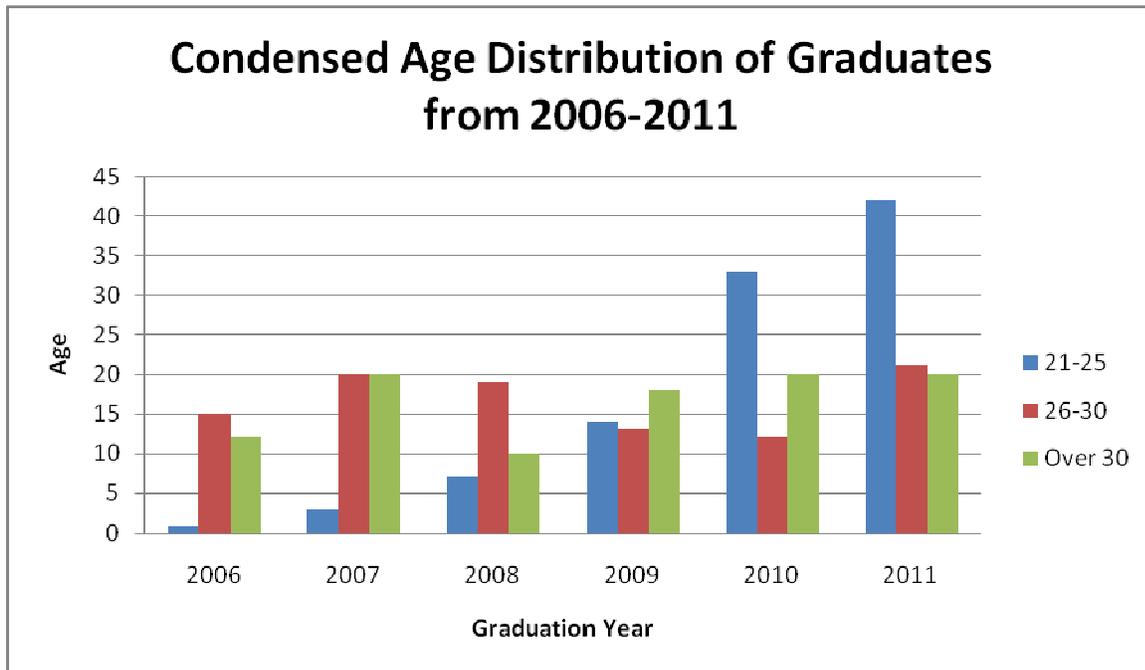
We compared how employed and unemployed graduates of TIHE appraised their training. The results are illustrated in the graph shown in Annex 5. The graph depicts the percent of each group who strongly agreed with each of six appraisal ratings. The pattern of their responses is similar, except unemployed graduates were generally less likely to strongly agree with any item. With regard to facilities, however, the two groups are identical. Ratings were highest for skills being useful and being happy overall with their training. Ratings were lowest for tools being similar to those at work and for facilities being appropriate.

### **Analysis of Employment Status**

We examined the relationship of several respondent characteristics to other variables. These characteristics included: gender, age (condensed into three categories), year of graduation, qualification (certificate or diploma), and whether or not the respondent had been in paid employment before entering TIHE. The results of these analyses are summarized in Annex 4.

This table can be read in two ways. By reading down the columns the reader can understand the role of any specific characteristic (independent variables) related to all the other variables (dependent variables). By reading across any row, the reader can understand how that particular dependent variable is related to each of the characteristics (independent variables). For the purposes of this report, we will focus on the rows, or dependent variables.

A key question posed in the questionnaire is whether or not the respondent is currently in paid work. As can be seen in the summary table (row 6), gender is not related to being currently paid. Younger respondents were much less likely to be currently paid than older respondents (51% of 21-25 year olds were employed compared with 79% of 26-30 year olds and 84% of those over 30). Graduates from 2011 were less likely to be currently paid (59% of 2011 graduates compared with an overall average of 73%). Graduates who received a certificate (rather than a diploma) were less likely to be currently paid (53% vs. 86% respectively). Finally, respondents who were paid before entering TIHE were more likely to be currently paid (90% vs. 55% respectively).



### Analysis of Employed Respondents' Appraisal of Their Experience at TIHE (Annex 3)

We also examined the relationship of some characteristics to even questions asking for an appraisal of different aspects of respondents' experience at TIHE. Annex 3 rows 9-15 show the results for respondents who are currently employed. In general, type of qualification

(certification or diploma) had no relationship with any aspect of the appraisal. Gender had only a relationship with overall happiness.

#### **Skills Useful (Annex 3, row 9)**

Younger employed respondents were less likely to agree that they found the skills and knowledge learned at TIHE useful in ensuring that they had a job that earns them some money. Graduates from 2007 were more likely to very strongly agree, while graduates of 2008 were less likely to very strongly agree. Respondents who had not been in paid work before were less likely to very strongly agree.

#### **Training Relevant (Annex 3, row 10)**

Younger employed respondents were less likely to very strongly agree that the training at TIHE was relevant to the work they were doing. Respondents who had not been in paid work before were also less likely to very strongly agree.

#### **Tools Similar (Annex 3, row 11)**

Graduates from 2007 were more likely to very strongly agree that the equipment and tools they used at TIHE were the same or similar to those they used in their work, while graduates of 2006 were less likely to very strongly agree. Respondents who had not been in paid work before were also less likely to very strongly agree.

#### **Facilities Appropriate (Annex 3, row 12)**

Younger employed respondents were less likely to very strongly agree that the teaching and learning facilities at TIHE are appropriate. Graduates from 2007 were more likely to very strongly agree.

#### **Teachers had Good Knowledge (Annex 3, row 13)**

Younger employed respondents were less likely to very strongly agree that teachers had good knowledge of their subjects.

#### **Teachers Committed (Annex 3, row 14)**

Younger employed respondents were less likely to very strongly agree that teachers at TIHE were committed to their work. Graduates from 2007 were more likely to very strongly agree.

### **Happy Overall (Annex 3, row 15)**

In general, gender was not related to appraisals of experience at TIHE. Men, however were less likely to very strongly agree that they were happy with the quality of training they received. Younger employed respondents were less likely to very strongly agree.

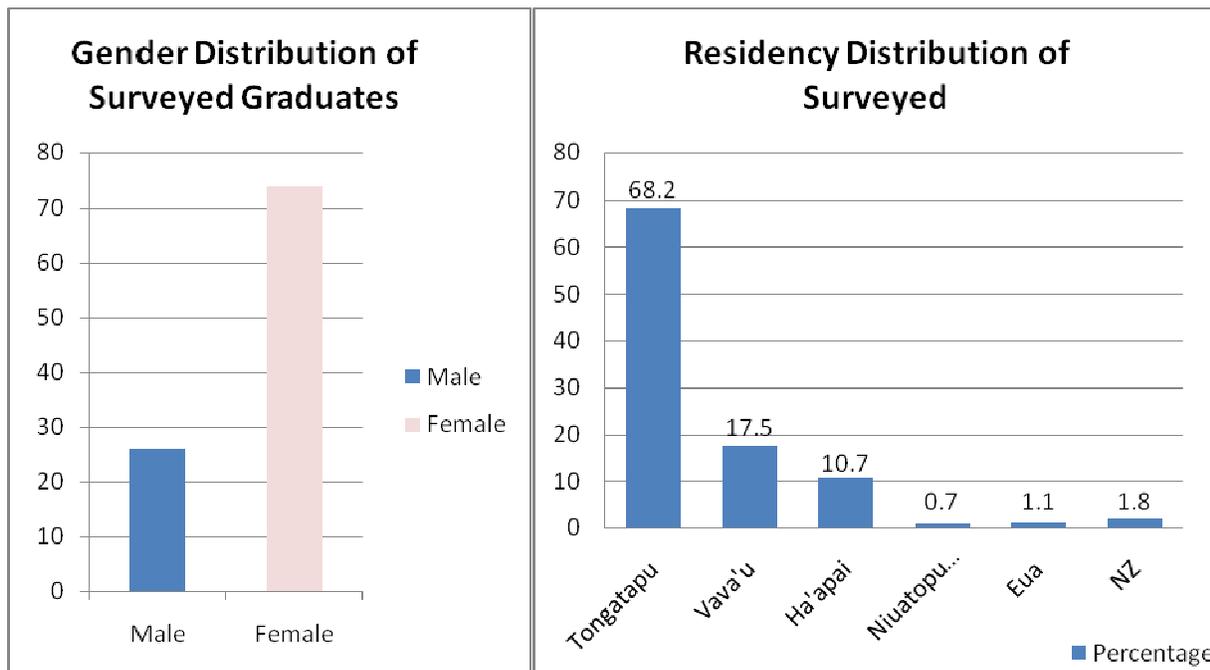
## TIOE Results

The frequency distribution of responses for TIOE is included in Annex 7.

### Description of the TIOE Sample

We collected questionnaires from 281 eligible respondents. This return represents a response rate of 53.5% (281/525).

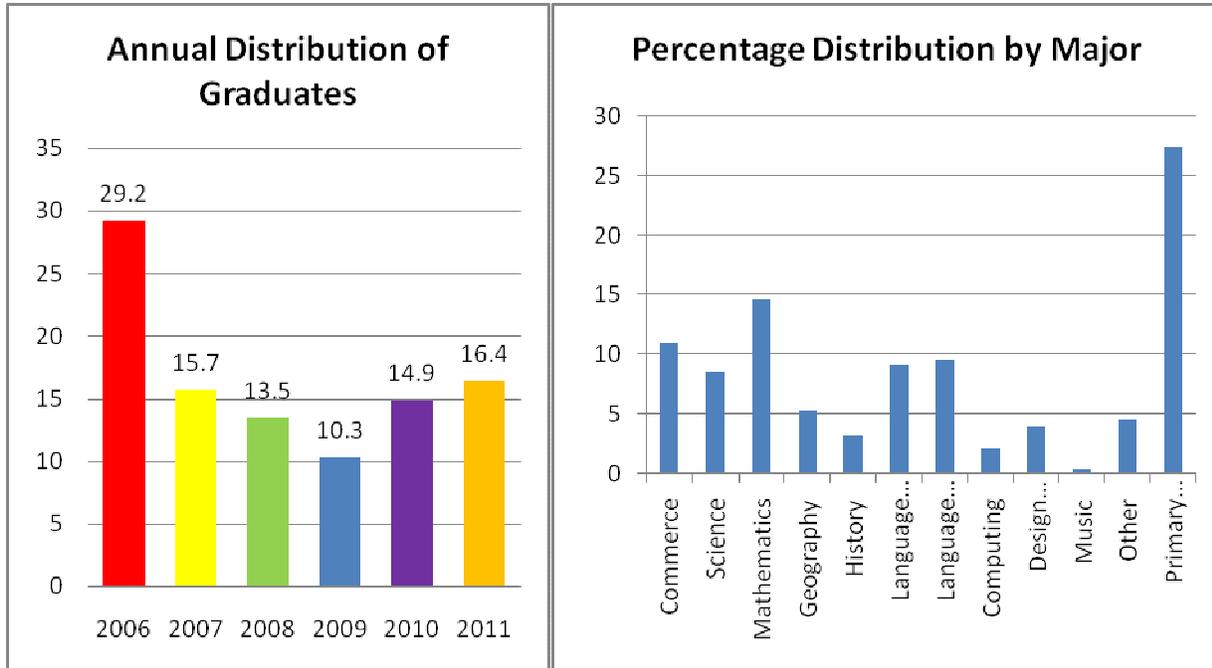
Almost three-fourths of the respondents (74.0%) were female. Two-thirds of respondents resided on Tongatapu (68%). Of the remainder, 17.4% lived in Vava'u, 10.7% in Ha'apai, 1.1% in 'Eua, 0.7% in Niuatoputapu, and 1.8% in New Zealand. Most of the respondents were young adults. Almost one-fourth were age 21-25 (24.6%); almost one half were 26-30 (49.1%); 9.3% were 31-35; 2.8% were 36-40; 6% were 41-45, and 7.8% were 46 or older. Over half of the respondents were married (58%); 39% were not married; and 2% were widowed.



Over one-quarter of the sample graduated in 2006 (29.2%)—the rest of the sample was divided among the remaining five years: 15.7% in 2007, 13.5% in 2008, 10.3% in 2009, 14.9% in 2010, 16.4% in 2011. Over half received a diploma in secondary education (54.8%). The most frequent majors studied were commerce (11%) and mathematics (14.6%).

About one-third of the sample was in paid work before attending TIOE (33.8%). Currently, almost all the respondents are employed (94.7%). Almost two-thirds (64%) work for the government, 30% teach in a faith-based school. The remaining employed respondents have

non-teaching positions in government organizations (1%), non-teaching positions in private companies (1%), non-teaching positions in faith-based organizations (1%) or some other position (1%).



When asked about how they felt about their jobs, most (59.1%) indicated that they liked their job but wanted to improve their skills. Three other responses were also noted but much less commonly: happy with job (17.8%), and like job the way it is (16.4%). Only three respondents wanted to find another job in the future (4.6%).

It took about half of the respondents (45%) less than a month to find their job, while it took one fifth (21%) more than five months to find a job.

