Tonga Statistics Department

Tonga Education Fact Sheets | 2023

Analyses for learning and equity using MICS data

MICS-EAGLE

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

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Acknowledgements

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The Fact Sheets were developed with support by Gail Townsend and Arisa Oba from education team and Talei Cama from social policy team leading the coordination under the supervision of Anna Smeby of the UNICEF Pacific Multi Country Office; Antonia Mandry of UNICEF's East Asia and the Pacific Region Office; and Sakshi Mishra and Garen Avenasian of the Education team in the Data and Analytics section, Division of Data, Analytics, Planning and Monitoring, with the support of many dedicated colleagues.

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability-SDG4.5.1), as well as parental involvement in education.

MICS6 in Tonga

The Tonga Multiple Indicator Cluster Survey (MICS) was carried out in 2019 by Tonga Statistics Department (TSD) in collaboration with Ministry of Health, Ministry of Internal Affairs – Women's Affairs and Gender Equality Division and other government ministries as part of the Global MICS Programme. Technical support was provided by the United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA) and Pacific Community (SPC) with government funding and financial support of UNICEF and UNFPA through Ministry of Health. The fieldwork was carried between Oct- Dec, 2019. For all education questions, 2019 school year is the school year of reference i.e. 'current school year'.

Differences between estimates from household survey and EMIS

In MICS, the questions on education are focused on 'attendance' instead of 'enrolment'. For all 3-to 24-year-olds,an array of information on school attendance and completion is collected. This includes whether they ever attended school, whether they attended school in school year 2019, their highest level of education, whether they attended school in school year 2018, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out of school rate, drop-out and repetition rates in MICS6 and MICS-EAGLE factsheet for Tonga. It is therefore, important to note that while indicators in MICS and EMIS may share the same names, they are different. The difference arises as a result of difference in data sources, the respondents in both sources, the school year, the question/ concept used to calculate the indicator (attendance versus enrolment). However, estimates from both MICS and EMIS help provide a broad understanding of the education situation in Tonga.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 14-16 years who have not completed primary education. In Tonga, 2 per cent of children aged between 14 and 16 have not completed primary education. Among these 2 percent who have not completed primary education, 62 per cent are males and 38 per cent are females.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The eight topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):

- **Access and Completion**
- **Skills**
  (learning outcomes, ICT skills and literacy rate)
- **Inclusive Education**
  (with a focus on disability)
- **Early Learning**
- **Out-of-School Children**
- **Repetition and Dropouts**
  (internal efficiency)
- **Child Protection**
  (child labour and child marriage)
- **Remote Learning**

Topic 1 Completion Rates

Guiding questions

1. For which level of education is the completion rate the lowest?
2. What island groups have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, junior secondary, or senior secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has 5 grades, then the intended age for the last grade of primary education is 11 years. In this case, the reference age group for calculation of the primary completion rate would be 14-16 years (11 + 3 = 14 and 11 + 5 = 16). This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 1 Overview of completion rates

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	99%	99%	75%
Urban	96%	96%	55%
Total	98%	92%	51%
Rural	99%	91%	50%
Poorest	97%	87%	20%

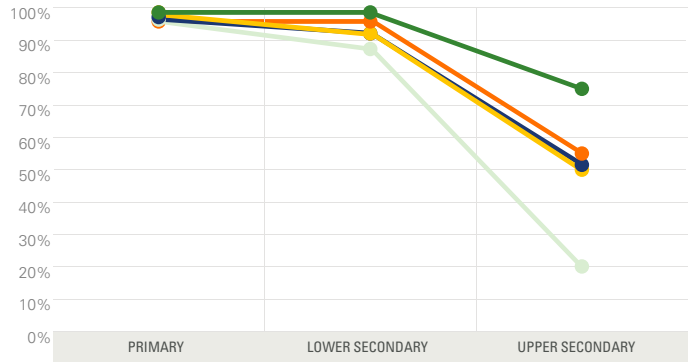


FIGURE 2 **Primary** completion rates

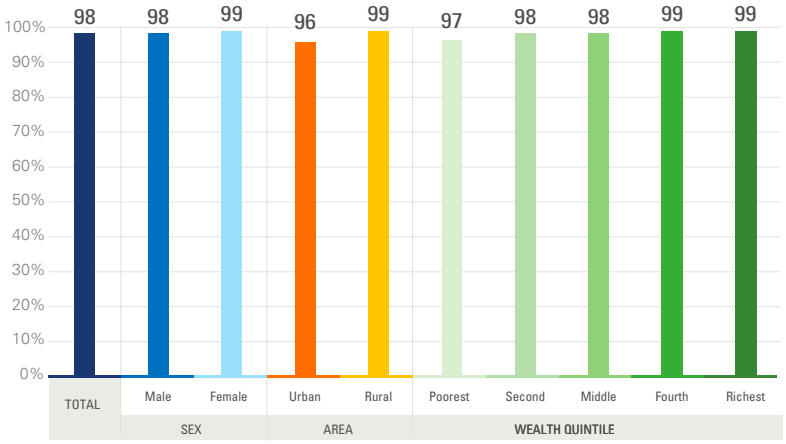


FIGURE 3 **Lower secondary** completion rates

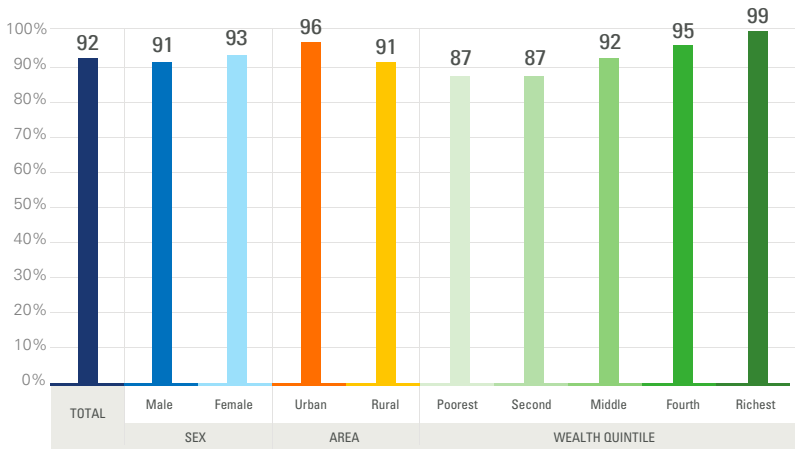
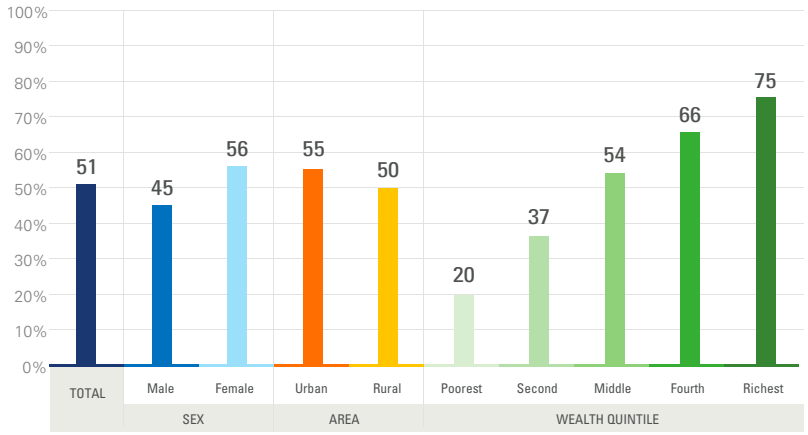


FIGURE 4 **Upper secondary** completion rates

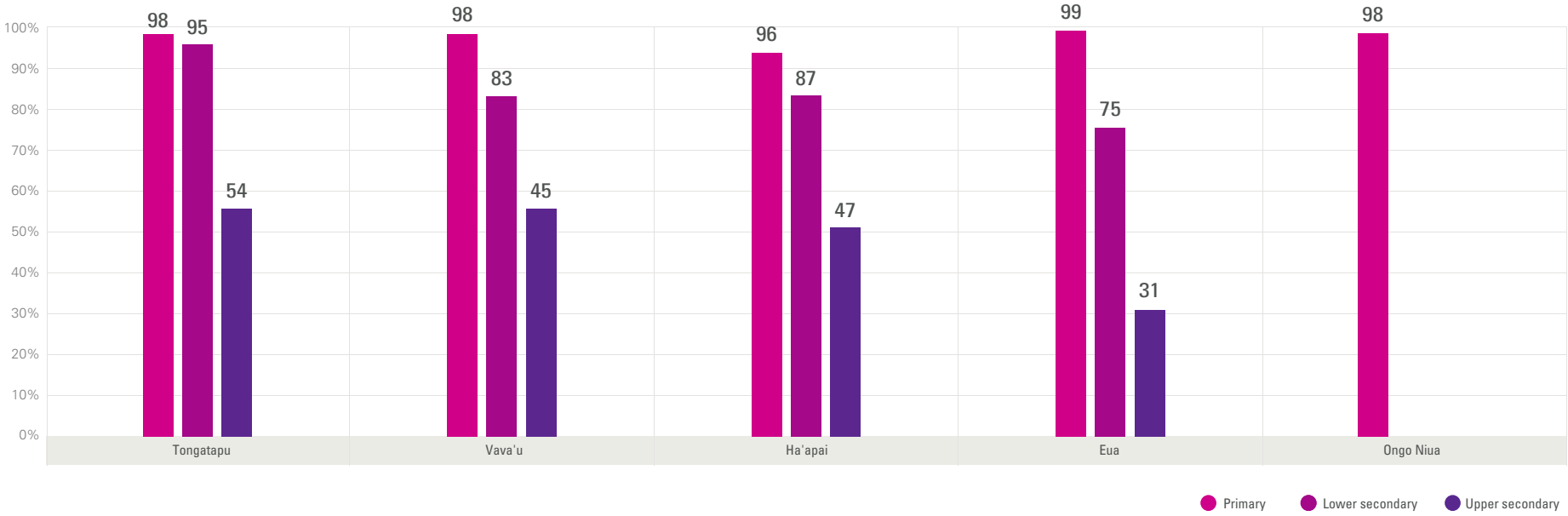


Findings

- The primary completion rate in Tonga is very high at 98 per cent. There is little variation across different subgroups, although children from urban areas have the lowest primary completion rates at 96 per cent.
- Completion rates decline somewhat for lower secondary school to 92 per cent, and quite steeply for upper secondary education to 51 per cent.
- Although urban children have completion rates below the average for primary education, for lower secondary and upper secondary education, urban children have above average completion rates.
- At all three levels of education, girls have higher completion rates than boys, with the greatest gap at the upper secondary level (56 per cent for girls and 45 per cent for boys).
- The gap between the completion rates of children from the richest and poorest wealth quintiles enlarges throughout the education system. In primary, 99 per cent of the children from the wealthiest quintile complete their education, compared to 97 per cent from the poorest quintile. However, at the upper secondary level, 75 per cent of the children from the richest wealth quintile complete that level of education, whereas only 20 per cent of the children from the poorest households do so.

Island group disaggregation

FIGURE 5 Completion rate, **by island group**



Findings

- At the primary level, completion rates are high for all of the island groups in Tonga, although Ha'apai has the lowest rate at 96 per cent.
- For all island groups, completion rates decline at the lower secondary school level when compared to the primary level.
- At the lower secondary school level, Tongatapu has the highest completion rate at 95 per cent and Eua has the lowest completion rate at 75 per cent. Eua also experiences the largest drop in completion rates from primary to lower secondary school, of 24 percentage points.
- At the upper secondary level, for all island groups the decline in completion rates is substantial, falling by about 40 percentage points from the lower secondary school completion rates. In Eua, the upper secondary completion rate drops to a low of 31 per cent.

Profiles of children who do not complete school

These profiles are based on the percentage of children not completing each level of education in Tonga, where 2 per cent do not complete primary, 8 per cent do not complete lower secondary school, and 49 per cent do not complete upper secondary.

FIGURE 6 Profile of children who do not complete school, **by sex**

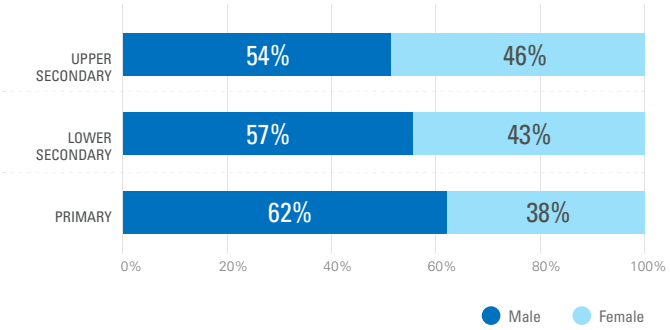


FIGURE 7 Profile of children who do not complete school, **by area**

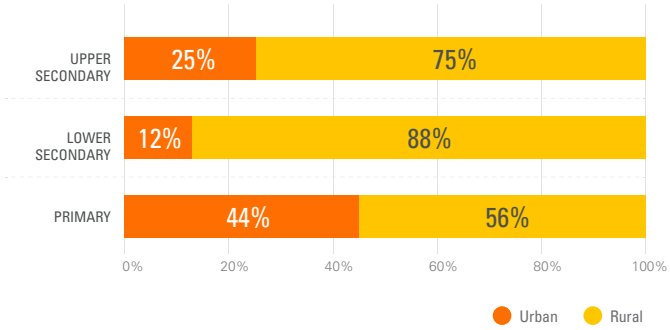


FIGURE 8 Profile of children who do not complete school, **by wealth quintile**

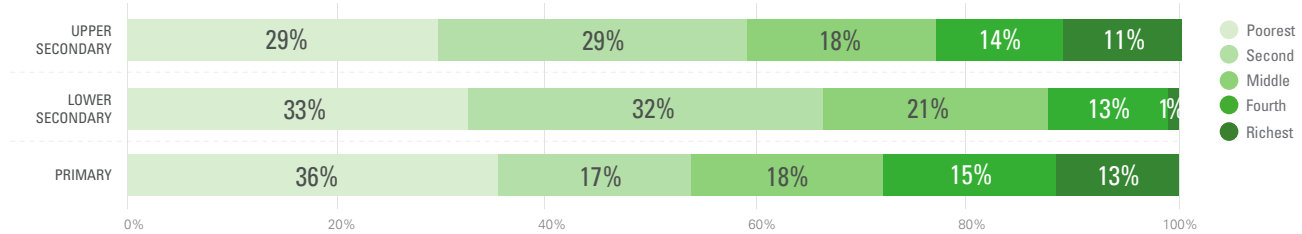
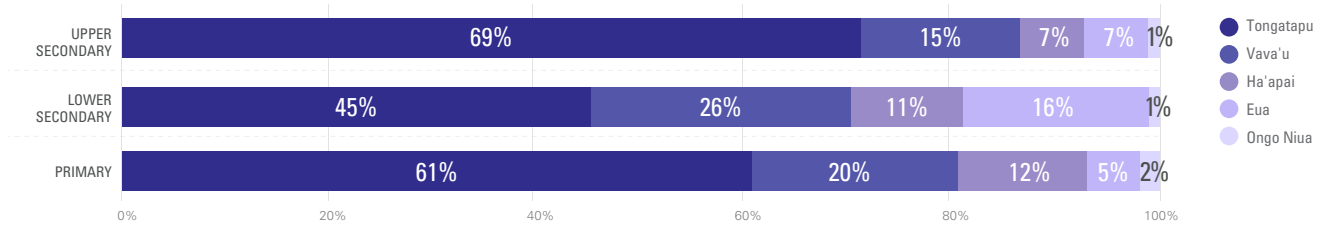


FIGURE 9 Profile of children who do not complete school, **by island group**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not complete primary, 62 per cent of them are boys. The gender gap narrows at higher levels of education, however, as at the lower secondary level, 57 per cent of the non-completers are boys, and at the upper secondary level, 54 per cent of children who do not complete are boys.
- Across all three levels, among children not completing the level, there are more children are in rural areas, especially at the lower secondary level.
- At all three levels, more than half of the children who do not complete are from the two poorest wealth quintiles.
- By island group, children living in Tongatapu constitute the largest percentage of children who fail to complete in all three levels, although this is partly explained by its larger percentage of the Tonga population.

TABLE 1. Completion rates - Percentages & Estimated numbers by various socioeconomic characteristics

		Non-completion rates (%)			Estimated number of children who did Not complete		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**2%**	**8 %**	**49%**	**100**	**500**	**2800**
Sex	Male	2%	9 %	55%	100	300	1,500
	Female	1%	7 %	44%	-	200	1,200
Area	Urban	4%	4 %	45%	100	100	700
	Rural	1%	9 %	50%	100	400	2,100
Wealth quintile	Poorest	3%	13%	80%	-	200	800
	Second	2%	13%	63%	-	200	800
	Middle	2%	8 %	46%	-	100	500
	Fourth	1%	5 %	34%	-	100	400
	Richest	1%	1 %	25%	-	-	300
Island group	Tongatapu	2%	5 %	46%	100	200	1,900
	Vava'u	2%	17%	55%	-	100	400
	Ha'apai	4%	13%	53%	-	100	200
	Eua	1%	25%	69%	-	100	200
	Ongo Niua	2%	10%	70%	-	-	-

*Blank in estimated number of children represents fewer than 50 estimated number of children

Completion rates - Percentages & Estimated numbers by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the completion rates for each group (indicated on the y-axis).

FIGURE 10 Share and headcount of children who do not complete **primary**

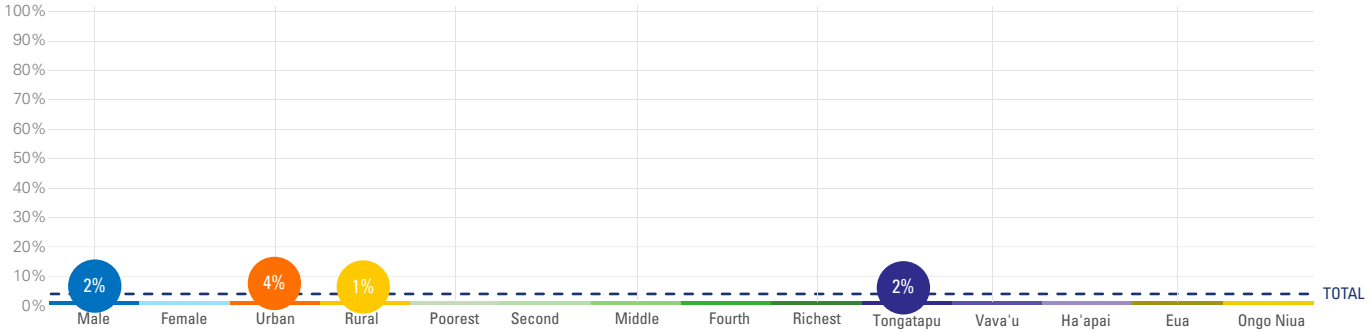


FIGURE 11 Share and headcount of children who do not complete **lower secondary**

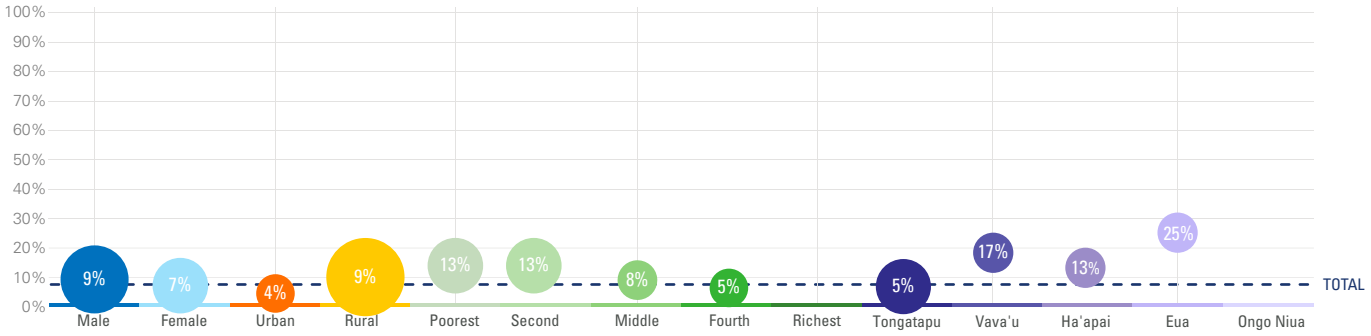
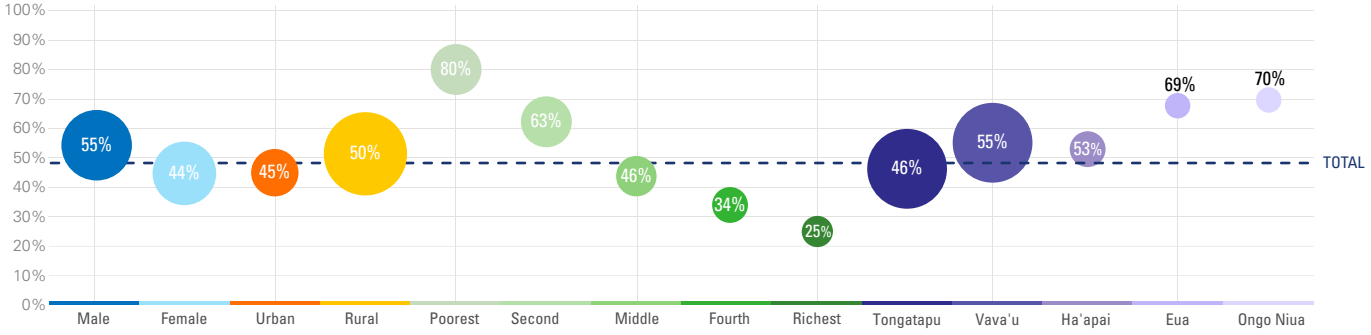


FIGURE 12 Share and headcount of children who do not complete **upper secondary**



Findings

- Boys have higher non-completion rates at all three levels of education than girls. In particular, at the upper secondary level, 55 per cent of boys do not complete this level, compared to 44 per cent of girls.
- At the primary level, non-completion rates are higher for urban dwellers, but this changes at the lower secondary and upper secondary levels, where more non-completers are from rural areas.
- At all three levels, poorer children have higher non-completion rates than children from wealthier families.
- Among island groups, Ha'apai has the highest percentage of children who do not complete primary education, while Eua has the highest percentage of children who do not complete lower secondary. At the upper secondary level, the non-completion rate is highest in Ongo Niua.
- Although inequities are present at all levels of education by wealth quintile, they become more visible at the lower and upper secondary level. While just 1 per cent of the children from the richest wealth quintile did not complete lower secondary school, 13 per cent of their peers coming from the poorest households failed to do so. At the upper secondary level, four out of five children from the poorest households fail to complete this level, compared to just one in four children from the richest households.

Topic 2 Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher percentages of reading and numeracy skills?
3. What percentage of each group of young people have ICT skills?
4. What is the profile of children who are not acquiring foundational skills?

Foundational reading and numeracy skills measured at the Grade 2/3 level

What are foundational learning skills?

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. This data can be used to calculate SDG 4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i)reading and (ii) numeracy, by sex.
In Tonga, foundational reading skill was assessed in English and Tongan.

FIGURE 13 Percentage of children with foundational skills **by Class**

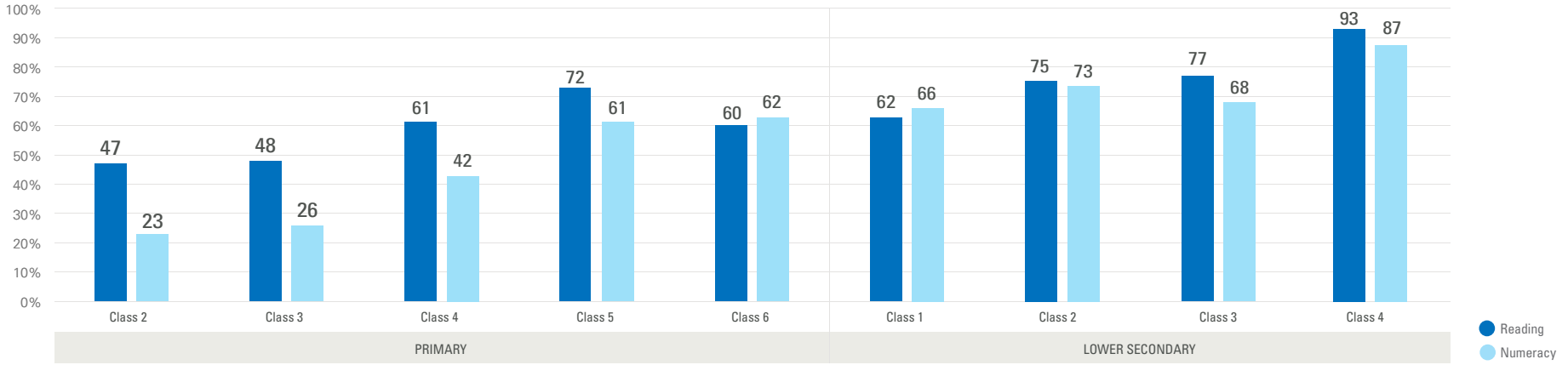


FIGURE 14 Percentage of children aged 7 to 14 with foundational **reading skills**

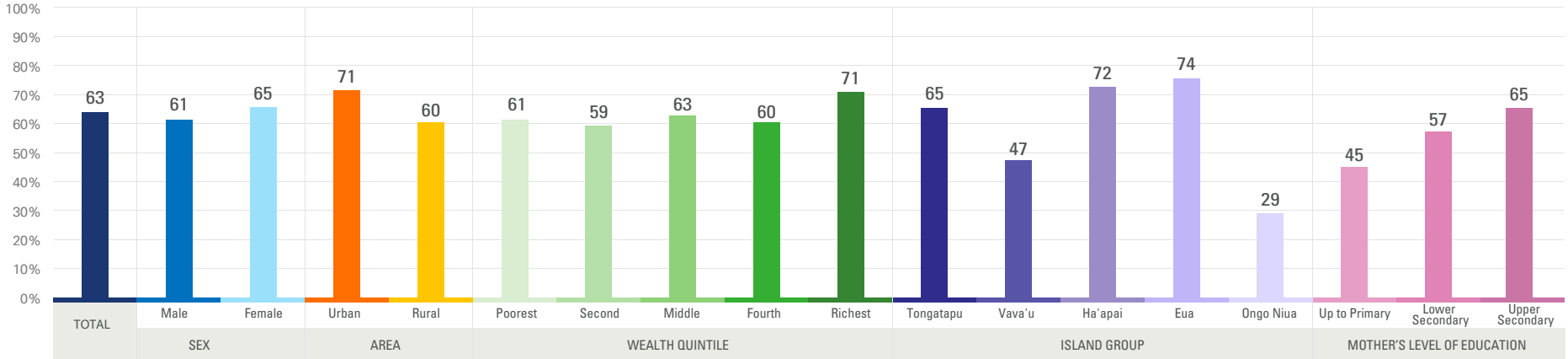


FIGURE 15 Percentage of children aged 7 to 14 with foundational **numeracy skills**

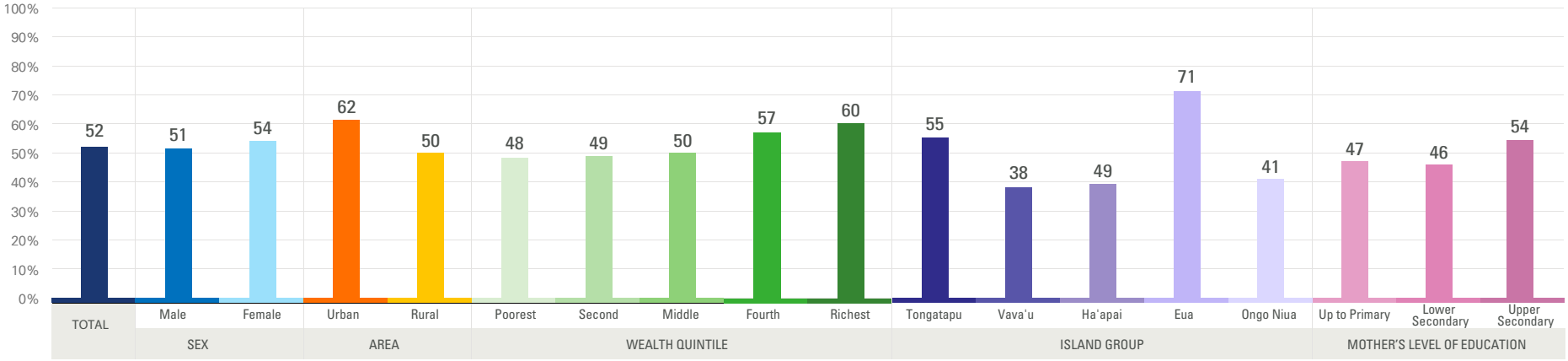
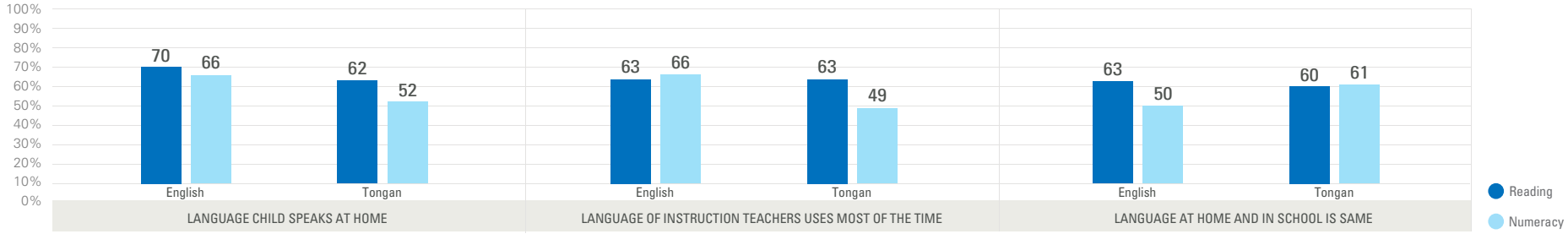


FIGURE 16 Foundational skills for children aged 7 to 14 by language **at home and in school**



Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. 48 per cent of children who have Grade 3 as the highest grade attended have the expected reading skills for that grade, while 26 per cent of children have the expected numeracy skills.
- Data indicate that children learn by staying in school, as the percentage of children with foundational learning skills increases with the progression through grades, to the point where 93 per cent and 87 per cent of the children at the end of lower secondary demonstrate foundational reading and numeracy skills.
- In Tonga, overall, 63 per cent of children aged 7 to 14 have foundational reading skills and 52 per cent of children aged 7 to 14 have foundational numeracy skills.
- A higher percentage of girls than boys have foundational reading and numeracy skills, as do children living in urban areas as compared to rural areas.
- The learning gap by socio economic background is evident. While 61 per cent of children in the bottom wealth quintile have foundational reading skills, over 70 per cent of children from the richest families do so. Similarly, 48 per cent of children from the poorest households have foundational numeracy skills, compared to 60 of children from the richest households.
- Between island groups, Eua has the highest share of 7 to 14 year olds with foundational reading and numeracy skill while Ongo Niua has the lowest share of children with foundational reading skill at 29 percentage and Vava'u has the lower share of children with foundational numeracy skill.
- Higher education attainment by mother's have a positive correlation with acquisition of foundational skills.
- Language is also correlated with foundational reading and numeracy skills. 70 percent of 7 to 14 year olds who speak english at home have foundational reading skills, this is higher than children who speak Tongan at home. However, language of instruction in school shows that 63 per cent of children in eglish or tongan school have foundational reading skill. This imlies that children who may have language mismatch in education may be at a disadvantage and this is exactly what the data revelas were children with diffierent language at home and in school having lower foundational reading or numeracy skills than their peers with same lanuage at home and in school.

