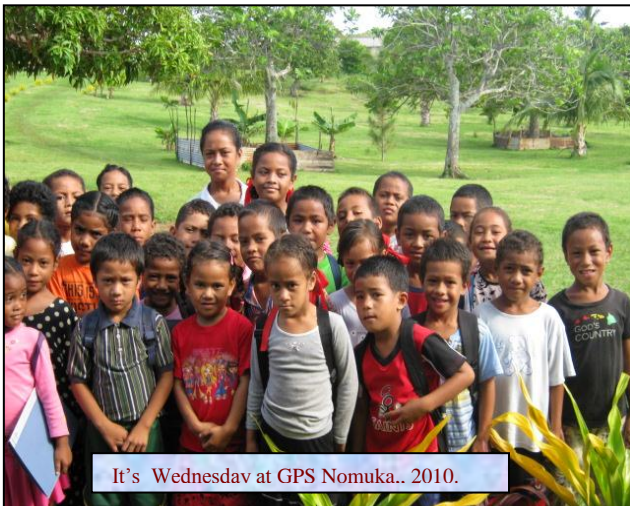


**MINISTRY OF EDUCATION, WOMEN AFFAIRS
& CULTURE
TONGA EDUCATION SUPPORT PROGRAM**

**REPORT OF THE
TONGA SCHOOL GRANTS
PROGRAM
2010**

**Grant No. TF054011
Related Credit No. 4081-TON**



It's Wednesday at GPS Nomuka.. 2010.



A community day at GPS Lofanga, 2010.



The whole school population of GPS Fonoifua . 2010.

TSGP Report 2010

**SBM OFFICE
MINISTRY OF EDUCATION,
WOMEN AFFAIRS & CULTURE
TONGA**



FEBRUARY 2011

Tonga School Grants Program

Report on the Payment Program 2010

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GLOSSARY OF ACRONYMS AND ABBREVIATIONS

AO	Area Organiser
AOP	Annual Operational Plan
AP	Action Plan
CT	Consumption Tax
EPFISC	Education Policy Framework Implementation Steering Committee
EMIS	Educational Management Information System
FA	Fixed Assets
FCT	Free Church of Tonga
FWC	Free Wesleyan Church
FWPS	Free Wesleyan Primary School
GA	Grant Administration
GoT	Government of Tonga
GMS	Government Middle School
GPS	Government Primary School
M & E	Monitoring and Evaluation
MEWAC	Ministry of Education, Women's Affairs and Culture
MRM	Minor Repairs and Maintenance
MoFP	Ministry of Finance & National Planning
MSS	Minimum Service Standards
PTA	Parents & Teachers Association
R & M	Repairs and Maintenance
SBM	School Based Management
SBMM	School Based Management Manual
SDP	School Development Plan
SGOM	School Grants Operations Manual
SM	Student Materials
SPR	School Performance Report
TDB	Tonga Development Bank
TESP	Tonga Education Support Program
TOP	Tongan Pa'anga
TM	Teacher Materials
TSGP	Tonga School Grants Program

Executive Summary:

This report provides the results of the evaluation of the Tonga School Grants Program (TSGP) that saw the fourth school grant payment made to schools as from 9th - 11th August 2010. The report evaluates the degree of success of the TSGP processes as well as the aims of the TSGP. Because of the connection between TSGP and MSS, some aspects of the MSS work are also included.

A total of **TOP\$1,088,068.43** was distributed to Government and Non-Government Primary schools, Government Middle schools and Non-Government Middle and Secondary schools in August 2010. At the beginning of the year, the total carry-over of TSGP from 2009 was **TOP\$840,212.52**. Other funds deposited into the accounts due to bank overdrafts or returning purchases of non-allowable items totalled **TOP\$11,476.88**. Therefore, the total available fund for schools to use during 2010 was **TOP\$1,939,757.83**.

TSGP is a component of TESP that supports the goals of equitable delivery of services and resources and the improvement of primary and secondary education. A key feature of TESP is the devolution of responsibility for resource management to schools through the introduction of Annual Operational Plans (AOPs) directed towards the achievement of Minimum Service Standards and grant funding for schools.

This report focuses on a number of key areas as indicated below.

TSGP Efficiency

Overall, the processes associated with TSGP worked well. The payment processes used in 2010 were the same as those used in 2009.

While school principals have become reasonably competent in TSGP processes, PTAs need to update their knowledge of TSGP processes in order to understand and fulfil their roles and responsibilities. The TSGP office hopes to involve PTA executive member(s) in future workshops and any follow-up of TSGP processes.

The growing confidence among Education officers of MEWAC has been instrumental in the efficient delivery of TSGP matters to schools especially in the outer islands.

The TSGP/SBM Team addressed a need in MEWAC for capacity building of its Officers in preparation for eventual hand-over of TSGP activities to the Schools Division.

Compliance

Schools showed a high degree of compliance in following procedures as stated in the SGOM. There was a high degree of compliance overall for all processes, from preparation of the budget, consultation with PTA, using and recording the grant, and submitting financial Quarterly Reports and SPRs.

Schools were able to use the grants for a range of purposes – texts and resources for a wide variety of subjects, basic teacher equipment, pens and exercise books for students, chart paper; repairs to floor coverings, toilets, windows, doors, security, roofing; computers, laminators, printers and copiers, musical instruments and sports equipment. Further analysis of this subject is provided in other sections of this report.

Of the total amount spent by schools, about 60% was spent on Teacher and Student materials which represent about **TOP\$528,533.94** being spent directly on teaching and learning. It is

clear that schools had their priorities in building up their curriculum documents, teaching resources and references, and in meeting basic stationery needs. These have largely addressed the aims of the program and project design.

Risks at the schools' level include: the degree of trust required of school principals' reporting, particularly when it is difficult for them to obtain receipts from taxi drivers or boat owners; the disagreement between principals and PTAs on the use of the funds; and the transportation of goods from island to island.

These risks were minimized through the frequent school visits by the Team and by the school's accountability activities to their PTA. Ongoing training is still needed in some processes so that data collected is even more reliable.

TSGP Impacts

Schools used 46% of the total funds available, of which 11% was spent on teacher materials, 16% on student materials, 6% on repairs and maintenance, 7% on fixed Assets, and 4% on grant administration. One percent (1%) was spent on CT. Fifty four percent (54%) was carried over to 2011.

Seven out of the eight school systems spent between 40% and 67% of their total funds available by December 2010.

TSGP has enabled capacity building at all levels. Principals, staff and parents have improved their capacity to prepare plans for their respective schools, prepare budgets, keep financial records, and prioritise their needs, making informed decisions leading to improved working relationships among principals, staff and parents. It has also developed their capacity and ability to focus on the development of AOPs and to begin working towards meeting minimum service standards requirements.

There is a need for more training on planning and budgeting in some school systems so that principals continue to plan judiciously and make informed decisions about how their grant can be best spent.

The grants program has allowed more community participation in school decision-making although PTAs could still be more involved especially by understanding their roles and responsibilities better.

While principals are keeping better TSGP financial records, and are finding the processes easier and more manageable, it is noted that principals need to document evidence for the purpose of measuring TSGP impact.

TSGP & MSS Link

Expenditures show that most schools spent most of their grant on actions designed to improve student achievement in literacy and numeracy (MSS 4). This has been the direction given from MEWAC for schools' AOPs to focus on in 2008, 2009 and 2010. A more reliable evaluation of the impact of the grant on literacy and numeracy will be achieved when appropriate national evaluation mechanisms are established.

Equity

The formula was not modified in 2010 and to date, the TSGP office has not received any suggestions on how it can be further improved upon.

Out of the total funds available to schools in 2010, 46% was utilised to implement their AOPs and 54% was carried over to 2011. The carry-over would be used to begin financing their 2011 AOPs. Schools, irrespective of population, location and controlling authority, are using an average of 46% of their total grant allocation and still have enough funds to finance the activities in their AOPs.

Lessons Learnt

Prioritising expenditure is vital for the effective use of the grant. Schools must plan wisely and carefully - both short term (AOP) and long term (SDP) - with clear goals and budgets, accordingly.

There is a need to consolidate relationships between schools and communities so that expenditures can be shared and true joint ownership of the TSGP can be accomplished.

Key Achievements

Calculation of school grant per school was ready for drawdown and was provided to MEWAC in the first week of May 2010

TOP\$1,088,068.43 was allocated to schools in August 2010.

The school grant formula remained the same as in 2009.

New principals were trained in the TSGP processes at the beginning of the year.

Principals were more informed and gained better understanding of the TSGP processes (planning, budgeting and reporting) given the limited time they received training.

Effective operation of the TSGP processes by principals was due to the understanding of their roles and responsibilities as well as the communication they must make with their staff, community and the TSGP office.

Growing awareness of the importance of accountability checks and balances in the TSGP processes fostered a closer working relationship between schools, their communities and the TSGP office.

Principals are to be commended for adopting the TSGP processes. Most principals have accepted the idea that the work involved is not an additional duty but a part of their overall school management practices and responsibilities. The growing familiarity with the processes has also resulted in the high degree of compliance.

All grant money had been satisfactorily accounted for as schools have kept records of all expenditures. Results from visits to schools showed a marked improvement in this area as compared to previous years.

Overall, schools had planned well and were able to incorporate MSS into their plans and spent well within their allocated grant and planned budget.

The use of MEWAC officers in outer islands has contributed positively to the degree of understanding principals have gained regarding TSGP. These officers are a key factor to the success of TSGP in the islands.

Schools generally complied with the SGOM guidelines. Continual support and monitoring by the TSGP office were found to be the best way to ensure non-compliance did not occur and correct procedures were followed.

PTAs continued to support schools especially in the purchase of non-allowables, major renovation needs, utilities, and even in the hiring of daily paid teachers.

Liaison between MEWAC and MoFP has contributed to the effective management of TSGP.