Most of those working worked 31-40 hours per week or 40-50 hours per week (29.5% and 47.3% respectively). Only a few worked 20 hours or less (4.3%), while 6% worked 21-30 hours, and 7.9% worked more than 50 hours. More than half (52%) earned more than TOP \$500 every fortnight before tax was deducted. Only 0.7% earned less than \$100 per fortnight, 3.2% earned 101-200, 14.6% earned 201-300, 12.1% earned 301-400, and another 14.2% earned \$401-500 per fortnight. When asked how many paid jobs they had held since training at TIOE, most respondents (58%) indicated this was their only job, while 15.6% had two jobs, 2.5% had three jobs, 1.1% had four, 0.4% had five and 1.4% had held more than five jobs.

For the vast majority (86.5%), their employer's main business was education and training. Only 2.1% worked in accounts and finance, 1.4% in information technology, 1.4% in transport, 0.7% in tourism and hospitality and 0.4% in agriculture. Another 5.7% reported their employer's main business as "other."

TIOE graduates are more likely to work in small setting than in large ones. When asked how many full-time employees (FTEs) were in their workplace, over one third (33.5%) reported 1-10 FTEs, 26.3% reported 11-20, 16.7% reported 21 to 50, 15.7% said 51-100, 0.7% said 101-200, and 1.1% indicated that they had more than 200 FTEs in their workplace.

Only 11 respondents were self-employed. All worked in education and training.

All employed respondents were asked to appraise their experience at TIOE. Over two-thirds of employed respondents strongly agreed that the skills and knowledge they learned at TIOE were useful in ensuring that they had a job that earns them some money and also strongly agreed that their training at TIOE was relevant to the work they were doing (66% and 68.6% respectively). Only two fifths strongly agreed that the equipment and tools they used at TIOE were the same or similar to those they used in their work and also strongly agreed that the teaching and learning facilities at TIOE were appropriate (40% and 39% respectively). About half strongly agreed that their teachers at TIOE had good knowledge of their subject and also had good knowledge of diverse teaching strategies (51% and 48.4% respectively). Only 44.8% strongly agreed that their teachers at TIOE were committed to their work. Nonetheless, almost two-thirds of employed respondents (62%) strongly agreed that overall they were happy with the quality of the training they received at TIOE.

The last half of the questionnaire was completed by respondents who were not working. As noted earlier, only four respondents were not in paid work. This tiny number is not sufficient for any tabulation of results to be meaningful.

The small number also means that it is not possible to explore which types graduates from TIOE are unemployed or how unemployed TIOE graduates appraise their training.

### **Analysis of Employed Respondents' Appraisal of Their Experience at TIOE**

We examined the relationship of some characteristics to questions asking for an appraisal of different aspects of respondents' experience at TIOE. A summary of those relationships is

shown in Annex 9. Rows 6-14 show the results for respondents who are currently employed. In general, few of the independent variables showed any relationship to how employed TIOE graduates appraised their training. The type of qualification was related to graduates assessment of equipment and tools and also to their assessment of the teaching and learning facilities. Those with a primary qualification were more likely to strongly agree with these statements.

## **CONCLUSION:**

The data have shown that graduates of both TIOE and TIHE have very high employability status; 98.5% and 72.9% respectively. Data has also shown that graduates from both institutions spend minimal time in trying to find employment. Almost half the graduates from TIOE and two-thirds of the graduates from TIHE find employment within 3 months and one-fifth from TIOE and one-thirds from TIHE found employment in less than 5 months. Most graduates from both institutions were happy with their jobs but need improvement in their skills. Employers need professional development programs to improve the skills of their employees; something the Ministry and the government need to consider because majority of these graduates are employed by the government (TIOE=65.1%; TIHE=54.1%).

A database had also been put together as reference point for TIOE students, teachers and interested persons recording studies and researches that are related to Tongan education. This database can be updated regularly to help anybody but especially the students at both TIOE and TIHE.

## **Table of Annexes:**

Annex 1: Terms of Reference

Annex 2: Listing of Identified Documents

Annex 3: TIHE Questionnaires and Frequencies

Annex 4: Summary Table of TIHE Crosstabulations

Annex 5: Graph Comparing How TIHE Employed and Unemployed Graduates Appraise Their Training

Annex 6: Graph Comparing How TIHE and TIOE Graduates Appraise Their Training

Annex 7: Graph Comparing TIHE & TIOE Patterns of TIHE and TIOE Graduates Appraisal of Their Training

Annex 8: TIOE Questionnaires and Frequencies

Annex 9: Summary Table of TIOE Crosstabulations



# **CONTRACT FOR CONSULTATIVE SERVICES**

**MEWAC Education Support Project (MESP)**

**Ministry of Education, Women's Affairs and Culture**

**June, 2012**

**CONTRACT FOR CONSULTATIVE SERVICES**

## SMALL ASSIGNMENTS

### TASK – BASED PAYMENTS

THIS CONTRACT (“Contract”) is entered into this 6<sup>th</sup> June 2012, by and between

**The Tonga Ministry of Education Women’s Affairs and Culture (MEWAC), “the Procuring Entity”**  
having its principal place of business at Hala Vuna Kolofo’ou, Nuku’afola, and

**Institute of Education, The University of the South Pacific (USP) Tonga Campus,**  
**Faculty of Arts and Law, Institute of Education, “the Consultant”,**  
Having its principal office located at Hala Taufā’ahau, Afele, Tonga, (POBox 278).

WHEREAS, the Procuring Entity wishes to have the Consultant performing the services hereinafter referred to,  
and

WHEREAS, the Consultant is willing to perform these services,

NOW THEREFORE THE PARTIES hereby agree as follows:

1. **Services**
- (i) The Consultant shall perform the services specified Annex A, “Terms of Reference and Scope of Services,” which is made an integral part of this Contract (“the Services”).
  - (ii) The Consultant shall provide the progress reports to the procuring entity before payment is made.

2. **Term**
- The Consultant shall perform the Services during the period commencing 6<sup>th</sup> June, 2012 and continuing through 30<sup>th</sup> June, 2012 or any other period as may be subsequently agreed by the parties in writing.

- ( **Cessation of Contract**
- This Contract may be brought to an end, or its obligations suspended, in the following circumstances.

A. Early Cessation of Contract by the Consultant

Where the Consultant wishes to bring about the cessation of this Contract, prior to the date specified in Clause 2, The Consultant will be required to provide a minimum of one(1) month notice in writing, unless such requirement is waived by the Procuring Entity.

B. Early Cessation of Contract by the Procuring Entity

Where the Procuring Entity elects to bring about the cessation of this Contract, prior to the date specified in Clause 2, it will be required to provide one (1) month

notice in writing to the Consultant. Where early cessation by the Procuring Entity is brought about by gross misconduct on the part of the Consultant, no notice will necessarily be provided.

C. Early Cessation by Mutual Agreement

Notwithstanding the above, both parties agree that circumstances may arise in which the parties may agree mutually to an early cessation of the Contract. In these circumstances, where mutual agreement exists, a shorter period of notice which is acceptable to both parties may apply.

4. **Payment**

A. Ceiling

For the full Services rendered pursuant to Annex A,

The procuring entity shall pay the Consultant an amount not to exceed a ceiling of **TOP 50,000.00 (Fifty ,thousand Tonga Pa'anga)**. This amount has been established based on the understanding that it includes all the Consultant's costs and profits as well as any tax obligation that may be imposed on the Consultant. The payments made under the Contract consist of the Consultant's remuneration as defined in sub- paragraph B below and of the reimbursable expenditure as defined in sub-paragraph C below.

B. Remuneration

The Procuring Entity shall pay the Consultant, for the Services rendered as specified in A "Terms of Reference", subject to the acceptance by MEWAC's Director of Education and shall reimburse the expenses, incurred by the Consultant which shall consist of and be limited to those agreed upon in Annex C(2), "Cost Estimates of Services, List of Personnel and Schedule of Rates as approved by the Coordinator.

5. **Project Administration**

A. Coordinator

The Procuring entity designates **Hon Siatukimoana Vaea the DDE Higher Education**, as Procuring Entity's Coordinator; the Coordinator shall be responsible for the coordination of activities under the Contract, for receiving and approving invoices for payment, and for administrating decisions on the acceptance of the Deliverables by the Procuring Entity.

B. Timesheets

During the course of their work under this Contract, including field work, the Consultant providing services under this Contract may be required to complete timesheets or any other document used to identify time spent, as well as expenses incurred, as instructed by the Project Coordinator.

### C. Records and Accounts

The Consultants shall keep accurate and systematic records and accounts in respect of the Services, which will clearly identify all charges and expenses. The Procuring entity reserves the right to audit, or to nominate a reputable accounting firm to audit, the Consultant's records relating to amounts claimed under this Contract during its term and any extension, and for a period of three months thereafter.

- 6. Working Hours** The Consultant will render the Services according to his own time planning within the timeframe of the Contract using his own resources. The Consultant accepts to be available for consultations with the Procuring Entity within reasonable delays whenever the Procuring Entity so requires.
- 7. Performance Standard** The Consultant undertakes to perform the Services with the highest standards of professional and ethical competence and integrity.
- 8. Conflict of Interest** The Consultant confirms that accepting this Contract does not constitute a conflict of interest. Moreover, the Consultant shall not undertake, perform or engage in any duty or function that shall be inconsistent or in conflict with duties under this contract.
- 9. Confidentiality** The Consultants shall not, during the term of this Contract and within two years after its expiration, disclose any proprietary or confidential information relating to the Services, this Contract or the Procuring Entity's business or operations without the prior written consent of the Procuring Entity.
- 10. Ownership of Material** Any studies, reports, plans or other material, graphic, software or otherwise, prepared by the Consultant for the Procuring Entity under the Contract shall belong to and remain the property of the Procuring Entity. The Consultant may retain a copy of such documents and software.
- 11. Consultant Not to be Engaged in Certain Activities** The Consultant agrees that, during the term of this Contract and to be engaged in after its termination, the consultants and any entity affiliated with the Consultant, shall be disqualified from providing goods, works or services ( other than the services or any continuation thereof) for any project resulting from or closely related to the Services.
- 12. Insurance** The Consultant will be responsible for taking out any appropriate insurance coverage.
- 13. Assignment** The Consultant shall not assign this Contract or subcontract any portion of it without the Procuring Entity's prior written consent.

**14. Law Governing Contract and Language** The Contract shall be governed by the laws of the Kingdom of Tonga, and the language of the Contract shall be English.

**15. Dispute Resolution** Any dispute arising out of this Contract, which cannot be amicably settled between the parties, shall be referred to adjudication/arbitration in accordance with the laws of the Procuring Entity's country.

*For the Ministry of Education,  
Women's Affairs and Culture*

*For the Consultant*

*Nuku'alofa*

*Nuku'alofa*

*Signed by*

  
*Enteli Pouvala*  
Director of Education  
Women's Affairs and Culture



*Date* ..... *11 June 2012*

*Signed by*

  
*Prof. Rajesh Chandra*

*Vice Chancellor of University of the South Pacific*

*Date* : ..... *9 June 2012*

#### **LISTS OF ANNEXES**

- Annex A: Terms of Reference and Scope of Services
- Annex B: Consultant's Work Plan and reporting
- Annex C: Cost of Services,

## ANNEX A

### MINISTRY OF EDUCATION, WOMEN'S AFFAIRS, AND CULTURE MEWAC EDUCATION SUPPORT PROGRAM (MESP)

#### *Training Provider:*

#### TOR for the Continuing Research Training BACKGROUND

The Ministry of Education, Women Affairs and Culture (MEWAC) wishes to contract the Institute of Education – University of the South Pacific to continue with the provision of training in Research to teachers and students in schools to support the Ministry's current Corporate Plan (2014), specifically Objective 9 which is "To raise the level of the quality, quantity, accessibility, impact and sustainability of research at TIOE and in education in general".

#### OBJECTIVES

There are two major objectives for this assignment other than strengthening and enhancing the research knowledge and skills of teachers and students and they are:

1. To provide an electronic and physical data base of all researches and studies conducted in Tongan education in the last 15 years
2. To provide data on the employability and experiences of the graduates of the Tonga Institute of Education (TIOE) and the Tonga Institute of Higher Education (TIHE) that have graduated in the last 5 years

#### SCOPE

The tasks to be undertaken to achieve the objectives will constitute of the following:

1. Provision of a detailed work plan clearly specifying the nature of the training activities that will be provided, the approaches to be used for the assignment, costing and time frames
2. Conduct training of teachers and students on field work and to provide them with the opportunity to assist in the collection of data for the major focuses of this assignment which is stated above under the Objectives section
3. Provide supervision of the teachers and students assisting in the data collection
4. Design tracer study instruments
5. Conduct the tracer study to collect data on the graduates of the TIOE and TIHE graduates who have graduated in the last 5 years
6. Conduct an analysis of the data collected
7. Present a complete report of the Tracer Study
8. Present a complete electronic and physical collection of the researches and studies conducted on Tongan education in the past 15 years

#### DURATION

The overall length of the assignment will be for 25 days.

Within the 25 days, a draft report will be provided to MEWAC after 20 days of the assignment and a final report will be provided at the end of the 25 days.