How ICT skills were measured?

ICT skills were based on the information of women and men age 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

These 9 activities are:

Copying or moving a file or folder; using copy and paste tools to duplicate or move information within a document; sending emails with attached files; transferring files between a computer and other devices; using basic arithmetic formulas in a spreadsheet; connecting and installing new devices; creating electronic presentations with presentation software; finding, downloading, installing and configuring software; writing a computer program using a specialized programming language.

FIGURE 17 15-24 year olds

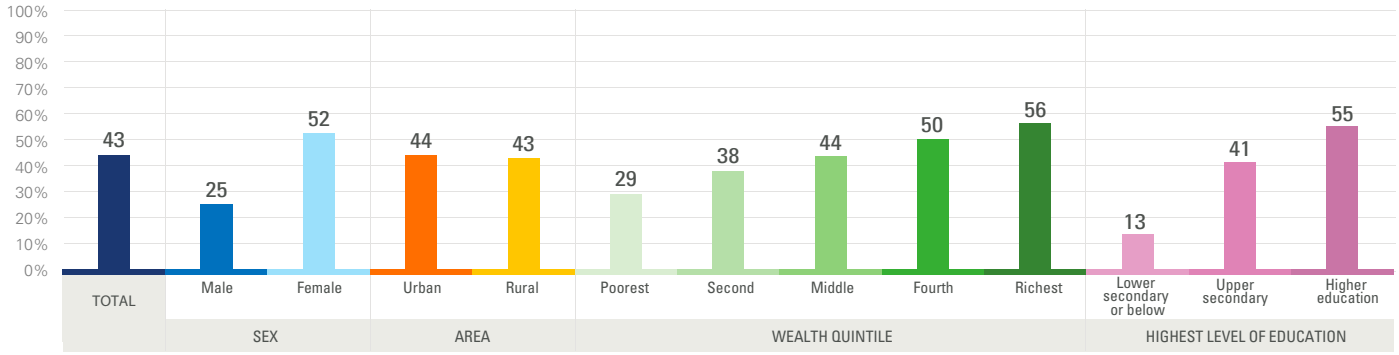


FIGURE 18 25-34 year olds

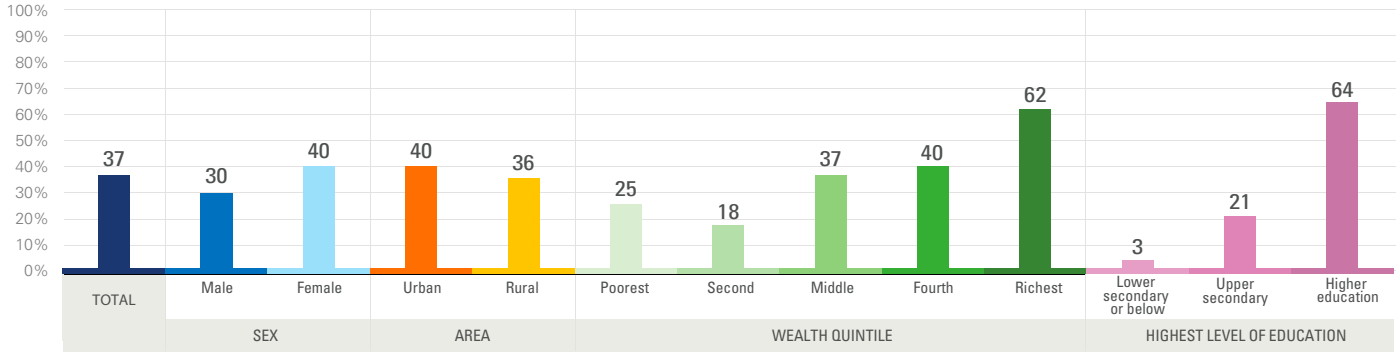
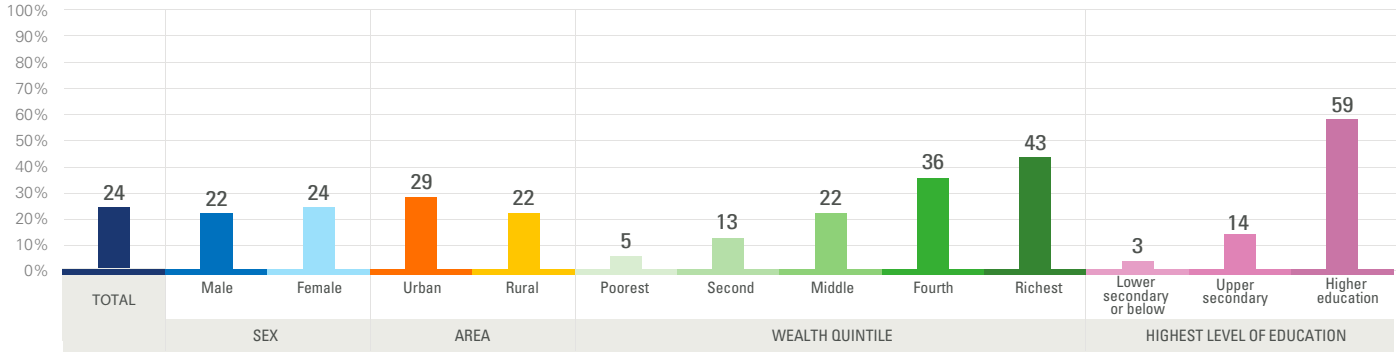


FIGURE 19 36-49 year olds



Findings

- Overall, 43 per cent of youth aged 15-24 in Tonga have ICT skills, with considerable variations across different subgroups. A youth is considered to have ICT skills if he/she performed at least one of the nine ICT activities three months prior to the MICS survey.
- More females have ICT skills than males, but there is little difference in ICT skills by location. However, strong inequities are observed in ICT skills across wealth quintiles, signaling the digital divide may exist along socio-economic lines.
- The largest difference in ICT skill is observed by the highest level of education attained, with 55 per cent of youth who have higher education having ICT skills compared to 13 per cent of youth with lower secondary education or below.

Profile of children not acquiring foundational skills

These profiles are based on the 37 per cent of children in Tonga aged 7 to 14 years who do not have foundational reading skills and the 48 per cent who do not have foundational numeracy

FIGURE 20 Profile of children who are not learning, **by sex**

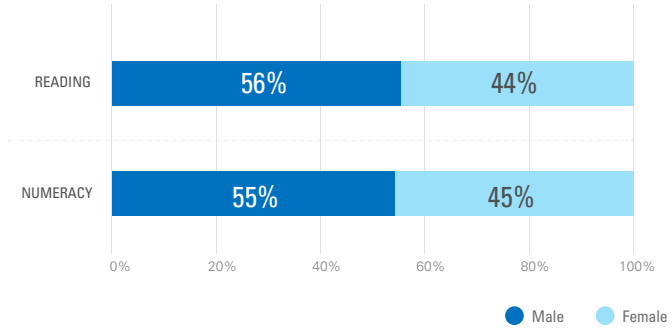


FIGURE 21 Profile of children who are not learning, **by area**

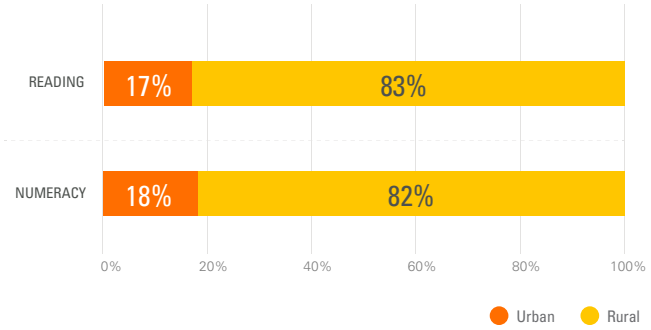


FIGURE 22 Profile of children who are not learning, **by wealth quintile**

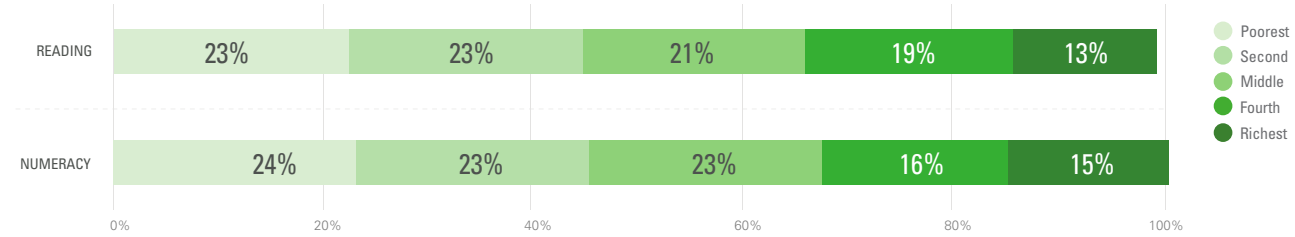
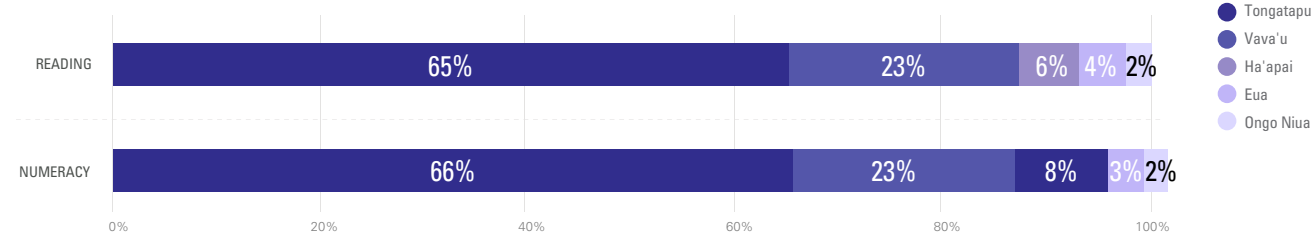


FIGURE 23 Profile of children who are not learning, **by island group**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not have foundational reading and numeracy skills, a higher percentage of them are boys.
- Most children, over 80 per cent, who are not learning are in rural areas.
- The percentage of children not acquiring foundational skills are roughly equally divided among children from the bottom three wealth quintiles, at around 23 per cent apiece. However, the percentage of children who do not have foundational reading and numeracy skills among the wealthiest households is around 15 per cent.
- Among island groups, Tongatapu has the largest percentage of children not learning reading and numeracy (which also reflects its higher population), followed by Vava'u.

TABLE 2. Skills - Percentages & Estimated numbers by various socioeconomic characteristics

		Completion rates (%)		Estimated number of children who did Not complete	
		Reading	Numeracy	Reading	Numeracy
Total		**37%**	**48%**	**7,200**	**9000**
Sex	Male	39%	49%	4,100	5,000
	Female	35%	46%	3,100	4,000
Area	Urban	29%	38%	1,200	1,600
	Rural	40%	50%	5,900	7,400
Wealth quintile	Poorest	39%	52%	1,600	2,100
	Second	41%	51%	1,700	2,000
	Middle	37%	50%	1,600	2,100
	Fourth	40%	43%	1,300	1,400
	Richest	29%	40%	1,000	1,300
Island group	Tongatapu	35%	45%	4,600	5,900
	Vava'u	53%	62%	1,700	1,900
	Ha'apai	28%	51%	400	700
	Eua	26%	29%	300	300
	Ongo Niua	71%	59%	200	200

Skills - Percentages & Estimated numbers by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and percentage (indicated on the y-axis) of children in various group who do not have foundational learning skills.

FIGURE 24 Percentage and estimated number of children aged 7-14 without foundational reading skills

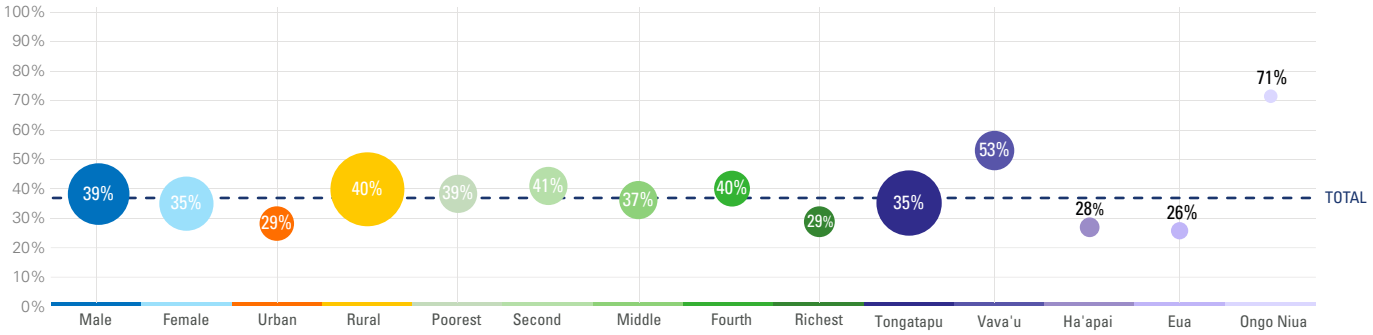
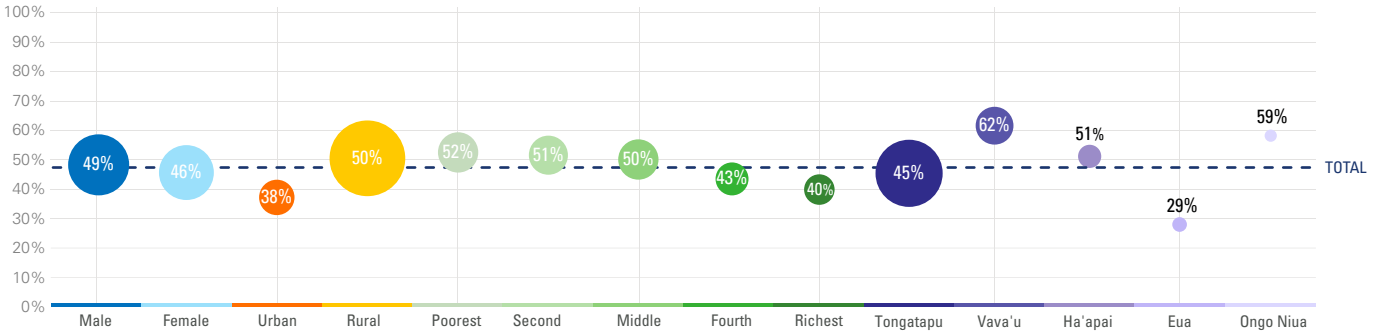


FIGURE 25 Percentage and estimated number of children aged 7-14 without foundational reading skills



Findings

- A greater percentage of boys and children in rural areas do not have foundational reading and numeracy skills than girls and children from urban areas.
- A smaller percentage of children from the wealthiest households lack foundational reading skills (29 per cent) than children from the lower three wealth quintiles (roughly 40 per cent). Similar differences are observed for foundational numeracy skills, where 40 per cent of the children from the wealthiest families lack these skills compared to about 50 per cent of poorer children.
- Among island groups, Ongo Niua has the highest percentage of children who do not have foundational reading skills and Vava'u has the highest percentage of children without foundational numeracy skills. However, the largest Estimated number of children not having foundational skills is in Tongatapu.

Topic 3 Out-of-School Children

Guiding questions

1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which island groups have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

FIGURE 26 Overview of out-of-school rates

	PRIMARY	LOWER SECONDARY	UPPER SECONDARY
Richest	3%	3%	17%
Urban	2%	4%	28%
Total	4%	8%	31%
Rural	4%	9%	32%
Poorest	4%	12%	44%

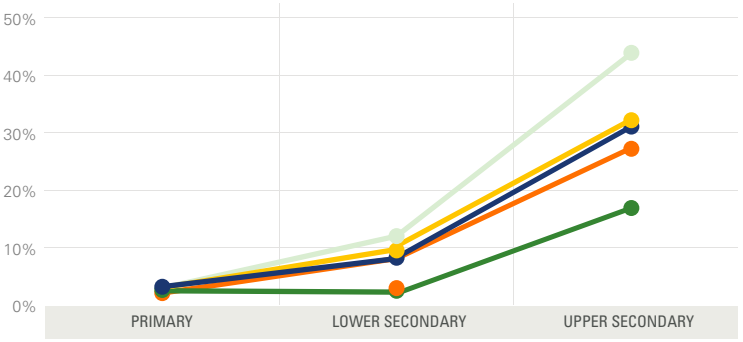
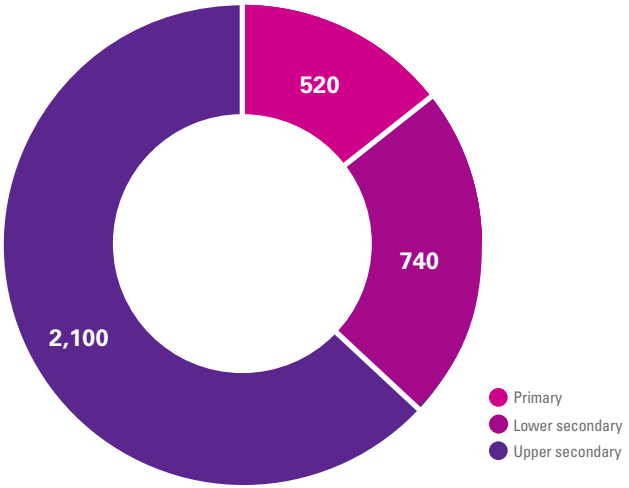


FIGURE 27 Out-of-school population (estimated)



Findings

- In Tonga, 4 per cent of children of primary school age are out of school. At the lower secondary school level, the per centage of out of school children doubles to 8 per cent, and at the upper secondary level it increases substantially to 31 per cent of children.
- The gap in out-of-school rates by household wealth is not evident at the primary level. However, it becomes more visible at lower secondary level, with 3 per cent of the richest children being out of school and 12 per cent of the poorest children being out of school. The gap further enlarges at the upper secondary level, with 17 per cent and 44 per cent of the richest and the poorest children not in school.
- The difference in out-of-school children rate by place of residence is lower among children in urban area across all three levels.
- In total about 520 primary school-age children and another 740 lower secondary school-age children were out of school. At the upper secondary level the number of out-of-school children increased substantially to 2,100.

Out-of-school children by level of education

FIGURE 28 **Primary** out-of-school rates

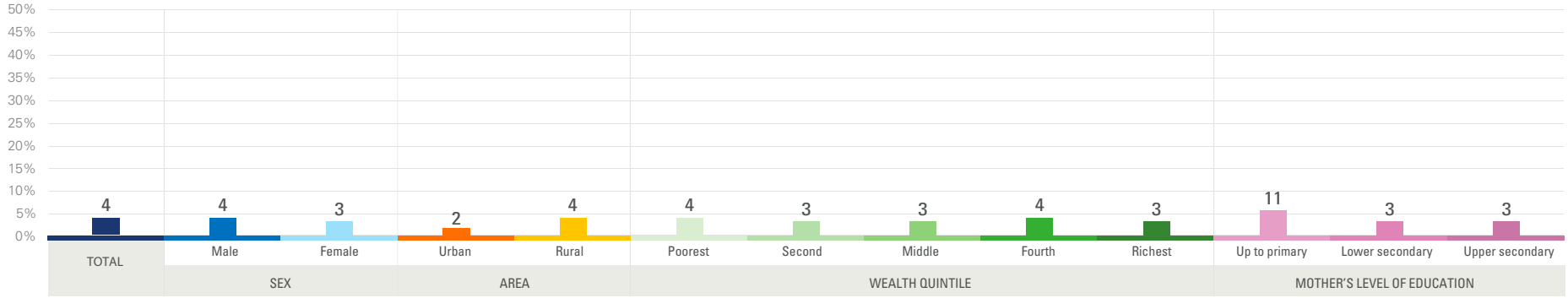


FIGURE 29 **Lower secondary** out-of-school rates

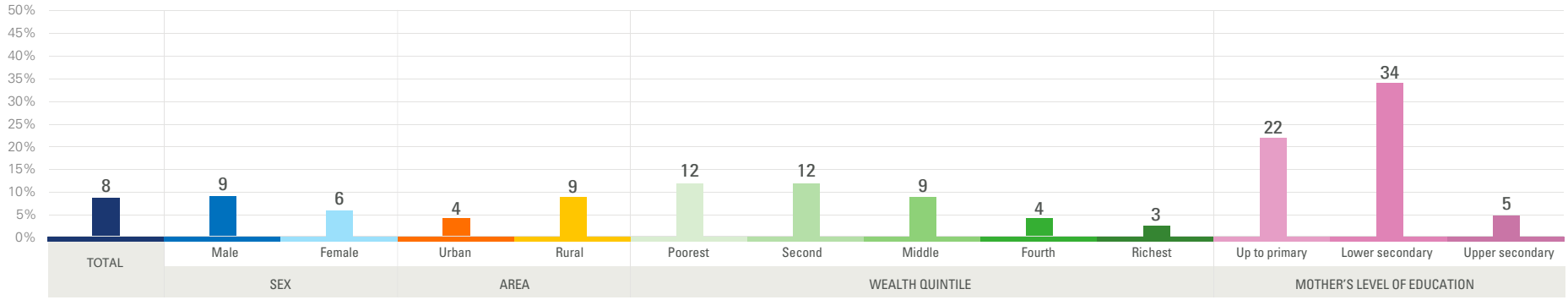
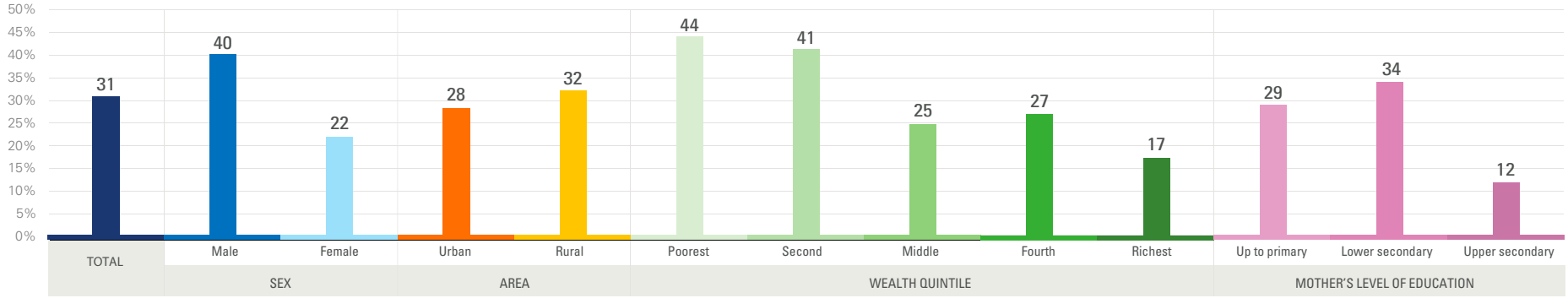


FIGURE 30 **Upper secondary** out-of-school rates

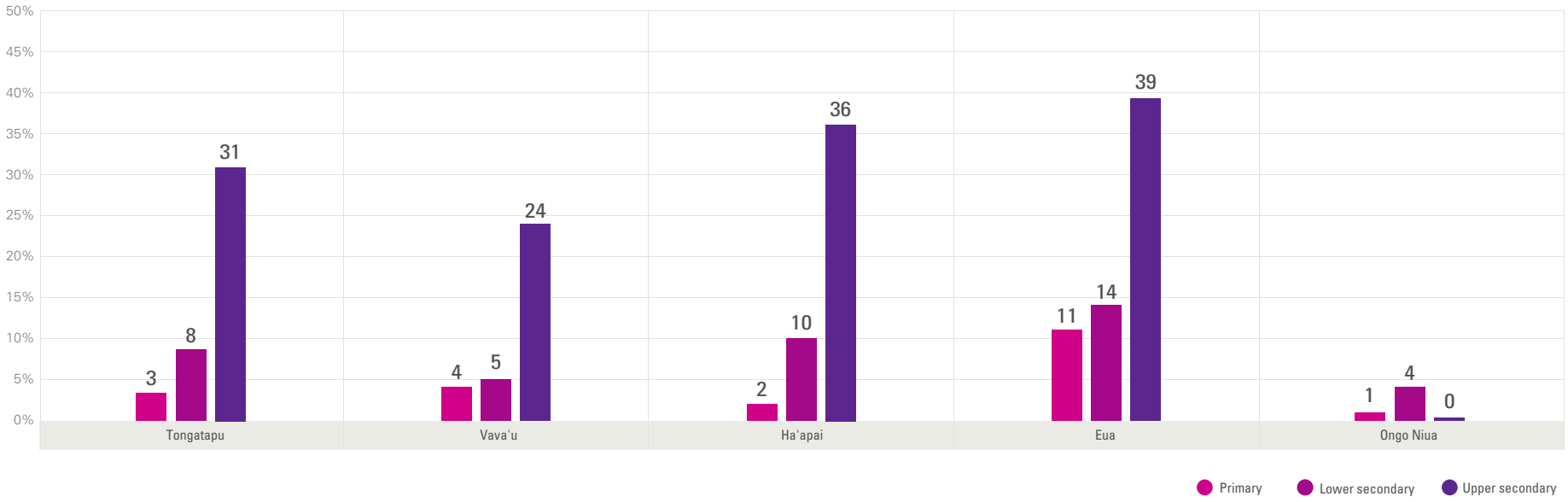


Findings

- Overall, 4 per cent of the children of primary school age are out of school.
- At the lower secondary school level, the out-of-school rate for Tonga increases to 8 per cent, with children from the two poorest wealth quintiles having the highest out-of-school rates at 12 per cent.
- The out-of-school rates increase steeply for the upper secondary level. Overall, the upper secondary out-of-school rate is 31 per cent. The out-of-school rate for this level is nearly twice as high for males, at 40 per cent, as it is for females, at 22 per cent.
- Children from the wealthiest quintile have the lowest out-of-school rate for both the lower secondary and upper secondary level. The gap between children from the wealthiest quintile and children from the poorest wealth quintile grows substantially as children progress the education system, such that there is a 27 percentage point gap at the upper secondary level.
- Out of school rate is inversely proportional to mother's level of education meaning that children with more educated mother's are less likely to be out of school. This is evident as for each level of education, te percentage of children out of school reduces as mother's level of education increases. For example, at the primary level (blue bars), 11 per cent of children whose mother's higher level of education is primary are out of school, the out of school children in primary reduces to 3 per cent for children whose mother's have attained lower or upper secondary education. Similar trend is observed in out of school at the lower secondary level. However, the out of school children rate at the upper secondary level has a less clear trent with out of school rate increasing for between mother's who have primary education only to mother's who have lower secondary education and then falling drastically among children whose mother's have attained upper secondary education.

Island group disaggregation

FIGURE 31 Out-of-school children rate, **by Island group**



Findings

- Among island groups, the primary education out-of-school rate is highest in Eua, at 11 per cent, and the lowest in Ongo Niua, at just 1 per cent.
- The out-of-school rates become larger at the lower secondary level in all island groups, and Eua continues to have the highest rate, at 14 per cent, and Ongo Niua the lowest, at 4 per cent.
- A much higher percentage of children of upper secondary school age are out-of-school. Around one in four children in Vava'u are out-of-school at this level, compared to nearly two out of five children being out of school in Eua.