Key Challenges

The visits to the schools in the outer islands continued to be a challenge for the team. The islands are scattered from the main island and inter-island travel has always been an issue during the program. Consultants and officers responsible had to travel by boat without insurance cover and proper safety gear from island to island to conduct individual training and monitoring purposes in each school. Another issue is that inter-island travel is very much dependent on the weather so there were many instances where visits had to be re-scheduled.

Breakdown in the TSGP cycle due to the end of consultants' contracts in June

The principals need more training especially in imparting TSGP knowledge to staff and communities and providing valid information on data collection documents.

Some schools still need assistance with understanding MSS to design quality AOPs that focus on raising standards. The resources required to implement the AOPs are then translated into inclusive budgets.

The need for schools to identify, record and collect a wide range of appropriate evidences during the year to provide information regarding the effectiveness of AOP activities.

To measure the impact of the TSGP on student achievement in the absence of the full implementation of MSS.

Principals and teachers need to fully understand the link between TSGP and MSS for more informed and improved planning and budgeting.

The hand-over between out-going and new principals at the beginning of the year continued to be a challenge.

The safekeeping of all TSGP documents in schools.

Key Recommendations

That the School Grant formula remains as is until further collection of data to support a change and MSS is more fully in place.

That the payment of grants into school accounts remain at June each year for timely collection of school population (Mar.), verification, calculation of grant and submission to donors for drawdown.

That MEWAC education officers as well as non-government education officers assist with training in the TSGP processes to ensure a high degree of understanding of roles and responsibilities of all participants.

That MEWAC officers in the outer islands continue to be trained in TSGP processes and to be the first points of contact in their respective islands.

That more responsibility for TSGP processes is devolved to appropriate MEWAC officers

That the TSGP office involves PTA executive member(s) in future workshops and any follow-up of TSGP processes.

That MEWAC and other Education systems put in place and ensure that a hand-over procedure especially for primary schools is carried out to facilitate the transfer of TSGP resources between principals.

That all Education Systems incorporates into its assessment forms for principals the roles and responsibilities of principals as required by TSGP.

That the SBM office resources and equipment needs like laptops, power-point projector and portable screen, heavy-duty photocopier, computers and colour printer be purchased.

That the TSGP/SBM office continues its supporting role in schools and continues to provide information to communities to consolidate understanding of TSGP/SBM processes.

That the TSGP processes is introduced to TIOE students before they go out to the field.

Establish a national baseline standard for literacy and numeracy and adopt appropriate instruments to measure the impacts of TSGP on MSS.

That appropriate revisions are continually made to the SGOM./School Based Management Manual (SBMM).

That the use of electronic accounting systems for TSGP transactions be encouraged.

That MEWAC conduct a review of resources of all TSGP schools to identify those schools with the most need.

That the School Grant Formula remains as is until further collection of data to support a change and MSS is more fully implemented in schools.

That the grants for each school be periodically adjusted for inflation.

SECTION 1: INTRODUCTION

This report provides the results of the evaluation of the Tonga School Grants Program (TSGP) that saw the fourth school grant payment made to schools as from 9th - 11th August 2010. The report evaluates the degree of success of the TSGP processes as well as the aims of the TSGP. Because of the connection between TSGP and MSS, some aspects of the MSS work are also included.

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The evaluation of the program was based on the data collection instruments designed for the TSGP Monitoring and Evaluation Framework. Out of the 150 schools that participated in the program, almost all schools returned their required data collection documents however, some were not fully completed.

The report analyses the information collected from these data collection instruments and provides recommendations for improvements in the TSGP processes.

1.1 Background

The Tonga Education Support Program (TESP) is a five-year program that is designed to improve the quality of primary and secondary education, the equitable delivery of services and resources, and the strengthening of management, policy-making, monitoring and evaluation.

TSGP is a component of TESP that supports the goals of equitable delivery of services and resources and the improvement of primary and secondary education. A key feature of TESP is the devolution of responsibility for resource management to schools through the introduction of Annual Operational Plans (AOPs) directed towards the achievement of Minimum Service Standards and grant funding for schools.

The TSGP Office is responsible for implementing the TSGP. This office is located within the Policy and Planning Division of MEWAC and began 2010 with a MEWAC counterpart and four national consultants. The contract of the four national consultants ended in June 2010. A School Based Management (SBM) Team was contracted in September for ten months consisting of six members whose responsibilities included monitoring and implementing of the TSGP. This team is under the Schools Division of MEWAC.

1.2 The TSGP Payment Program Overview

The TSGP pilot program was designed to be trialled in 2007 in all eligible schools, which included Government, and Non-government Primary Schools, Government Middle Schools and Non-Government Middle and Secondary schools and this was continued in 2008, 2009 and 2010. There were a total of 150 participating schools, one down from previous years as one secondary school closed down. Tables 1 and 2 provide a breakdown of the schools and students who received the grant.

Table 1 shows the number of schools by education system, by school type and by school population.

Table 1: Number of schools by education system, by school type and by school population

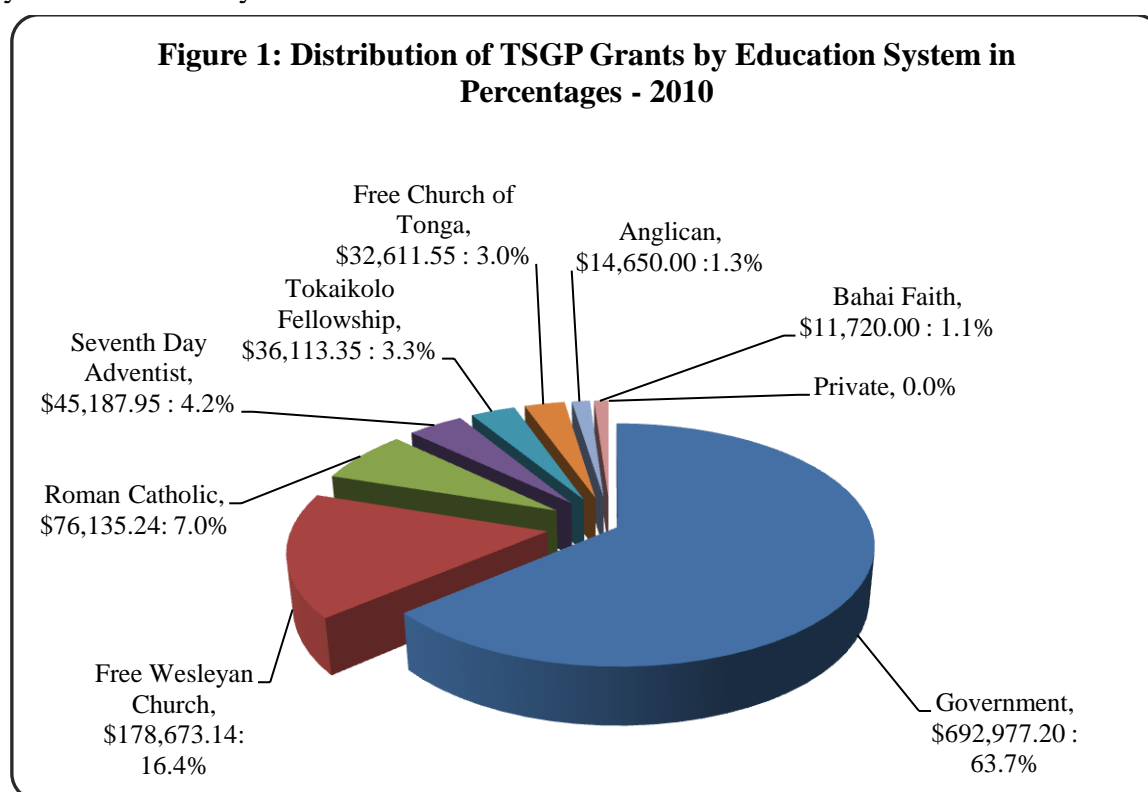
Education System	Total Number of Schools	School Types					
		Primary Schools (by Population)				Middle Schools	Secondary Schools
		≤20	21-115	116-300	301+		
Government (GOV)	113	16	51	29	9	8	
Non Government							
Free Wesleyan Church (FWC)	21		6	1		1	13
Tokaikolo Fellowship (TOK)	3					3	
Seventh Day Adventist (SDA)	4			1		1	2
Bahai Faith (BAH)	1					1	
Free Church of Tonga (FCT)	3						3
Roman Catholic (RC)	4						4
Private (PRI)	0						0
Anglican Church (ANG)	1						1
Total	150	16	57	31	9	14	23

The total number of students who received the grant in 2010 was 20,163. The total population of all primary school children (primary and middle schools) was 16,846 and the total of Forms 1 and 2 students (middle schools and secondary) was 3,317.

Table 2: Number of TSGP Schools and Enrolments – 2010

Education System	Primary		Middle			Secondary	
	No. of Schools	Enrolments	No. of Schools	Primary Enrolments	F1 & 2 Enrolments	No. of Schools	Enrolments
GOV	105	12,677	8	2,317	1,040		
ANG						1	115
BAH			1	145	37		
FCT						3	228
FWC	7	691	1	151	33	13	951
PRI						0	0
RC						4	603
SDA	1	168	1	376	75	2	104
TOK			3	321	131		
TOTAL	113	13,536	14	3,310	1,316	23	2,001

The grant was distributed as from the 9th - 11th August 2010. Figure 1 shows the distribution of the TSGP by education system. The graph highlights the proportion of the grant received by each education system.



The School Grant formula used to distribute the grant in 2007 was revised in 2008, approved by the EPF Implementation Steering Committee and was used to distribute the grant in 2008, 2009 and 2010. The TSGP formula is based on:

- Number of students (as at 31st March 2010)
- Location of school (Island Group)
- Remoteness (any island off Tongatapu)
- Cost of freight (from Tongatapu to the islands)
- Type of school (Government/ Non-Government; Primary/ Middle/Secondary)
- Socio-economic factor (Based on Household Income Earning Index in Census)

Schools also receive a base amount. Table 3 shows part of the allocation:

Table 3: TSGP Base Amounts and Per Student Allocation

Government & Non-Government Primary Schools with Classes 1-6 students and Government Middle Schools with Forms 1-2 students		Non-Government Middle Schools and Secondary Schools with Forms 1 & 2 students	
BASE GRANT		BASE GRANT	TOP\$2000
School enrolments 1-20	TOP\$1900		
School enrolments 21 - 115	TOP\$1600		
School enrolments 116 - 300	TOP\$1300		
School enrolments 301 +	TOP\$1000		
PLUS		PLUS	
Per Student	TOP\$30	Per student	TOP\$110

Appendix 1 shows samples of schools' grant allocation calculated using the grant formula.