Work space will be available at TIHE should the IOE wish to utilize the space for the purposes of this assignment

#### PERSONNEL

The Ministry wishes to contract two personnel from IOE – USP to carry out this assignment.

Ministry of Education Women's Affairs and Culture and USP Team  
Consultancy Contract for TA to MEWAC Education Support Project

The two IOE – USP personnel should be one Senior Fellow and one Fellow who possess the following attributes:

- Proven record of successfully conducting research at the institutional, national and regional levels in a variety of fields but particularly in education
- Proven record of providing research training at the national and regional levels; experience in the Tongan context is a must.
- At least five (5) years experience in a tertiary institution, with demonstrated leadership and research skills, and publications record;
- At least a post-graduate degree in a social science discipline, preferably education;
- Proven record in the training of students and adults, in particular, Tongan adults and students;
- Highly developed administration and coordination skills; excellent written and verbal communication skills; and,
- A proven ability to work in an unstructured context and as a member of a team.

#### Length of Assignment

The overall length of the assignment will be one 25 days, ( end in the 30<sup>th</sup> June 2012 )

### ANNEX B:

#### WORK PLAN: TRACER STUDY TIOE & TIHE

Name of Project: **MEWAC TRACER STUDY TIOE & TIHE**

Name of Consultant: **Institute of Education, University of the South Pacific**

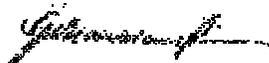
Consultant Work plan No: **1**

Dates: **28<sup>th</sup> May 2012**

Objective/Task	Process	Outputs/outcomes	Timing	Remarks
1. Approved work plan	<ul style="list-style-type: none"> <li>• Confirm project team</li> <li>• Confirm work plan</li> </ul>	<ul style="list-style-type: none"> <li>• Work plan - approved</li> </ul>	<ul style="list-style-type: none"> <li>• 7<sup>th</sup> June</li> </ul>	In progress
2. Contract for teacher-researchers	<ul style="list-style-type: none"> <li>• Confirm and sign contract MEWAC</li> <li>• Confirm and sign sub-contract with teacher researchers</li> </ul>			Pending contract
3. List of studies conducted in Tongan education since	<ul style="list-style-type: none"> <li>• Confirm list of documents, sources of documents</li> <li>• Confirm types of document, multi-media sources</li> <li>• Collection of documents</li> </ul>	<ul style="list-style-type: none"> <li>• Template for document collection</li> <li>• Collection of documents (including e-copy)</li> </ul>	<ul style="list-style-type: none"> <li>• 7<sup>th</sup> - 18<sup>th</sup> June</li> </ul>	In progress
4. Tracer Study of TIOE	<ul style="list-style-type: none"> <li>• List of graduates from TIOE 2006- 2011</li> <li>• Identify where graduates are located</li> <li>• Revise the survey</li> </ul>	<ul style="list-style-type: none"> <li>• Revised survey</li> <li>• Implement the study</li> </ul>		

	<ul style="list-style-type: none"> <li>• Conduct the survey</li> <li>• Analyse the data</li> </ul>
5. Tracer study of TIHE	<ul style="list-style-type: none"> <li>• List of graduates from TIHE</li> <li>• Identify graduates</li> <li>• Conduct the survey</li> <li>• Analyse the data</li> <li>• Revised survey</li> <li>• Implement the study</li> </ul>

Signatures: Consultant  
28<sup>th</sup> May 2012



Seu'ula J Fua, A/D IOE

Date:

## Annex C

### Costing and Payment

Time	Outputs	Payments TOP\$
Upon signing the contract	Initial work plan and documents needed	25% 12,500.00
18 <sup>th</sup> June	List of studies conducted in Tonga since	25% 12,500.00
25 <sup>th</sup> June	Tracer Study of TIOE	25% 12,500.00
End of contract	Tracer Study of TIHE	25% 12,500.00
<b>Total</b>		<b>50,000.00</b>



## Annex 2: Listing of Identified Documents

	Author(s)	Co – author(s)	Title of Study	Type of study (e.g. Report, Masters thesis, PhD thesis, Journal article, Opinion piece, video/tv record, audio/mp3 record, etc)	Year of completion or publication of study	Funder (e.g. AusAID, NZAid, Tonga Government, Private, etc)	Source (e.g. URL, Name of library, Name of media outlet)
1	ACER		Pilot Study to Re-Analyse and Report on Tonga Standardised Tests of Achievement – Reading and Numeracy	Report (DRAFT)	2012	AusAID	IOE, USP, Tonga Campus
2	Addo, Ping-Ann		Forms of Transnationalism, Forms of Tradition: Cloth and Cash as Ritual Exchange Valuables in the Tongan Diaspora				IOE, USP, Tonga Campus
3	Asian Development Bank		Millenium Development Goals in the Pacific: Relevance and Progress, ADB, Manilla	Report	2003	ADB,	USP, Tonga
4	Australian Agency for International Development		Review of AusAID in-country training	Report	2000	AusAID, Canberra	USP, Tonga
5	Benson, Cliff	Taufe'ulungaki, Dr. 'Ana Maui	Colloquium: Rethinking Pacific Education	Report	2001	IOE, USP; Victoria University of Wellington	USP, Tonga
6	Brown, Richard P		Remittances and development in the Pacific: Effects on human development in Fiji and Tonga	Research Report	2008		<a href="http://www.un.org/esa/population/meetings/EGM_Ittmig_Asia/PO3_Brown.pdf">http://www.un.org/esa/population/meetings/EGM_Ittmig_Asia/PO3_Brown.pdf</a>

7	Campbell, Ian	Coxon, Eve	Polynesian Paradox: Essays in Honour of Futa Helu	Book (Available at IOE Library)	2005		IOE, USP, Tonga Campus
8	Cass, Libby	Pene, Frances	Developing Pacific Knowledge Societies: Resources and skills for Pacific schools	The PRIDE Project Pacific Education Series No.8	2010	EU, NZAID, PIFS, USP	IOE, USP, Tonga Campus
9	Catherwood, Vince	Victor, Levine	Tonga Education Policy Framework 2004 - 2009, Document #4	Report	2004	Tonga Government	IOE, USP, Tonga Campus
10	Cox, Marcus.	Paunga, Dr. Masasso; Taumoepeau, 'Aisea; Koloto, Dr. 'Ana; Koloamatangi, Dr. Malakai; Tupoulahi-Fusimalohi, Dr. Kalolaine; Fua, Dr. Seu'ula	Troubled waters: Navigating social and political change in Tonga	Research report	2009	AusAID	IOE, USP, Tonga Campus
11	Coxon, Eve		Globalisation and Regionalisation: Implications for Education in Small Pacific States	Paper presented at the Fourth Oxford International Conference on Education and Development: Education and Geopolitical Change	1997		IOE, USP, Tonga Campus
12	Coxon, Eve	Trolley, Hillary; Johannson-Fua, Dr. Seu'ula; Nabobo-Baba, Dr. Unaisi	Researching SWAPs in Pacific Education: A study of experiences in the Solomon Islands and Tonga	Research report	2011	NZAID	IOE, USP, Tonga Campus
13	Evans, Mike	Harms, Paul; Reid, Colin	Attitudinal Divergence and the Tongan Transnational System	Migration and Transnationalism Pacific Perspectives	2009		IOE, USP, Tonga Campus

14	Faletau, Lautoa		Police trainers for the future: How police trainers are trained in the Tonga Police Force	Book Chapter, <i>Ta Kupesi: Emerging themes and methodologies from educational research in Tonga</i>	2006		IOE, USP, Tonga Campus
15	Fifita, Seilose	CDU, MEWAC	Report of the Standardised Test of Achievement for Tonga (STAT)	Report	2011	MEWAC	IOE, USP, Tonga Campus
16	Finau, Feletiliki Kefu Manisela		The impact of working capital management dynamics on performance of Tongan enterprises in New Zealand	Master (Business) thesis, UNITEC, Institute of Technology, NZ	2011		<a href="http://unitec.researchbank.ac.nz/bitstream/handle/10652/1812/Fr ederick%20Finau%20 MBus.pdf?sequence=1">http://unitec.researchbank.ac.nz/bitstream/handle/10652/1812/Fr ederick%20Finau%20 MBus.pdf?sequence=1</a>
17	Fisi'iahi, Fotu Valeli		Sustainable socio-economic development in Tonga: Challenges and responses	PhD thesis, University of Wollongong, NSW, Australia.	2006	Tonga government, AusAID	<a href="http://goo.gl/g4oU0">http://goo.gl/g4oU0</a>
18	Foliaki, Vilimaka		Transparent Rings Atomic Model (TRAM): pdf notation made simple	Article, Directions	2005		IOE, USP, Tonga Campus

19	Foliaki, Vilimaka		Climate change and the Pacific Islands	Article, WikiEducator	2010		<a href="http://wikieducator.org/User:Vilimaka/Climate_change_and_the_Pacific_Islands">http://wikieducator.org/User:Vilimaka/Climate_change_and_the_Pacific_Islands</a>
20	Fonua, Fahina	Lemkelde, Heather Sune	Perspectives on the Language of Instruction in Tongan pre-schools	Article, <i>Tokoni Faiako: Tonga Journal of Education</i> , Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
21	Fonua, Fahina		New strategies to supervise students during the school practicum	Article, <i>Tokoni Faiako: Tonga Journal of Education</i> , Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
22	Fotofili, Viliami	Peleketi, Tiulipe	<i>Tu'unga 'o e Lesoni Tala 'o Tonga 'i he Kolisi Ako FakaFaiako 'a Tonga.</i>	Article, <i>Tokoni Faiako: Tonga Journal of Education</i> , Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
23	Fua, Seu'ula Johansson		Educational planning in the Pacific	Article, Directions	2006		<a href="http://www.directions.usp.ac.fj/collect/direct/index/assoc/D1176172.dir/doc.pdf">http://www.directions.usp.ac.fj/collect/direct/index/assoc/D1176172.dir/doc.pdf</a>
24	Fua, Seu'ula Johansson	IOE, USP	<i>Tohi tokoni ma'ae faiako: founa fekumi</i> (Research manual for teachers)	Book	2009	NZ AID/EU	USP Library
25	Fua, Seu'ula Johansson	Tuita, T., Kanongata'a, S., and Fuko, Koliniasi.	Cultural mapping, planning and policy: TONGA	Book	2011	Tonga Ministry of Education, Women's Affairs and Culture (MEWAC)	USP Library (Printed)
26	Fua, Seu'ula Johansson		Values and leadership practices of secondary school principals in the Kingdom of Tonga	MA thesis, University of Toronto	2001		USP, Tonga
27	Fua, Seu'ula Johansson		<i>Puleako: Educational leadership in Tonga</i>	PhD thesis, University of Toronto	2003		USP, Tonga

28	Fua, Seu'ula Johannson	Sanga, Dr. Kabini; Walker, Keith; Ralph, Edwin	Mentorship in the professions: A perspective from Tonga	Article, The International Journal of mentoring and coaching, Vol IX, Issue 2	2011		IOE, USP, Tonga Campus
29	Fua, Seu'ula Johannson	Sanga, Dr. Kabini;	Teachers and Education in the Pacific (TEP): A desk study report	Research report	2007	AusAID, ADB	IOE, USP, Tonga Campus
30	Fua, Seu'ula Johannson		Improving Tongan school leadership: A guide	Book	2012	IOE, MEWAC	IOE, USP, Tonga Campus
31	Fua, Seu'ula Johannson	Koloto, Dr. 'Ana	Tonga School leadership: Students' perceptions	Research report	2010	IOE, MEWAC	IOE, USP, Tonga Campus
32	Fua, Seu'ula Johannson	Manu, Dr. Sitaniselao; Takapautolo, Tu'ifua; Taufe'ulungaki, Dr. 'Ana Maui	Sustainable Livelihood and Education in the Pacific: Tonga Pilot	Research report	nd	NZAID	IOE, USP, Tonga Campus
33	Fua, Seu'ula Johannson	Koloto, Dr. 'Ana; Kami, Dr. Saia; Fasi, Dr. 'Uhila-moe-langi; Taufe'ulungaki, Dr. 'Ana; Kata, Dr. 'Ungatea; van Peer, Laura	<i>Tokoni Faiako</i> : Tonga Journal of Education, Vol 1, No. 1	Journal	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
34	Fua, Seu'ula Johannson		UNESS for Tonga	Report	2007		IOE, USP, Tonga Campus

35	Fua, Seu'ula Johannson		<i>Ko hota fa'ungamotu'a ko hota kaha'u -</i>	Unpublished manuscript (draft)	nd	Private	IOE, USP, Tonga Campus
36	Fua, Seu'ula Johannson		Looking towards the source – social justice and leadership conceptualizations from Tonga	Journal of Educational Administration Vol. 45, No. 6, 2007, pp.672 – 683	2007		IOE, USP, Tonga Campus
37	Goulton, Lupe	Hingano, Siofilisi	Accounting Studies and Operation Of Businesses In Tonga	Article, <i>Tokoni Faiako</i> : Tonga Journal of Education, Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
38	Haupeakui, Ana	Havea, Po'alo'l, Poliana;	Implementation of teaching pedagogies by student teachers in Tongan classrooms	Article, <i>Tokoni Faiako</i> : Tonga Journal of Education, Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
39	Helu, Futa		Brother/Sister and Gender Relations in Ancient and Modern Tonga				IOE, USP, Tonga Campus
40	Heimuli, Peaua Tu'ipulotu		Formative and summative assessment for learning at Tonga High School	Book Chapter, <i>Ta Kupesi</i> : Emerging themes and methodologies from educational research in Tonga	2006		IOE, USP, Tonga Campus
41	Hereniko, Vilsoni		Pacific Literature Broadsheet Series: Number Five				IOE, USP, Tonga Campus