Profile of out-of-school children

These profiles are based on the percentage of children who are out-of-school in Tonga, where 4 per cent of children are out of school in primary, 8 per cent in lower secondary school, and 31 per cent in upper secondary.

FIGURE 32 Profile of children out-of-school, **by sex**

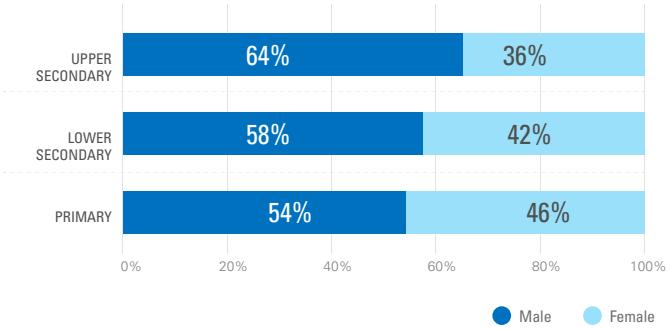


FIGURE 33 Profile of children out of school, **by area**

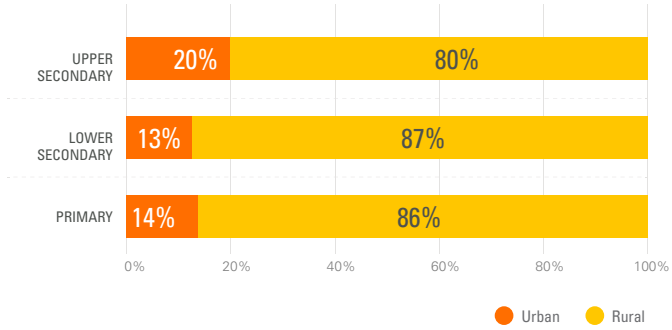


FIGURE 34 Profile of children out-of-school, **by wealth quintile**

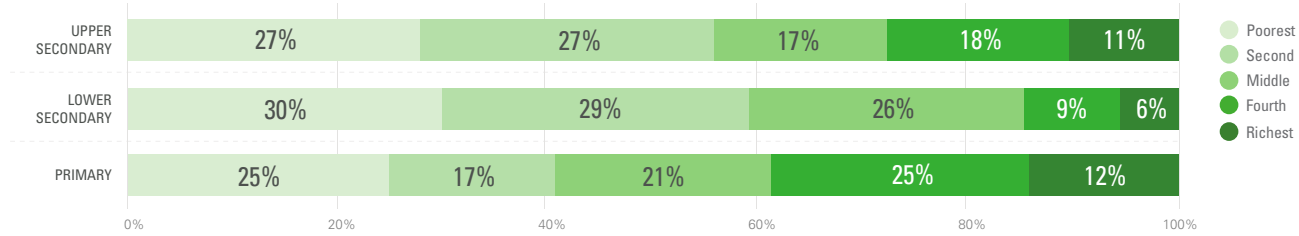
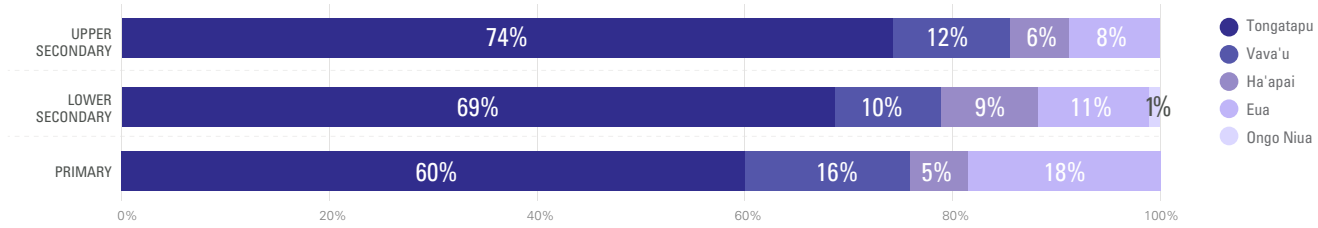


FIGURE 35 Profile of children out-of-school, **by Island group**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Boys are over-represented among children who are out-of-school at all three levels of education, with the gap growing at the higher levels.
- At all levels, at least 80 per cent of out-of-school children are in rural areas.
- At the primary school level, there is little difference among the first four wealth quintiles of the percentage of children who are out-of-school. At lower secondary level, however, 85 per cent of children who are out-of-school come from the bottom three wealth quintiles.
- At the primary level, 60 per cent of the out-of-school children live in Tongatapu. At the upper secondary level, this increases to 74 per cent, although this is partly a reflection of the higher overall population in this island group.

TABLE 3. Out-of-school children - Percentages & Estimated numbers by various socioeconomic characteristics

		Out-of-school rates (%)			Estimated number of children out-of-school		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**4 %**	**8 %**	**31%**	**520**	**740**	**2100**
Sex	Male	4 %	9 %	40%	270	430	1340
	Female	3 %	6 %	22%	240	310	760
Area	Urban	2 %	4 %	28%	70	100	410
	Rural	4 %	9 %	32%	440	640	1690
Wealth quintile	Poorest	4 %	12%	44%	130	220	570
	Second	3 %	12%	41%	90	220	570
	Middle	3 %	9 %	25%	100	200	350
	Fourth	4 %	4 %	27%	130	70	370
	Richest	3 %	3 %	17%	60	40	230
Island group	Tongatapu	3 %	8 %	31%	310	520	1560
	Vava'u	4 %	5 %	24%	80	70	240
	Ha'apai	2 %	10%	36%	30	70	130
	Eua	11%	14%	39%	90	80	160
	Ongo Niua	1 %	4 %	12%	-	10	10

*Blank in estimated number of children represents fewer than 5 estimated number of children

Out-of-school children - Percentages & Estimated numbers by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 36 Out of school rate and estimated number of children out of school, **primary education**

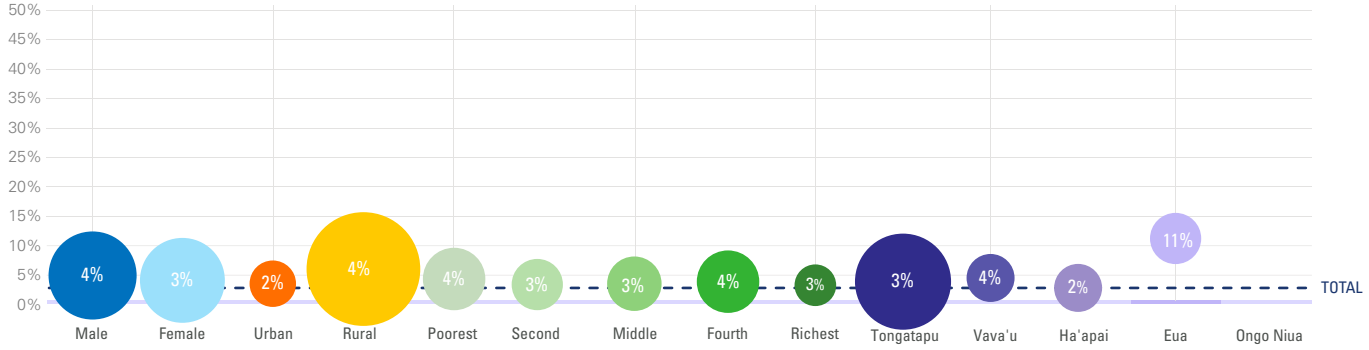


FIGURE 37 Out of school rate and estimated number of children out of school, **lower secondary education**

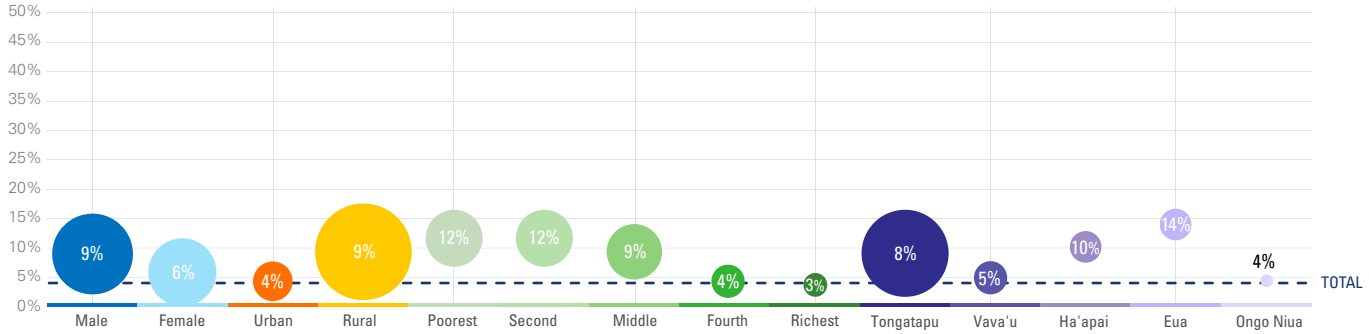
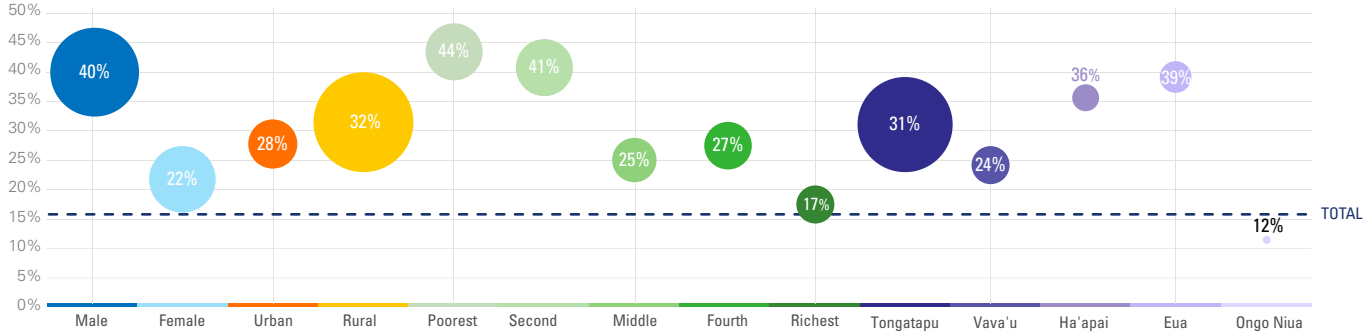


FIGURE 38 Out of school rate and estimated number of children out of school, **upper secondary education**



Findings

- At the primary level, a similar percentage of boys and girls are out-of-school, although the Estimated number is higher among boys. However, the gap is more pronounced by the place of residence, with 400 out of the 500 out-of-school children living in rural areas.
- There is little difference in the out-of-school rates at the primary level by wealth quintile. By island groups, Eua has the highest percentage of children who are out-of-school, at 11 per cent, although Tongatapu has the highest Estimated number of out-of-school children at 300.
- The gender gap begins to widen at lower secondary in favor of girls, and rural children continue to stay disadvantaged relative to urban children. Across the wealth quintile, children from the poorest household have the highest out-of-school rate at the lower secondary level, at 12 per cent, compared to 3 per cent among children from the wealthiest households.
- At the island groupal level, Eua has the highest percentage of lower secondary school age children being out-of-school, and Ongo Niua has the lowest.
- The gender gap becomes even more pronounced at the upper secondary level, with nearly twice the percentage of boys than girls out-of-school. Similar to primary and lower secondary education, majority of the out-of-school children at this level reside in rural areas. Across different island groups, Ongo Niua has the lowest out-of-school rate at the upper secondary level at 12 per cent, whereas Eua has the highest, at 39 per cent.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Topic 4 Early learning

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is the Early Child Development Index (ECDI)?

ECDI is a 10-item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, social-emotional, and learning domains.

FIGURE 39 Age distribution at Class 1 of primary education (%)

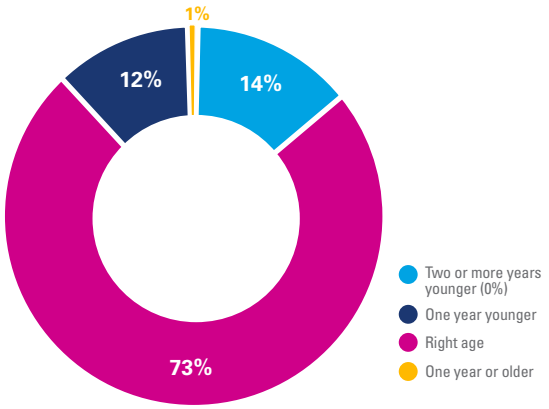


FIGURE 40 Level of education attended **by age**

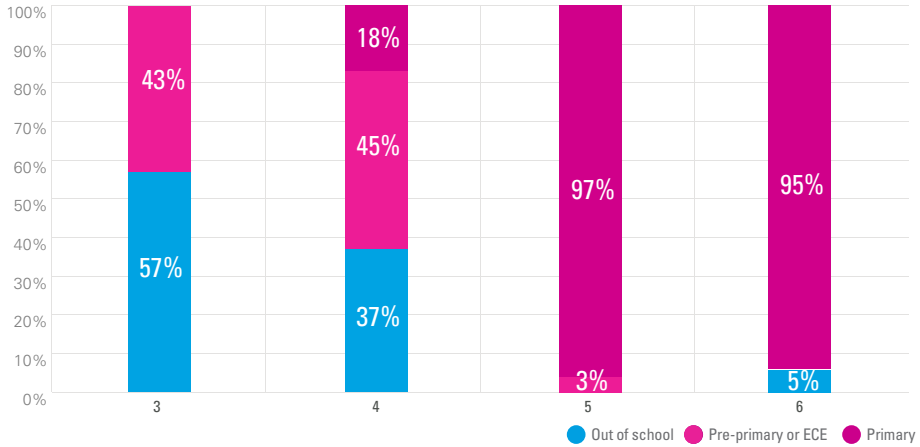


FIGURE 41 Attendance of 5 year olds

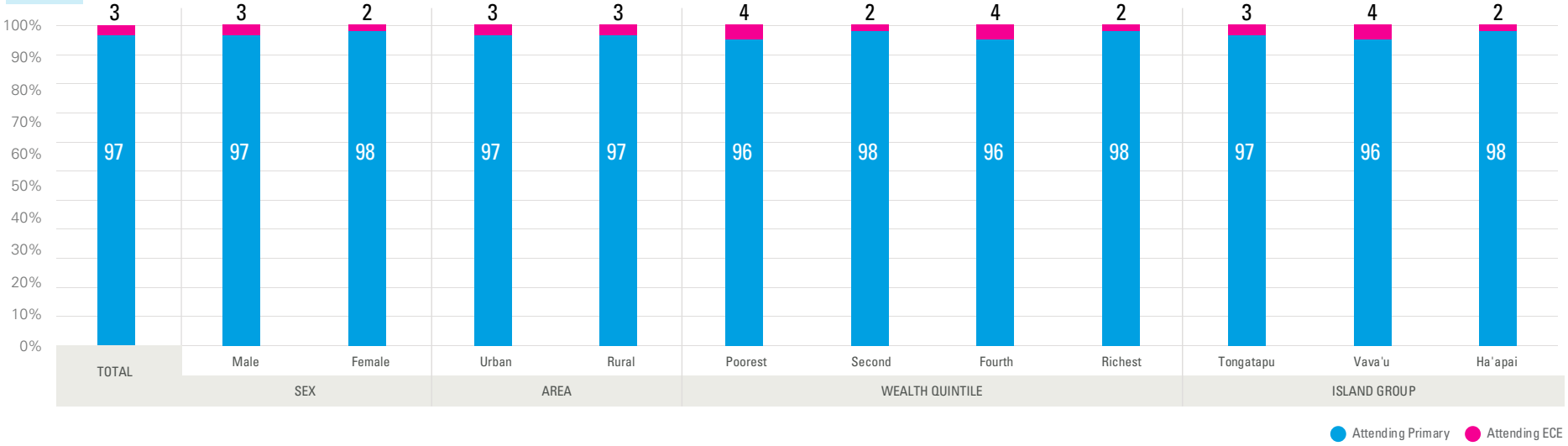


FIGURE 42 Early Childhood Development Index (ECDI) for children age 3 to 4, **total**

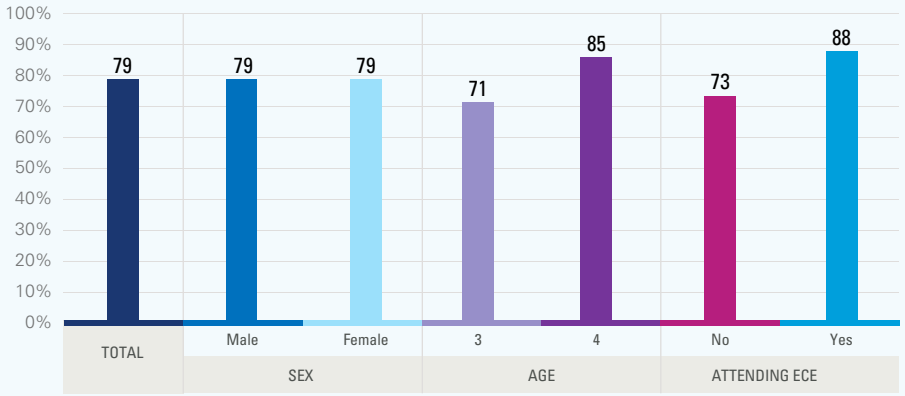


FIGURE 43 Early Childhood Development Index (ECDI) for children age 3 to 4, **urban**

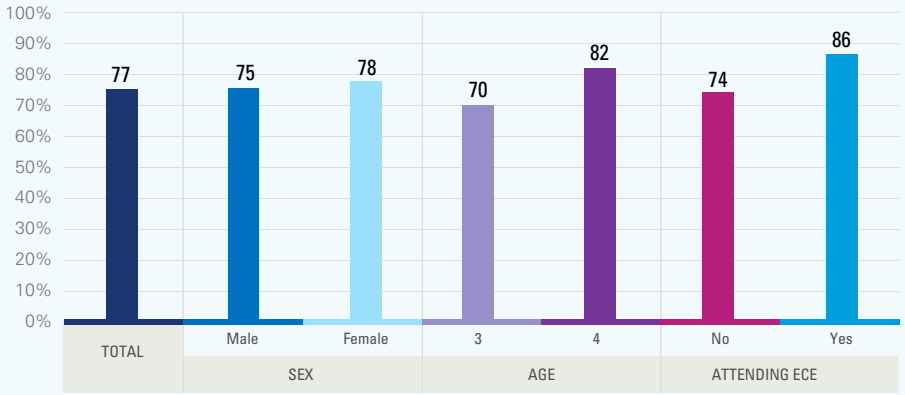


FIGURE 44 Early Childhood Development Index (ECDI) for children age 3 to 4, **rural**

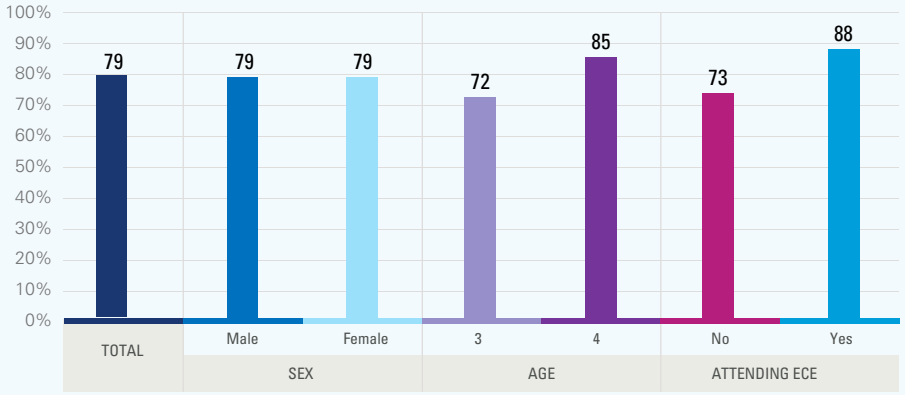


FIGURE 45 Total of children aged 3 to 4 attending early childhood education, **total**

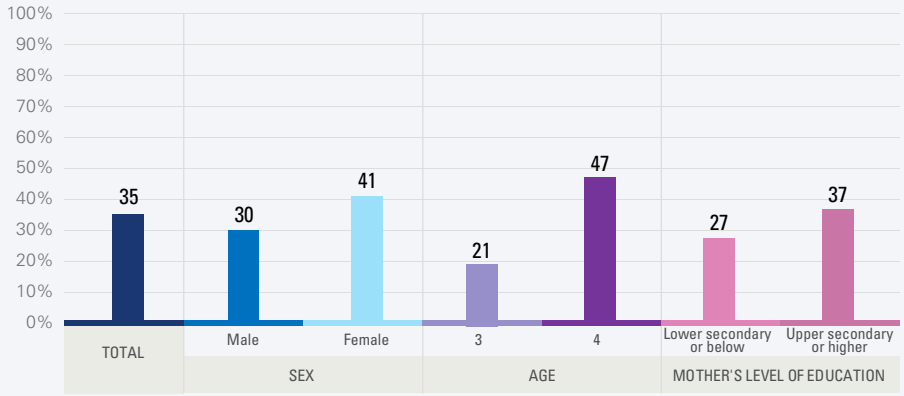


FIGURE 46 Total of children aged 3 to 4 attending early childhood education, **urban**

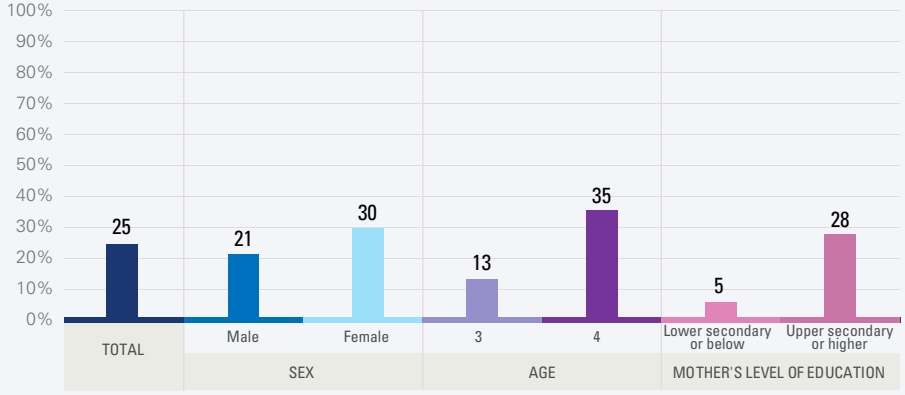
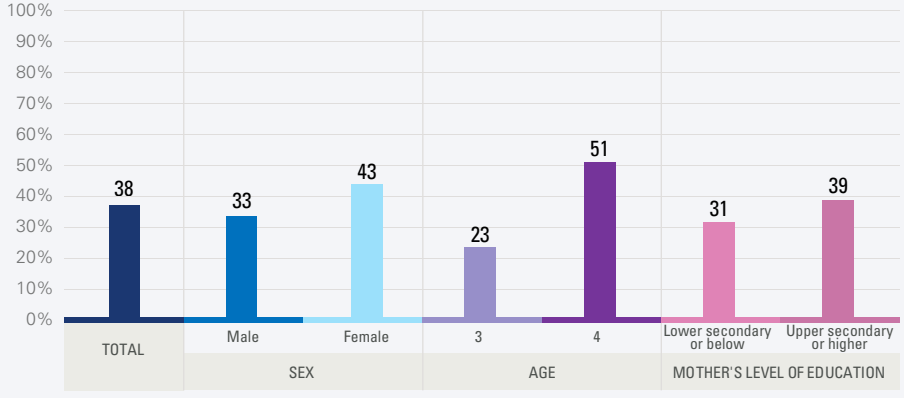


FIGURE 47 Total of children aged 3 to 4 attending early childhood education, **rural**

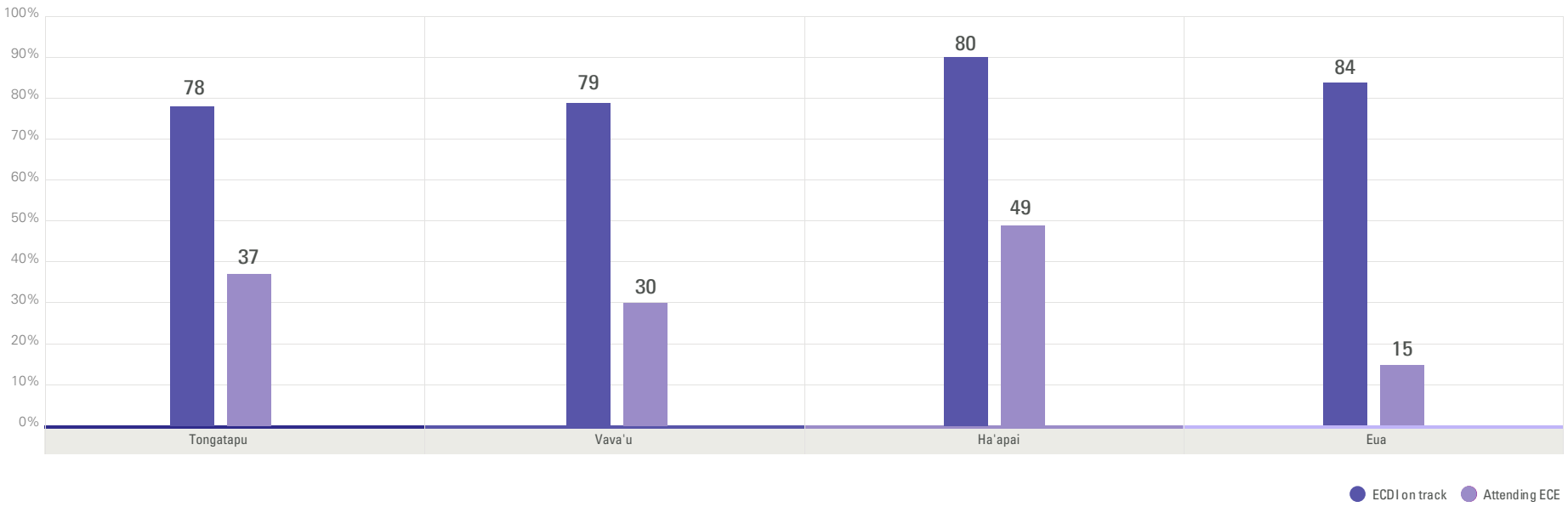


Findings

- Around 79 per cent of Tonga's 3 to 4-year old's are developmentally on track as measured by the Early Childhood Development Index (ECDI).
- An equal percentage of girls and boys are developmentally on track, as measured by the ECDI, although a slightly higher percentage of rural children are on track than urban children.
- Substantial difference in the percentage of children who are developmentally on track by ECE attendance is observed. While 88 per cent of the children attending ECE are developmentally on track, only 73 per cent of the children not attending ECE are.
- ECE attendance in Tonga among children age 3 to 4 is relatively low, with only 35 of the children attending ECE. A higher percentage of girls attend ECE than boys, as well as a higher percentage of children from rural areas attend ECE as compared to children from urban areas. Moreover, while only 21 per cent of children aged 3 years attend ECE, 47 per cent of children aged 4 attend ECE. However, the situation has changed since MICS and government now takes responsibility for providing ECE centres and services across the country.
- Among children who are attending the first grade of primary school, 87 per cent are one or more years younger than the official entrance age of primary school, with only 12 per cent attending at the right age.
- At age 4, nearly two-thirds of children are either attending ECE or primary school. By age 6, or the official age for primary school entrance, 95 per cent of children are in primary school.
- The majority of 5 year olds attend primary school, while only 3 percent attend ECE.

Island group disaggregation

FIGURE 48 Percentage of children attending ECE and on track as measured by ECDI



Findings

- There is little difference by island group on the percentage of children who are developmentally on track, as measured by ECDI. The highest rate, at 84 per cent, is recorded in Eua, and the lowest is in Tongatapu, at 78 per cent. Across islands though, more boys are developmentally on track than girls.
- There are, however, notable differences by island group of the rate of children attending ECE. ECE attendance is the highest in Ha'pai, at 49 per cent, and the lowest in Eua, at 15 per cent.

Profile of children not developmentally on track or not attending ECE

These profiles are based on 3 to 4-year old's who are not attending ECE or are not developmentally on track as measured by the ECDI. 65 per cent of Tonga's 3 to 4-year old's are not attending ECE and 21 per cent are not developmentally on track as measured by the ECDI.