The grant was to be used mainly for Teaching and Learning resources, which were an allowable expenditure under the TSGP guidelines. The School Grants Operations Manual (SGOM) stipulated allowable and non-allowable expenditures from the School Grant.

Schools (principal and selected staff) continued to receive training in the TSGP policy and processes and received TSGP training materials. Schools also continued to receive training in preparing budgets and were required to seek PTA approval of the budget before expenditure could begin.

Although the TSGP Team left in June, schools were advised to continue to follow the 2009 SGOM in matters pertaining to the grants.

SECTION 2: NATIONAL CONSULTANTS

The School Grant Advisor and six national consultants were recruited in mid-2007 to assist in the implementation of TSGP and they assisted the Deputy Director of Education for Policy and Planning and the MEWAC counterpart in implementing the program. After the first year of implementation, the School Grant Advisor and two national consultants left and one national consultant later joined the remaining team in June 2008. In April, 2009, one consultant left, leaving the TSGP team comprising of the MEWAC counterpart and four national consultants. At the end of June 2010, the four national consultants' contract ended. A SBM team was contracted in September and one of their responsibilities was to continue monitoring and coordinating the grant.

2.1 TSGP Training

In-house training was conducted by the national consultants (assigned to schools by district as follows: The Central District and 'Eua, Eastern District, Western District, Vava'u, Ha'apai and the Niuas) as part of MEWAC training for key personnel as well as training in TSGP processes for new principals at the beginning of the year.

During the year, prior to school visits, in-house workshops were conducted to prepare Schools Division officers and other MEWAC officers to be able to carry out TSGP-related activities in schools. This was part of the capacity-building efforts by MEWAC to inform their officers so that in each of the school visits, any officer could deliver with confidence, matters relating to Schools Division, MSS and TSGP

2.1.1 Achievements

- The training sessions for MEWAC staff, principals and some teachers were delivered within a reasonable timeframe.
- Principals were more informed and gained better understanding of the TSGP processes (planning, budgeting and reporting) given the limited time they received training.
- Opportunities for ongoing mentoring and guiding of principals in the TSGP processes.
- Ongoing capacity building of MEWAC officers has taken place during schools visit.
- New principals were trained in the TSGP processes at the beginning of the year.
- Some schools had completed their draft AOPs which included their inclusive budgets for 2011 by November 2010.
- National consultants were able to work on some of the recommendations in the TSGP Report 2009.
- Formulation of a framework for community involvement in school governance
- Revision of 2009 cashbook.

2.1.2 Challenges

- The visits to the schools in the outer islands continued to be a challenge for the team. The islands are scattered from the main island and inter-island travel has always been an issue during the program. Consultants and officers responsible had to travel by boat without insurance cover and proper safety gear from island to island to conduct individual training and monitoring purposes in each school. Another issue is that inter-island travel is very much dependent on the weather so there were many instances where visits had to be re-scheduled.
- Monitoring and follow-up visits to the outer islands became more expensive. Both boat and fuel costs have increased significantly.
- The Area Organisers were expected to accompany the consultants to the schools, so that they gain more indepth knowledge of the program so that they are able to

effectively assist teachers and schools when required. Other commitments often made this impossible during the November visit.

2.2 School Visits

There were two major visits to schools in 2010 to ensure that principals continued to effectively manage the TSGP processes.

In the first visit of the year, the focus was on assisting principals in completing their AOPs and inclusive budgets, getting them approved by PTA, training new principals and collecting first financial quarterly report. An important feature of this visit was the training of PTA Executive Members in their roles and responsibilities in the TSGP processes which was one of the recommendations of the 2009 TSGP Report. The team also verified school rolls for the calculation of individual school grants.

The Team was also required to work with principal of schools that were to receive the IDA credit for renovation as the funds would be deposited into the TSGP cheque account. This tasks was carried out during the first school visit.

The second school visit was conducted by the newly formed SBM team in November. This was an opportunity to monitor, evaluate and confirm with principals that their schools had received their grants and also collected School Performance Reports (SPRs), carbon copies of cashbooks and second, third and fourth financial quarterly reports. Assistance was also provided on the preparation of 2011 AOPs which included schools' inclusive budgets.

Between school visits the team still continued to follow-up, monitor and assist principals with completing payment vouchers, cheque books, Cash Books, and Petty Cash Cashbooks.

In June, the TSGP team was requested by the CDU to conduct a survey of teachers in trial schools on the appropriateness of the CDU trial materials.

SECTION 3: TSGP PAYMENT

3.1 School Grants Operations Manual

Schools were instructed to continue following the guidelines given in the 2009 School Grants Operation Manual (SGOM) and adjustments given in the inside cover of the 2010 TSGP Cashbook.

MEWAC continued to be responsible for ensuring that all schools complied with all TSGP requirements whereby schools were required to submit a SPR to the TSGP office by the 30th November 2010.

3.2 Signatories

It was required that each school would continue to have two signatories from the Parents & Teachers' Association (PTA). The Principal is the key signatory together with a member of the PTA. The other signatory would sign the cheque if the other PTA member was not available.

The Principals were responsible for advising the TSGP office, MEWAC and the Bank of any changes to the nominated signatories during the year. Likewise, MEWAC was responsible for confirming any changes of signatories during the year to the Bank before the changes could be effective.

3.3 Ministry of Finance & National Planning (MoFP), Westpac Bank of Tonga (Westpac BOT) and Tonga Development Bank (TDB)

The MoFP, in collaboration with MEWAC, Westpac Bank of Tonga and Tonga Development Bank were able to make the drawdown of the grant, which schools received on the 9th - 11th August 2010.

The Westpac BOT continued to charge a standard bank fee of TOP\$4.00 per month per account. TSGP accounts in the Niua are Tonga Development Bank (TDB) Savings accounts and have a quarterly maintenance and withdrawal fee of TOP\$4.00. These TDB accounts also receive interest.

3.3.1 Achievement:

- Schools received their grant on the 9th - 11th August 2010.

3.3.2 Challenges

- Arrangements between MEWAC and the Westpac BOT were for schools to collect their Bank statements from the main bank centres. For outer islands, Westpac BOT was to deliver Bank Statements to the main offices at the end of the month. Delivering bank statements from the main offices to schools remained a challenge.
- The few schools that had had bank overdrafts were asked to deposit the overdrawn amounts back into their accounts.

3.4 Communication Strategy

The TSGP team continued to work together with the Communication Team of MEWAC on raising awareness about TSGP and delivering information to the general public when required. These were televised and broadcasted over the radio on the program '*Lālanga ha kaha 'u lelei mo falala 'anga*' ('Weaving a Brighter Future').

The daily school radio broadcasts were also used to make announcements to schools.

Schools were also informed to call the TSGP Office for further queries on any TSGP matters.

SECTION 4: DATA COLLECTION

4.1 TSGP Monitoring & Evaluation (M & E) Framework

The data collection instruments from the TSGP M & E Framework used to collect information for this report were the School Performance Report (*Appendix 2*) and the SBM Monitoring Checklist (*Appendix 3*).

4.2 Collection of SPR/TSGP Compliance Data

The TSGP office, through the SBM Team, visited schools in November 2010 for the monitoring of TSGP and data collection. The 30th of November 2010 was the deadline for all data to be submitted to the TSGP office.

The SPR and the SBM Monitoring Checklist – 2010 was discussed and given to school principals during the Principals' October monthly meeting for Tongatapu. For outer island schools, their SPR forms were distributed via the outer island field officers in October and November. In previous years, the SPRs were distributed during the team's third visit in July/August, hence giving the principals more time to complete their SPRs. The lateness of the exercise was due to the completion of the team's contracts with MEWAC in June.

Almost all schools had their SPRs ready when the teams visited the schools in November and the consultants and officers collected these reports. The few that did not submit their SPRs after the school visits were ones in which the school principals still needed assistance in completing their SPRs. In addition, other schools had not completed making all their purchases in order to update their financial records before completing their SPRs.

All of the 150 schools receiving the grants, with the exception of the five schools in the Niuas, submitted their SPRs. The analysis of some of the financial data from the Niuas was based on their Bank Statements so some field data could not be fully reported upon. In general, the analysis presented in this report was based on the available data taken from the SPRs.

4.3 Development of a Database

The SPRs and the TSGP/SBM Monitoring Checklists were the main sources of qualitative and quantitative data used in the development of the database. In addition, anecdotal evidence (casual questioning of the principals, teachers, school communities, and photographs) were also collected during school visits for the same purpose.

An Access Database was developed in 2008 and was revised in 2009 to accommodate changes to the 2009 SPR. Further amendments were made to accommodate the changes to the 2010 SPR. For further analysis and summarising, the data was exported to EXCEL spreadsheets from which the graphs, tables and figures presented in this report had been generated.

4.4 Achievements

- Development of an Access database for 2010 SPR and an Excel Spreadsheet for 2010 TSGP/SBM Monitoring Checklists and Quarterly Financial Reports.
- Development of Monitoring Checklists for school visits and revision of SPRs for annual reports.
- Collecting, collating, analysing data and reporting on findings.

4.5 Challenges

- Breakdown in the TSGP cycle due to the end of consultants' contracts in June
- Late distribution of the 2010 SPRs.
- Time constraints in outer island schools due to weather, tides and boats
- Incomplete SPR information and inappropriate responses

SECTION 5: RESULTS OF MONITORING PROCESS

5.1 TSGP Efficiency

5.1.1 Grant Payment Process

The TSGP payment processes involve:

- i) Eligible schools that were accepted to be part of the TSGP, signed an agreement with MEWAC to comply with requirements and conditions under the TSGP policies.
- ii) Calculation of the grant amounts per school was based on the school enrolments on the 31st March 2010 and the factors listed in the grant formula in Table 3.