42	Institute of Education USP		Tonga Drivers of Change Study	Annotated Bibliography	2008	AusAID	IOE, USP, Tonga Campus
43	Institute of Education USP		Improving Tongan School Leadership	A Guide	2012		IOE, USP, Tonga Campus
44	Institute of Education USP		PRIDE Project: End of Project Completion	Report	2010	EU, AusAID	USP Library
45	Kalavite, Telesia		<i>Fononga 'a Fakahalafononga: Tongan students' journey to academic achievement in New Zealand tertiary education</i>	PhD Thesis, The University of Waikato, NZ	2010	Private	<a href="http://researchcommons.waikato.ac.nz/bitstream/handle/10289/4159/thesis.pdf?sequence=4">http://researchcommons.waikato.ac.nz/bitstream/handle/10289/4159/thesis.pdf?sequence=4</a>
46	Kata, Ungatea Fonua		An investigation into the use of Tongan by teachers of English in the classes	Book Chapter, <i>Ta Kupesi:</i> Emerging themes and methodologies from educational research in Tonga	2006		IOE, USP, Tonga Campus
47	Katoanga, Alisi		Chinese students views about learning English at Tonga High School	Book Chapter, <i>Ta Kupesi:</i> Emerging themes and methodologies from educational research in Tonga	2006		IOE, USP, Tonga Campus
48	Kautoke, Makalita Falasima	Fatai, Fololeni; Vivili, Margaret Vaka	The impact of school board of governors on teacher confidence: A Tongan case study	Book Chapter, <i>Ta Kupesi:</i> Emerging themes and methodologies from educational research in Tonga	2006		IOE, USP, Tonga Campus
49	Kēpa, Mere	Manu'atu, Linitā	Fetuiakimālie, Talking together: Pasifika in Mainstream Education	Waikato Journal of Education 12: 2006	2006		IOE, USP, Tonga Campus

50	Kilioni, Kasa	Kupu, Sione	An analysis of the pass rate in the TSC English examination of St. Adrews School	Book Chapter, <i>Ta Kupesi: Emerging themes and methodologies from educational research in Tonga</i>	2006		IOE, USP, Tonga Campus
51	Latu, Makelesi		<i>Talanoa</i> : a contribution to the teaching and learning of Tongan primary school children in New Zealand	Master of Education thesis, AUT, New Zealand	1999		<a href="http://aut.researchgateway.ac.nz/bitstream/handle/10292/919/LatuM.pdf?sequence=1">http://aut.researchgateway.ac.nz/bitstream/handle/10292/919/LatuM.pdf?sequence=1</a>
52	Lutui, Vika	Langi, Lata	Learning style preferences of Tongan students in tertiary education in Tonga	Book Chapter, <i>Ta Kupesi: Emerging themes and methodologies from educational research in Tonga</i>	2006		IOE, USP, Tonga Campus
53	MacIntyre, Lesieli I Kupu		Tongan mothers' contributions to their young children's education in New Zealand = <i>Lukuluku 'a e kau fa'e Tonga' ki he ako 'enau fānau iiki' 'i Nu'u Sila</i>	PhD thesis, Massey University, New Zealand	2008		
54	Mackesy-Buckley, Sean		<i>Taimi tonu</i> - Just in time: an evaluation of the Tonga's Restorative Youth Diversion System	Masters thesis, Victoria University of Wellington, NZ	2008		<a href="http://researcharchive.vuw.ac.nz/bitstream/handle/10063/845/thesis.pdf?sequence=1">http://researcharchive.vuw.ac.nz/bitstream/handle/10063/845/thesis.pdf?sequence=1</a>
55	Mafile'o, Tracie Ailong		Tonga metaphors of social work practice: <i>Hange ha pa kuo fa'u</i>	PhD (Social Work) thesis	2005		<a href="http://www.nzfvc.org.nz/sites/nzfvc.org.nz/files/Tracie%20Mafileo.pdf">http://www.nzfvc.org.nz/sites/nzfvc.org.nz/files/Tracie%20Mafileo.pdf</a>
56	Maka, Lia	Fua, Dr. Seu'ula Johansson, Pene, Frances	<i>Ta Kupesi</i> : Emerging themes and methodologies from educational research in Tonga	Report	2006	IOE, USP	USP, Tonga

57	Maka, Lia		On being reflective	Book Chapter, <i>Ta Kupesi</i> : Emerging themes and methodologies from educational research in Tonga	2006		IOE, USP, Tonga Campus
58	Manu, Sitaniselao Stan		Language switching and mathematical understanding in Tongan classrooms: an investigation.	Journal article	2005		<a href="http://www.directions.usp.ac.fj/collect/direct/index/assoc/D1175090.dir/doc.pdf">http://www.directions.usp.ac.fj/collect/direct/index/assoc/D1175090.dir/doc.pdf</a>
58	Manu'atu, Linda		<i>Talanoa Mälíe</i> -Innovative Reform Through Social Dialogue in New Zealand	Article, Cultural Survival.org	2010		<a href="http://www.culturalsurvival.org/publications/cultural-survival-quarterly/new-zealand/talanoam-lie-innovative-reform-through-social-d">http://www.culturalsurvival.org/publications/cultural-survival-quarterly/new-zealand/talanoam-lie-innovative-reform-through-social-d</a>
59	Matafahi, Senolita	Fusitu'a, Liuaki	What is the ideal Tongan Teacher?	Article, <i>Tokoni Faiako</i> : Tonga Journal of Education, Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
60	Ma'u, Linda	French, Steve	Tonga teachers and researchers	Report (Available at USP Library)	2003	AusAID	USP Library
61	Minsitry of Education TONGA		Tonga Education Policy Framework 2004 - 2019	Planning Document	2004		<a href="http://www.paddle.usp.ac.fj/collect/paddle/index/assoc/ton005.dir/doc.pdf">http://www.paddle.usp.ac.fj/collect/paddle/index/assoc/ton005.dir/doc.pdf</a>
62	Nabobo, Unaisi		Incorporating local knowledge in teaching about education and society : A Fiji Case Study	Pacific Cultures in the Teacher Education Curriculum: Module Three	2000		IOE, USP, Tonga Campus

63	Otunuku, Mo'ale		<i>Talanoa</i> : How can it be used effectively as an indigenous research methodology with Tongan people?	Article	2011		IOE, USP, Tonga Campus
64	Otunuku, Mo'ale		Tongan Conceptions of Schooling in New Zealand: Insights and Possible Solutions to Underachievement	Doctor of Education thesis, University of Auckland	2010		IOE, USP, Tonga Campus
65	Otunuku, Mo'ale		Tongan students' attitudes towards their subjects in New Zealand relative to their academic achievement	Asia Pacific Education Review 2007, Vol. 8, No. 1, 117 – 128	2007		IOE, USP, Tonga Campus
66	Petaia, Ruperake		Pacific Literature Broadsheet Series Number Three				IOE, USP, Tonga Campus
67	Pongia, Eddy		<i>Va'inga faka-Tonga</i>	Article, <i>Tokoni Faiako</i> : Tonga Journal of Education, Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
68	Puamau, Priscilla	Hau'ofa, Barbara	Best practice in Pacific education: Learning with PRIDE	The PRIDE Project Pacific Education Series No. 9	2010	EU, NZAID, PIFS, USP	IOE, USP, Tonga Campus
69	Puamau, Priscilla	Pene, Frances	Early childhood care and education in the Pacific	The PRIDE Project Pacific Education Series No. 5	2008	EU, NZAID, USP	IOE, USP, Tonga Campus

70	Puamau, Priscilla	Teasdale, G. R (Bob)	Educational planning in the Pacific: Principles and Guidelines	The PRIDE Project Pacific Education Series No. 1	2005		IOE, USP, Tonga Campus
71	Puamau, Priscilla	Pene, Frances	Inclusive Education in the Pacific	The PRIDE Project Pacific Education Series No.6	2009	EU, NZAID, USP	IOE, USP, Tonga Campus
72	Puamau, Priscilla		Pacific Voices: Teacher education on the move	The PRIDE Project Pacific Education Series No. 3	2007	EU, NZAID, USP	IOE, USP, Tonga Campus
73	Ross, Lucas Nelson		The impact of westernisation on Tongan cultural values related to business	MA thesis, Western Kentucky University, USA	2009		
74	Rutherford, Noel	Ve'ehala; Fanua, Tupou Posesi	Oral Tradition and Prehistory	Friendly Islands: A History of Tonga			IOE, USP, Tonga Campus
75	Sanga, Kabini	Taufe'ulungaki, 'Ana	International Aid Impacts on Pacific Education		2005		IOE, USP, Tonga Campus
76	Sanga, Kabini F.		Learning from Indigenous Leadership	Pacific Cultures in the Teacher Education Curriculum	2000		IOE, USP, Tonga Campus
77	Sanga, Kabini	Chu, Cherie; Hall, Cedric; Crawl, Linda	Re-thinking aid relationship in Pacific education		2005		IOE, USP, Tonga Campus

78	Silipa, Silipa Rite		Authenticating Pacific Youths in New Zealand – How to correct Mal-Presentations	Pacific Vision International Conference – Changing Face of Pacific Communities	2004		IOE, USP, Tonga Campus
79	Schoone, Adrian		Re-scripting life: New Zealand born youth-at-risk: narratives of return immigration	Journal article, Mai Review	2010		<a href="http://www.review.mai.ac.nz/index.php/MR/article/viewFile/300/382">http://www.review.mai.ac.nz/index.php/MR/article/viewFile/300/382</a>
80	Takapautolo, Tu'ifua Petelo		National assessment and the Ministry of Education Assessment Unit	Book Chapter, <i>Ta Kupesi</i> : Emerging themes and methodologies from educational research in Tonga	2006		IOE, USP, Tonga Campus
81	Tapa'atoutai-Teisina, Sela		Reform in Science Education at Tonga Institute of Education	Article, <i>Tokoni Faiako</i> : Tonga Journal of Education, Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
82	Tatafu, Makafalani	Booth, Edward. O. & Wilson, Michael		Journal article	1997	Private	<a href="#">Directions: Journal of Educational studies, h</a>
83	Tatafu, Makafalani		Early school leaving: a crisis in secondary schooling in Tonga	PhD thesis, University of Wollongong, NSW, Australia.	1997		<a href="http://ro.uow.edu.au/theses/1874/">http://ro.uow.edu.au/theses/1874/</a>
84	Taufe'ulungaki, 'Ana Maui		Implications of Language Attitudes For Language Planning in Tonga	PhD thesis, University of Birmingham, United Kingdom	1988		IOE, USP, Tonga Campus

85	Taufe'ulungaki, Ana Maui	Fua, Dr. Seu'ula Johansson, Manu, Dr. Sitaniselao; Takapautolo, Tu'ifua	Sustainable livelihoods and education in the Pacific	Report	2004	NZAID, USP, MEWAC	IOE, USP, Tonga Campus
86	Taufe'ulungaki, 'Ana Maui		The role of research : a personal perspective	Article, Directions: Journal of Educational Studies no. 45, vol. 23, no. 2, 2001	2001		IOE, USP, Tonga Campus
87	Taylor, Tim		A study of sustainable social progress in the Kingdom of Tonga	Report	2010		<a href="http://www.inter-disciplinary.net/wp-content/uploads/2010/06/taylorpaper.pdf">http://www.inter-disciplinary.net/wp-content/uploads/2010/06/taylorpaper.pdf</a>
88	Thaman, Konai		Towards cultural democracy in Pacific Education: An imperative for the 21st Century, true opportunity		2002		IOE, USP, Tonga Campus
89	Thaman, Konai		Towards culturally democratic teacher education	Pacific Cultures in the Teacher Education Curriculum: Module One	2000		IOE, USP, Tonga Campus
90	Thaman, Konai		Pacific Literature Broadsheet Series: Number One				IOE, USP, Tonga Campus
91	Thaman, Konai		Open and flexible learning for whom? : rethinking distance education	Article, Directions: Journal of Educational Studies no.44, vol. 23, no. 1, 2001	2001		IOE, USP, Tonga Campus