FIGURE 49 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, **by sex**

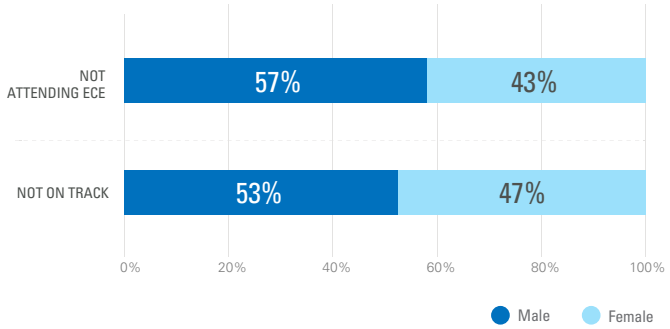


FIGURE 50 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, **by area**

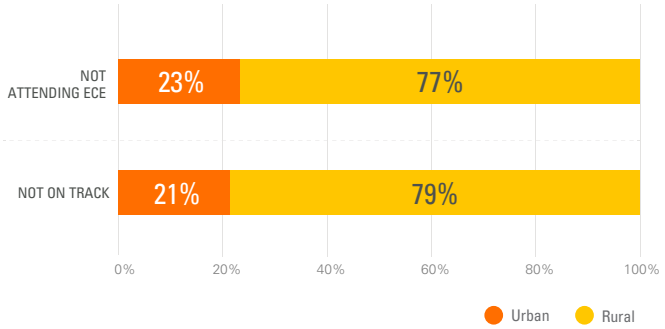


FIGURE 51 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, **by wealth quintile**

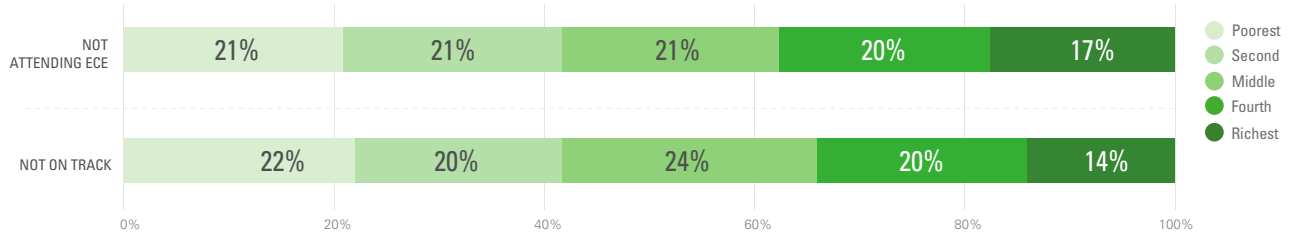
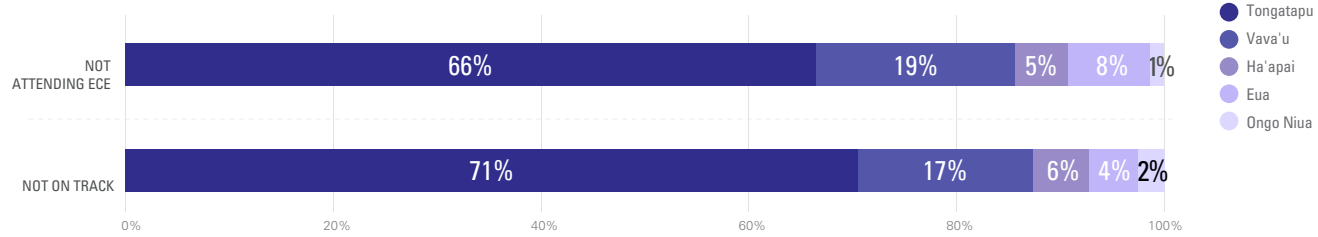


FIGURE 52 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, **by island group**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- More than half of the children who are not developmentally on track are boys. For children not attending ECE, a higher percentage of them are also boys (57 per cent boys versus 43 per cent girls).
- More than three-fourths of the children who are not on track or who are not attending ECE live in the rural areas.
- There is not wide variation in the percentage of children who are not on track developmentally or not attending ECE across different socio economic backgrounds, although a smaller percentage of children from the wealthiest households fall into these categories.
- Across different island groups, Tongatapu is the home for at least two-thirds of the children who are not attending ECE or who are not developmentally on track, although this is partially reflective of the higher population in this island group.

TABLE 4. Early Childhood Attendance and Development - Percentages & Estimated numbers by various socioeconomic characteristics

		Percentage (%) of children (age 3-4)		Estimated number of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		**21%**	**65%**	**1,090**	**3,200**
Sex	Male	21%	70%	570	1,850
	Female	21%	59%	520	1,400
Area	Urban	23%	75%	230	740
	Rural	21%	62%	860	2,510
Wealth quintile	Poorest	25%	71%	240	680
	Second	20%	63%	220	680
	Middle	22%	62%	250	690
	Fourth	22%	66%	220	660
	Richest	18%	63%	160	540
Island group	Tongatapu	22%	63%	770	2,160
	Vava'u	21%	70%	180	620
	Ha'apai	20%	51%	70	180
	Eua	16%	85%	50	250
	Ongo Niua	32%	75%	20	40

Early Childhood Attendance and Development - Percentages & Estimated numbers by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and percentage (indicated on the y-axis) of children in various groups who are not on track in terms of the ECDI (top) and not attending ECE (bottom).

FIGURE 53 Percentage and estimated number of children not on track on ECDI

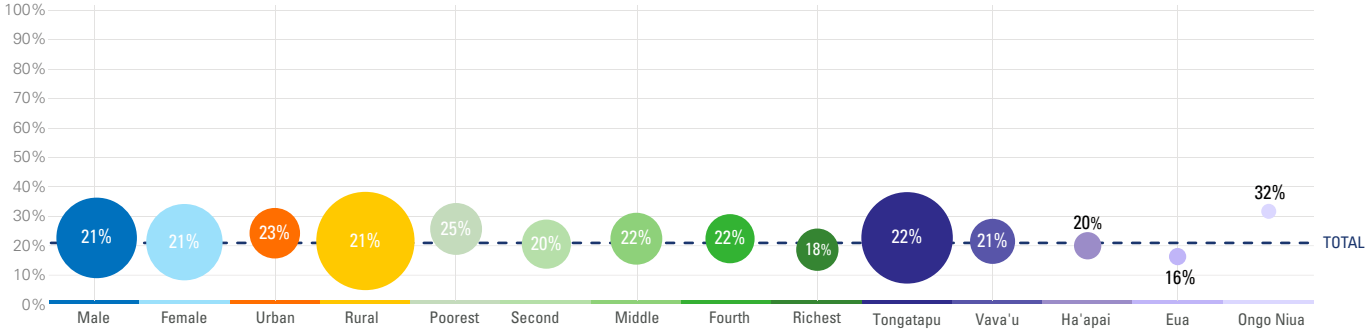
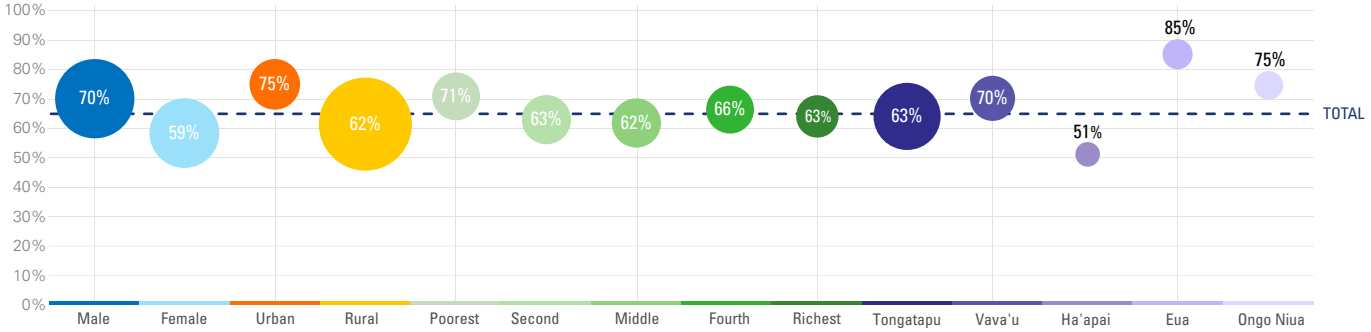


FIGURE 54 Percentage and estimated number of children not attending ECE



Findings

- In Tonga, 21 per cent of 3 to 4-year old's are not developmentally on track as measured by ECDI and 65 per cent of 3 to 4-year old's are not attending ECE.
- Even though the percentage of children not on track developmentally is similar between rural and urban areas (21 per cent versus 23 per cent), the Estimated number of children not on track is much higher in rural areas.
- There are strong island groupal disparities in ECE attendance and in ECDI. While in other island groups, the percentage of children not on track varies between 16 per cent and 22 per cent, in Ongo Niua, 32 per cent of the children are not developmentally on track.
- When it comes to ECE attendance, Eua has the highest percentage of children who are not attending ECE, at around 85 per cent, while Ha'apai has the lowest, at 51 per cent.


PLAYFUL

Topic 5 Repetition, Dropout, and non-transition

Guiding questions

1. Which level or class has the highest rates of repetition, dropouts and non-transitions?
2. What is the profile of children who repeat a class?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

The repetition rate measures the percentage of children in a given class in a given school year who repeated that class as a percentage of total number of children who attended the class in the previous year.

What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given class in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

Who is a non-transitioner?

Non-transitioners refer to those dropouts who attended the last class of a level but did not continue to the next level.

FIGURE 55 Repetition rate, **by class**

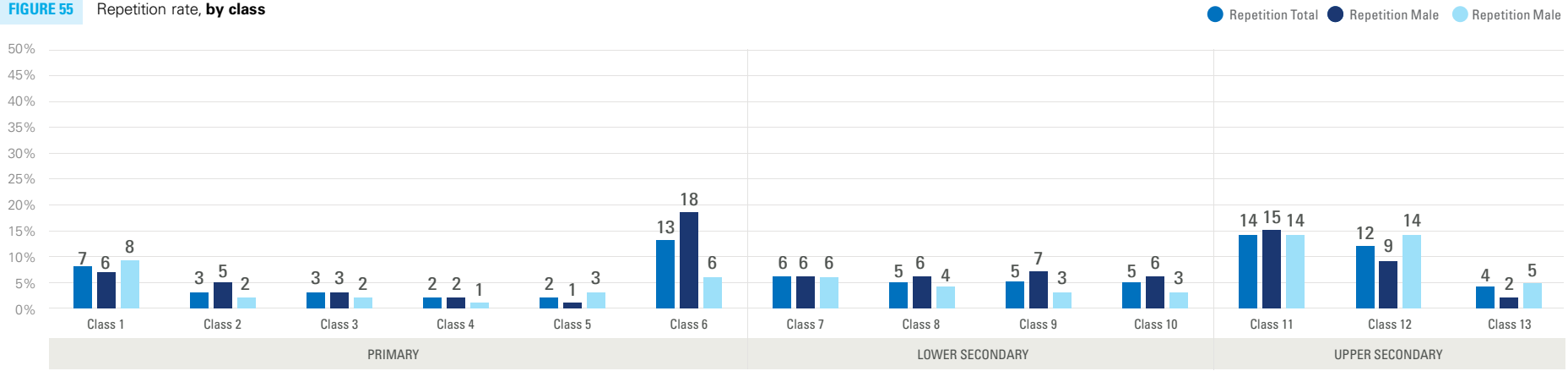


FIGURE 56 Dropout and non-transition rate, **by class**

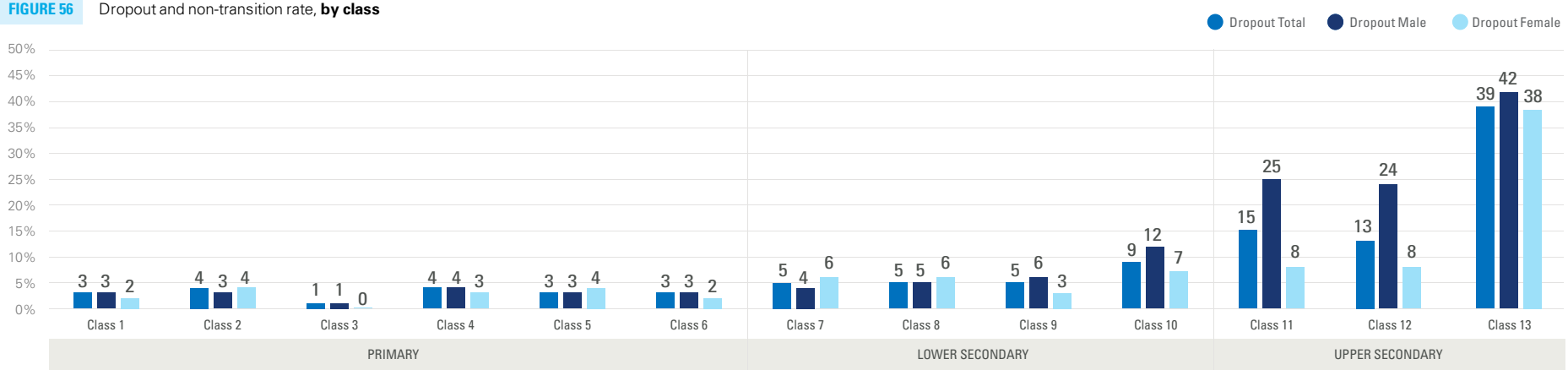
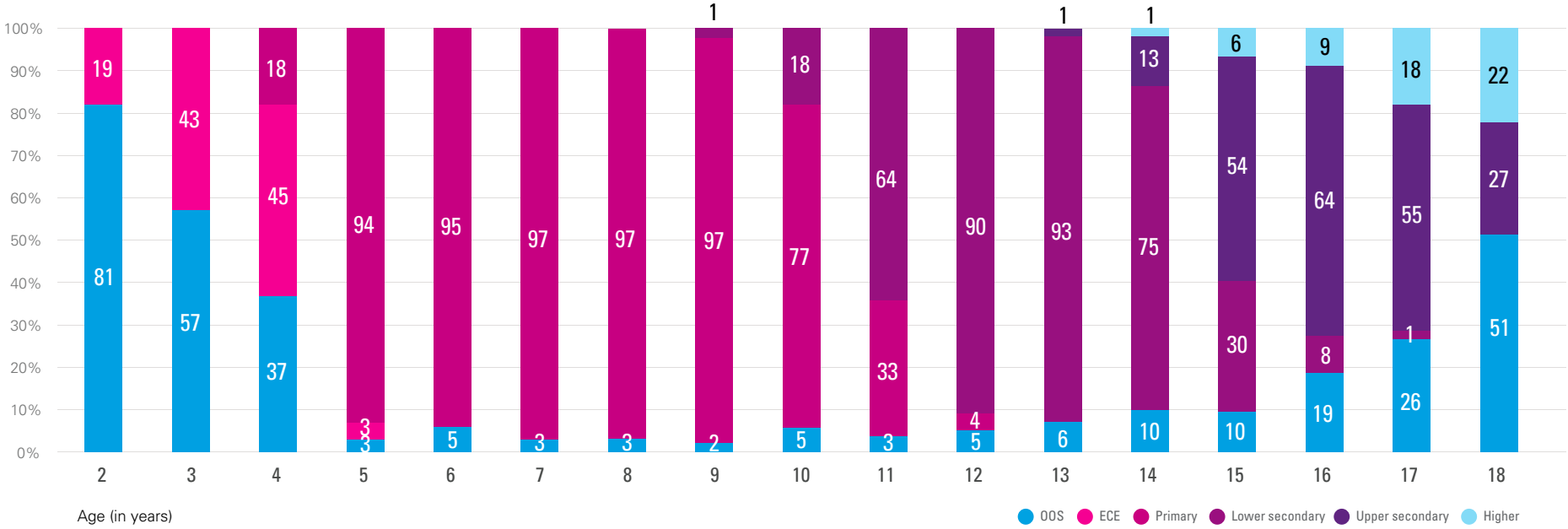


FIGURE 57 Attendance by education level, **by age**



Findings

- Repetition rates vary by class in Tonga. At the primary level, they stay relatively stable between 2 to 3 per cent for classs 2 through 5, but the rates are higher at class 1, at 7 per cent, and at class 6, where it jumps to 13 per cent.
- The repetition rates are fairly consistent in lower secondary, at around 5 to 6 per cent, but in upper secondary the repetition rates increase to between 12 and 14 per cent.
- Dropout rates are relatively low in Tonga for the primary and lower secondary school levels, reaching no more than 5 per cent, but in class 1 of the upper secondary level, the dropout increases to 15 per cent.
- Non-transitioners are students who attended the last class of a level but did not continue to the next level of schooling. Non-transition rates in primary education are low at 3 per cent, meaning that only 3 per cent of children who attended the last class of primary did not continue to lower secondary education. The non-transition rates increase to 9 per cent at the lower secondary level, and then jumps substantially to 39 per cent at the upper secondary level.
- Education attendance by age shows the majority of children aged 3 years remain out of school, but by age 4, the majority of children are either in ECE or primary school.
- The primary age bracket in Tonga is 6 to 11, the lower secondary school age bracket is 12 to 15, and upper secondary is age 16 to 17.
- A large percentage of children attend primary school at a younger age than the official primary school entrance age. Most children of primary school age attend primary level, with the exception of children age 11, as the majority of children this age attend lower secondary.
- Most children of lower secondary school age are attending school.
- The percentage of out-of-school children increases steadily from age 13, at 6 per cent, to 26 per cent at age 17, which is the age expected for the final year of upper secondary education. By age 18, more than half of young people are out of school.

Profile of repeaters, dropouts, and non-transitioners

These findings are based on Tonga's children who repeated, dropped out from primary to upper secondary or those who did not transition to the next higher level of education. 7 per cent of Tonga students repeat, 8 per cent dropout overall, and 9 per cent do not transition.

FIGURE 58 Profile of repeaters and dropouts, **by sex**

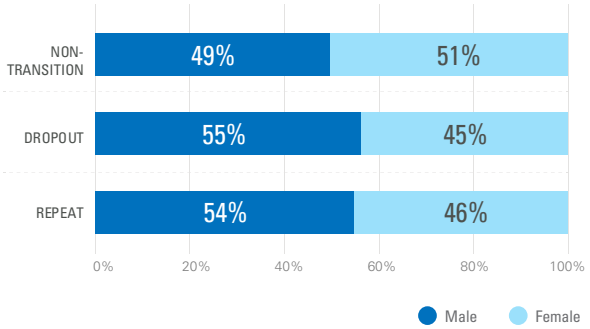


FIGURE 59 Profile of repeaters and dropouts, **by area**

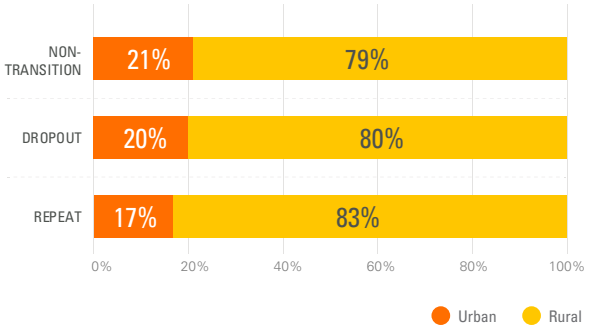


FIGURE 60 Profile of repeaters and dropouts, **by level of education**

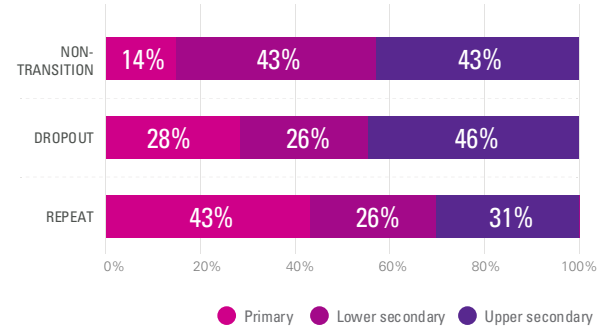


FIGURE 61 Profile of repeaters and dropouts, **by wealth quintile**

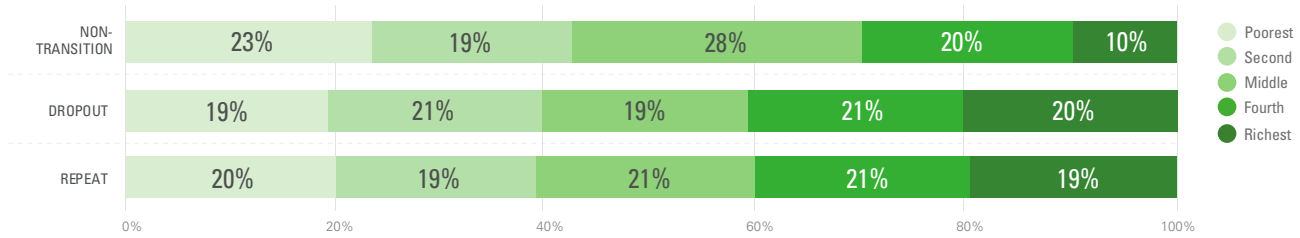
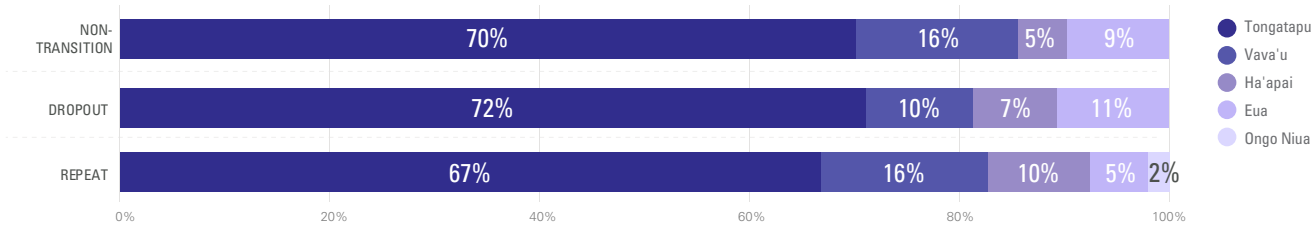


FIGURE 62 Profile of repeaters and dropouts, **by island group**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- More boys than girls repeat or drop out. However, among children who do not transition to the next level, slightly over half are girls.
- Around four out of five of the children who repeat, drop out, or do not transition are from the rural areas.
- No clear pattern emerges in repetition and dropout by wealth. But when it comes to non-transition, children from the highest wealth quintile constitute only 10 per cent of the overall non-transitioners.
- Tongatapu is the home of at least two-thirds of the repeaters, dropouts, and nontransitioners, with the higher population partly responsible.
- Among children who repeat, 43 per cent repeat at the primary level. Close to half, or 46 per cent of the dropouts happen at the upper secondary level. An equal percentage of the non-transitioners are at the lower and upper secondary levels (43 per cent each).

TABLE 5. Repetition, Dropouts and Non-Transitions - Percentages & Estimated numbers by various socioeconomic characteristics

		Rates (%)			Estimated number of children (in thousands)		
		Repetition	Dropout	Non-transition	Repetition	Dropout	Non-transition
Total		**7%**	**8%**	**9%**	**2,100**	**2,200**	**600**
Sex	Male	8%	9%	9%	1,200	1,200	300
	Female	6%	7%	9%	900	1,000	300
Area	Urban	6%	7%	9%	400	400	100
	Rural	7%	8%	9%	1,700	1,800	400
Wealth quintile	Poorest	7%	8%	12%	400	400	100
	Second	7%	9%	10%	400	500	100
	Middle	6%	7%	11%	400	400	200
	Fourth	8%	8%	8%	500	500	100
	Richest	6%	9%	5%	400	500	100
Island group	Tongatapu	7%	8%	9%	1,500	1,600	400
	Vava'u	6%	5%	10%	300	200	100
	Ha'apai	8%	7%	8%	200	200	-
	Eua	7%	15%	16%	100	200	-
	Ongo Niua	10%	2%	0%	-	-	-

*Blank in estimated number of children represents fewer than 50 estimated number of children

Repetition, Dropouts and Non-Transitions - Percentages & Estimated numbers by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

FIGURE 63 Repetition rate and estimated number of children who repeat a class

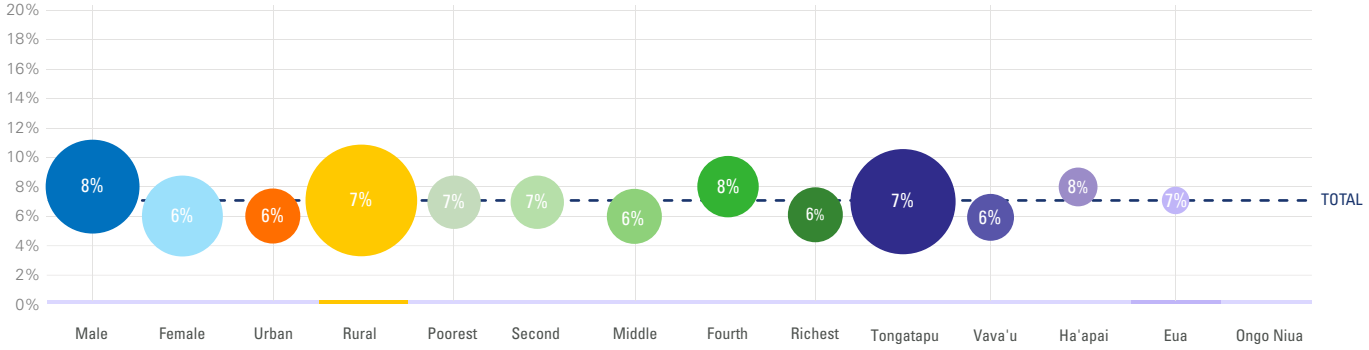


FIGURE 64 Dropout rate and estimated number of children who dropout

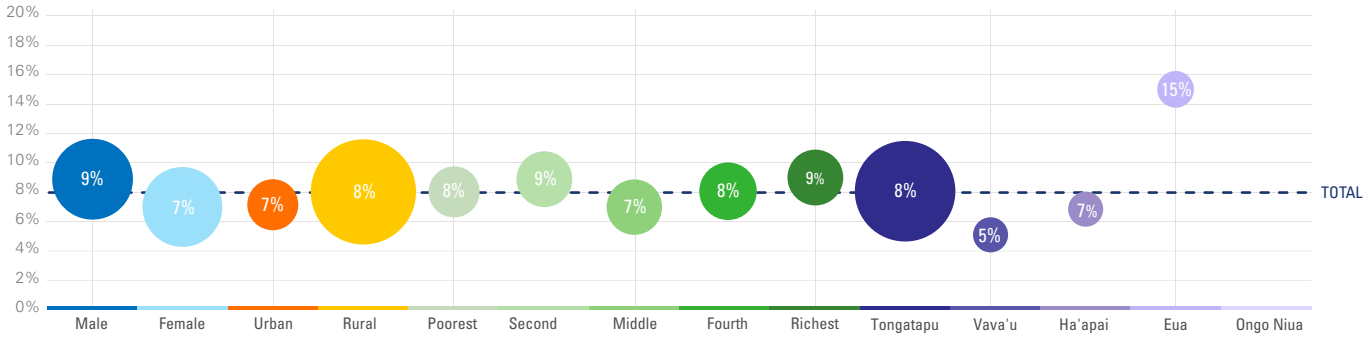
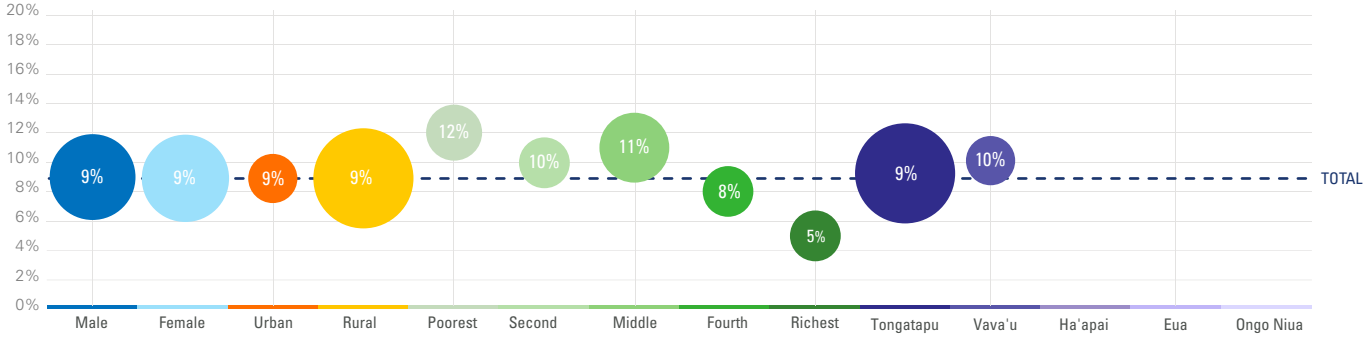


FIGURE 65 Non-transition rate and estimated number of children who do not transition from last class of a level to the first class of the next level



Findings

- A greater percentage of boys than girls repeat class or drop out of school; however, the non-transition rates are equivalent for boys and girls.
- While a slightly greater percentage of rural children than urban children repeat a class or drop out of school, the difference in the Estimated number is substantial, with at least four times as many rural children as urban children repeating or dropping out of school.
- In Tonga, there is little difference by wealth quintile in repetition and dropout rates, but more than twice the percentage of children from the poorest wealth quintile do not transition to the next level of education as children from the highest wealth quintile (12 per cent versus 5 per cent).
- Across island groups, Ongo Niua has the highest percentage of repeaters, at 10 per cent, but Eua has the highest dropout and non-transition rates, at 15 and 16 per cent, respectively.

Topic 6 Education for children with functional difficultiest

Guiding questions

1. What is the proportion of children with disabilities in the country?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not

Children with functional difficulties

Any functional difficulties for 2 to 4 year olds means children have any of the following functional difficulties: Hearing, seeing, walking, playing, learning, communication, controlling behavior. Any functional difficulties for 5 to 17 year olds means children have any of the following functional difficulties: Making friends, remembering, communication, selfcare, concentrating, seeing, walking, accepting change, hearing, learning, controlling behaviour, signs of anxiety or signs of depression.WGSS functional difficulties refers to washington short set group difficulties which includes difficulty seeing, hearing, walking or climbing stairs, remembering or concentrating, self-care, and communication (expressive and receptive).