The success of the TSGP payment processes depends on consultation and agreement between parties involved, meeting the deadlines set for each task and documentation of all negotiations.

The important dates in the Grant Payment Process for 2010 are shown in Table 4.

Table 4 Important Dates in Grant Payment Process

Dates	Activities
April 2010	Confirmed school rolls
May 2010	Calculated school grants ready for drawdown
9 th -11 th August 2010	Grants deposited to school accounts
November 2010	Confirmed if schools had received their grants

5.1.1a TSGP Requirements from Schools – Prior to Grant Payment

Signatories

Three signatories were required from each school, that is, the principal as the main signatory and two selected from the PTA.

Most schools continued with the same signatories except the few schools that had new principals and a few who changed their PTA office bearers. These schools needed to contact the bank regarding the changes and inform the TSGP counterpart.

5.1.1b Calculation of Grants

Appendix 1 shows the formula used for the calculation of the grant for each school. The grant calculation was based on the school population on the 31st March 2010. Data on the school population was verified by the national consultants before the final calculation of the grant drawdown.

5.1.2 Achievements

- Verification of school rolls by national consultants for calculation of grant drawdown.
- Calculation of school grant per school was ready for drawdown and was provided to MEWAC in the first week of May 2010.
- The grant was in the schools' accounts on the 9th -11th August 2010.

5.1.3 Challenges

- Some schools were reminded to change their signatories in the new year.
- Collection of correct school population data was still an issue.

5.2 Roles and Responsibilities

The 2009 SGOM and the training provided by the TSGP team during the year clearly outlined the roles and responsibilities of school principals, PTA and the TSGP office regarding the processes involved in:

- i) preparing an AOP/Inclusive budget for PTA approval
- ii) recording and documenting each purchase from the school's approved budget
- iii) reporting grant expenditures in the cash books and quarterly reports
- iv) operations and links to performance which are to be reported in the SPR.
- v) preparing an inclusive budget for 2011 in alignment with their AOPs.

The processes related to in (i) - (v) above involved consultations between principals and staff, the PTA and in some instances, school communities thus ensuring transparency and accountability in the TSGP operations. National consultants with the help of field officers closely monitored the processes above by making regular phone calls and school visits. Furthermore, the TSGP team conducted in-house training for MEWAC officers regarding the processes (i) – (v) above. In October, the SBM team and School Division officers conducted a workshop for FWC principals and their education officers regarding (ii) and (iii) above.

This section looks into the efficiency of TSGP regarding how well school principals and PTA understand their roles and responsibilities regarding the processes involved in:

- i) the Budget
- ii) Financial Management
- iii) Reporting
- iv) Procurement Policy

5.3 Communication

This section looks at the efficiency of TSGP with regard to the provision of sufficient information and communication about TSGP (budgeting, financial management & reporting) and whether they had been relayed to/ from:

- i) TSGP office and schools
- ii) Schools and PTA, School Board and school community
- iii) Principals and staff
- iv) Schools and TSGP office

5.4 Data Collection

The TSGP team, during the monitoring of TSGP in November 2010, discussed with school principals issues in their schools regarding TSGP and collected SPRs if they were ready. Principals were also required to indicate in their SPRs the best effect of the grant in their schools.

5.5 Data Analysis

In the analysis of the data, responses marked 'very well' and 'all right' as well as 'sufficient' and 'all right' were grouped and reported together.

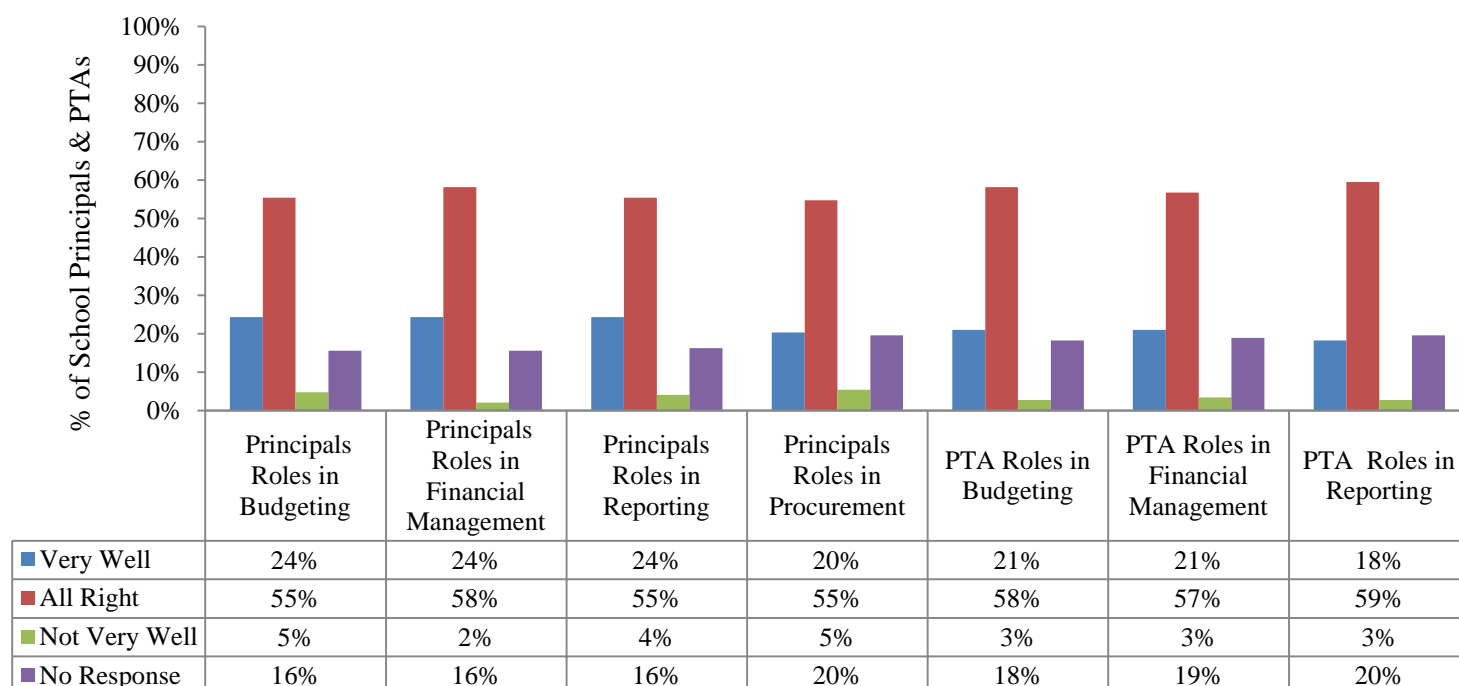
5.5.1 Roles and Responsibilities

Principals were asked to identify how well they understood their roles and responsibilities regarding planning, preparation of a school inclusive budget and endorsement by the PTA/ Board, the reporting they needed to complete and the requirements for procurement of goods and services.

Figure 2 shows that around 79 - 82% of principals reported that they understood their roles and responsibilities regarding budgeting and financial management and reporting well. A slight drop from 84-85% in 2009. This can be accounted for by:

- i) appointment of principals completely new to the TSGP processes.
- ii) the decrease from 4 major visits in 2009 to 2 in 2010.
- iii) absence of monitoring and follow up of TSGP processes when the Consultants' contracts ended

Figure 2: Understanding Roles and Responsibilities of Principals and PTA in TSGP Processes - 2010



It must be noted that the percentages shown in Figure 2 indicate the need for ongoing training, not just for principals but for PTAs as well. New principals need support, principals who are more familiar with the TSGP processes need consolidation and PTAs change too, so ongoing training is required.

Understanding of procurement processes appears to be marginally lower (75%) than the rest and can be accounted for by the fact that the majority of island schools only have access to a sole supplier of what they want so they cannot comply by government procurement requirements.

Principals also reported that between 77 – 79% of school communities understood their roles and responsibilities regarding budgeting, financial management and reporting. In preparation for SBM, PTAs and communities need further training and information on TSGP processes.

5.5.2 Communication

Figure 3 (a) – Figure 3(c) show the principals' responses to whether communications between the key members in the TSGP process was sufficient or not. The key members in the TSGP processes were the TSGP office, PTAs, staff and principals.