92	Thaman, Konai		Of daffodils and <i>heilala</i> : understanding cultural contexts in Pacific literature	Article, Directions: Journal of Educational Studies no.36, vol.19, no.1	1997		IOE, USP, Tonga Campus
93	Thaman, Konai		Equity in, and access to, what kind of education?: some issues for consideration in the Pacific Islands	Article, Directions: Journal of Educational Studies no.39, vol.20, no.2, 1998	1998		IOE, USP, Tonga Campus
94	Thaman, Konai		A Tongan Teacher's Story	International Review of Education, Vol. 33, No. 3, The Changing Role of the Teacher (1987), pp. 277 – 281	1987		IOE, USP, Tonga Campus
95	Thaman, Konai		A Matter of Life and Death: Schooling and Culture in Oceania				IOE, USP, Tonga Campus
96	Tokai, Epli	Teasdale, Jennie	The Role of TVET in Pacific Secondary Schools: New Visions, New Pathways	The PRIDE Project Pacific Education Series No.7	2009		IOE, USP, Tonga Campus
97	Tolu, Momea Tu'ifua	Fa'anunu, Sinama Tupou	Teaching Form 5 geography mapping skills at Tonga College	Book Chapter, <i>Ta Kupesi: Emerging themes and methodologies from educational research in Tonga</i>	2006		IOE, USP, Tonga Campus
98	Tsubota Noriko		Factors Influencing Secondary School Students' Language Choices in Tonga	Article, <i>Tokoni Faiako: Tonga Journal of Education</i> , Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus
99	Tuita, Hon. Tu'ilokomana	Kanongata'a, Siosiu; Fuku Koliniasi; Fonua, 'Alifeleti	<i>Ko e Hā Ha Alanga-Fale 'Oku Tuha mo Taau Kene Pukepuke Mo Fakatolonga 'a e 'Ulungaanga Fakafonua 'o Tonga'</i>	Article, <i>Tokoni Faiako: Tonga Journal of Education</i> , Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus

100	Tupuola, Anne-Marie		Making Senses of Human Development: Beyond Western Concepts and Universal Assumptions	Pacific Cultures in the Teacher Education Curriculum	2000		IOE, USP, Tonga Campus
101	UNICEF			Country Report			<a href="http://www.unicef.org/worldfitforchildren/files/Tonga_WFFC5_Report.pdf">http://www.unicef.org/worldfitforchildren/files/Tonga_WFFC5_Report.pdf</a>
102	Vaka'uta, Nasili		Talanoa Rhythms: Voices from Oceania	Book (Available at IOE Library)	2011		IOE, USP, Tonga Campus
103	Vaioleti, Timote		<i>Talanoa</i> Research methodology: A development position on Pacific research	Journal article	2006	Private	Waikato Journal of Education
104	Ve'a, Peseti Tupou'ila		Implementing critical literacy in Tongan bilingual classroom	Master in Education thesis, University of Waikato, NZ	2010	NZAID	<a href="http://researchcommons.waikato.ac.nz/bitstream/handle/10289/5021/thesis.pdf?sequence=3">http://researchcommons.waikato.ac.nz/bitstream/handle/10289/5021/thesis.pdf?sequence=3</a>
105	Ve'a'ila, Tevita		The use of education theory to guide the implementation of participatory rural appraisal in the Kingdom of Tonga	PhD thesis, University of Wollongong, NSW, Australia.	2009		<a href="http://ro.uow.edu.au/theses/833/">http://ro.uow.edu.au/theses/833/</a>
106	Veikune, Ana Heti		I am what I think: Tonga High School National Form 7 students and the factors they perceive as influencing academic self-concept	Book Chapter, <i>Ta Kupesi: Emerging themes and methodologies from educational research in Tonga</i>	2006		IOE, USP, Tonga Campus
107	Voi, Ana Lupe	Finau, Mele Tonga	Review of teaching of Commerce (a first year teaching course for secondary students) at the Tonga Institute of	Article, <i>Tokoni Faiako: Tonga Journal of Education</i> , Vol 1, No.1	2009	NZAID, EU, PRIDE	IOE, USP, Tonga Campus

			Education (TIOE)				
108	Wendt, Albert		Pacific Literature Broadsheet Series Number Two				IOE, USP, Tonga Campus

### Annex 3: TIHE Questionnaires and Frequencies

STOP!

Please read these instructions before continuing.

The purpose of this activity is for you to think about what the results of the Tracer Survey will be before you see the results.

For each question, please provide your estimate of what the distribution of responses will be. Thus, for each question, divide 100% among the response categories.

For example:

The response categories for gender are male and female. If you think that 20% of TIOE graduates answering the survey are male, enter 20% after male and 80% after female.

Survey question #	Question	Response option Code	Response Options	Your % estimate
2	Gender			% of total sample
		1	Male	20
		2	Female	80

Write your estimates in this column

Name: \_\_\_\_\_

Survey question #	Question	Response Options	Response option code	Results n	Results %
	Study ID number	3 digits, assigned by IOE	100-399	255	
1	Name of TIHE graduate	Open-ended	Not entered		
2	Gender				% of total sample
		Male	1	77	30.2%
		Female	2	178	69.8%
3	Country/Island of Residence				% of total sample
		Tongatapu	1	231	90.5%
		Vava'u	2	8	3.1
		Ha'apai	3	3	1.2
		Niuatoputapu	4	0	
		Niuafu'ou	5	0	
		'Eua	6	2	0.8
		New Zealand	7	6	2.4
		Australia	8	0	
		USA	9	0	
		Fiji	10	0	
		Other Pacific Island	11	1	0.4
		Other country	12	1	0.4
		<i>missing</i>		3	1.2
4	Your age				% of total sample
		21-25	1	70	27.5
		26-30	2	90	35.3
		31-35	3	42	16.5
		36-40	4	27	10.6
		41-45	5	17	6.6
		46+ years	6	7	2.7
		<i>missing</i>		2	0.8
	Age, condensed				% of total sample

		21-25	1	70	27.7
		26-30	2	90	35.6
		Over 30	3	93	36.8
		<i>missing</i>		2	

5	Marital status				% of total sample
		Married	1	141	55.3
		Not married	2	111	43.5
		Widowed	3	2	0.8
		De facto	4	1	0.4
		<i>missing</i>	0	0	
6	What year did you complete training at TIHE				% of total sample
		2006	1	25	9.8
		2007	2	39	15.3
		2008	3	31	12.1
		2009	4	39	15.3
		2010	5	52	20.4
		2011	6	69	27.1
		<i>missing</i>		0	
7	What qualification did you graduate with from TIHE				% of total sample
		Certificate in Accounting	1	58	22.7
		Certificate in Agriculture	2	0	
		Certificate in Information Systems	3	20	7.8
		Certificate in Computer Science	4	12	4.7
		Certificate in Tourism and Hospitality	5	4	1.6
		Certificate in Media and Journalism	6	5	2.0
		Diploma in Accounting	7	47	18.4
		Diploma in Agriculture	8	19	7.4
		Diploma in Information Systems	9	48	18.8
		Diploma in Computer science	10	32	12.6
		Diploma in Media and Journalism	12	10	3.9

		<i>missing</i>	99	0	
	Qualification, condensed				
		Certificate	1	100	39.2%
		Diploma	2	155	60.8%
8	Were you in paid work before you entered TIHE?				% of total sample
		yes	1	126	49.4
		no	2	125	49.0
		<i>missing</i>	99	4	1.6

9	Are you currently in paid work?				% of total sample
		yes	1	186	72.9
		no	2	69	27.1
		<i>missing</i>		0	

**Questions 10 through 13 were answered only by respondents who are currently working.**

10	Which of the following BEST describes the type of paid work you are currently doing?				% of respondents who are currently employed
		Private business in my own country	1	19	10.4
		Private business overseas	2	7	3.8
		Government civil service	3	99	54.1
		My own private business	4	2	1.1
		Non-governmental organization	5	32	17.5
		Religion-based organizations (e.g., church systems)	6	13	7.1
		Other	7	11	6.0
		<i>missing</i>		71	
12	Which of the following BEST describes how you feel about your job?				% of respondents who are

					currently employed
		I like my job the way it is	1	21	8.2
		I like my job but I want to improve my skills	2	113	44.4
		I want to find another job in the future.	3	23	9.0
		I am happy with my job.	4	24	9.4
		<i>missing</i>	99	74	29.0
13	Are you still working for the same employer you were working for before you entered TIHE?				% of respondents who are currently employed
		Yes	1	102	40
		No	2	84	32.9
		<i>missing</i>	99	69	27.1

**Questions 14 through 17 were answered only by respondents who currently work for a different employer than before they entered TIHE (n = 84)**

14	How long did it take you to find your current job?				% of respondents who work for a new employer
		Less than 1 month	1	28	11
		Between 1-2 months	2	14	5.5
		Between 2-3 months	3	7	2.7
		Between 3-4 months	4	3	1.2
		Between 4-5 months	5	1	0.4
		More than 5 months	6	31	12.2
		<i>Skip</i>	9	171	67
15	On average, how many hours do you work each week in your current job?				% of respondents who work for a new employer
		≤ 20 hours	1	5	2
		21-30 hours	2	3	1
		31-40 hours	3	41	16
		40-50 hours	4	32	12

		≥ 50 hours	5	4	2
		<i>missing</i>		170	67
16	How much do you earn from your job every fortnight (2 weeks), before tax is deducted?				% of respondents who work for a new employer
		≤ \$100	1	1	0.4
		\$101 - \$200	2	8	3.1
		\$201 - \$300	3	19	7.5
		\$301 - \$400	4	13	5
		\$401 - \$500	5	13	5
		≥ \$501	6	31	12
		<i>missing</i>		170	67
17	How many paid jobs have you had since you were trained at TIHE?				% of respondents who work for a new employer
		1	1	50	19.6
		2	2	27	10.6
		3	3	2	0.8
		4	4	3	1.2
		5	5	0	
		> 5	6	0	
		<i>Skip</i>	9	173	67.8

**Questions 19 through 20 were answered only by respondents who are currently employed (n = 183).**

19	What is your employer's main business?				% of respondents who are currently employed
		Accounts and finance	1	39	15.3
		Agriculture	2	18	7
		Communication and media	3	19	7.5
		Electrical and electronics services	4	4	1.6
		Education and training	5	23	9
		Information technology	6	15	5.9
		Mechanical services	7	2	0.8

		Tourism and hospitality	8	2	0.8
		Transport	9	3	1.2
		Other	10	58	22.7
		<i>Skip</i>	99	72	28.2
20	How many full-time employees in your workplace?				% of respondents who are currently employed
		1 – 10	1	38	14.9
		11 – 20	2	38	14.9
		21 – 50	3	48	18.8
		51 – 100	4	27	10.6
		101-200	5	13	5.1
		> 200	6	19	7.5
		<i>Skip</i>	99	72	28.2

**Question 21 was answered only by respondents who were self-employed ( n = 31)**

21	If you are self-employed. Please select what BEST describes what you are doing				Self-employed respondents only
		Education and training	1	7	22.6
		Accounts and /or audit	2	5	16.1
		Agriculture	3	2	6.4
		Communication and media	4	1	3.2
		Electrical and electronics services	5	6	19.4
		Information technology	6	4	12.9
		Mechanical services	7	0	
		Tourism and hospitality	8	0	
		Transport	9	1	3.2
		Other	10	5	16.1
		<i>missing</i>		224	

**Questions 22 through 28 were answered by respondents who are currently employed ( n = 186).**

22	I find the skills and knowledge I learned at TIHE useful in ensuring that I have a job that earns me some money.				% of respondents who are currently employed
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		Strongly agree	1	138	54.1
		Agree	2	43	16.9
		Neutral	3	3	1.2
		Disagree	4	1	0.4
		Strongly disagree	5	1	0.4
		<i>missing</i>		69	27
	Skills useful, condensed				% of respondents who are currently employed
		Strongly agree	1	138	74.2
		Less than strongly agree	2	48	25.8
		<i>missing</i>		69	
23	My training at TIHE is relevant to the work I am doing.				% of respondents who are currently employed
		Strongly agree	1	126	49.4
		Agree	2	45	17.6
		Neutral	3	6	2.4
		Disagree	4	6	2.4
		Strongly disagree	5	2	0.8
		<i>missing</i>		70	27.4
	Training relevant, condensed				% of respondents who are currently employed
		Strongly agree	1	126	68.1
		Less than strongly agree	2	59	31.9
		<i>missing</i>		70	
24	The equipment and tools I was using at TIHE are the same or similar to those I use at my work.				% of respondents who are currently employed
		Strongly agree	1	75	29
		Agree	2	63	25
		Neutral	3	23	9

		Disagree	4	20	8
		Strongly disagree	5	3	1
		<i>missing</i>		71	28
	Tools similar, condensed				% of respondents who are currently employed
		Strongly agree	1	75	40.8
		Less than strongly agree	2	109	59.2
		<i>missing</i>			
25	The teaching and learning facilities at TIHE are appropriate.				% of respondents who are currently employed
		Strongly agree	1	76	29.8
		Agree	2	78	30.6
		Neutral	3	16	6.3
		Disagree	4	13	5.1
		Strongly disagree	5	2	0.8
		<i>missing</i>		70	27.4
	Facilities appropriate, condensed				% of respondents who are currently employed
		Strongly agree	1	76	41.1
		Less than strongly agree	2	109	58.9
		<i>missing</i>		70	
26	My teachers at TIHE had good knowledge of their subjects.				% of respondents who are currently employed
		Strongly agree	1	118	46
		Agree	2	53	21
		Neutral	3	9	3
		Disagree	4	3	1
		Strongly disagree	5	2	1
		<i>missing</i>		70	28