FIGURE 66 Percentage of 2 to 4 year olds with functional difficulties

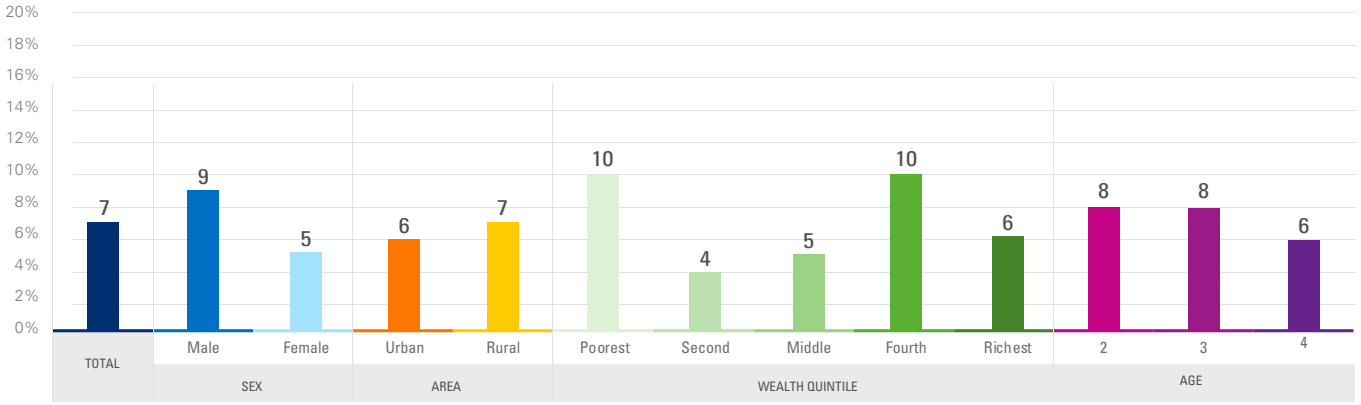


FIGURE 67 Percentage of 5 to 17 year olds with any functional difficulties

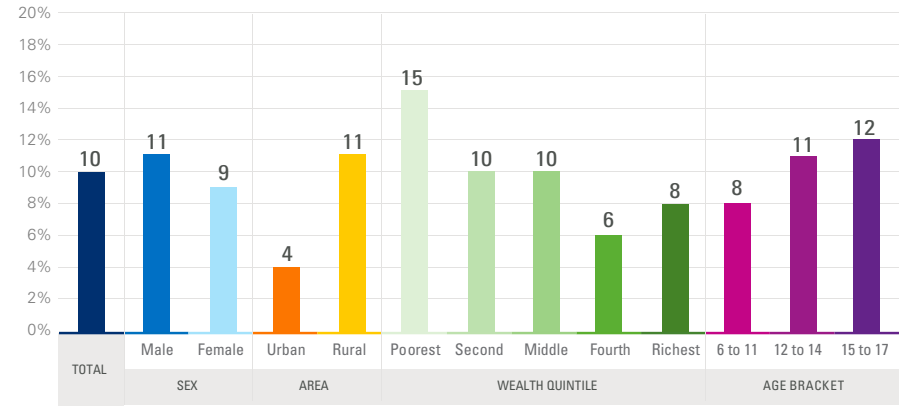


FIGURE 68 Percentage of 5 to 17 year olds with WGSS functional difficulties

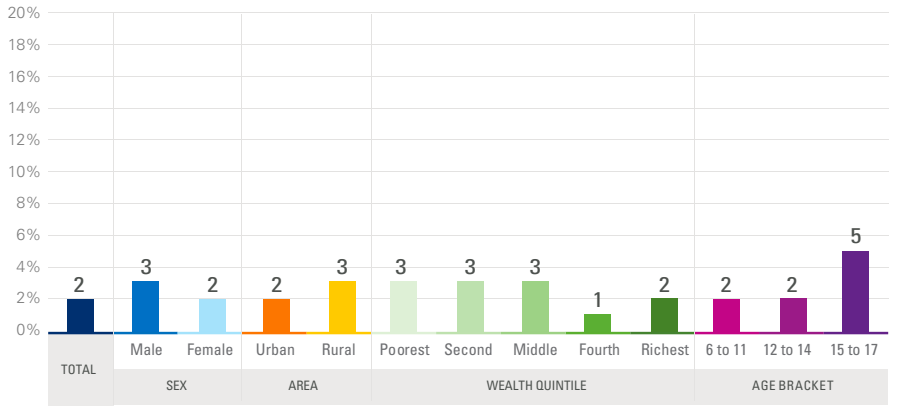


FIGURE 69 Percentage of children age 2 to 4 with functional difficulty by domain

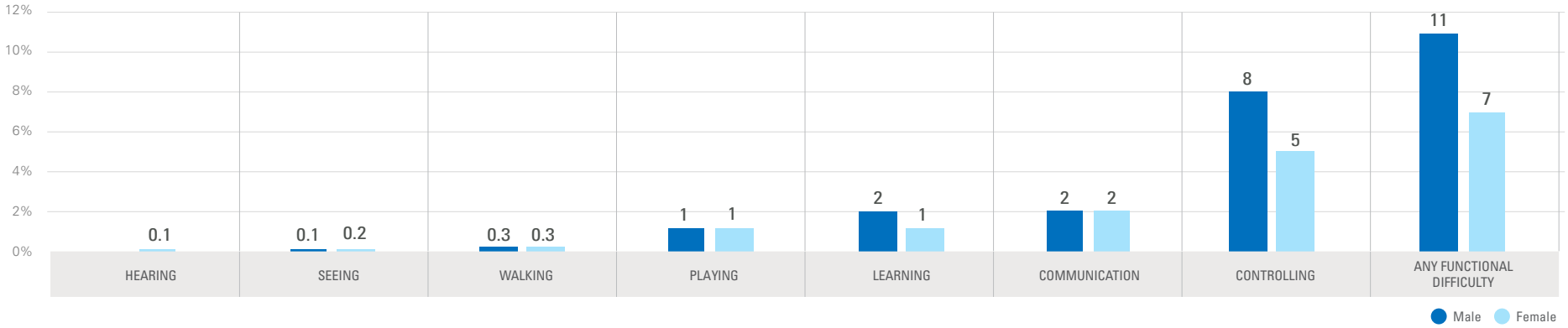
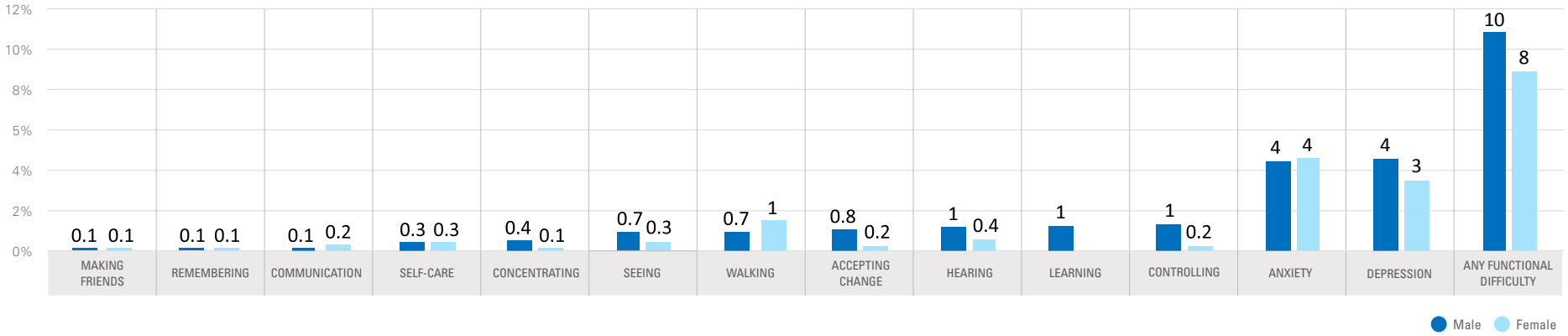


FIGURE 70 Percentage of children age 5 to 17 with functional difficulty by domain



Findings

- Overall, 7 per cent of 2 to 4 year olds and 10 per cent of Tonga's children aged 5 to 17 years have at least one functional difficulty. For both age groups, the percentage of children with functional difficulties is higher for males than for females.
- For 2 to 4 year olds, there is no clear pattern with respect to the proportion of children with functional difficulties by wealth quintile. But among 5 to 17 year olds, a higher proportion of children from poorer households have functional difficulties than children from wealthier households. With respect to urban-rural location, for both age groups, a higher percentage of rural children have functional difficulties, although the difference is far more pronounced among 5 to 17 year olds.
- A higher proportion of upper secondary school age children have functional difficulties than other age brackets.
- When looking at functional difficulty domains among children aged 2 to 4, those with controlling behaviour difficulty have the highest percentage, especially among males.
- Among children aged 5 to 17 years, the percentage of children showing signs of anxiety and signs of depression is higher than for other functional difficulties, for both males and females.

Education for children with functional difficulties

FIGURE 71 ECE attendance for 3 to 4 year olds

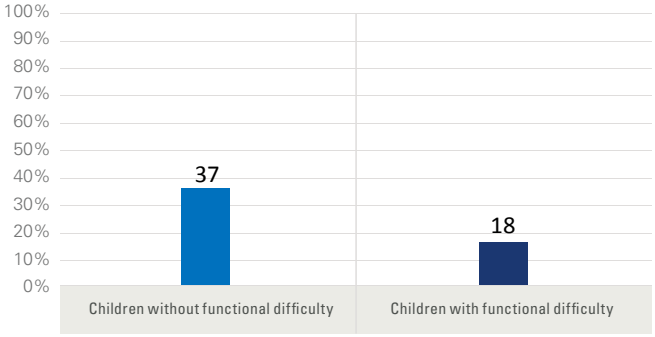


FIGURE 72 ANAR by level of education

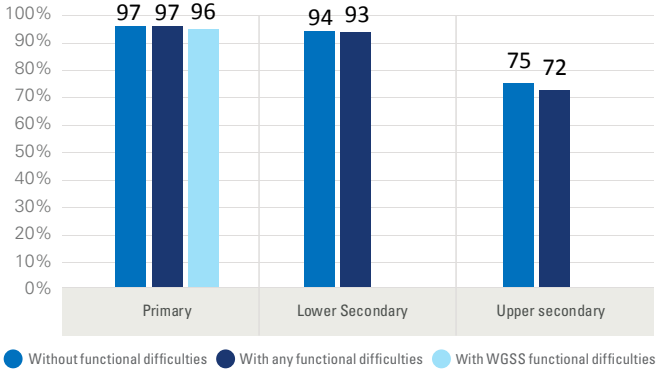


FIGURE 73 Out-of-school rates by level of education

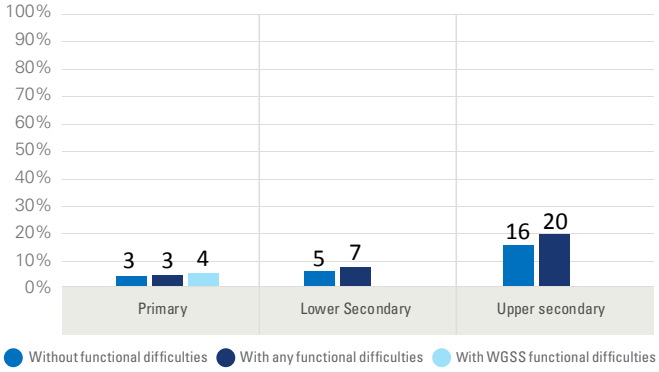


FIGURE 74 Dropout rates by level of education

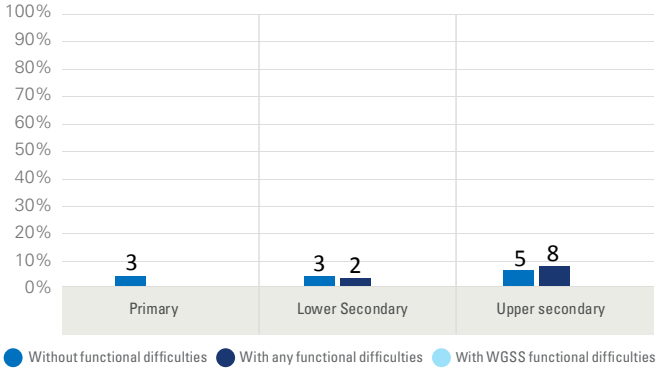


FIGURE 75 Repetition rates by level of education

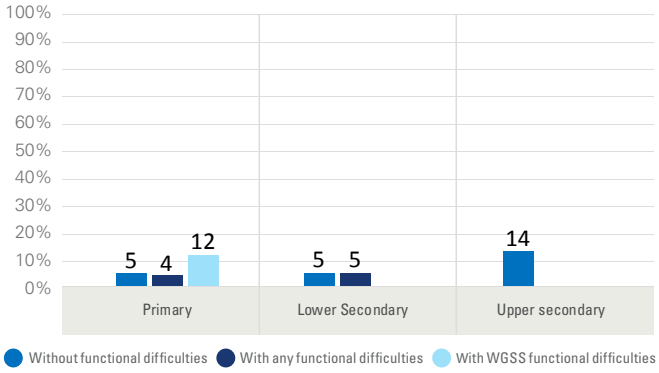
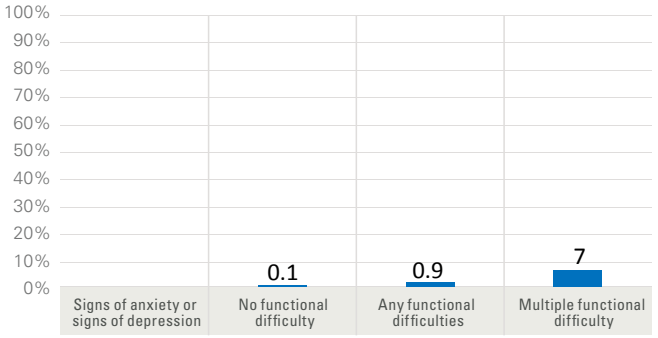


FIGURE 76 Share of 10 to 17 year olds who have never attended school



Findings

- Overall, 7 per cent of 2 to 4 year olds and 10 per cent of Tonga's children aged 5 to 17 years have at least one functional difficulty. For both age groups, the percentage of children with functional difficulties is higher for males than for females.
- For 2 to 4 year olds, there is no clear pattern with respect to the proportion of children with functional difficulties by wealth quintile. But among 5 to 17 year olds, a higher proportion of children from poorer households have functional difficulties than children from wealthier households. With respect to urban-rural location, for both age groups, a higher percentage of rural children have functional difficulties, although the difference is far more pronounced among 5 to 17 year olds.
- A higher proportion of upper secondary school age children have functional difficulties than other age brackets.
- When looking at functional difficulty domains among children aged 2 to 4, those with controlling behaviour difficulty have the highest percentage, especially among males.
- Among children aged 5 to 17 years, the percentage of children showing signs of anxiety and signs of depression is higher than for other functional difficulties, for both males and females.

Foundational learning and functional difficulties

FIGURE 77 Knowledge/abilities of 3 to 4 year olds as reported by mother/caretaker

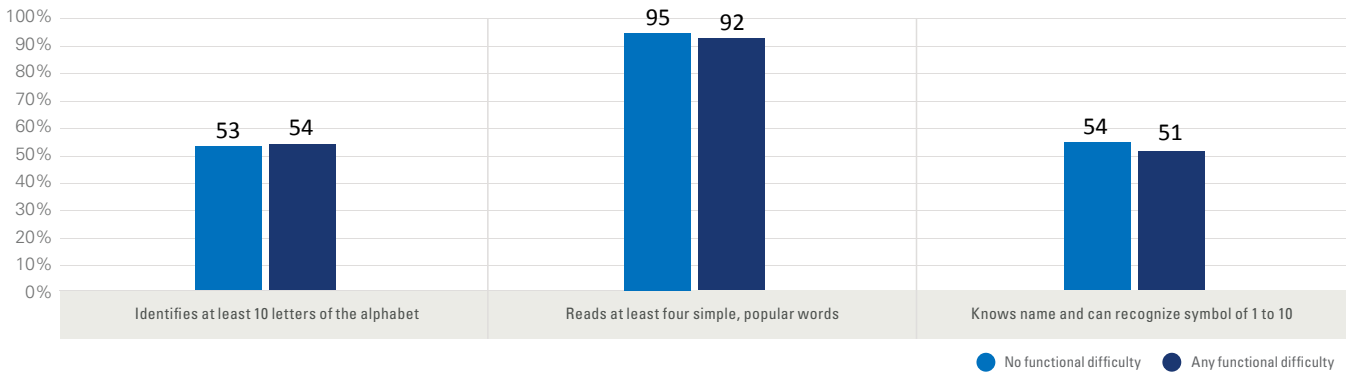


FIGURE 78 Foundational **reading skills** for 7 to 14 year olds

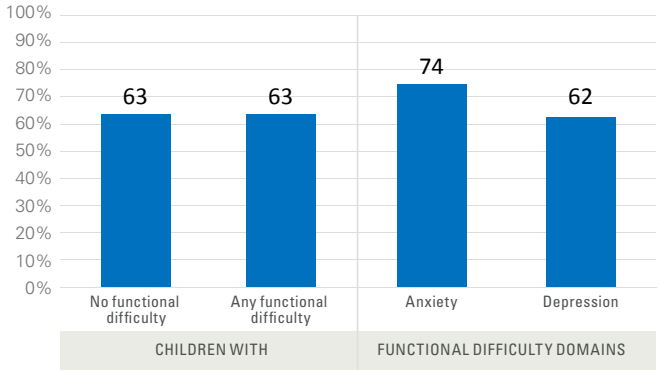
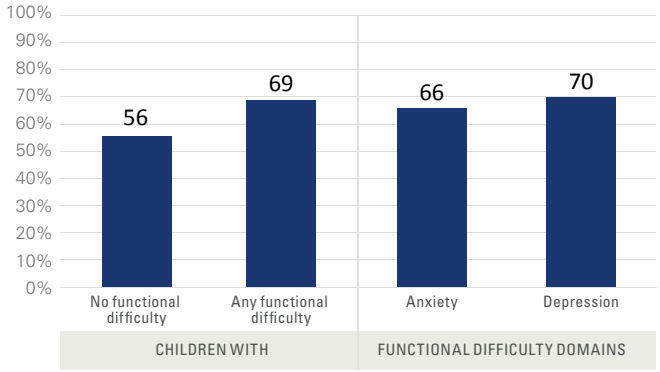


FIGURE 79 Foundational **numeracy skills** for 7 to 14 year olds

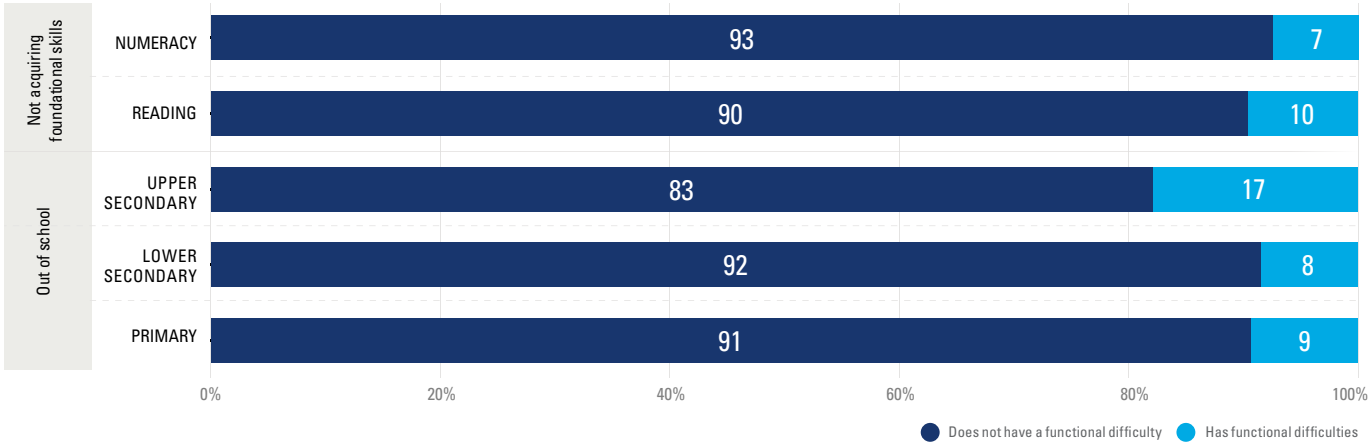


Findings

- Roughly equivalent percentages of children aged 3 to 4 with and without functional difficulties can identify letters of the alphabet. However, a somewhat smaller percentage of children with functional difficulties can read simple popular words or identify numbers ranging from one to ten than children without functional difficulties.
- There are no statistically significant differences in the percentage of children with and without functional difficulties who have either foundational reading or numeracy skills.

Profile of children not acquiring foundational skills or out of school by functional difficulty

FIGURE 80 Profile of children not acquiring foundational skills or out of school **by functional difficulty**



Findings

- At the primary levels, children with functional difficulties comprise a proportion of out of school children that is expected based on their percentage of the population (see first chart above). However, at the lower secondary level, children with functional difficulties are underrepresented in their percentage out of school children, while at the upper secondary level they are overrepresented among the percentage of out of school children.


Rectangle
Mathematic
care
LG Monitor

Topic 7 Child protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children who are out of school or not learning in school?

Child marriage and education

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of two categories: economic activities and household chores. For each category, there is a time threshold based on different age groups.

FIGURE 81 Percentage of 20 to 24 years-old **male** marrying before age 18

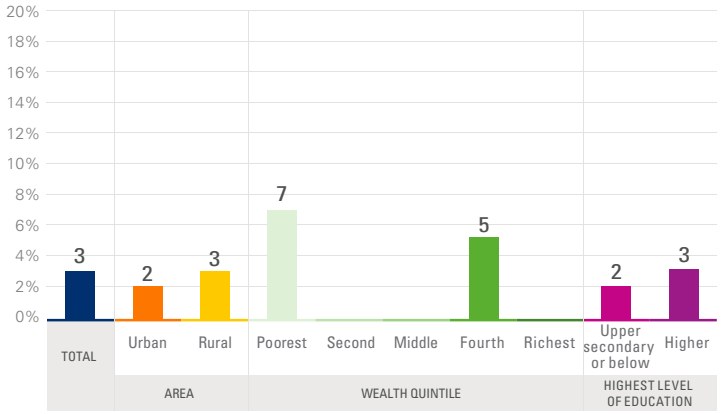
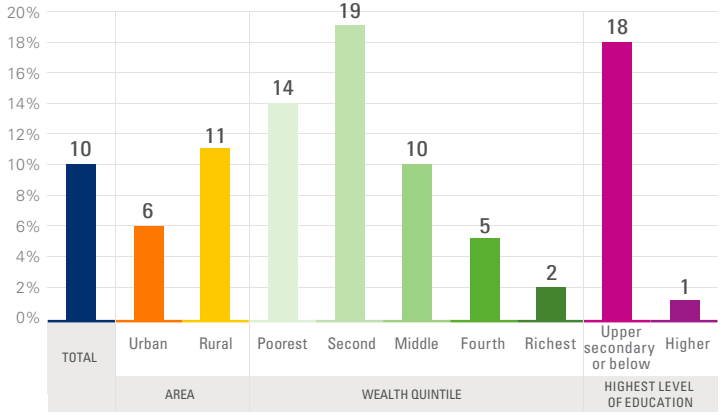


FIGURE 82 Percentage of 20 to 24 years-old **female** marrying before age 18



Findings

- The prevalence of child marriage is higher for females than for males among youth aged 20 to 24 years old. While 3 per cent of male youth married at a young age, 10 per cent of female youth did so. The prevalence of child marriage is higher in rural areas than urban areas, especially among females, where the rate is nearly twice as high.
- For young males, early marriage is more prevalent in the bottom wealth quintile, and drops to near 0 per cent for their richer peers, with the exception of young males in the fourth wealth quintile, where it is 5 per cent. Among young females, early marriage is more prevalent among those from the lowest two wealth quintiles, and drops to just 2 per cent among the females from the top wealth quintile.
- Early marriage rates among females drops dramatically as the highest level of education attended increases. Whereas 44 per cent of females who attended lower secondary or below married early, just 1 per cent of females who attended higher education did so. For males, the trend is reversed, as a higher percentage of males who attended higher education married early than males who only attended lower secondary or below.
- There is a negative correlation between early marriage among females and ICT skills. While 35 per cent of young females who did not get married early have ICT skills, only 29 per cent of young females who got married before age 18 have these skills.

Child protection - Child labor and education

FIGURE 83 Percentage of **total child labor** for children age 5 to 17

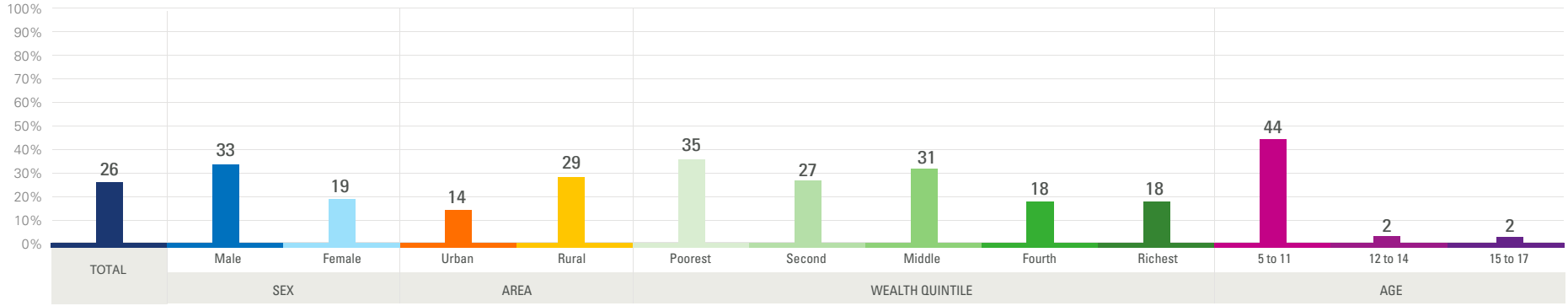


FIGURE 84 Percentage of **children involved in economic activities** for children age 5 to 17

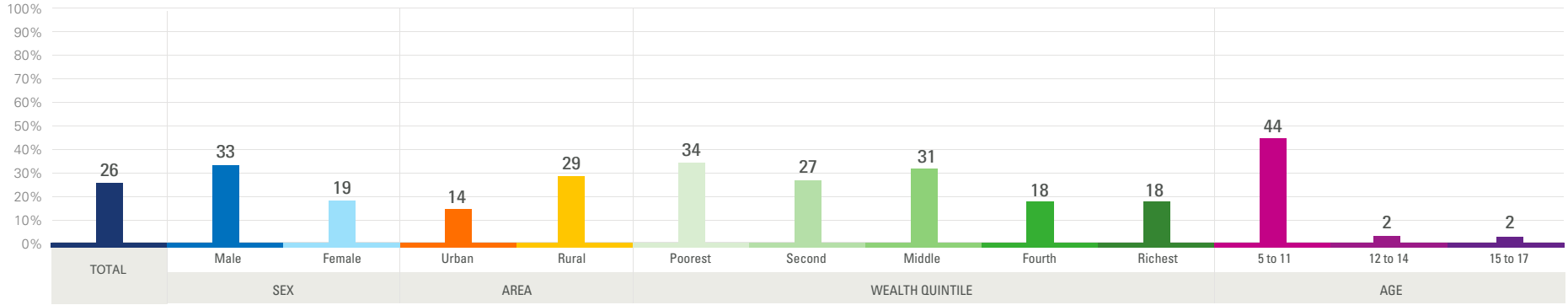


FIGURE 85 Percentage of **children involved in household chores** for children age 5 to 17

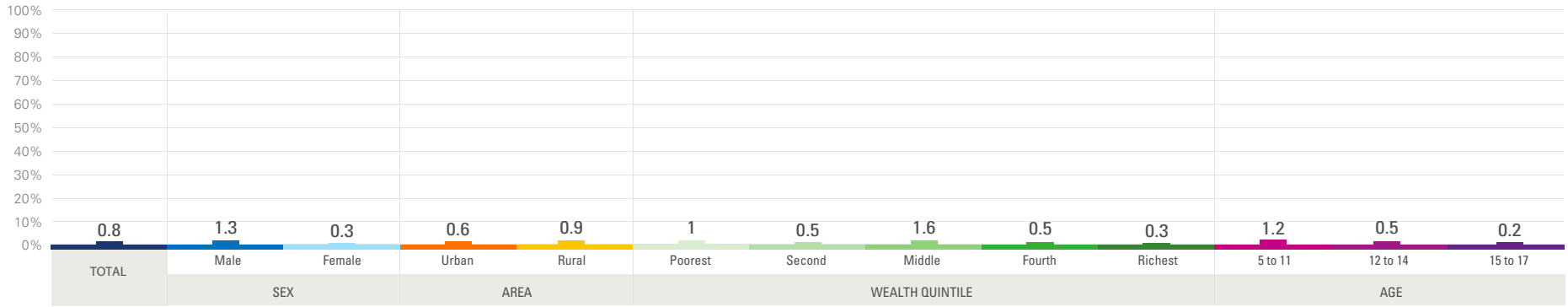
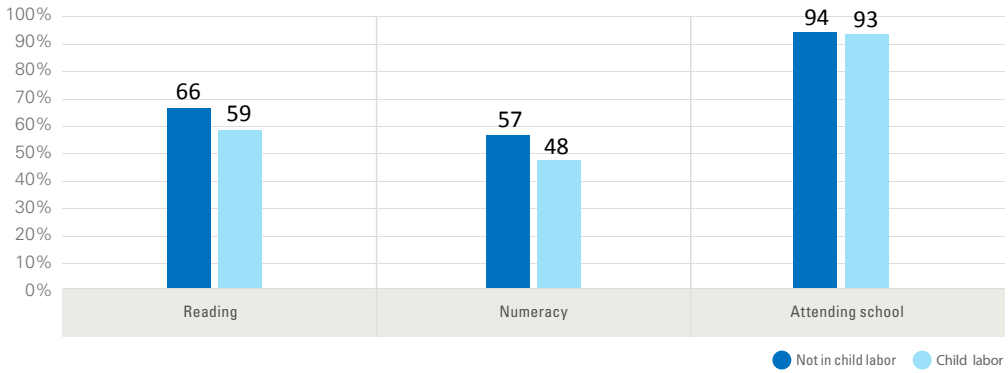


FIGURE 86 Foundational skills by child labor status (children age 7 to 14)



Findings

- In Tonga, 26 per cent of children ages 5 to 17 are in child labour. A greater percentage of boys are in child labour than girls, and a higher percentage of rural children are in child labour than urban children. Children from the three lowest wealth quintiles are more likely to be in child labour than their richer peers.
- 5 to 11 year olds are more likely to be engaged in child labor than older children.
- Foundational reading and numeracy skills are lower for children who are in child labour compared to those who are not.