Figure 3(a) Communication Regarding TSGP Budget - 2010

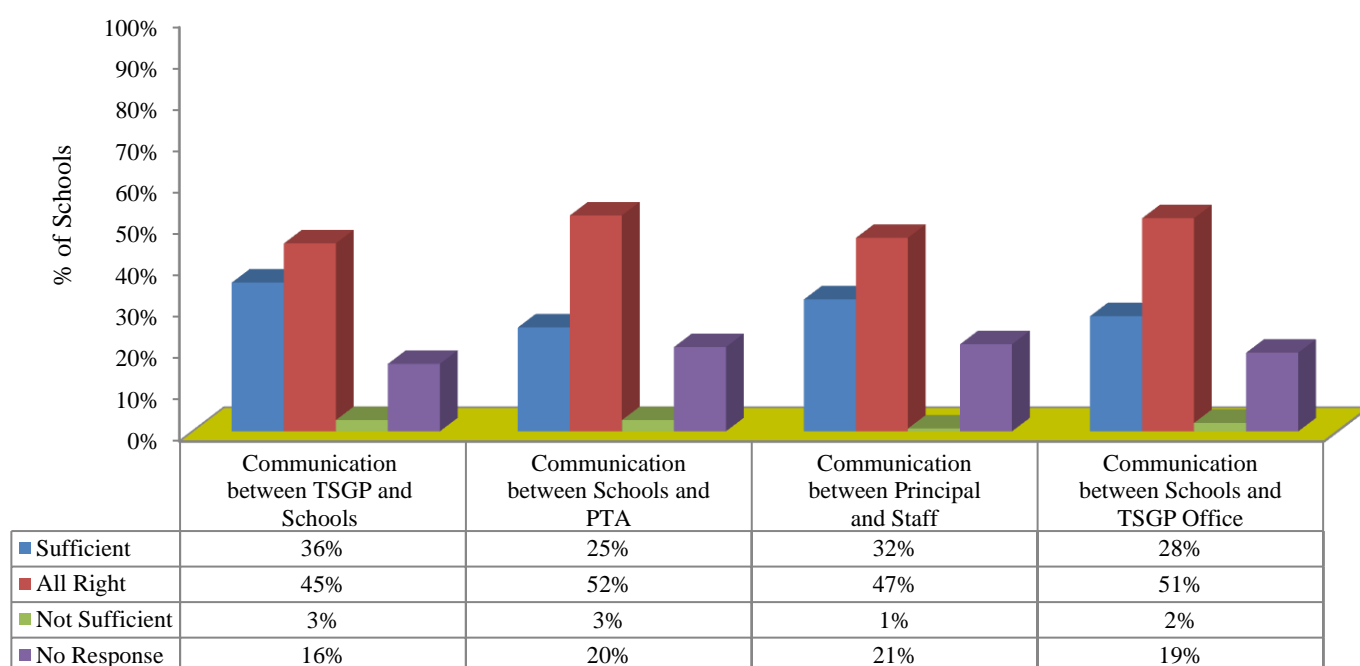


Figure 3(a) shows the principals' responses to whether communication about budgeting between the TSGP office and the schools was satisfactory. The figures indicate that contact must still be maintained to train new principals, to improve the understanding of those who are already familiar with TSGP budgeting processes and to sustain and build on current knowledge of budgeting practices. Communication between principals and communities appears to be satisfactory although there is still room for improvement in building good working relationships and accountability. Likewise, communication between principals and staff and between the schools and the TSGP office need to be strengthened, so that teachers take on ownership of the program and understand how and where this grant is to be spent. For reporting purposes contacts between the schools and the TSGP office must be sustained.

Figure 3(b) Communication Regarding Financial Management in TSGP - 2010

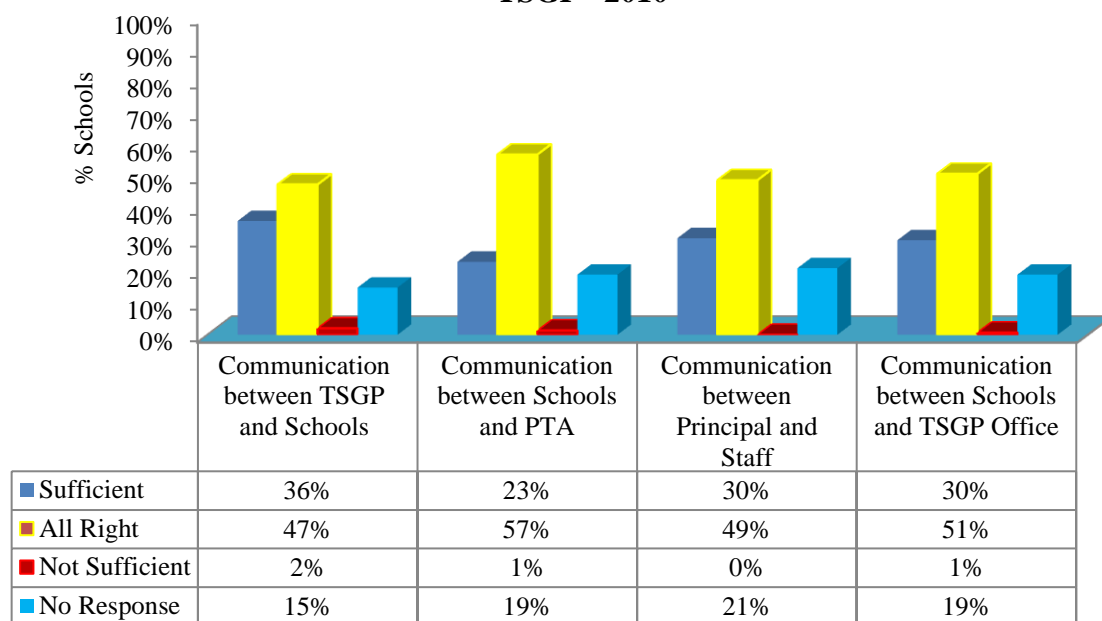


Figure 3(b) highlights principals' responses to communication between all key participants in the TSGP processes on financial management. More than 79% of principals, in all the communication, felt that contact about this aspect of the grant, was sufficient and alright. This graph also shows the need for ongoing contact between all the key participants in the TSGP processes.

Figure 3(c) : Communication Regarding TSGP Reporting - 2010

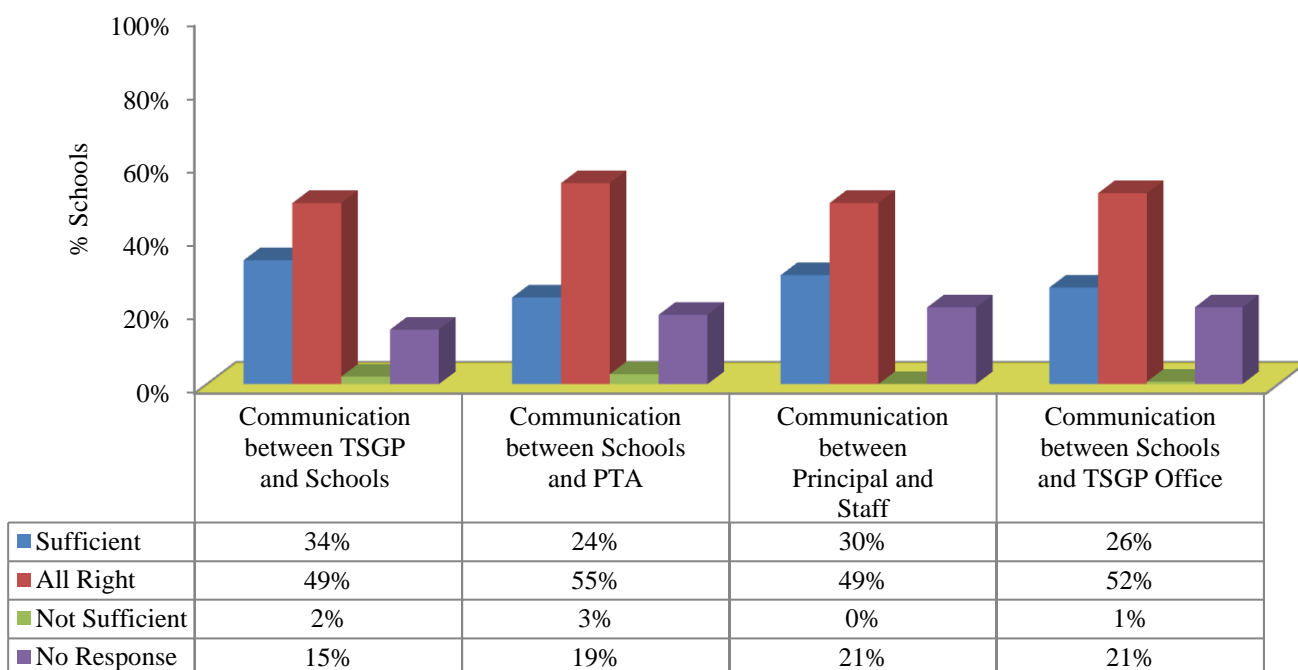


Figure 3 (c) shows the principals' responses to how they felt the standard of communication about reporting was like. Again, it shows that the majority of school principals felt that communication about reporting was satisfactory. It must be noted that there is room for

improvement in all the areas in which communication was surveyed so that principals, their staff and PTAs begin to fully understand the TSGP processes.

5.5.2a. TSGP Management- Communication regarding TSGP

More than 81% of schools felt that the communication and information disseminated from the TSGP office was satisfactory. This was information specifically on budgeting, financial management, reporting requirements. Three percent of schools felt that communication from the TSGP office regarding budgeting was not sufficient. This could be accounted for by the communication difficulties from the TSGP office to/from some of the outer islands and by new principals requiring ongoing support to complete this new task.

In communication from schools to their communities, more than 77% of schools felt that their communication in all the areas was sufficient. Only a minute percentage felt that the contact made from the schools to the communities was insufficient and highest was 3% in the areas of budgeting and reporting.

In principals' communication to staff, 79% of schools felt that sufficient information had been given regarding all areas (budgeting, financial management and reporting). It must be emphasized that even teachers need to be well conversant with the TSGP processes to enhance ownership of the TSGP, foster capacity building, and to prepare them for future leadership opportunities in schools

In terms of contact from schools to the TSGP office, more than 78% of schools felt that the communication to the TSGP office regarding the budget, financial management, reporting and procurement was sufficient.

Differences between the 'sufficient', 'all right' and 'no response' categories highlight the need for:

- further training in school based management for principals
- more participation from teachers in the TSGP processes.
- regular training or informing of PTAs on current practices and especially, their roles and responsibilities to the overall success of TSGP in their schools.
- consistent monitoring of the TSGP Processes

5.5.3 Achievements

- Effective operation of the TSGP processes by principals was due to the understanding of their roles and responsibilities as well as the communication they must make with their staff, community and the TSGP office.
- Continuing public awareness of TSGP due to the communication strategy.
- Growing awareness of the importance of accountability checks and balances in the TSGP processes fostering a closer working relationship between schools, their communities and the TSGP office.

5.5.4 Challenges

- Train PTAs for long-term sustainability of the program.
- Principal turnover in staffing required a lot of new training. In 2010, 18% of principals were new to the post.
- Natural and man-made disasters and unpredictable weather and sea conditions hindered effective communication and made travel to and from the outer islands hazardous.
- The principals need more training especially in imparting TSGP knowledge to staff and communities and providing valid information on data collection documents.