	Teacher knowledge of subjects , condensed				% of respondents who are currently employed
		Strongly agree	1	118	63.8
		Less than strongly agree	2	67	36.2
		<i>missing</i>		69	
27	My teachers at TIHE were committed to their work.				% of respondents who are currently employed
		Strongly agree	1	93	37
		Agree	2	75	29
		Neutral	3	11	4
		Disagree	4	5	2
		Strongly disagree	5	1	0
		<i>missing</i>		70	28
	Teachers committed, condensed				% of respondents who are currently employed
		Strongly agree	1	93	50.3
		Less than strongly agree	2	92	49.7
		<i>missing</i>		70	
28	Overall, I am happy with the quality of the training I received at TIHE.				% of respondents who are currently employed
		Strongly agree	1	127	50
		Agree	2	52	20
		Neutral	3	4	1
		Disagree	4	2	1
		Strongly disagree	5	0	0
		<i>missing</i>		70	28
	Overall happy, condensed				% of respondents who are

					currently employed
		Strongly agree	1	127	68.6
		Less than strongly agree	2	58	31.4
		<i>missing</i>		69	

**Questions 31 through 41 were only answered by respondents who are unemployed (n = 69).**

32	Have you looked for a paid job in the last 30 days?				% of respondents who are currently unemployed
		Yes	1	28	40.6
		No	2	41	59.4
		<i>missing</i>		186	
33	Which of the following activities represents what you have done MOST to find a job?				% of respondents who are currently unemployed
		Read vacancies and advertisements in the newspapers	1	19	28
		Telephoned work-places regarding vacancies	2	0	0
		Prepared my documents (e.g., CV and certificates)	3	5	7
		Talked to friends and colleagues	4	2	3
		Written application letters	5	7	10
		Submitted/sent application letters	6	7	10
		Attended job interview	7	1	1
		Nothing	8	28	41
		<i>missing</i>		186	
34	Which statement BEST describes your situation now?				% of respondents who are currently unemployed
		Further studies, full-time	1	16	23.2
		Further studies, part time	2	10	14.5

		Full time house husband/wife	3	7	10.1
		Helping out at home	4	17	24.6
		Doing volunteer work	5	3	4.4
		Looking for a paid job	6	16	23.2
		<i>missing</i>		186	
35	How many paid jobs have you had since you were trained at TIHE?				% of respondents who are currently unemployed
		0	1	41	6
		1	2	19	28
		2	3	4	6
		3	4	2	3
		4	5	0	
		5	6	0	
		> 5	7	1	2
		<i>missing</i>		188	
36	I find the skills and knowledge I learned at TIHE useful in the activities I do to survive.				% of respondents who are currently unemployed
		Strongly agree	1	45	65.2
		Agree	2	22	31.9
		Neutral	3	2	2.9
		Disagree	4	0	
		Strongly disagree	5	0	
		<i>missing</i>		186	
	Skills useful, condensed				% of respondents who are currently unemployed
		Strongly agree	1	45	65.2
		Less than strongly agree	2	24	34.8
		<i>missing</i>		186	
37	My training at TIHE is relevant to the work that I want to do.				% of respondents who are currently

					unemployed
		Strongly agree	1	40	58.0
		Agree	2	28	40.6
		Neutral	3	1	1.4
		Disagree	4	0	
		Strongly disagree	5	0	
		<i>missing</i>		186	
	Training relevant, condensed				% of respondents who are currently unemployed
		Strongly agree	1	40	58.0
		Less than strongly agree	2	29	42.0
		<i>missing</i>		186	
38	The equipment and tools I was using at TIHE are the same or similar to those I will be using in the work I want to do.				% of respondents who are currently unemployed
		Strongly agree	1	28	41
		Agree	2	29	43
		Neutral	3	7	10
		Disagree	4	2	3
		Strongly disagree	5	2	3
		<i>missing</i>		187	
	Tools similar, condensed				% of respondents who are currently unemployed
		Strongly agree	1	28	41.2
		Less than strongly agree	2	40	58.8
		<i>missing</i>		187	
39	The teaching and learning facilities at TIHE are appropriate.				% of respondents who are currently unemployed
		Strongly agree	1	22	31.9
		Agree	2	35	50.7
		Neutral	3	8	11.6

		Disagree	4	2	2.9
		Strongly disagree	5	2	2.9
		<i>missing</i>		186	
	Facilities appropriate, condensed				% of respondents who are currently employed
		Strongly agree	1	22	31.9
		Less than strongly agree	2	47	68.1
		<i>missing</i>		186	
40	My teachers at TIHE had good knowledge of their subjects.				% of respondents who are currently unemployed
		Strongly agree	1	31	45.6
		Agree	2	32	47.1
		Neutral	3	4	5.9
		Disagree	4	0	
		Strongly disagree	5	1	1.5
		<i>missing</i>		187	
	Teacher knowledge of subjects , condensed				% of respondents who are currently unemployed
		Strongly agree	1	31	45.6
		Less than strongly agree	2	37	54.4
		<i>missing</i>		187	
41	My teachers at TIHE worked hard to ensure that I learn.				% of respondents who are currently unemployed
		Strongly agree	1	28	40.6
		Agree	2	33	47.8
		Neutral	3	3	4.4
		Disagree	4	2	2.9
		Strongly disagree	5	3	4.3
		<i>missing</i>		186	

	Teacher worked hard , condensed				% of respondents who are currently unemployed
		Strongly agree	1	28	40.6
		Less than strongly agree	2	41	59.4
		<i>missing</i>		186	
42	Overall, I am happy with the quality of the training I received at TIHE.				% of respondents who are currently unemployed
		Strongly agree	1	37	54
		Agree	2	26	38
		Neutral	3	4	6
		Disagree	4	1	1
		Strongly disagree	5	1	1
		<i>missing</i>		186	
	Overall happy, condensed				% of respondents who are currently unemployed
		Strongly agree	1	37	53.6
		Less than strongly agree	2	33	46.4
		<i>missing</i>		186	

### Annex 4: Summary Table of TIHE Crosstabulations (n=255) 21 October 2012

	Independent Variables			
	Gender	Age (condensed: 21-25, 26-30, >30)	Year of Graduation (2006, 2007, 2008, 2009, 2010, 2011)	Paid Before (yes/no)
Gender	----			
Age	NS	----		
Year of Graduation	More men than expected were enrolled in 2007. Fewer men than expected were enrolled in 2009	Younger respondents less frequent in 2006, 2007 and more frequent in 2010 and 2011	----	
Paid Before	NS	Younger respondents less likely to be paid before. Older respondents more likely to be paid before	NS	----
Currently Employed	NS	Younger respondents are much less likely to be currently paid	2011 graduates less likely to be currently paid	Respondents who were paid before are more likely to be currently paid

	Independent Variables			
	Gender	Age (condensed: 21-25, 26-30, >30)	Year of Graduation (2006, 2007, 2008, 2009, 2010, 2011)	Paid Before (yes/no)
<b>Dependent Variables for Currently Employed (n = 186)</b>				
Same employer	More men than expected changed employers	Older employed respondents are more likely than expected to be working for the same employer	NS	X
How you feel about your job	NS	NS	2011 graduates more likely to be happy	NS

			with their job	
*Find the skills and knowledge learned at TIHE useful in ensuring that I have a job that earns me some money	NS	Younger employed respondents are less likely to strongly agree	2007 graduates more likely to strongly agree. 2008 graduates were less likely to strongly agree	Respondents who were not paid before are less likely to very strongly agree
*Training at TIHE is relevant to the work I am doing	NS	Younger employed respondents are less likely to strongly agree	NS	Respondents who were not paid before are less likely to very strongly agree
*Equipment and tools I was using at TIHE are the same or similar to those I use at my work	NS	NS	2007 graduates more likely to strongly agree. 2006 graduates were less likely to strongly agree	Respondents who were not paid before are less likely to very strongly agree
*Teaching and learning facilities at TIHE are appropriate	NS	Younger employed respondents are less likely to strongly agree	2007 graduates more likely to strongly agree.	NS

	<b>Independent Variables</b>			
	<b>Gender</b>	<b>Age (condensed: 21-25, 26-30, &gt;30)</b>	<b>Year of Graduation (2006, 2007, 2008, 2009, 2010, 2011)</b>	<b>Paid Before (yes/no)</b>
*Teachers at TIHE had good knowledge of their subjects	NS	Younger employed respondents are less likely to strongly agree	NS	NS
*Teachers at TIHE were committed to their work	NS	Younger employed respondents are less likely to strongly agree	2007 graduates more likely to strongly agree.	NS
*Overall, I am happy with the quality of the training I received	Fewer men than expected strongly agreed	Younger employed respondents are less likely to strongly agree	NS	NS

	Independent Variables			
	Gender	Age (condensed: 21-25, 26-30, >30)	Year of Graduation (2006, 2007, 2008, 2009, 2010, 2011)	Paid Before (yes/no)
<b>Dependent Variables for Unemployed (n = 69)</b>				NS
Looked for paid job in the last 30 days	NS	NS	#	NS
*Find the skills and knowledge learned at TIHE useful in the activities I do to survive	NS	Younger unemployed respondents are less likely to strongly agree	#	NS
*Training at TIHE is relevant to the work I want to do	NS	NS	#	NS
*Equipment and tools I was using at TIHE are the same or similar to those I will be using in the work I want to do	NS	NS	#	NS
*Teaching and learning facilities at TIHE are appropriate	NS	Older unemployed respondents are more likely to strongly agree	#	NS
*Teachers at TIHE had good knowledge of their subjects	NS	NS	#	NS
*Teachers at TIHE worked hard to ensure that I learned	NS	NS	#	NS
*Overall, I am happy with the quality of the training I received	NS	NS	#	NS

#NS = not significant

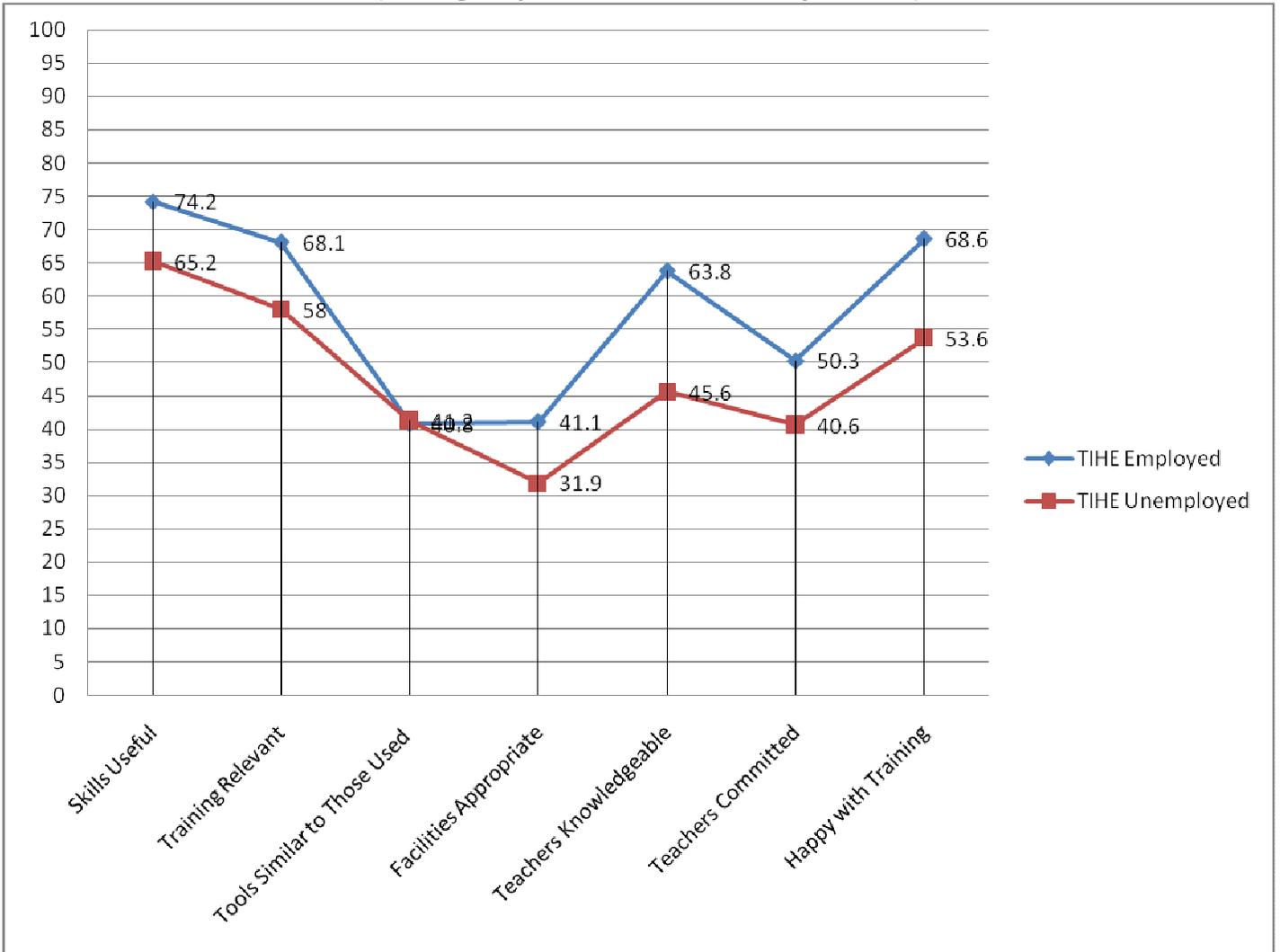
\*These variables were condensed into 2 categories: strongly agree vs. less than strongly agree

# = There were too few respondents spread across too many cells to be able to calculate any statistical significance of the findings.