Profile of children not acquiring foundational skills and out of school by child labor and uneducated or unskilled youth by early marriage

FIGURE 87 Profile of children out of school or not acquiring foundational skills **by child labor status**

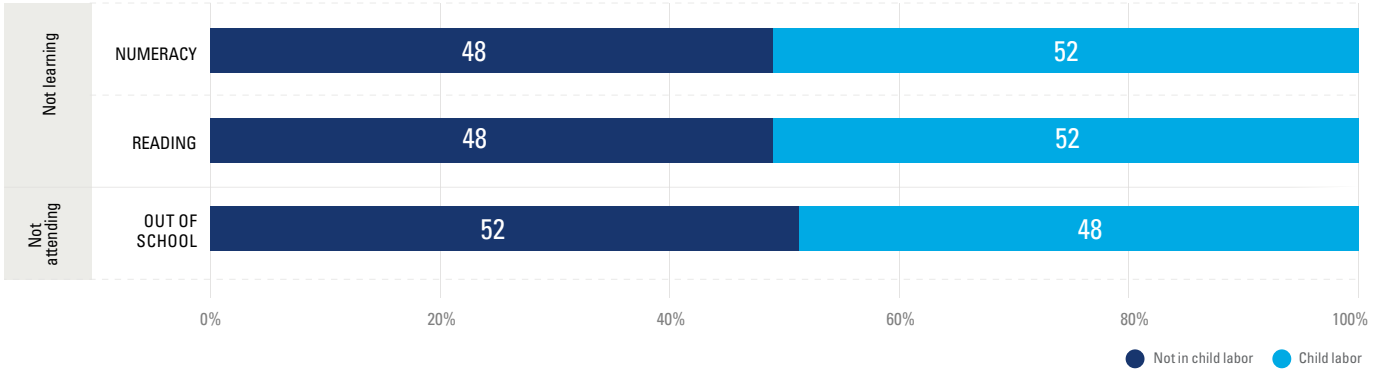
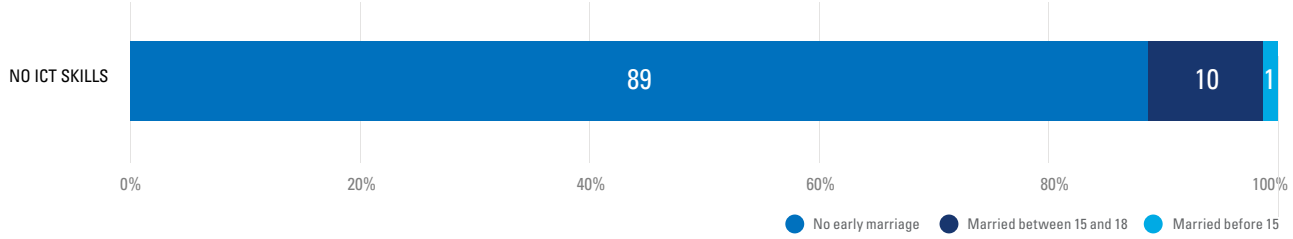


FIGURE 88 Profile of youth 20-24 years old without ICT skills **by age of marriage**



Findings

- Children in child labour represent nearly half of all children who are out of school, which is disproportionate, considering that 44 per cent of children are in child labour.
- Of children without foundational reading skills and children without foundational numeracy skills, more than half, or 52 per cent are in child labour.
- Among young people who lack ICT skills, about two-thirds got married before their 18th birthday.

Topic 8 Remote Learning

Guiding questions

1. What percentage of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

Overview

FIGURE 89 Percentage of students aged 3 to 17 years with access to **mobile phone**

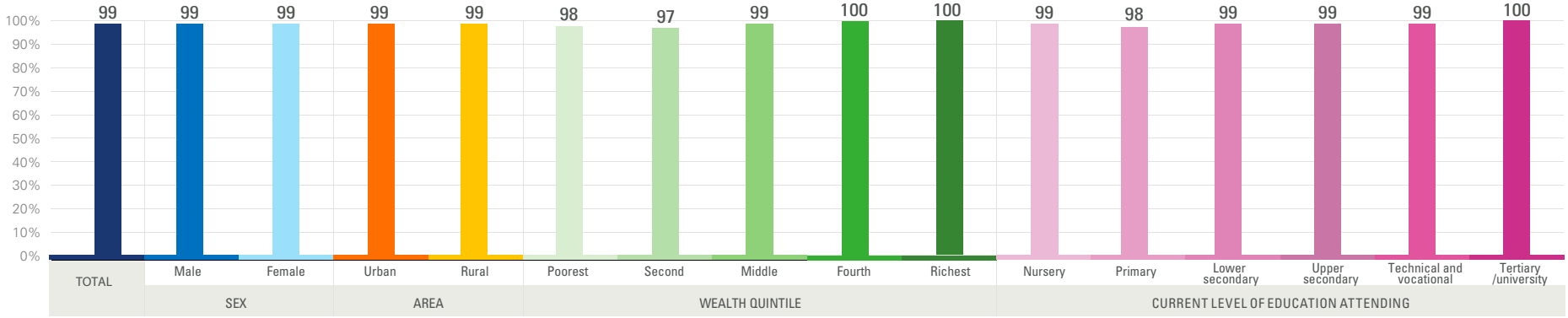


FIGURE 90 Percentage of students aged 3 to 17 years with access to **internet**

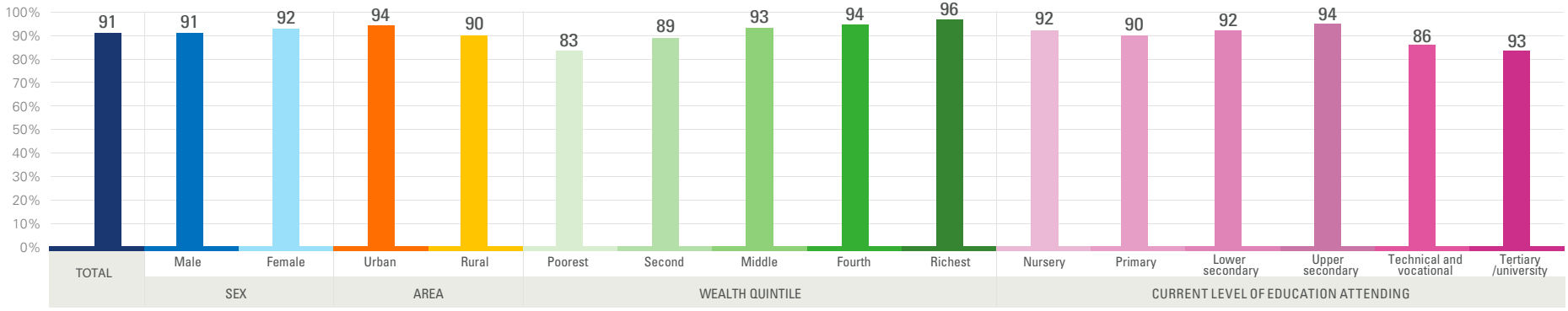


FIGURE 91 Percentage of students aged 3 to 17 years with access to **radio**

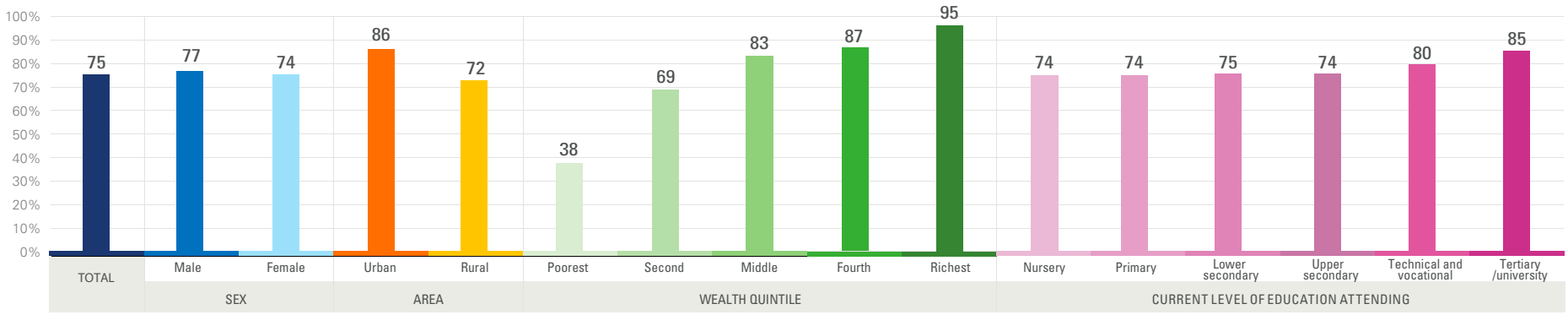


FIGURE 92 Percentage of students aged 3 to 17 years with access to TV

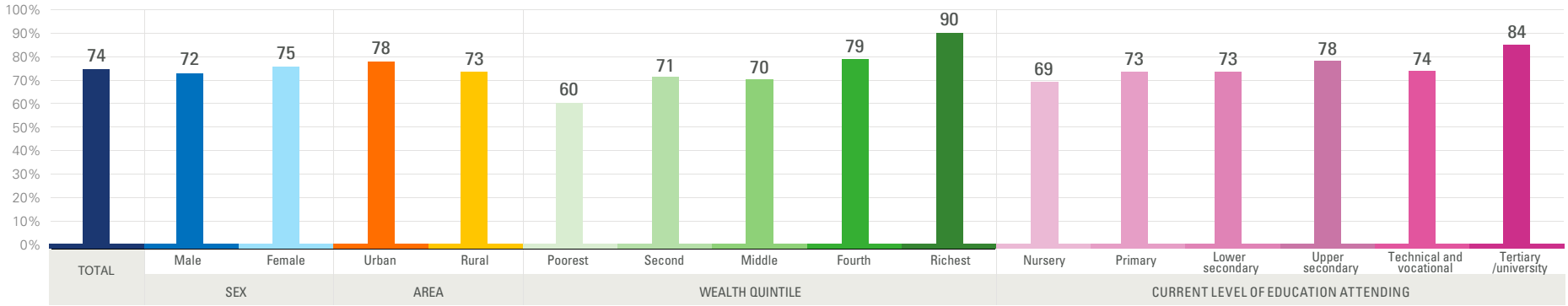


FIGURE 93 Percentage of students aged 3 to 17 years with access to computer

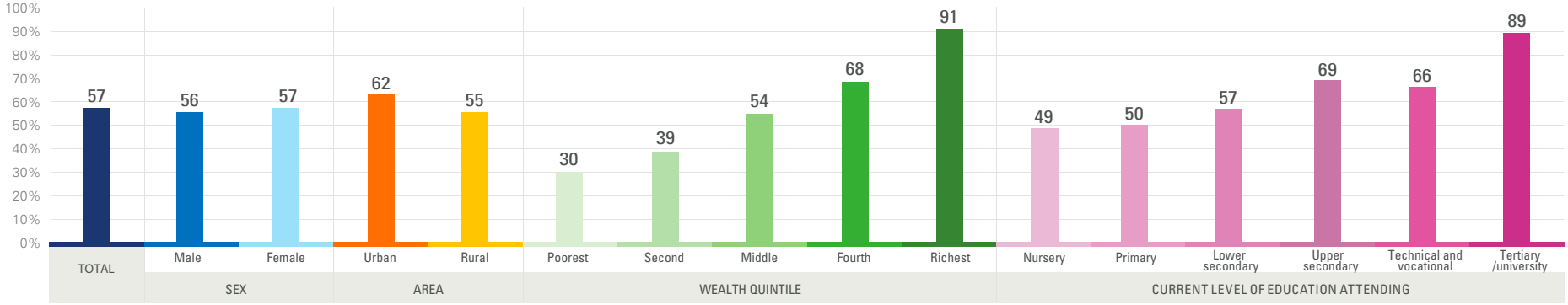


FIGURE 94 Percentage of students aged 3 to 17 years without access to a **Broadcast based (No radio and no TV)**

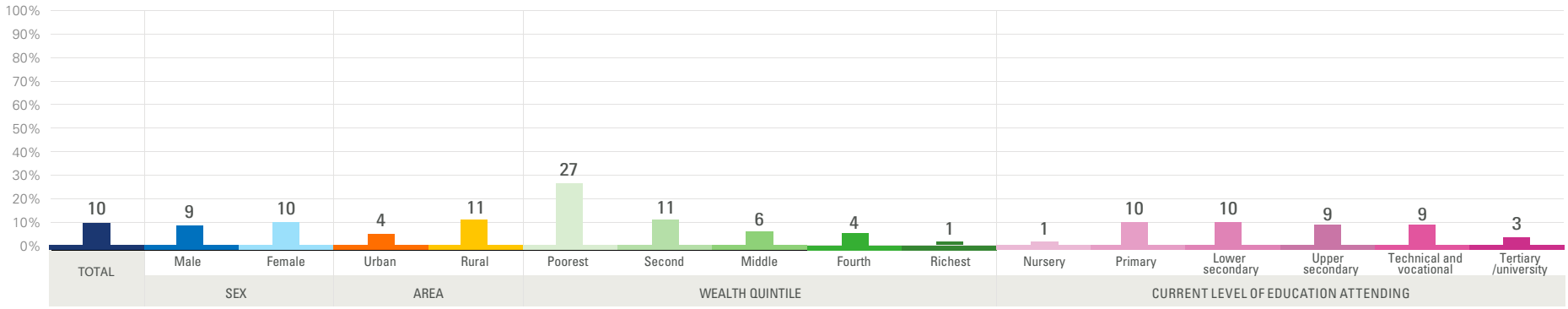
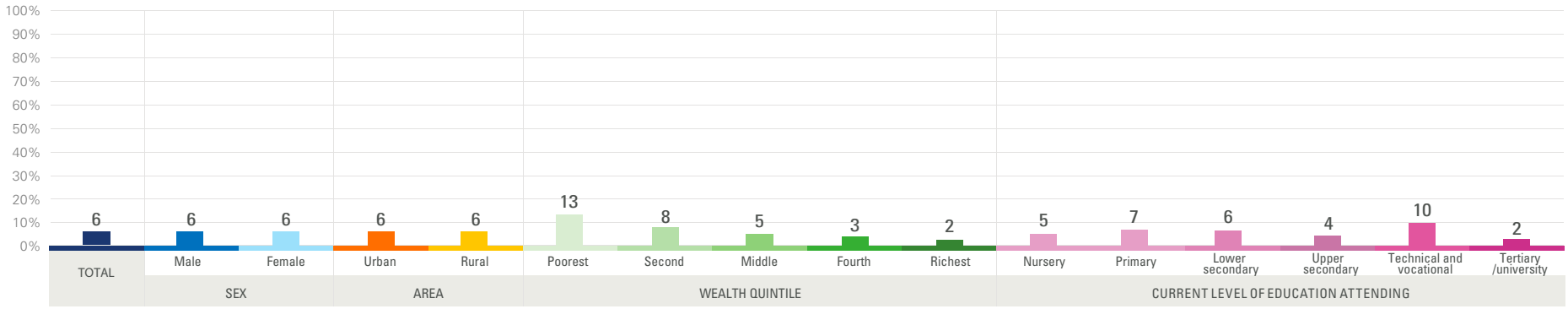


FIGURE 95 Percentage of students aged 3 to 17 years without access to a **Digital based (No computer and no internet)**



Findings

- In terms of the percentage of students aged 3 to 14 years with access to remote learning tools, there is some variation according to the type of tool. Most students (91 per cent) have internet access, although only 57 per cent have access to a computer. Roughly 75 per cent of these students have access to radio and television.
- Although there is little difference in access to remote learning tools by sex, a greater percentage of urban children have access to these tools than rural children. There are also notable differences by wealth quintile, as for example, only 30 per cent of the poorest children have access to computers, but 91 per cent of the richest children do.
- Access to remote learning tools tends to increase with the level of education currently attending. For example, only 49 per cent of children attending ECE have access to computers, compared to 89 per cent of students attending tertiary or university, and the difference for access to television between children attending these two levels of education is 69 versus 84 per cent, respectively.
- When looking at the percentage of students without access to remote learning tools, a greater percentage lack broadcast based remote learning tools, such as radio and television, than digital based remote learning tools, such as computer and internet (10 versus 6 per cent). Given that just 57 per cent of students aged 3 to 14 had access to computers, however, digital based curriculum may not be a viable option for many.
- As for broadcast based remote learning tools, more rural children are without access to these tools than urban children, and a much larger percentage of the poorest children do not have access to radio and television than the wealthiest children (27 per cent versus 1 per cent). A smaller percentage of students at the tertiary or university level lack access to broadcast based learning tools than children in lower grades.
- Similar disparities exist for digital based remote learning tools by wealth quintile and level of education, although the differences are less pronounced.

Foundational skills among children aged 7 to 14 years with access to remote learning technologies

FIGURE 96 Percentage of students aged 7-14 with foundational reading skill with access to remote learning tools

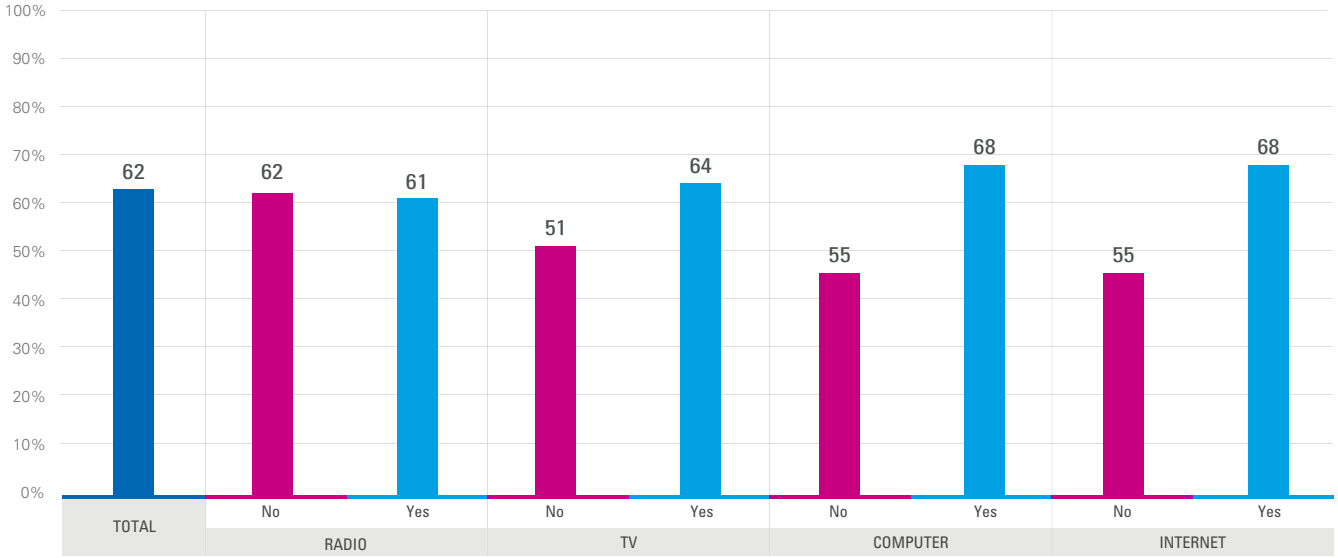
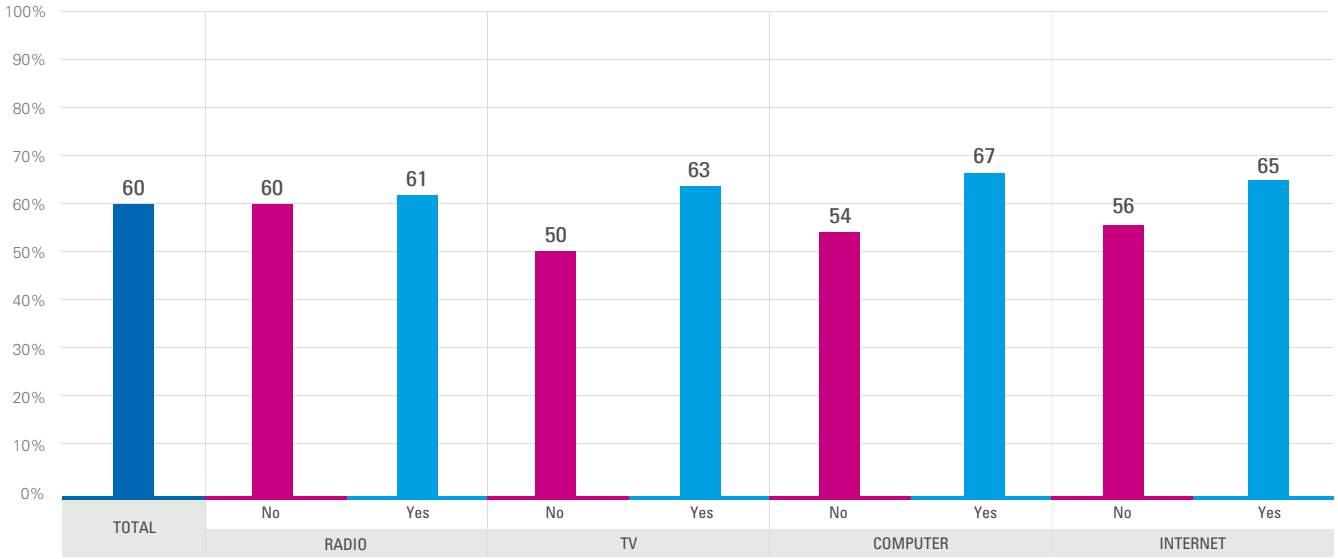


FIGURE 97 Percentage of students aged 7-14 with foundational numeracy skill with access to remote learning tools



Findings

- A slightly greater percentage of children age 7 to 14 have foundational reading than numeracy skills, but the percentage of children with foundational reading and numeracy skills varies by access to TV, computer, and internet.
- While 64 per cent of children with TV at home have foundational reading skills, only 51 per cent of the children with no TV at home have foundational reading skills. A very similar pattern exists for foundational numeracy skills.
- Among children with computer access at home, 68 per cent of them have foundational reading skills, compared with 55 per cent of children who do not have access to computers. A very similar picture holds for internet access and for foundational numeracy skills as well.

Home learning environment for children aged 7 to 14 years

FIGURE 98 **No child-oriented book in the household** ages 7 to 14

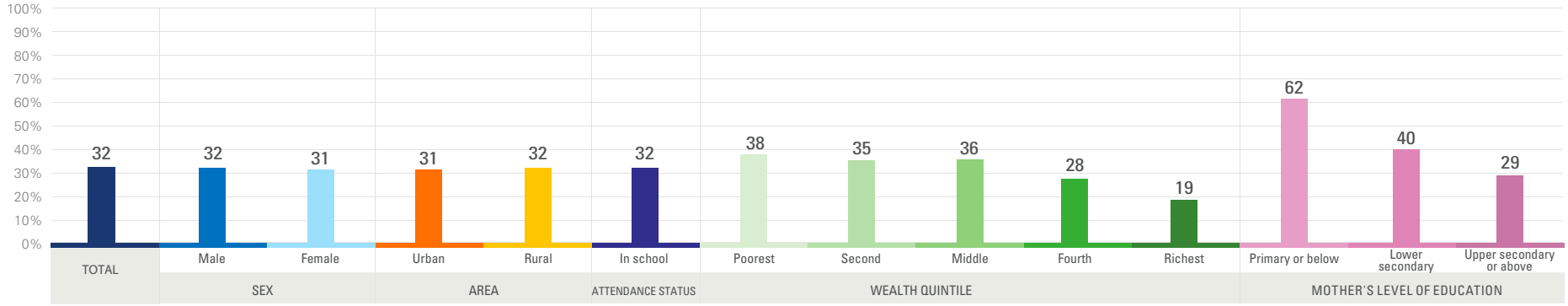


FIGURE 99 **Three or more child-oriented books in the household** ages 7 to 14

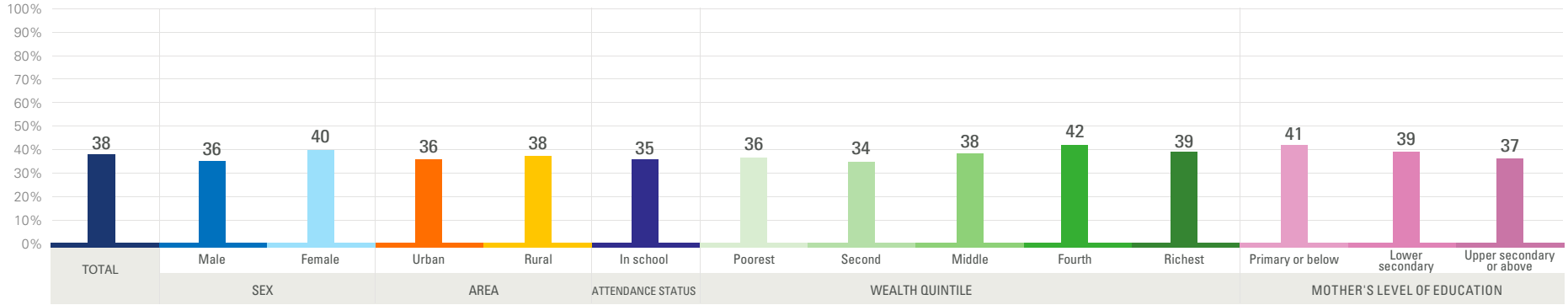


FIGURE 100 **Ten or more child-oriented books in the household** ages 7 to 14

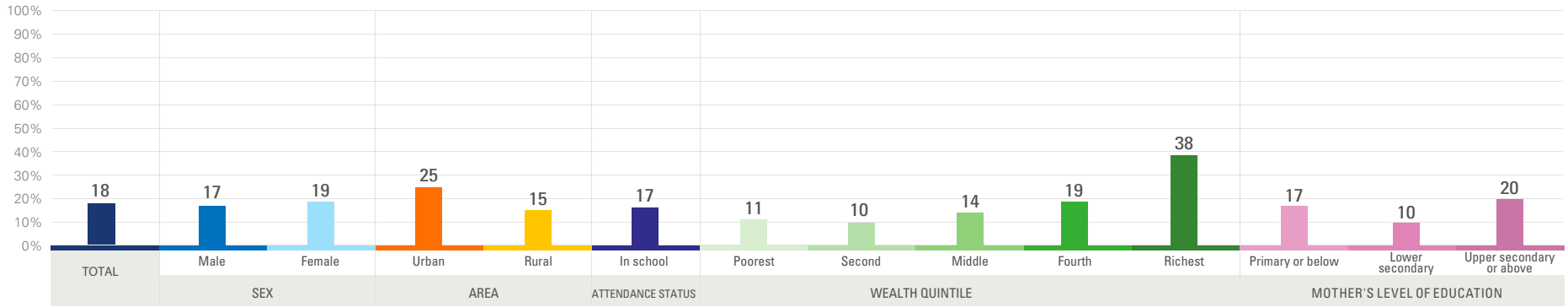


FIGURE 101 **No child - oriented book in the household** for children aged 3 and 4

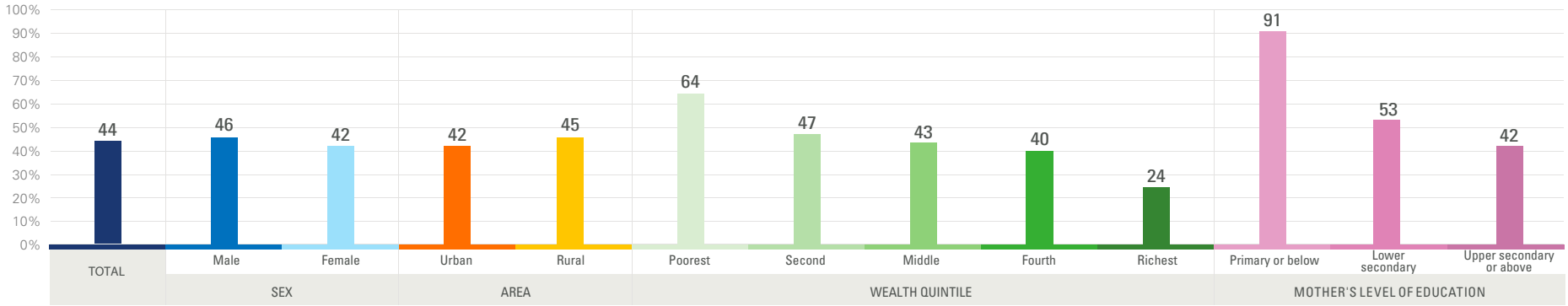


FIGURE 102 **Three or more child-oriented books in the household** for children aged 3 and 4