- Absence of monitoring and follow up of TSGP processes when the Consultants' contracts ended.

5.6 Strategies to Improve Efficiency

This section highlights the ways in which the TSGP process can be streamlined to increase efficiency without compromising desirable features such as transparency and safeguards.

5.6.1 Cash Book

Further revision of the Cash Book to include reminders and instructions to assist principals were made. In addition the Quarterly Report section was also modified to improve efficiency. This has been effective in monitoring TSGP during the year.

5.6.2 Petty Cash

Petty Cash usage is recorded in the main Cash Book. More efficient for recording categories in which the purchases with petty cash were made.

5.6.3 Consumption Tax (CT)

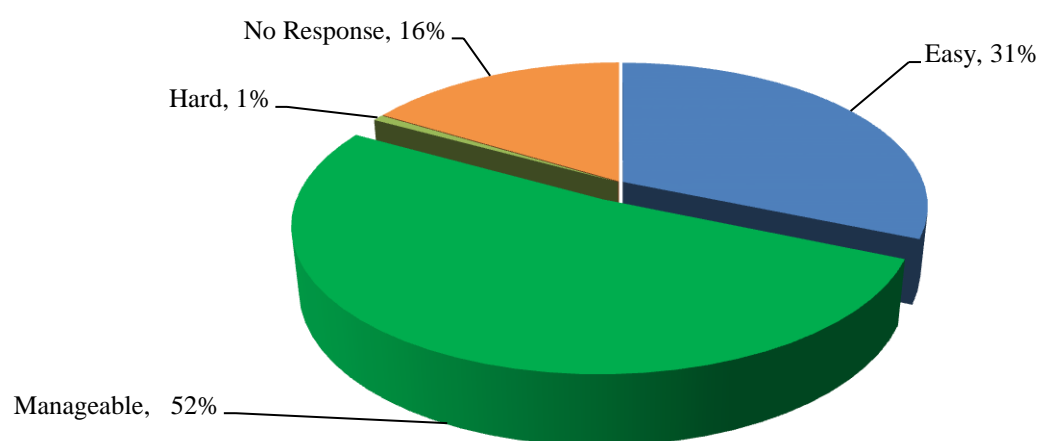
Schools have CT expenditure as a separate entity in the Cash Book. Principals were instructed to fill the CT expenditure if it was provided separately in the receipts and invoices.

5.7 The School Grants Operations Manual (SGOM)

Every school has a revised copy of the 2009 Tongan and English SGOM.

Figure 4 indicates that almost 83% of school principals found the SGOM easy and manageable. 16% of schools did not respond, and 1% found it hard.

Figure 4: Understanding of TSGP School Grant Operation Manual - 2010



SECTION 6: COMPLIANCE

Schools had to follow the TSGP processes as directed in the 2009 SGOM in order to use the money for their intended purposes, and to account for all money spent. This section examines compliance with those established processes. The seven areas under review were:

1. Compliance with the TSGP processes
2. Keeping records of the grant
3. Use of the grant
4. School Budgets
5. Process Appropriateness
6. Risk management
7. Actions regarding non-compliance

6.1 Compliance with the TSGP Processes.

During every school visit in 2010 the consultants and field officers using monitoring checklists, were tasked with checking for compliance with the processes. School documentation was checked and notarized and quarterly reports were collected or submitted to the TSGP office.

6.1.1 Achievements

- Schools showed a high degree of compliance in following procedures as stated in the SGOM. There was a high degree of compliance overall for all processes, from preparation of the budget, consultation with PTA, using and recording the grant, and submitting financial Quarterly Reports and SPRs.
- Principals are to be commended for adopting the TSGP processes. Most principals have accepted the idea that the work involved is not an additional duty but a part of their overall school management practices and responsibilities. The growing familiarity with the processes has also made this high degree of compliance possible.

6.1.2 Challenges

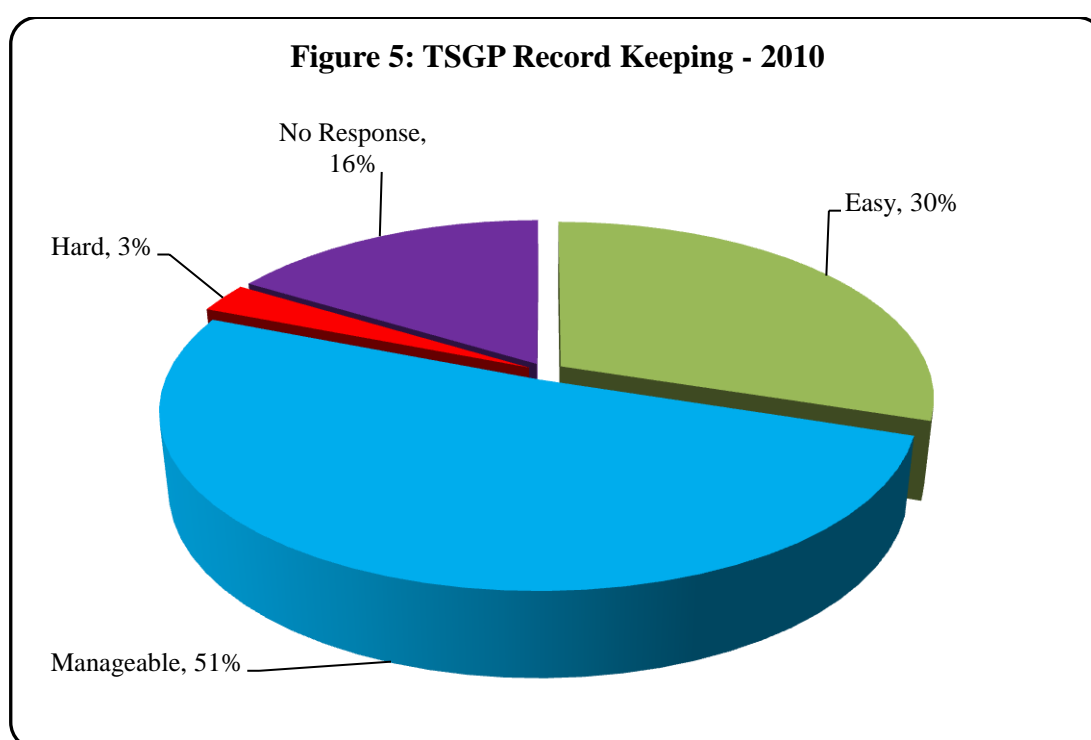
- There have been instances where invoices or receipts have not been attached to Payment Vouchers. This may be largely due to the fact that many small retail shops do not issue invoices or receipts.

- Some schools have purchased non-allowables as well as non-budgeted items and these schools and their PTAs have been requested to return the money to their accounts.
- A few schools had used the grant before their budgets were approved. These schools were further monitored and instructed that funds were not to be used until their budgets were approved.
- Some schools still need assistance with understanding MSS to design quality AOPs that focus on raising standards. The resources required to implement the AOPs are then translated into inclusive budgets.

The high degree of compliance occurred because of the strong link and relationship between the TSGP office, field officers and the school principals. Principals have reported a high degree of satisfaction relating to information disseminated from and communication with the TSGP office.

6.2 Keeping Records of the Grant

Figure 5 shows the principals' responses to the degree of ease in relation to keeping their TSGP records.



Eighty one percent (81%) of principals found keeping the TSGP records manageable and easy but 3% still reported that it was a hard exercise to complete. Sixteen percent (16%) of schools did not respond and these were the schools in the Niua and some of the schools in Tongatapu, Vava'u and Ha'apai that submitted incomplete SPRs.

6.2.1 Achievements

- All grant money had been satisfactorily accounted for as schools have kept records of all expenditures. Results from visits to schools showed a marked improvement in these areas as compared to previous years.
- Principals had ensured correct recording in cheque books, payment vouchers, cash books, Petty-Cash cash books and quarterly reports, with the support of consultants and field officers.

The Payment Vouchers with invoices and receipts, and Cash books have generally been kept properly.

6.2.2 Challenges

- A range of minor errors was noted: entry to the cash book; miscalculations, bank fees not entered and amounts not inclusive of CT. During school visits, the national consultants checked and assisted principals on correct recording and in some cases, helped the principals complete their records.
- There was some confusion over whether entries in the Expenditure Category columns of the cash book were to be inclusive or exclusive of CT. Schools tended to use either the amount shown on the invoice or that shown in the receipt. Even local business practice varies as to whether the amounts shown are CT inclusive or exclusive. The MoFP, suggested that entries be CT exclusive. An adjustment to the Cash Book and clarification in the SGOM helped remedy this issue.
- Principals were required to ensure safe keeping of all TSGP documents for up to five years. This is a minor challenge as some places are quite unsafe for keeping these documents. At times, departing principals take the materials with them.