X = the proposed crosstabulation is not logical.

### Annex 5: Graph Comparing How TIHE Employed and Unemployed Graduates Appraise Their Training

(Among Respondents to 2012 Survey, n = 255)



## Annex 6: TIOE Questionnaires and Frequencies

STOP!

Please read these instructions before continuing.

The purpose of this activity is for you to think about what the results of the Tracer Survey will be before you see the results.

For each question, please provide your estimate of what the distribution of responses will be. Thus, for each question, divide 100% among the response categories.

For example:

The response categories for gender are male and female. If you think that 20% of TIOE graduates answering the survey are male, enter 20% after male and 80% after female.

Survey question #	Question	Response option Code	Response Options	Your % estimate
2	Gender			% of total sample
		1	Male	20
		2	Female	80

Write your estimates in this column

Name: \_\_\_\_\_

**TIOE FREQUENCY RESULTS**

Survey question #	Question	Response Options	Response option code	Results n	Results %
	Study ID number	3 digits, assigned by IOE	400-700		
1	Name of TIOE graduate	Open-ended	Not entered	n = 281	
2	Gender				% of total sample
		Male	1	73	26.0%
		Female	2	208	74
3	Country/Island of Residence				% of total sample
		Tongatapu	1	191	68
		Vava'u	2	49	17.4
		Ha'apai	3	30	10.7
		Niuaotupapu	4	2	0.7
		Niufo'ou	5	0	
		'Eua	6	3	1.1
		New Zealand	7	5	1.8
		Australia	8	0	
		USA	9	0	
		Fiji	10	0	
		Other Pacific Island	11	0	
		Other country	12	0	
		Missing	99	1	0.3
4	Your age				% of total sample
		21-25	1	69	24.6
		26-30	2	138	49.1
		31-35	3	26	9.3
		36-40	4	8	2.8
		41-45	5	17	6
		46+ years	6	22	7.8
		<i>missing</i>		1	0.4
	Age, condensed				% of total sample

		21-25	1	69	24.6
		26-30	2	138	49.3
		Over 30	3	73	26.1
		<i>missing</i>		1	

5	Marital status				% of total sample
		Married	1	162	58
		Not married	2	110	39
		Widowed	3	6	2
		De facto	4	0	0
		<i>missing</i>	99	3	1
6	What year did you complete training at TIOE				% of total sample
		2006	1	82	29.2
		2007	2	44	15.7
		2008	3	38	13.5
		2009	4	29	10.3
		2010	5	42	14.9
		2011	6	46	16.4
	Year of graduation, condensed				% of total sample
		2006	1	82	29.2
		After 2006	2	199	70.8
7	What qualification did you graduate with from TIOE				% of total sample
		Diploma in Education (Secondary)	1	154	54.8
		Diploma in Education (Primary)	2	127	45.2
8	Select from the list below ONE of your majors while studying at TIOE				% of total sample
		Commerce (Acc, Eco)	1	31	11.0
		Science (Bio, Chem, Phy)	2	24	8.5
		Mathematics (Cal, Stats)	3	41	14.6

		Geography	4	15	5.3
		History	5	9	3.2
		Language (Eng)	6	26	9.2
		Language (Tongan)	7	27	9.6
		Computing	8	6	2.1
		Design Technology (Ind. Arts, HE, etc.)	9	11	3.9
		Music	10	1	0.4
		Other	11	13	4.6
		Not applicable (primary)	12	77	27.4

9	Select from the list below your SECOND major while studying at TIOE				% of total sample
		Commerce (Acc, Eco)	1	30	10.7
		Science (Bio, Chem, Phy)	2	25	8.9
		Mathematics (Cal, Stats)	3	29	10.3
		Geography	4	15	5.3
		History	5	5	1.8
		Language (Eng)	6	23	8.2
		Language (Tongan)	7	25	8.9
		Computing	8	5	1.8
		Design Technology (Ind. Arts, HE, etc.)	9	13	4.6
		Music	10	3	1.1
		Other	11	16	5.7
		Not applicable	12	92	32.7
10	Were you in paid work before you entered TIOE?				% of total sample
		yes	1	95	33.8
		no	2	182	64.8
		<i>missing</i>	99	4	1.4
11	Are you currently in paid work?				% of total sample
		yes	1	266	94.7
		no	2	4	1.4
		<i>missing</i>	99	11	3.9

12	Which of the following BEST describes the type of paid work you are currently doing?				% of respondents who are currently employed
		Teaching in a government school	1	179	64
		Teaching in a religion-based school	2	83	30
		Non-teaching in a government organization	3	4	1
		Non-teaching in a private company	4	4	1
		Non-teaching job in a religion-based organization	5	2	1
		I have my own private business	6	0	
		Other	7	3	1
		<i>missing</i>	99	6	2

13	Which of the following BEST describes how you feel about your job?				% of respondents who are currently employed
		I like my job the way it is	1	46	16.4
		I like my job but I want to improve my skills	2	166	59.1
		I want to find another job in the future.	3	13	4.6
		I am happy with my job.	4	50	17.8
		<i>missing</i>		6	2.1
14	How long did it take you to find your current job?				% of respondents who are currently employed
		Less than 1 month	1	126	45
		Between 1-2 months	2	43	15
		Between 2-3 months	3	17	6
		Between 3-4 months	4	7	2
		Between 4-5 months	5	13	5

		More than 5 months	6	59	21
		<i>missing</i>	99	16	6
15	On average, how many hours do you work each week in your current job?				% of respondents who are currently employed
		≤ 20 hours	1	12	4.3
		21-30 hours	2	17	6
		31-40 hours	3	83	29.5
		40-50 hours	4	133	47.3
		≥ 50 hours	5	22	7.9
		<i>missing</i>		14	5
16	How much do you earn from your job every fortnight (2 weeks), before tax is deducted?				% of respondents who are currently employed
		≤ \$100	1	2	0.7
		\$101 - \$200	2	9	3.2
		\$201 - \$300	3	41	14.6
		\$301 - \$400	4	34	12.1
		\$401 - \$500	5	40	14.2
		≥ \$501	6	146	52
		<i>missing</i>		9	3.2
17	How many paid jobs have you had since you were trained at TIOE?				% of respondents who are currently employed
		1	1	163	58
		2	2	44	15.6
		3	3	7	2.5
		4	4	3	1.1
		5	5	1	0.4
		> 5	6	4	1.4
		<i>missing</i>	99	59	21
19	What is your employer's main type of work or business?				% of respondents who are currently employed

		Accounts and finance	1	6	2.1
		Agriculture	2	1	0.4
		Communication and media	3	0	0
		Electrical and electronics services	4	0	0
		Education and training	5	243	86.5
		Information technology	6	4	1.4
		Mechanical services	7	0	
		Tourism and hospitality	8	2	0.7
		Transport	9	4	1.4
		Other	10	16	5.7
		<i>missing</i>	99	5	1.8
20	How many full-time employees in your workplace?				% of respondents who are currently employed
		1 – 10	1	94	33.5
		11 – 20	2	74	26.3
		21 – 50	3	47	16.7
		51 – 100	4	44	15.7
		101-200	5	2	0.7
		> 200	6	3	1.1
		<i>missing</i>	99	17	6

21	If you are self-employed. Please select what BEST describes what you are doing. If you are NOT self-employed. Please skip this question and go to Question 22				Self-employed respondents only
		Education and training	1	11	3.9
		Accounts and /or audit	2	0	
		Agriculture	3	0	
		Communication and media	4	0	
		Electrical and electronics	5	0	

		services			
		Information technology	6	0	
		Mechanical services	7	0	
		Tourism and hospitality	8	0	
		Transport	9	0	
		Other	10	0	
		<i>missing</i>		296	
22	I find the skills and knowledge I learned at TIOE useful in ensuring that I have a job that earns me some money.				% of respondents who are currently employed
		Strongly agree	1	186	66
		Agree	2	74	26
		Neutral	3	5	2
		Disagree	4	3	1
		Strongly disagree	5	3	1
		<i>missing</i>	00	10	4
	Skills useful, condensed				% of respondents who are currently employed
		Strongly agree		186	68.6
		Less than strongly agree		85	31.4
		<i>missing</i>		10	
23	My training at TIOE is relevant to the work I am doing.				% of respondents who are currently employed
		Strongly agree	1	190	67
		Agree	2	70	25
		Neutral	3	9	3
		Disagree	4	6	2
		Strongly disagree	5	1	>1
		<i>missing</i>	99	5	2
	Training relevant, condensed				% of respondents who are

					currently employed
		Strongly agree	1	190	68.8
		Less than strongly agree	2	86	31.2
		<i>missing</i>		5	
24	The equipment and tools I was using at TIOE are the same or similar to those I use at my work.				% of respondents who are currently employed
		Strongly agree	1	112	40
		Agree	2	116	41
		Neutral	3	20	7
		Disagree	4	22	8
		Strongly disagree	5	6	2
		<i>missing</i>	99	5	2
	Tools similar, condensed				% of respondents who are currently employed
		Strongly agree	1	112	40.6
		Less than strongly agree	2	164	59.4
		<i>missing</i>		5	
25	The teaching and learning facilities at TIOE are appropriate.				% of respondents who are currently employed
		Strongly agree	1	110	39
		Agree	2	127	45
		Neutral	3	20	7
		Disagree	4	16	6
		Strongly disagree	5	2	1
		<i>missing</i>	99	6	2
	Facilities appropriate, condensed				% of respondents who are currently employed
		Strongly agree	1	110	40.0

		Less than strongly agree	2	165	60.0
		<i>missing</i>		6	
26	My teachers at TIOE had good knowledge of their subjects.				% of respondents who are currently employed
		Strongly agree	1	144	51
		Agree	2	114	41
		Neutral	3	15	5
		Disagree	4	2	1
		Strongly disagree	5	0	0
		<i>missing</i>	99	6	2
	Teacher knowledge of subjects , condensed				% of respondents who are currently employed
		Strongly agree	1	144	52.4
		Less than strongly agree	2	131	47.6
		<i>missing</i>			
27	My teachers at TIOE had good knowledge of diverse teaching strategies.				% of respondents who are currently employed
		Strongly agree	1	133	48.4
		Agree	2	116	42.2
		Neutral	3	21	7.6
		Disagree	4	5	1.8
		Strongly disagree	5	0	
		<i>missing</i>		6	
	Teacher knowledge of diverse strategies, condensed				% of respondents who are currently employed
		Strongly agree	1	133	48.4
		Less than strongly agree	2	142	51.6
		<i>missing</i>		6	

28	My teachers at TIOE were committed to their work.				% of respondents who are currently employed
		Strongly agree	1	126	44.8
		Agree	2	119	42.3
		Neutral	3	22	7.8
		Disagree	4	7	2.6
		Strongly disagree	5	1	0.4
		<i>missing</i>	99	6	2.1
	Teachers committed, condensed				% of respondents who are currently employed
		Strongly agree	1	126	45.8
		Less than strongly agree	2	149	54.2
		<i>missing</i>		6	
29	Overall, I am happy with the quality of the training I received at TIOE.				% of respondents who are currently employed
		Strongly agree	1	174	62
		Agree	2	87	31
		Neutral	3	11	4
		Disagree	4	3	1
		Strongly disagree	5	0	0
		<i>missing</i>	99	6	2
	Overall happy, condensed				% of respondents who are currently employed
		Strongly agree	1	174	63.3
		Less than strongly agree	2	101	36.7
		<i>missing</i>		6	

**The following questions were only answered by respondents who are unemployed (n = 5).**

**Note: Because so few respondents are unemployed, percentages are not provided below.**

32	Have you looked for a paid job in the last 30 days?				% of respondents who are currently unemployed
		Yes	1	3	60
		No	2	2	40
33	Which of the following activities represents what you have done MOST to find a job?				% of respondents who are currently unemployed
		Read vacancies and advertisements in the newspapers	1	1	20
		Telephoned work-places regarding vacancies	2	1	20
		Prepared my documents (e.g., CV and certificates)	3		
		Talked to friends and colleagues	4		
		Written application letters	5	2	40
		Submitted/sent application letters	6		
		Attended job interview	7		
		Nothing	8		
		<i>missing</i>	99	1	20
34	Which statement BEST describes your situation now?				% of respondents who are currently unemployed
		Further studies, full-time	1	2	40
		Further studies, part time	2	1	20
		Full time house husband/wife	3		
		Helping out at home	4		
		Doing volunteer work	5		
		Looking for a paid job	6	1	20
		<i>missing</i>		1	20
35	How many paid jobs have you had since you were trained at TIOE?				% of respondents who are currently

					unemployed
		0	1	3	60
		1	2	2	40
		2	3		
		3	4		
		4	5		
		5	6		
		> 5	7		
36	I find the skills and knowledge I learned at TIOE useful in the activities I do to survive.				% of respondents who are currently unemployed
		Strongly agree	1	3	60
		Agree	2	2	40
		Neutral	3		
		Disagree	4		
		Strongly disagree	5		
37	My training at TIOE is relevant to the work that I want to do.				% of respondents who are currently unemployed
		Strongly agree	1	3	60
		Agree	2	2	40
		Neutral	3		
		Disagree	4		
		Strongly disagree	5		
38	The equipment and tools I was using at TIOE are the same or similar to those I will be using in the work I want to do.				% of respondents who are currently unemployed
		Strongly agree	1	1	20
		Agree	2	1	20
		Neutral	3	1	20
		Disagree	4	1	20
		Strongly disagree	5		
		<i>missing</i>		1	20
39	The teaching and learning facilities at TIOE are appropriate.				% of respondents

					who are currently unemployed
		Strongly agree	1	2	40
		Agree	2	3	60
		Neutral	3		
		Disagree	4		
		Strongly disagree	5		
40	My teachers at TIOE had good knowledge of their subjects.				% of respondents who are currently unemployed
		Strongly agree	1	3	60
		Agree	2	2	40
		Neutral	3		
		Disagree	4		
		Strongly disagree	5		
41	My teachers at TIOE worked hard to ensure that I learn.				% of respondents who are currently unemployed
		Strongly agree	1	4	80
		Agree	2	1	20
		Neutral	3		
		Disagree	4		
		Strongly disagree	5		
42	Overall, I am happy with the quality of the training I received at TIOE.				% of respondents who are currently unemployed
		Strongly agree	1	4	80
		Agree	2	1	20
		Neutral	3		
		Disagree	4		
		Strongly disagree	5		