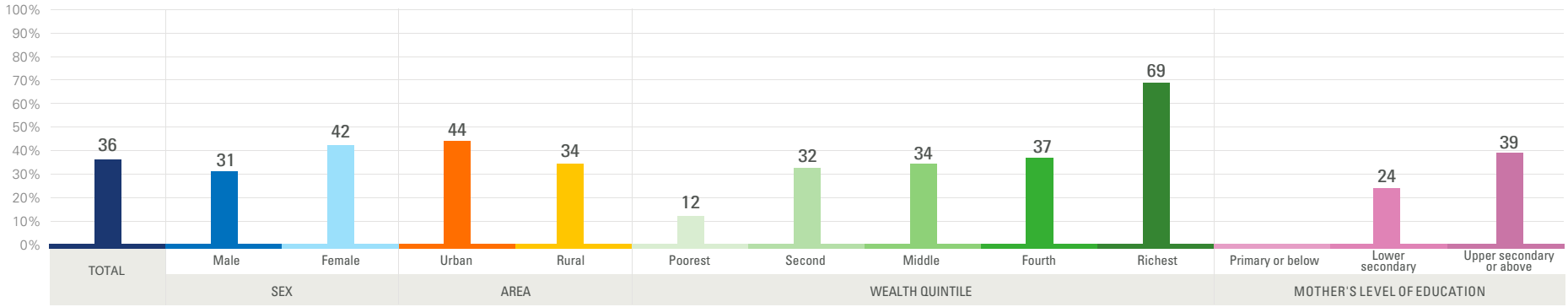


FIGURE 103 **Ten or more child-oriented books in the household** for children aged 3 and 4

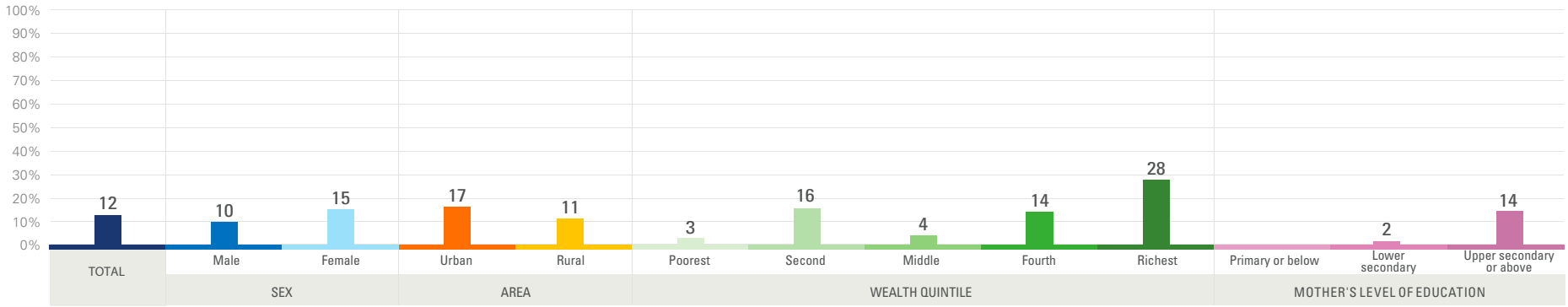
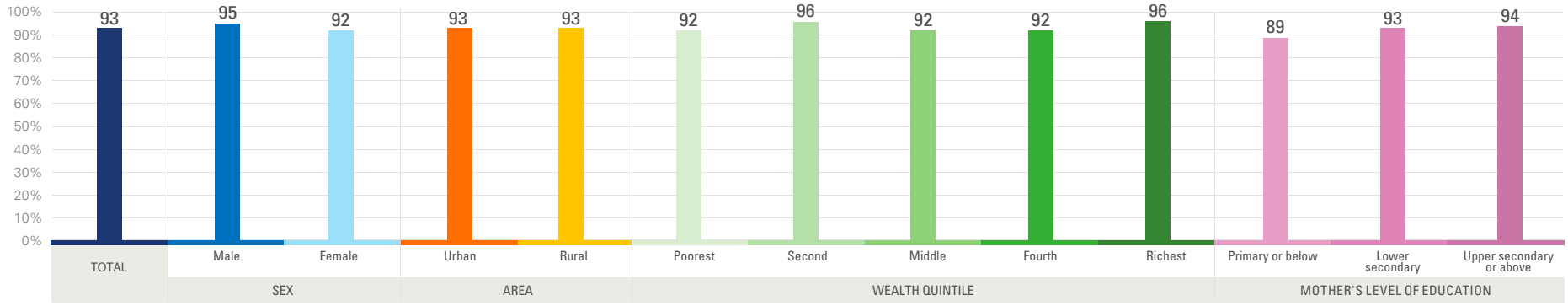


FIGURE 104 Parent or caretaker helped child aged 7 to 14 with homework



Profile of children aged 3 to 17 years with no access to remote learning technologies

'These profiles are based on the 10 per cent of students age 3 to 17 who do not have access to broadcast based remote learning tools, such as TV and radio, and the 6 per cent who do not have access to digital based remote learning tools, such as computer and internet.

FIGURE 105 Profile of children with no access to remote learning tools, **by sex**

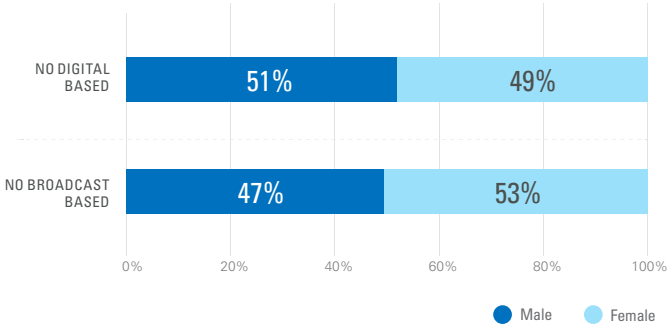


FIGURE 106 Profile of children with no access to remote learning tools, **by area**

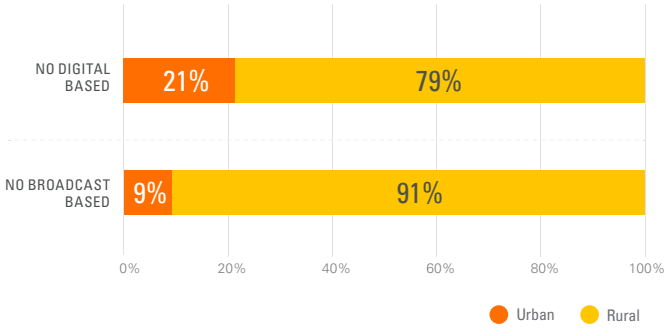


FIGURE 107 Profile of children with no access to remote learning tools, **by wealth quintile**

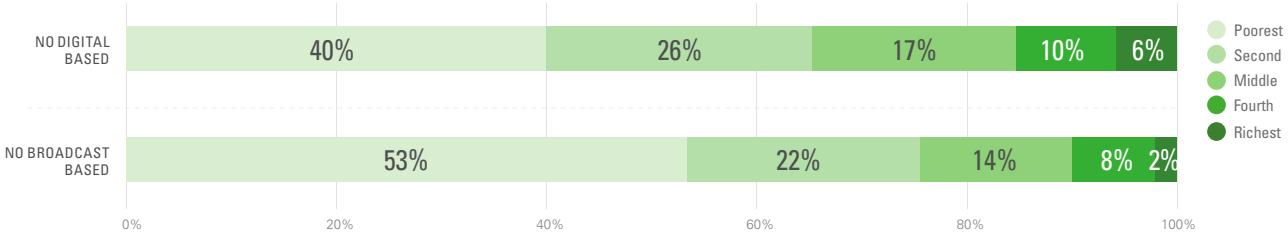
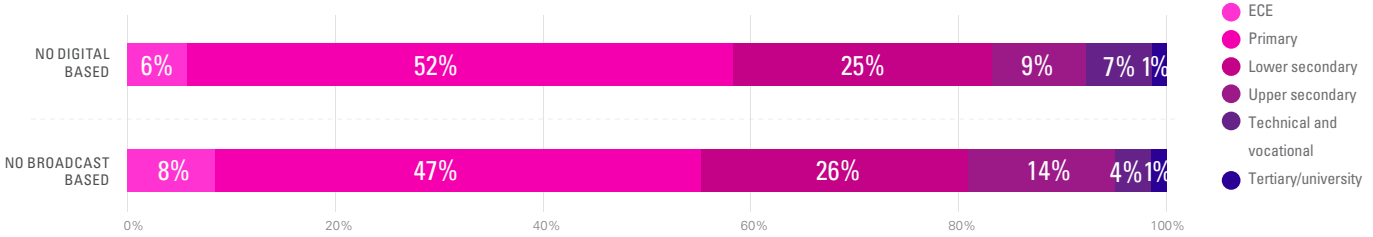


FIGURE 108 Profile of children with no access to remote learning tools, **by level of education**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- 33 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read to help them learn.
- Access to child-oriented books varies by wealth quintile and mother's level of education. Among children in the poorest quintile 45 per cent do not have access to additional child-oriented books whereas among children from the richest quintile, it is 19 per cent.
- Mother's level of education is negatively correlated with the absence of child-oriented books in the household. 30 per cent of children whose mother has upper secondary education or above do not have a child-oriented book at home; this percentage more than doubles to 68 per cent among children whose mother attended only primary or below.
- 93 per cent of students aged 7 to 14 years receive help with homework from a parent or caretaker in Tonga. Boys are more likely to receive help than girls, as are children whose mothers have higher levels of education.

TABLE 6. Remote Learning

Percentages & Estimated numbers by various socioeconomic characteristics

		Percentage (%) of students age 3 to 17		Estimated number students (ages 3 to 17)	
		Neither TV nor radio	Neither computer nor internet	Neither TV nor radio	Neither computer nor internet
Total		**10 %**	**6%**	**6,000**	**3,600**
Sex	Male	9 %	6%	2,900	1,900
	Female	10 %	6%	3,200	1,700
Area	Urban	4 %	6%	500	600
	Rural	11 %	6%	5,500	3,000
Wealth quintile	Poorest	27 %	13%	3,400	1,600
	Second	11 %	8%	1,200	900
	Middle	6 %	5%	700	500
	Fourth	4 %	3%	500	400
	Richest	1 %	2%	200	100
Island group	Tongatapu	8 %	4%	2,400	1,500
	Vava'u	12 %	10%	800	700
	Ha'apai	23 %	10%	600	300
	Eua	4 %	11%	100	200
	Ongo Niua	29 %	22%	100	100
Current level of education attending	ECE	11 %	5%	500	200
	Primary	10 %	7%	2,600	1,600
	Lower secondary	10 %	6%	1,700	1,000
	Upper secondary	9 %	4%	900	300
	Technical and vocational	9 %	10%	200	200
	Tertiary/university	3 %	2%	100	-

*Blank in estimated number of children represents fewer than 50 estimated number of children

Remote Learning - Percentages & Estimated numbers by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who lack access to broadcast based (television and radio (top)), and digital based (computer and internet (bottom)).

FIGURE 109 Percentage and estimated number of children 3 to 17 year olds without TV or radio

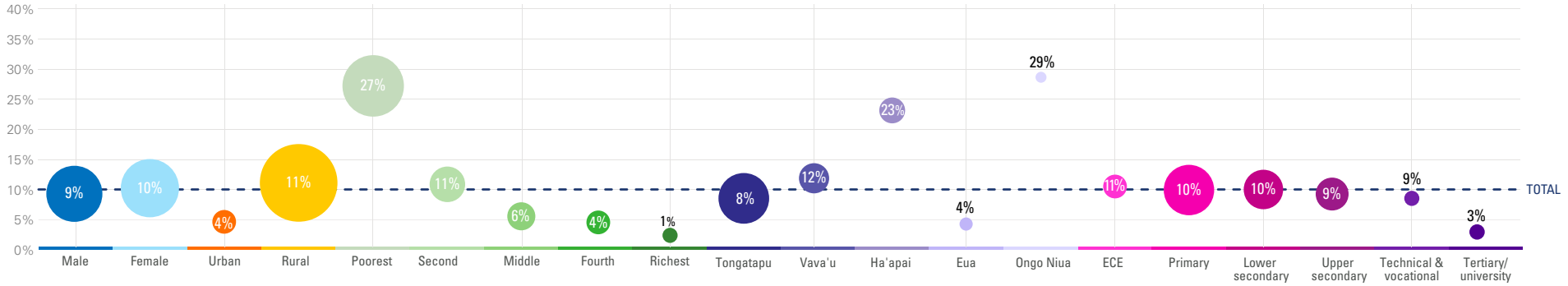
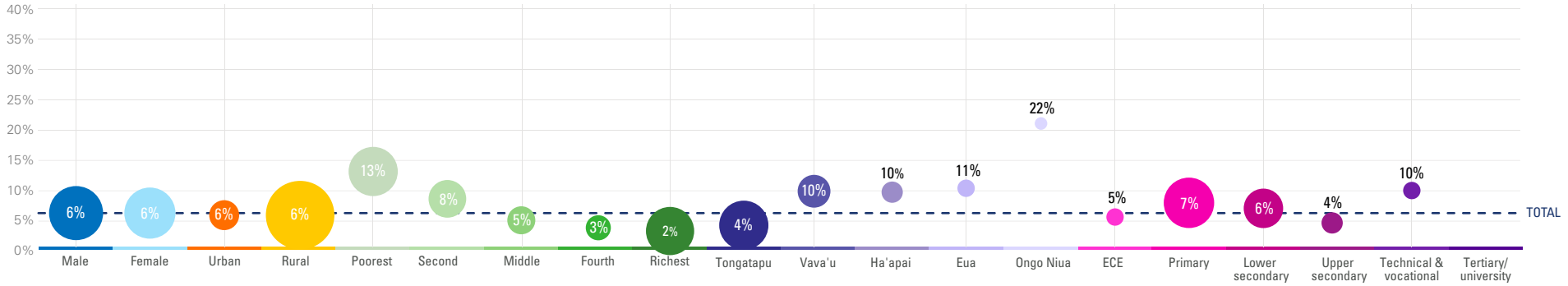


FIGURE 110 Percentage and estimated number of children 3 to 17 year olds without computer or internet



Findings

- Disparities in access to remote learning tools are substantial by children's household wealth, especially with respect to access to broadcast based learning tools, as 27 per cent of children from the bottom wealth quintile lack access to these tools, compared to just 1 per cent of children from the top wealth quintile.
- Island groupal disparities are also evident, as 29 per cent of the children in Ongo Niua lack access to broadcast based remote learning tools and 22 per cent lack access to digital based tools. This compares to Eua, where only 4 per cent lack access to TV and radio, and to Tongatapu, where only 4 per cent lack access to computer and internet.
- Students in ECE and lower grades have less access to remote learning tools than students in tertiary or university, although students in technical and vocational school are the most disadvantaged in terms of lack of access to digital based remote learning tools.

Topic 9 Progression and access to education of boys and girls

Guiding questions

1. Do upper secondary boys and girls progress through education at the same rate.
2. Are there differences in accessing education for boys and girls.
3. Which group of boys or girls are the most disavantaged in access and completion?

Overview

FIGURE 111 Pathway analysis of upper secondary aged youth (16 to 18 year olds) by male

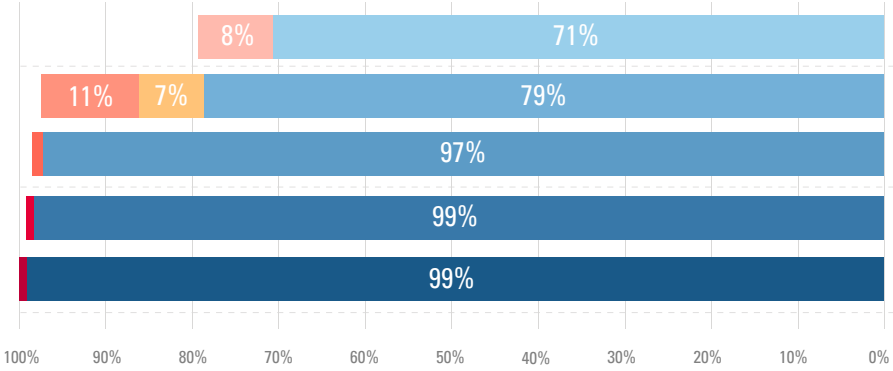
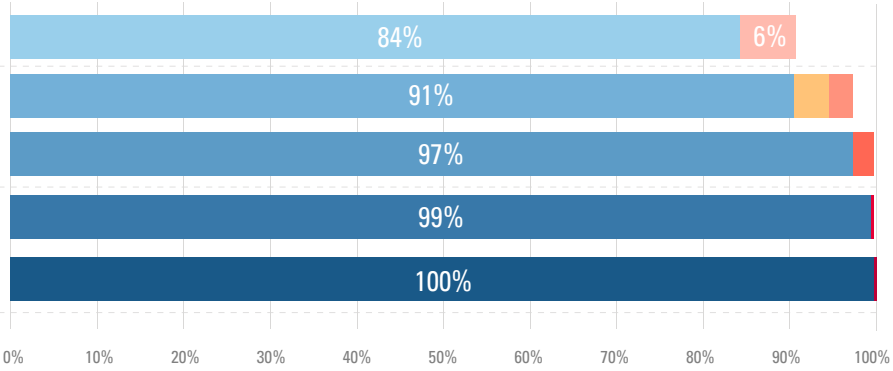


FIGURE 112 Pathway analysis of upper secondary aged youth (16 to 18 year olds) by female



PRIMARY
- Ever entered primary
- Never entered primary
- Completed primary
- Still attending primary
- Dropped out of primary

LOWER SECONDARY
- Did not transition to lower secondary
- Transitioned to lower secondary
- Completed lower secondary
- Still attending lower secondary
- Dropped out of lower secondary

UPPER SECONDARY
- Did not transition to upper secondary
- Transitioned to upper secondary

Findings

- 100 per cent of girls 16 to 18 in Tonga have ever entered primary school, 16 per cent of these female students do not make it to upper secondary school. On the other hand, 99 per cent of boys 16 to 18 in Tonga have ever entered primary school, 29 per cent of these male students do not make it to upper secondary school.
- A higher percentage of girls will move through the system from primary to upper secondary education at the expected age for grade than boys. This impacts on system efficiency.
- Particularly, when looking at upper secondary aged youth in Tonga, many do not complete lower secondary on time and some drop out instead of transitioning to upper secondary. This is more evident in boys then girls. While 91 percent of upper seondary aged girls completed lower secondary by expected age only 79 per cent of boys did so. Moveover, of upper secondary aged youth, more boys are likely to still be attending lower secondary level than girls who are more likely to have transitioned to upper secondary at the correct age.
- The evidence here shows that even though equal percentage of boys and girls ever enter school in Tonga, boys' educational progress gets stalled in lower and upper secondary. Further unpacking the issue will require more targeted research into this phenomenon.

ANAR of boys and girls

FIGURE 113 ANAR primary for boys by socio-economic factors

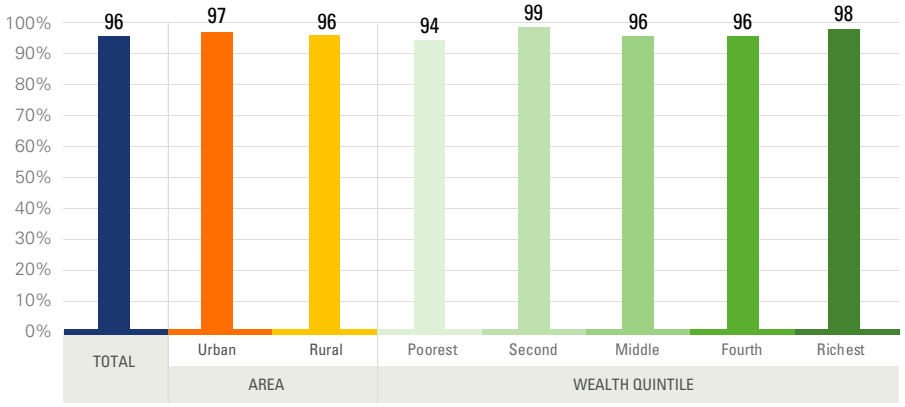


FIGURE 114 ANAR primary for girls by socio-economic factors

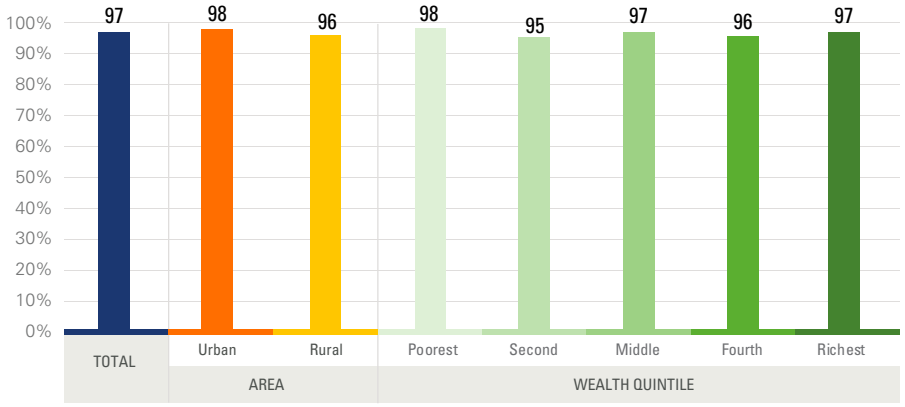


FIGURE 115 ANAR lower secondary for boys by socio-economic factors

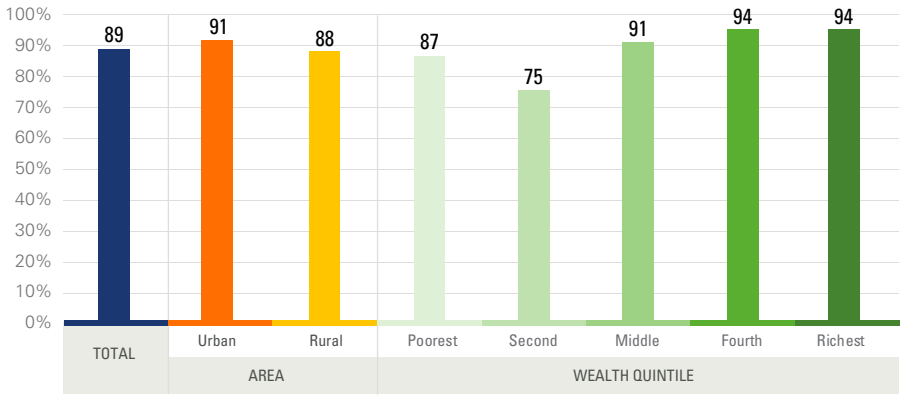


FIGURE 116 ANAR lower secondary for girls by socio-economic factors

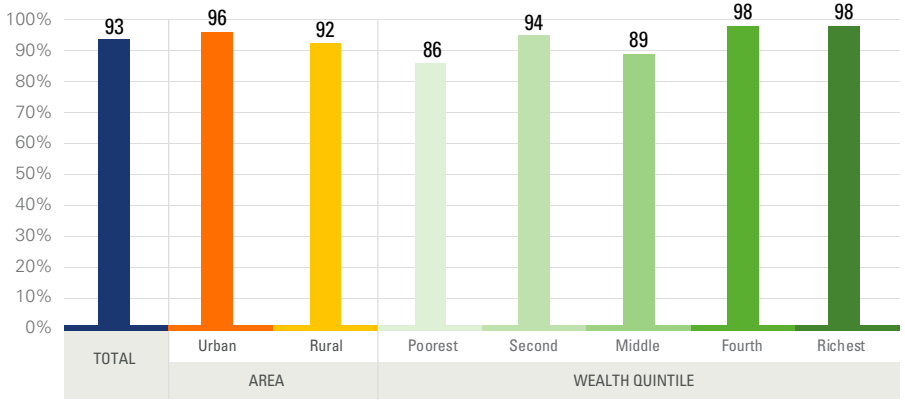


FIGURE 117 ANAR upper secondary for boys by socio-economic factors

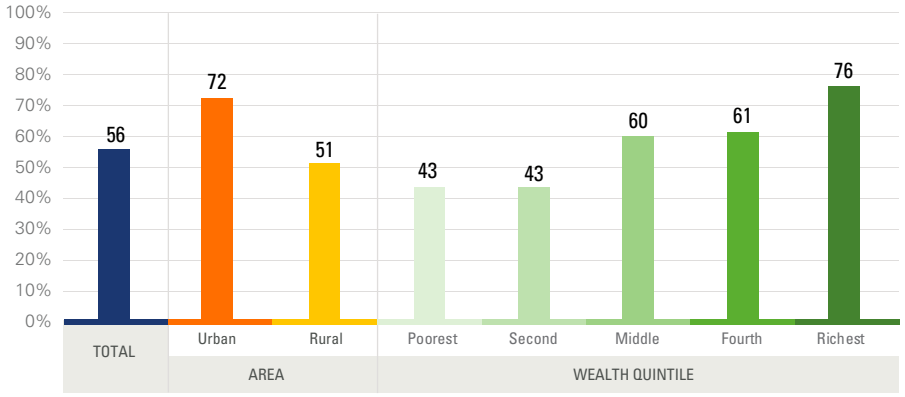


FIGURE 118 ANAR upper secondary for girls by socio-economic factors

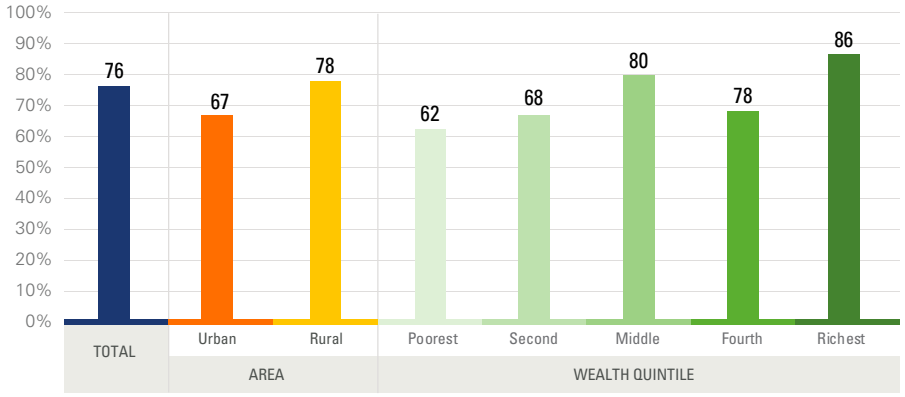


FIGURE 119 Differences in ANAR for female and male by **primary** level of education

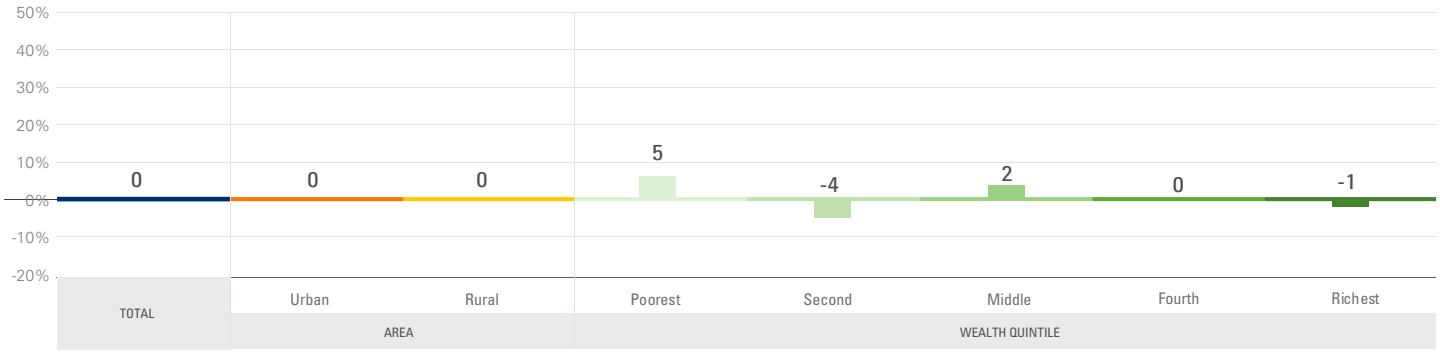


FIGURE 120 Differences in ANAR for female and male by **lower secondary** level of education

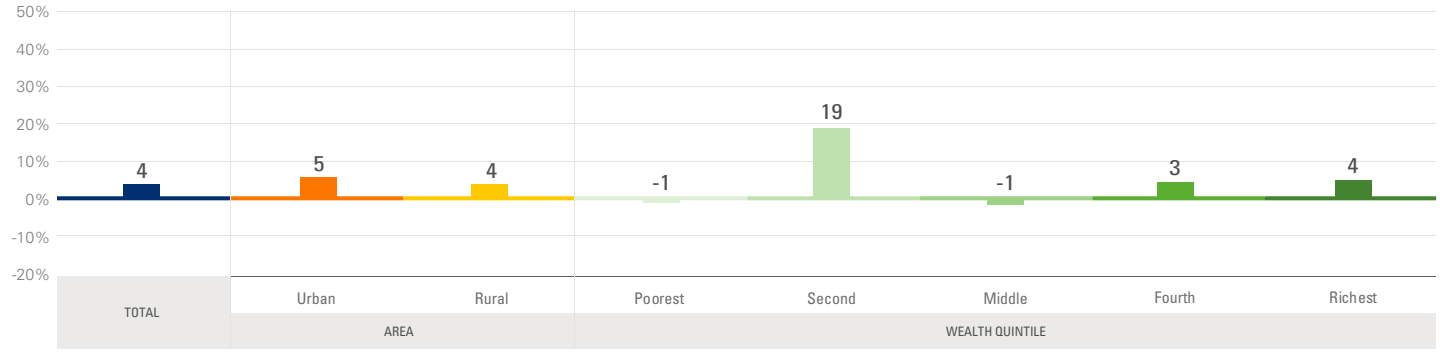
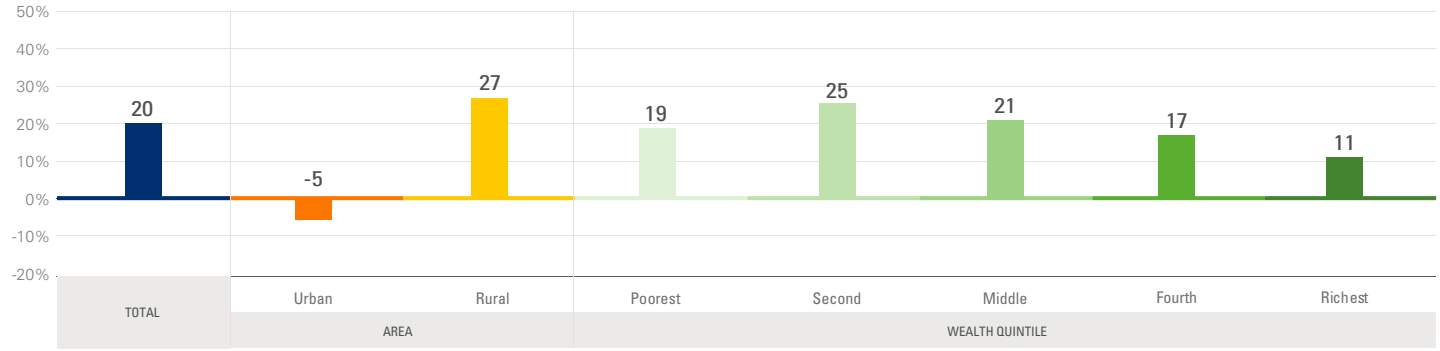


FIGURE 121 Differences in ANAR for female and male by **upper secondary** level of education



Findings

- For the definition of ANAR, please refer to topic 0. ANAR. In Tonga, at the primary level, gender parity exists in attendance by location. However, among the poorest children, females have a 5 percentage point lead in attending the right or higher level of education as compared to boys. Among children belonging to the second poorest wealth quintile, reverse trend is observed.
- At the lower secondary level, overall, girls have a 4 percentage point higher ANAR than boys. By location as well, in both urban and rural areas, the difference in ANAR favors girls. Among wealth quintile, difference is particularly high for children beonging to the second poorest wealth quintile.
- At the upper secondary level, overall, girls have a shocking 20 percentage point higher ANAR than boys. Interestingly, between all groups, only in urban areas do boys at upper secondary have higher ANAR than girls. In Rural areas, the difference in favor of girls is at 27 percentage points indicating that boys in rural areas are much less likely than girls to be attending the right or higher level of education at the upper secondary level.