6.3 Use of the Grant

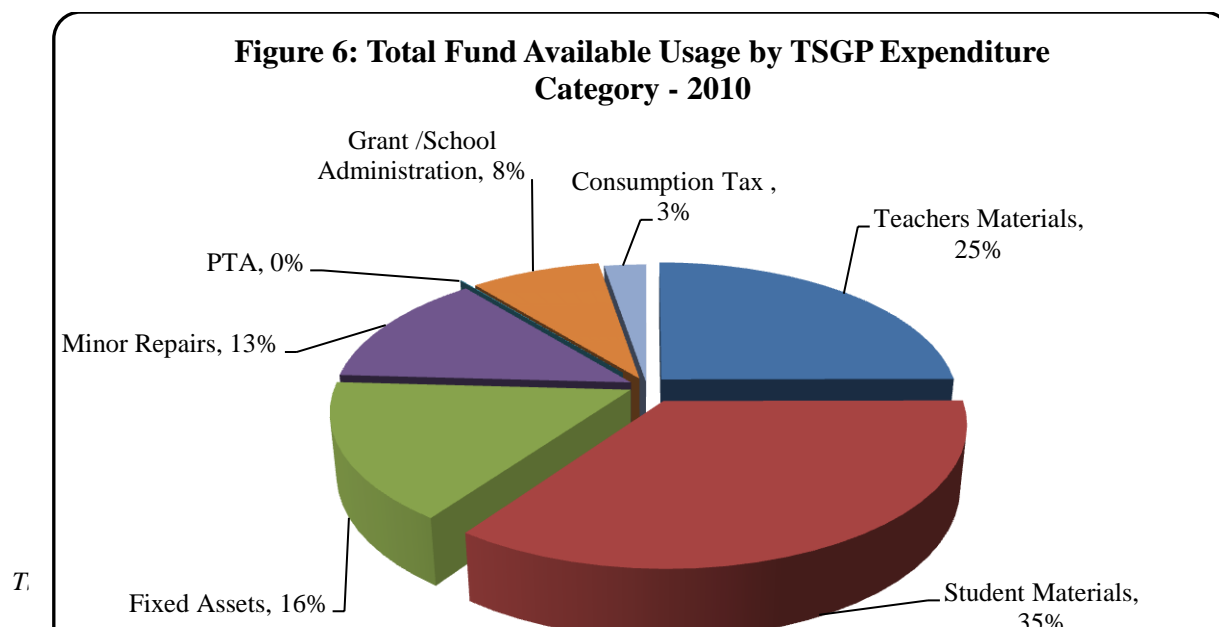
School Inclusive Budgets should be prepared to show use of the grant in six major expenditure categories:

- Teacher materials
- Student materials
- Minor Repairs & Maintenance
- PTA support
- Grant/ School Administration
- Fixed Assets

6.3.1 Achievements

- A total of 46% (**TOP\$882,597.41**) of the total funds available to schools was used and 54% (**TOP\$1,057,160.42**) was carried over to 2011.
- Reporting by schools and verification by national consultants showed that grant money had been used well in these expenditure categories.

Figure 6 shows the percentage of usage of the TSGP total funds available to schools in 2010 in the various expenditure categories.



- The total funds available for use by schools were **TOP\$1,939,757.83**. The carry-over from 2009 was **TOP\$840,212.52** and was added to the 2010 grant of **TOP\$1,088,068.43**. A further **TOP\$11,476.88** was deposited into the accounts covering bank overdrafts and purchasing of non-allowable items.
- Of the total amount spent by schools, about 60% was spent on Teacher and Student materials which represent about **TOP\$528,533.94** being spent directly on teaching and learning. It is clear that schools had their priorities in building up their curriculum documents, teaching resources and references, and in meeting basic stationery needs. These have largely addressed the aims of the program and project design.
- Schools used 16% of the overall spending to purchase fixed assets, an increase of about 1.4% from 2009. This indicates a shift in their AOPs to include more durable resources and equipment to facilitate better teaching and learning experiences and outcomes for students.
- About 13% of grants funds have been used for Minor Repairs and Maintenance. Given the general condition of many schools, this is considered to be a relatively low figure. Schools used the grant for minor repairs only while PTAs and other sources (IDA) financed major renovation work in some schools.
- Schools were able to use the grants for a range of purposes – texts and resources for a wide variety of subjects, basic teacher equipment, pens and exercise books for students, chart paper; repairs to floor coverings, toilets, windows, doors, security, roofing; computers, laminators, printers and copiers, musical instruments and sports equipment. Further analysis of this subject is provided in other sections of this report.
- A few schools have made purchases from overseas suppliers, an option schools can utilize.

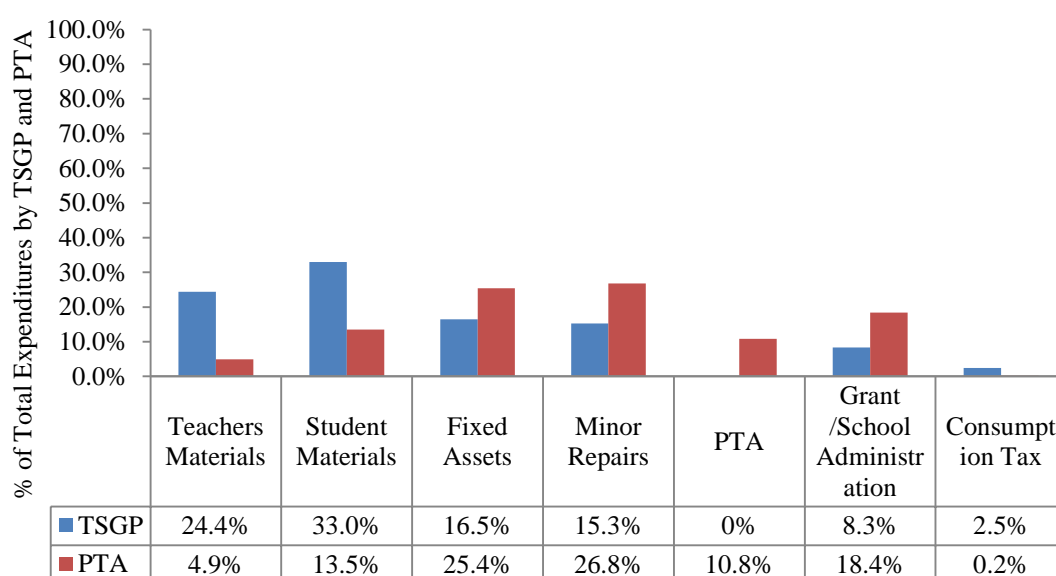
6.3.2 Challenges

- A significant amount (54%) of the grant to schools was not utilized at the end of the school year. This represents a 7% increase from the 47% not used in 2009. Reasons for this include:
 - i) principals planned to leave some funds for the beginning of 2011.
 - ii) schools had purchased basic supplies in the first half of the year.
 - iii) required resources were not available locally to many schools.
 - iv) grant allocations were received later (9th -11th August 2010) than previous years .
 - v) schools were waiting for the national implementation of the new curriculum (2011) to determine their purchases of the appropriate resources.
 - vi) The implementation of the IDA Credit scheme in some schools prevented them from spending the grants on repairs and maintenance.
- School PTAs were encouraged to maintain their financial support to schools. PTAs in Government schools have always met cost of utilities and also a variety of maintenance requirements. In 2010, PTAs had more or less continued their support

and this allowed many schools to use the grant mainly for teaching and learning resources.

Figure 7 shows the TSGP and PTA expenditures in each of the expenditure categories. The percentages indicate the spending out of the total expenditure for each category. This information was gathered from 74 schools only most of which were government schools. There appears to be some reluctance in some mission schools to fully report PTA contributions hence the incomplete reporting. It might also be explained by principals not being able to report in money terms assistance from PTA in the form of goods and services. Some schools reported that because the grant focused on Forms 1 & 2, PTAs concentrated their assistance on Form 3 upwards. Generally, PTAs have put their assistance on major renovations, fixed assets, the purchase of items not permitted under the grant and payment of utilities. Figure 7 highlights the collaboration that exists between communities and schools hence allowing the latter to use the grant more on teacher and student materials, leaving the other needs to the PTAs.

Figure 7: TSGP and PTA Expenditures - 2010



6.3.3 Expenditure by Island group

Figure 8 shows the break-down of the total available funds to each of the island groups. The majority of the grant remains in Tongatapu as it has the highest number of schools and students. The remaining funds are divided amongst Vava'u, Ha'apai, 'Eua and the Niua.

Figure 8: Total Funds Available to Schools by Island in Percentages - 2010

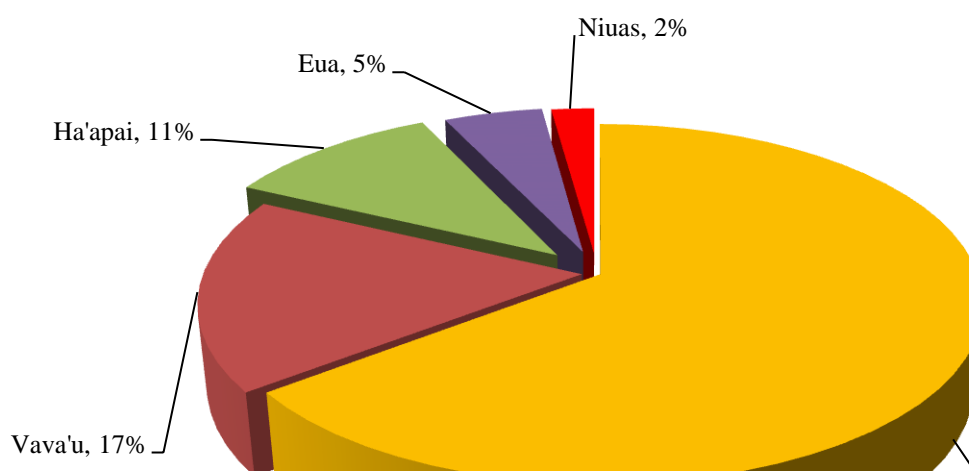


Figure 9 shows the expenditure by each island group. Overall, all island groups spent about 46% of the total funds available during the year a drop from 52% the previous year. In the first six months, an average of 25% of the total funds available was spent, and 21% during the second half of the year. The reduction in spending during the year 2010 in the second half is explained by the late deposits of 2010 funds into schools bank accounts. In addition, outer island groups had difficulties with finding the right suppliers due to remoteness and unavailability of materials.

Figure 9 shows a similar trend to previous years, where the majority of expenditure right across all island groups remained in the purchase of teacher and student materials. All expenditures in the Niuaus are recorded under the Grant Administration category.