## Annex 7: Summary Table of TIOE Crosstabulations

(16 October 2012)

	Independent Variables				
	Gender	Age (condensed: 21-25, 26-30, >30)	Year of Graduation (2006 vs. Other)	Qualification (secondary or primary)	Paid Before (yes/no)
Gender	----				
Age	NS#	----			
Year of Graduation	NS	Youngest were least likely to graduate in 2006	----		
Qualification	Fewer men have primary certification	NS	NS	----	
Paid Before	NS	Oldest were most likely to have been paid before entering TIOE	NS	NS	----
Dependent Variables					
How you feel about your job	NS	NS	NS	NS	NS
*Find the skills and knowledge learned at TIOE useful in ensuring that I have a job that earns me some money	NS	NS	NS	NS	NS
*Training at TIOE is relevant to the work I am doing	NS	NS	NS	NS	NS
*Equipment and tools I was using at TIOE are the same or similar to those I use at my work	NS	NS	NS	Those with primary qualification were more likely to strongly agree	NS

	Independent Variables (continued)				
	Gender	Age (condensed 21-25, 26-30, >30)	Year of Graduation (2006 vs. Other)	Qualification (secondary or primary)	Paid Before (yes/no)
*Teaching and learning facilities at TIOE are appropriate	NS	NS	NS	Those with primary qualification were more likely to strongly agree	NS
*Teachers at TIOE had good knowledge of their subjects	NS	NS	NS	NS	NS
*Teachers at TIOE had good knowledge of diverse teaching strategies.	NS	NS	NS	NS	NS
*Teachers at TIOE were committed to their work	NS	NS	NS	NS	NS
*Overall, I am happy with the quality of the training I received	NS	NS	NS	NS	NS

#NS = not significant

\*These variables were condensed into 2 categories: strongly agree vs. less than strongly agree

## Annex 8: A Comparison of Results for TIHE and TIOE

TIHE Survey Q #	TIOE Survey Q #	Question	Response Options	Response option code	TIHE Results %	TIOE Results %
		Study School				
			TIHE	1	n = 255	
			TIOE	2		n = 281
2	2	Gender			% of total sample	
			Male	1	30.2	26
			Female	2	69.8	74
3	3	Country/Island of Residence			% of total sample	
			Tongatapu	1	90.5	68
			Vava'u	2	3.1	17.4
			Ha'apai	3	1.2	10.7
			Niutopotapu	4		0.7
			Niuafu'ou	5		
			'Eua	6	0.8	1.1
			New Zealand	7	2.4	1.8
			Australia	8		
			USA	9		
			Fiji	10		
			Other Pacific Island	11	0.4	
			Other country	12	0.4	
			<i>missing</i>		1.2	0.3
4	4	Your age			% of total sample	
			21-25	1	27.5	24.6
			26-30	2	35.3	49.1
			31-35	3	16.5	9.3
			36-40	4	10.6	2.8
			41-45	5	6.6	6
			46+ years	6	2.7	7.8
			<i>missing</i>		0.8	0.4
5	5	Marital status			% of total sample	

			Married	1	55.3	58
			Not married	2	43.5	39
			Widowed	3	0.8	2
			Defacto	4	0.4	0
			Missing	99		1

6	6	What year did you complete training at TIHE/TIOE			% of total sample	
			2006	1	9.8	29.2
			2007	2	15.3	15.7
			2008	3	12.1	13.5
			2009	4	15.3	10.3
			2010	5	20.4	14.9
			2011	6	27.1	16.4

8	10	Were you in paid work before you entered TIHE/TIOE?			% of total sample	
			yes	1	49.4	33.8
			no	2	49.0	64.8
			Missing	99	1.6	1.4

9	11	Are you currently in paid work?			% of total sample	
			yes	1	72.9	94.7
			no	2	27.1	1.4
			Skip	99		3.9

12	13	Which of the following BEST describes how you feel about your job?			% of respondents currently employed	
			I like my job the way it is	1	8.2	16.4
			I like my job but I want to improve	2	44.4	59.1

			my skills			
			I want to find another job in the future.	3	9.0	4.6
			I am happy with my job.	4	9.4	17.8
			missing	99	29.0	2.1
14	14	How long did it take you to find your current job?			% of rspndnts working for a different employr	% of rspndnts currently employd
			Less than 1 month	1	11	45
			Between 1-2 months	2	5.5	15
			Between 2-3 months	3	2.7	6
			Between 3-4 months	4	1.2	2
			Between 4-5 months	5	0.4	5
			More than 5 months	6	12.2	21
			Missing	99	67	6
15	15	On average, how many hours do you work each week in your current job?			% of rspndnts working for a different employr	% of rspndnts currently employd
			≤ 20 hours	1	2	4.3
			21-30 hours	2	1	6
			31-40 hours	3	16	29.5
			40-50 hours	4	12	47.3
			≥ 50 hours	5	2	7.9
			Skip	9	67	5
16	16	How much do			% of rspndnt	% of rspndnts currently employd

		you earn from your job every fortnight (2 weeks), before tax is deducted?			s working for a different employer	
			≤ \$100	1	0.4	0.7
			\$101 - \$200	2	3.1	3.2
			\$201 - \$300	3	7.5	14.6
			\$301 - \$400	4	5	12.1
			\$401 - \$500	5	5	14.2
			≥ \$501	6	12	52
			Skip	9	67	3.2

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17	17	How many paid jobs have you had since you were trained at TIHE/TIOE?			% of respondents working for a different employer	% of respondents currently employed
			1	1	19.6	58
			2	2	10.6	15.6
			3	3	0.8	2.5
			4	4	1.2	1.1
			5	5		0.4
			> 5	6		1.4
			Skip	9	67.8	21

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	19	What is your employer's main business?			% of respondents currently employed	
			Accounts and finance	1	15.3	2.1
			Agriculture	2	7	0.4
			Communication and media	3	7.5	0
			Electrical and electronics services	4	1.6	0
			Education and training	5	9	86.5

			Information technology	6	5.9	1.4
			Mechanical services	7	0.8	
			Tourism and hospitality	8	0.8	0.7
			Transport	9	1.2	1.4
			Other	10	22.7	5.7
			Skip	99	28.2	1.8
20	20	How many full-time employees in your workplace?			% of respondents currently employed	
			1 – 10	1	14.9	33.5
			11 – 20	2	14.9	26.3
			21 – 50	3	18.8	16.7
			51 – 100	4	10.6	15.7
			101-200	5	5.1	0.7
			> 200	6	7.5	1.1
			Skip	99	28.2	6

22	22	I find the skills and knowledge I learned at TIHE/TIOE useful in ensuring that I have a job that earns me some money.			% of respondents currently employed	
			Strongly agree	1	54.1	66
			Agree	2	16.9	26
			Neutral	3	1.2	2
			Disagree	4	0.4	1
			Strongly disagree	5	0.4	1
			Missing	99	27	4
23	23	My training at TIHE/TIOE is relevant to the work I am doing.			% of respondents currently employed	

			Strongly agree	1	49.4	67
			Agree	2	17.6	25
			Neutral	3	2.4	3
			Disagree	4	2.4	2
			Strongly disagree	5	0.8	>1
			Missing	99	27.4	2
24	24	The equipment and tools I was using at TIHE/TIOE are the same or similar to those I use at my work.			% of respondents currently employed	
			Strongly agree	1	29	40
			Agree	2	25	41
			Neutral	3	9	7
			Disagree	4	8	8
			Strongly disagree	5	1	2
			<i>Missing</i>	99	28	2
25	25	The teaching and learning facilities at TIHE/TIOE are appropriate.			% of respondents currently employed	
			Strongly agree	1	29.8	39
			Agree	2	30.6	45
			Neutral	3	6.3	7
			Disagree	4	5.1	6
			Strongly disagree	5	0.8	1
			Missing	99	27.4	2

26	26	My teachers at TIHE/TIOE had good knowledge of their subjects.			% of respondents currently employed	
			Strongly agree	1	46	51
			Agree	2	21	41
			Neutral	3	3	5
			Disagree	4	1	1

			Strongly disagree	5	1	0
			Missing	99	28	2
27	28	My teachers at TIHE/TIOE were committed to their work.			% of respondents currently employed	
			Strongly agree	1	37	44.8
			Agree	2	29	42.3
			Neutral	3	4	7.8
			Disagree	4	2	2.6
			Strongly disagree	5	0	0.4
			Missing	99	28	2.1
28	29	Overall, I am happy with the quality of the training I received at TIHE/TIOE.			% of respondents currently employed	
			Strongly agree	1	50	62
			Agree	2	20	31
			Neutral	3	1	4
			Disagree	4	1	1
			Strongly disagree	5	0	0
			Missing	99	28	2
31	32	Have you looked for a paid job in the last 30 days?			% of respondents currently unemployed	
			Yes	1	40.6	
			No	2	59.4	
32	33	Which of the following activities represents what you have done MOST to find a job?			% of respondents currently unemployed	
			Read vacancies and	1	28	20

			advertisements in the newspapers			
			Telephoned workplaces regarding vacancies	2	0	20
			Prepared my documents (e.g., CV and certificates)	3	7	
			Talked to friends and colleagues	4	3	
			Written application letters	5	10	40
			Submitted/sent application letters	6	10	
			Attended job interview	7	1	
			Nothing	8	41	
			Missing	99		20
	34	Which statement BEST describes your situation now?			% of respondents currently unemployed	
			Further studies, full-time	1	23.2	40
			Further studies, part time	2	14.5	20
			Full time house husband/wife	3	10.1	
			Helping out at home	4	24.6	
			Doing volunteer work	5	4.4	
			Looking for a paid job	6	23.2	20
34	35	How many paid jobs have you had since you were trained at TIHE/TIOE?			% of respondents currently unemployed	
			0	1	6	60

			1	2	28	40
			2	3	6	
			3	4	3	
			4	5		
			5	6		
			> 5	7	6	
35	36	I find the skills and knowledge I learned at TIHE/TIOE useful in the activities I do to survive.			% of respondents currently unemployed	
			Strongly agree	1	65.2	60
			Agree	2	31.9	40
			Neutral	3	2.9	
			Disagree	4		
			Strongly disagree	5		
36	37	My training at TIHE/TIOE is relevant to the work that I want to do.			% of respondents currently unemployed	
			Strongly agree	1	62	60
			Agree	2	38	40
			Neutral	3		
			Disagree	4		
			Strongly disagree	5		
37	38	The equipment and tools I was using at TIHE/TIOE are the same or similar to those I will be using in the work I want to do.			% of respondents currently unemployed	
			Strongly agree	1	41	20
			Agree	2	43	20
			Neutral	3	10	20

			Disagree	4	3	20
			Strongly disagree	5	3	
			Missing	99		20
38	39	The teaching and learning facilities at TIHE/TIOE are appropriate.			% of respondents currently unemployed	
			Strongly agree	1	31.9	40
			Agree	2	50.7	60
			Neutral	3	11.6	
			Disagree	4	2.9	
			Strongly disagree	5	2.9	
39	40	My teachers at TIHE/TIOE had good knowledge of their subjects.			% of respondents currently unemployed	
			Strongly agree	1	45.6	60
			Agree	2	47.1	40
			Neutral	3	5.9	
			Disagree	4		
			Strongly disagree	5	1.5	
40	41	My teachers at TIHE/TIOE worked hard to ensure that I learn.			% of respondents currently unemployed	
			Strongly agree	1	40.6	80
			Agree	2	47.8	20
			Neutral	3	4.4	
			Disagree	4	2.9	
			Strongly disagree	5	4.3	
41	42	Overall, I am happy with the quality of the training I received at TIHE/TIOE.			% of respondents currently unemployed	
			Strongly agree	1	54	80

			Agree	2	38	20
			Neutral	3	6	
			Disagree	4	1	
			Strongly disagree	5	1	