Completion rate of boys and girls

FIGURE 122 Primary completion rate for boys by socio-economic factors

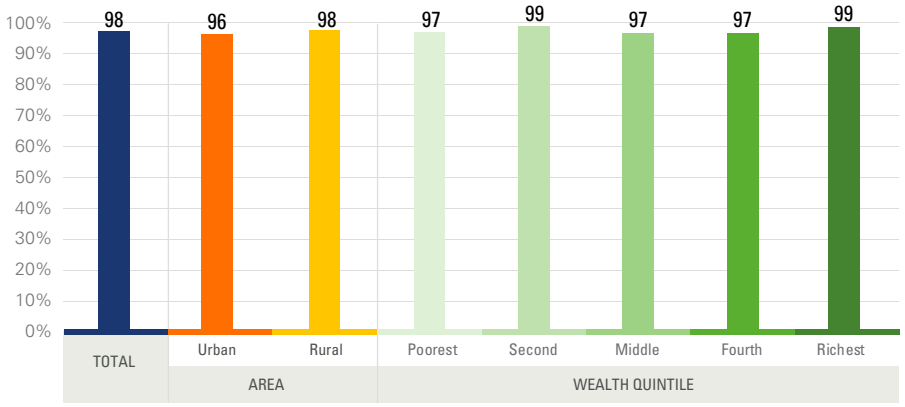


FIGURE 123 Primary completion rate for girls by socio-economic factors

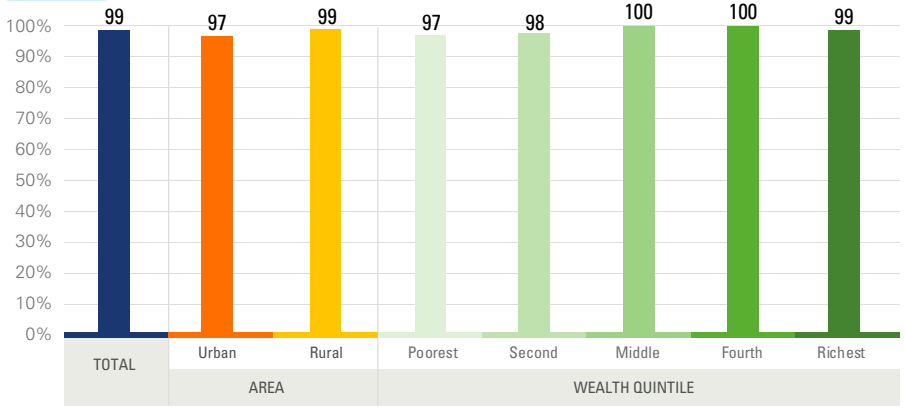


FIGURE 124 Lower secondary completion rate for boys by socio-economic factors

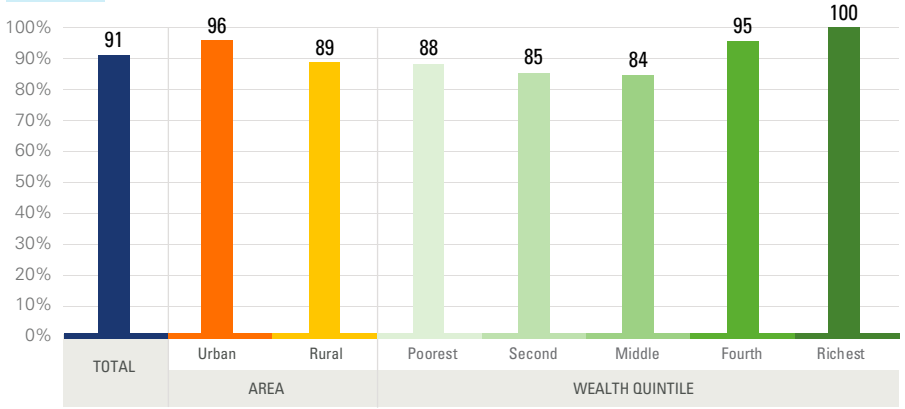


FIGURE 125 Lower secondary completion rate for girls by socio-economic factors

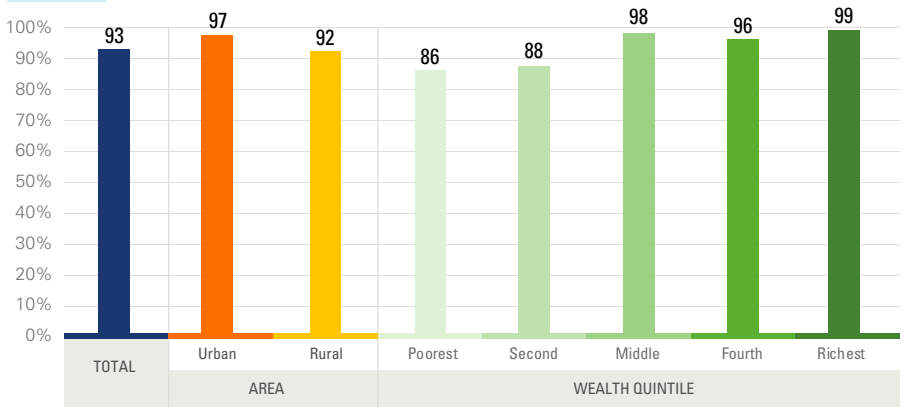


FIGURE 126 Upper secondary completion rate for boys by socio-economic factors

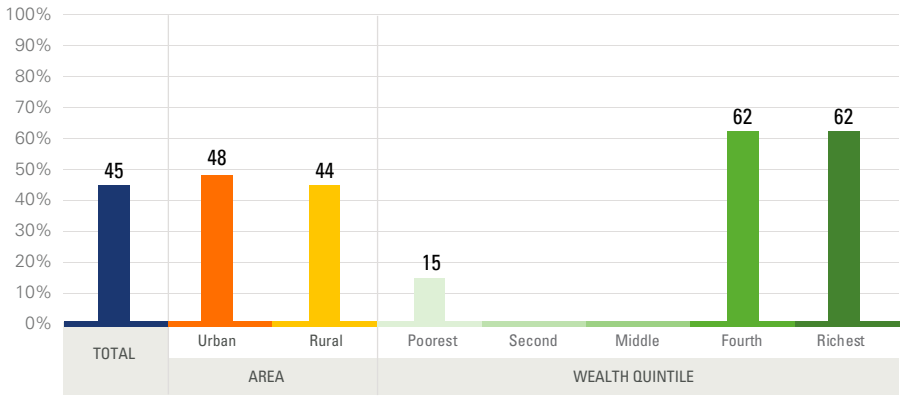


FIGURE 127 Upper secondary completion rate for girls by socio-economic factors

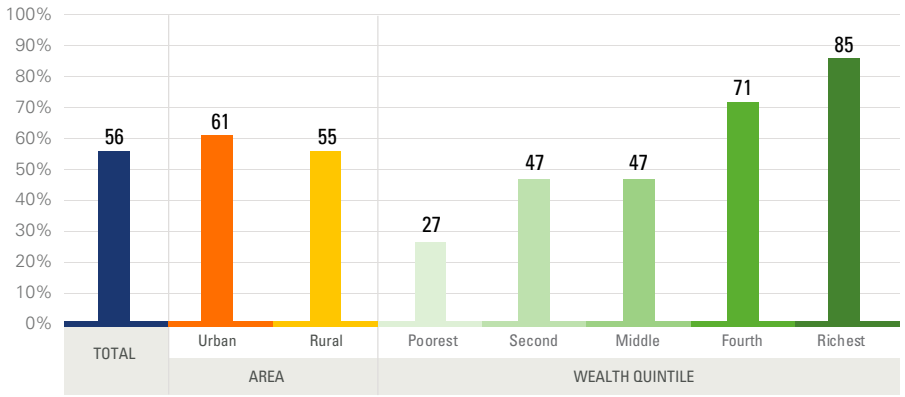


FIGURE 128 Differences in completion rate for female and male by **primary** level of education

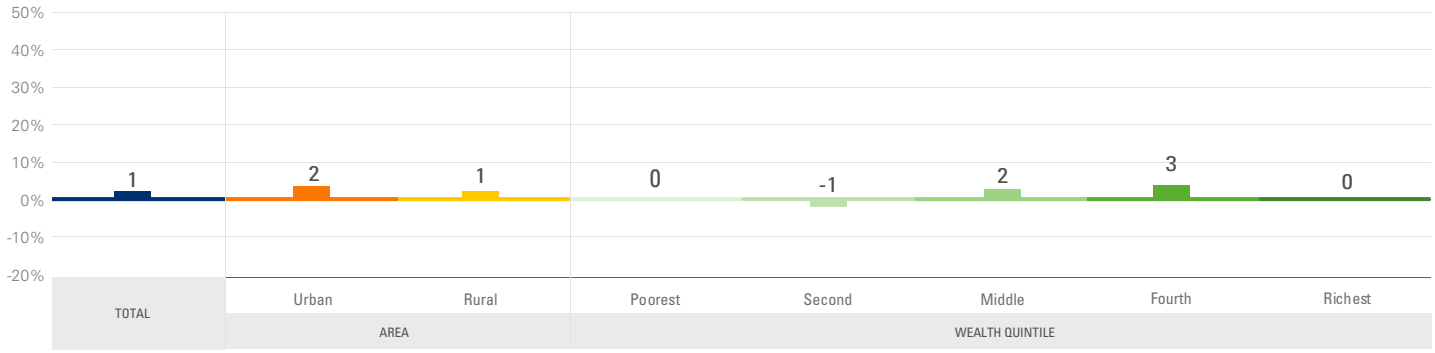


FIGURE 129 Differences in completion rate for female and male by **lower secondary** level of education

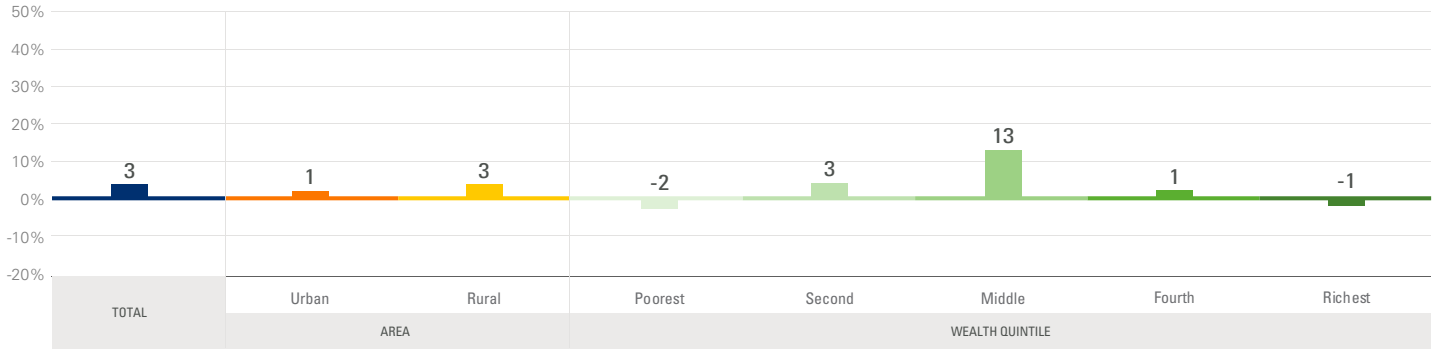
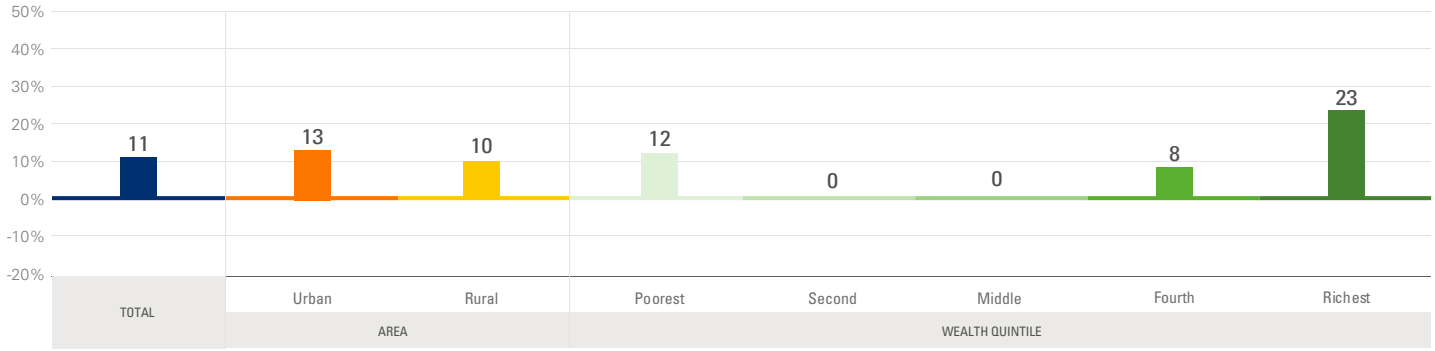


FIGURE 130 Differences in completion rate for female and male by **upper secondary** level of education



Findings

- For the definition of completion rate, please refer to topic 1. completion rate. In Tonga, at the primary level, girls have a 1 percentage point higher completion rate than boys. Across most groups, the differences between girls and boys is around 1 percentagepoint, except for children belonging to the middle and fourth wealth quintiles, where girls have a 3 percentage point higher completion rates than boys
- At the lower secondary level compared to the primary level, overall, completion rate falls for both boys and girls. Between different socio-economic groups, the difference in favor of girls is the highest among children belonging to the middle wealth quintile
- At the upper secondary level, overall, girls have a 11 percentage point higher completion rate than boys. While most socio-economic groups at this level show differences in favor of girls, children belonging to the richest wealth quintile have the highest difference in favor of girls at 23 per centage point.

Foundational learning skills among 7 to 14 year old boys and girls

FIGURE 131 Foundational reading skills for 7 to 14 year old male by socio-economic factors

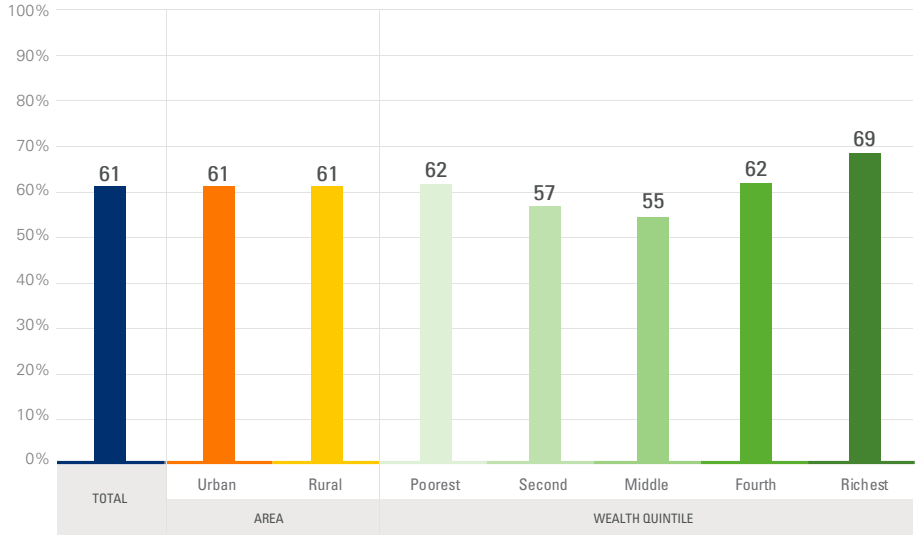


FIGURE 132 Foundational reading skills for 7 to 14 year old female by socio-economic factors

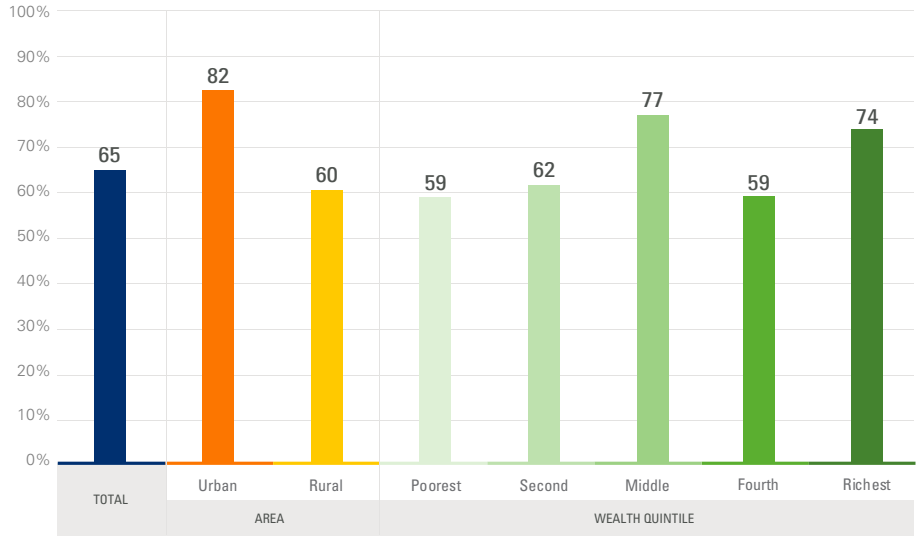


FIGURE 133 Foundational numeracy skills for 7 to 14 year old male by socio-economic factors

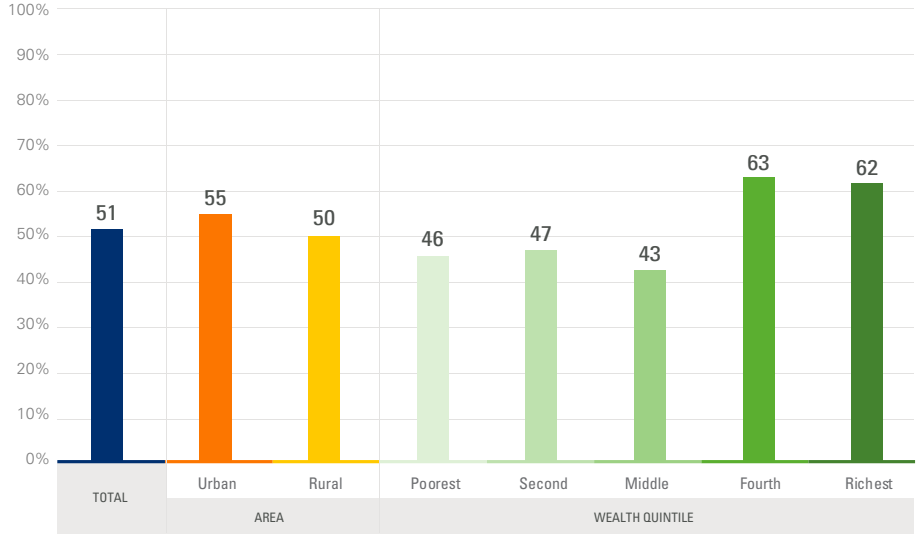


FIGURE 134 Foundational numeracy skills for 7 to 14 year old female by socio-economic factors

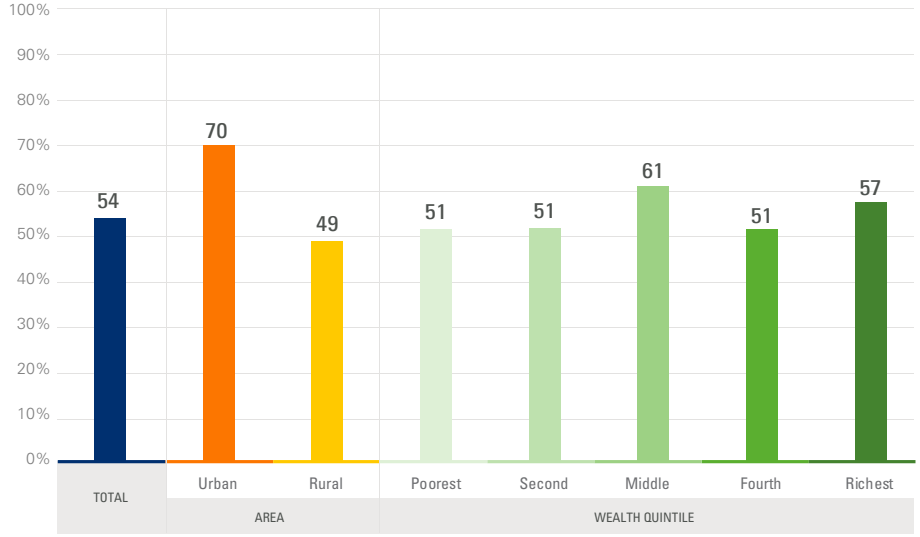


FIGURE 135 Differences in foundational skills for female and male by **reading**

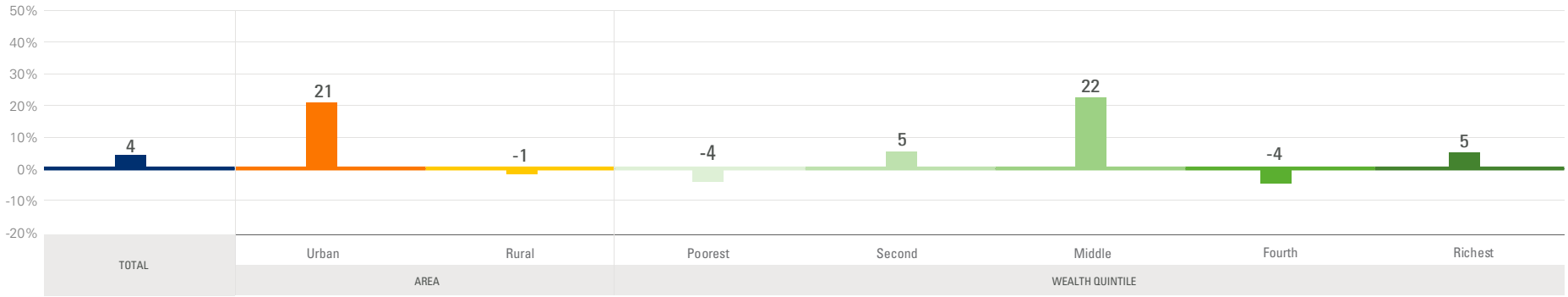
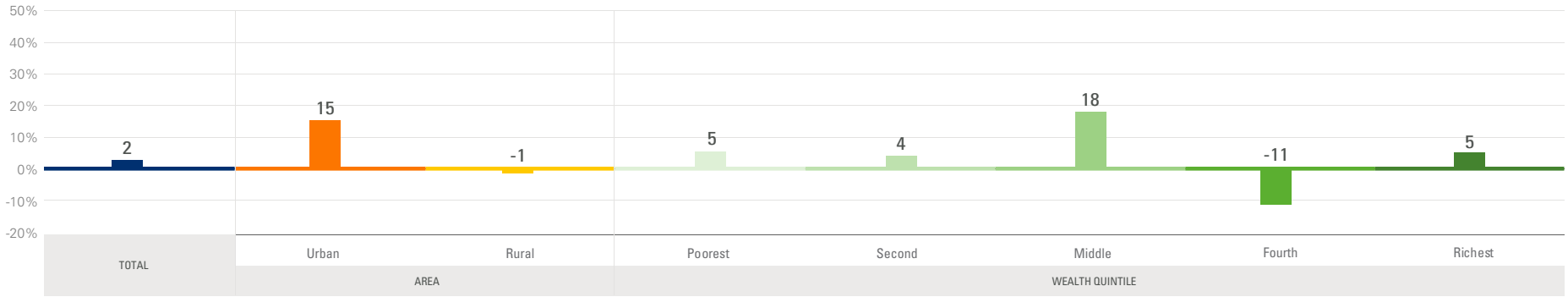
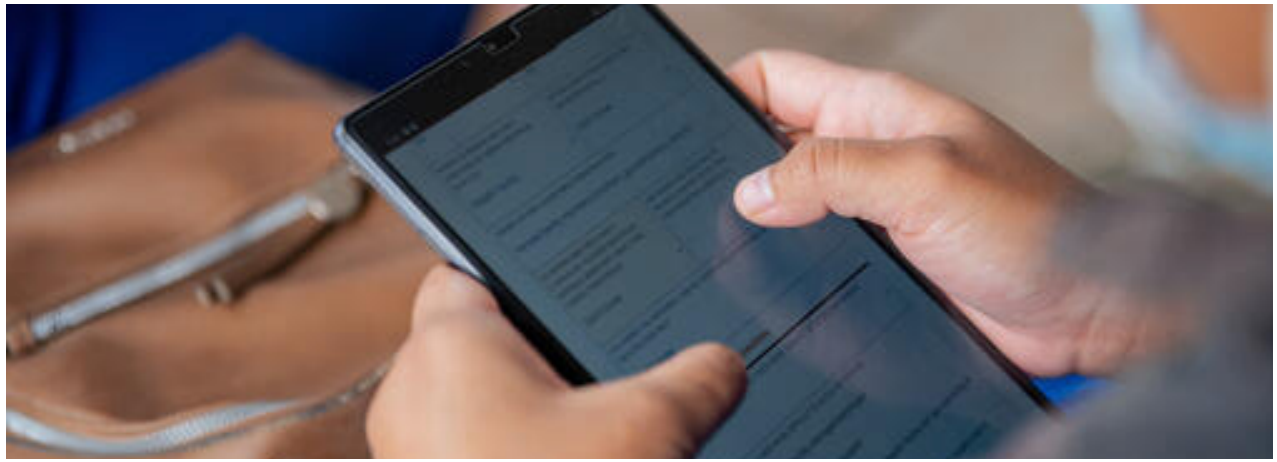


FIGURE 136 Differences in foundational skills for female and male by **numeracy**



Findings

- Among 7 to 14 year olds, more girls have foundational skill than boys. Among different socio-economic groups, the difference is big (21 percentage points) for urban children and children belonging to middle wealth quintile in favor of girls. Similar trend is observed in foundational numeracy skills.
- In rural areas and among children belonging the the fourth richest wealth quintile, the differences in both reading and numeracy favors boys.

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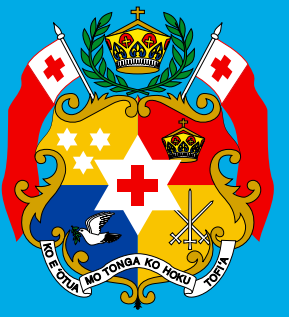

Tonga Statistics Department

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