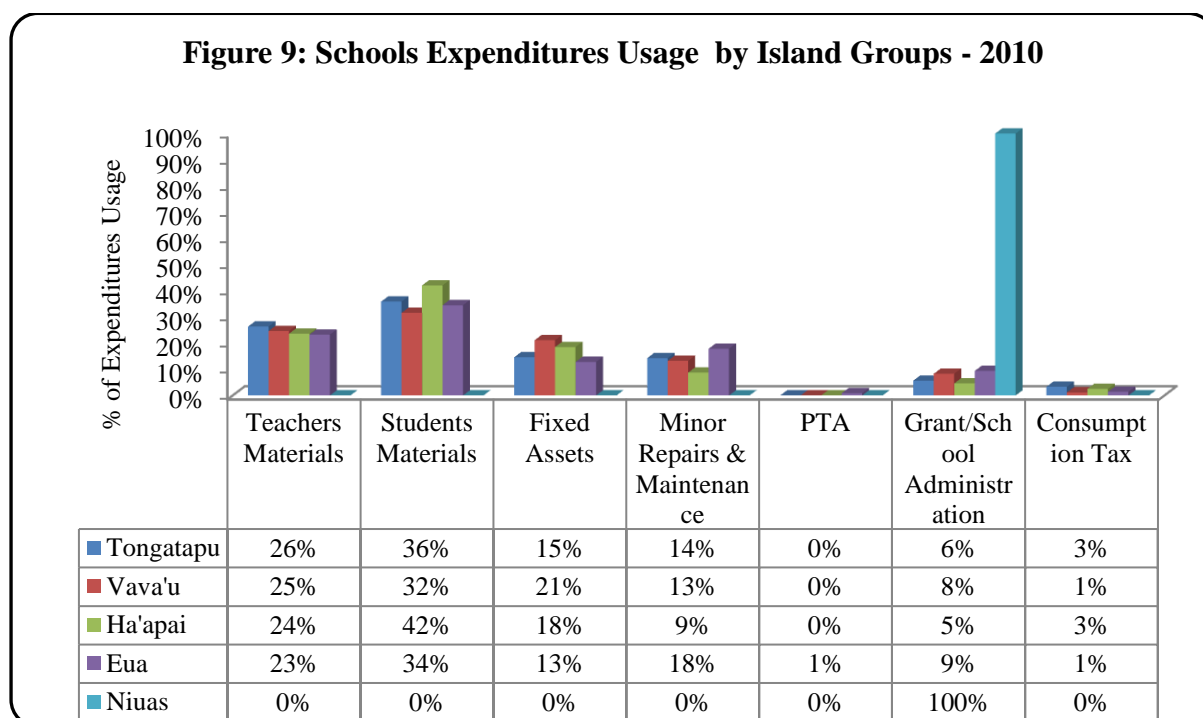


Figure 10 further highlights that the majority of expenditure in primary schools is for teaching and learning materials. The purchase of Fixed Assets is also significant especially in Vava'u due to availability of cheaper equipment packages offered to schools. It is also important to note that minor repairs and maintenance in Tongatapu schools were significant in comparison to 'Eua and Ha'apai. This is due to 'Eua schools spending more to cover repairs and maintenance in 2009 plus two 'Eua schools received IDA credits for major renovation in 2010.

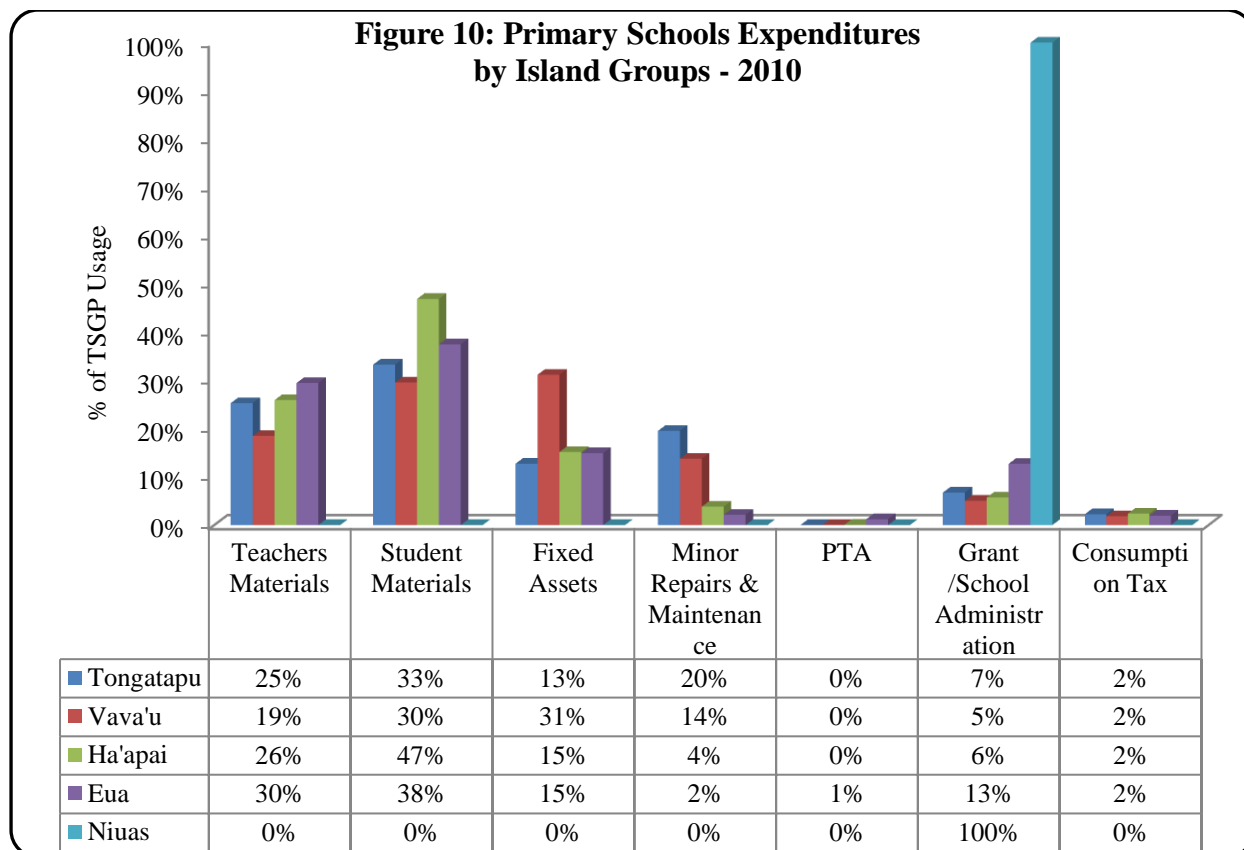


Figure 11 shows the expenditure of middle schools in each island group.

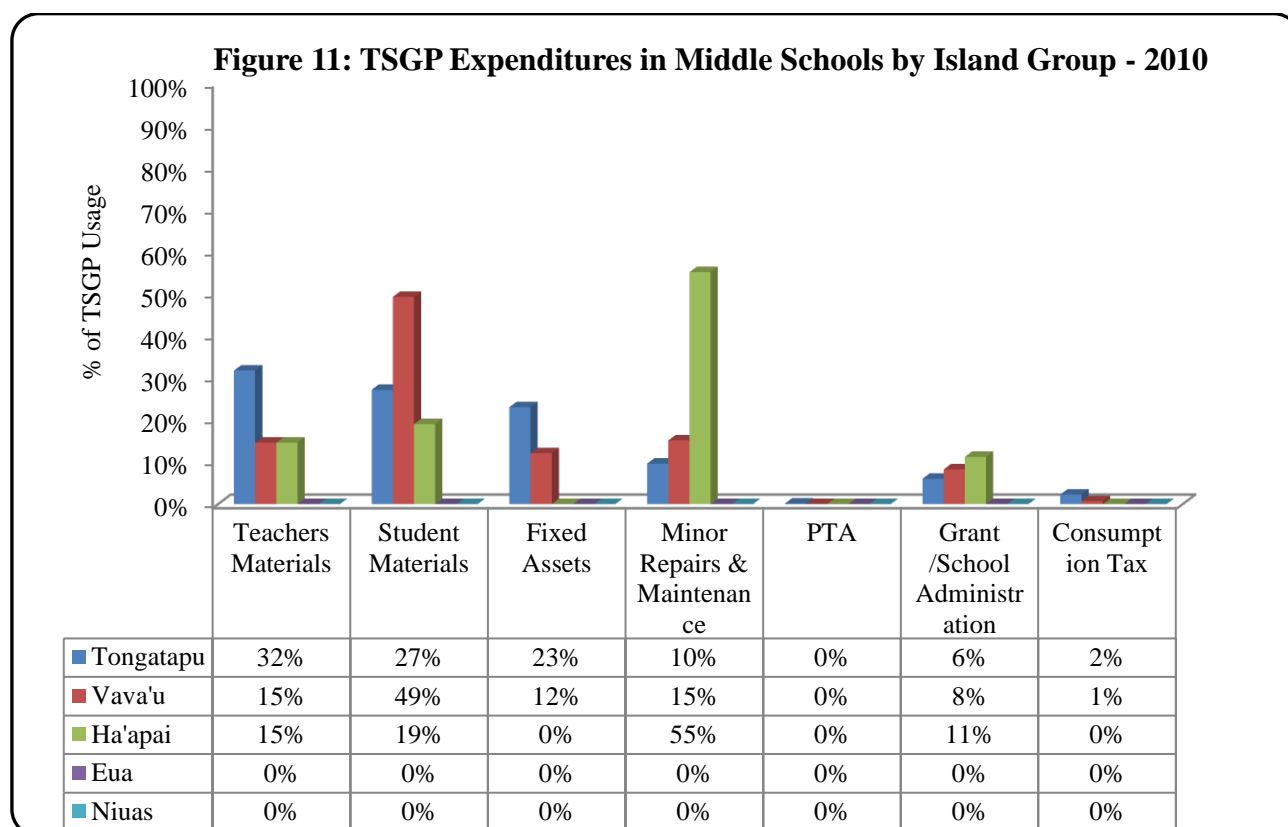


Figure 11 again demonstrates similar patterns of spending to primary schools. The purchase of teacher and student materials continued to be high in schools in Vava'u and Tongatapu (64% and 59% respectively) while the main expenditures for Ha'apai was in Minor Repairs and Maintenance (55%). There are no TSGP middle schools in 'Eua and the Niua.

Figure 12 : TSGP Expenditures in Secondary Schools by Island Group - 2010

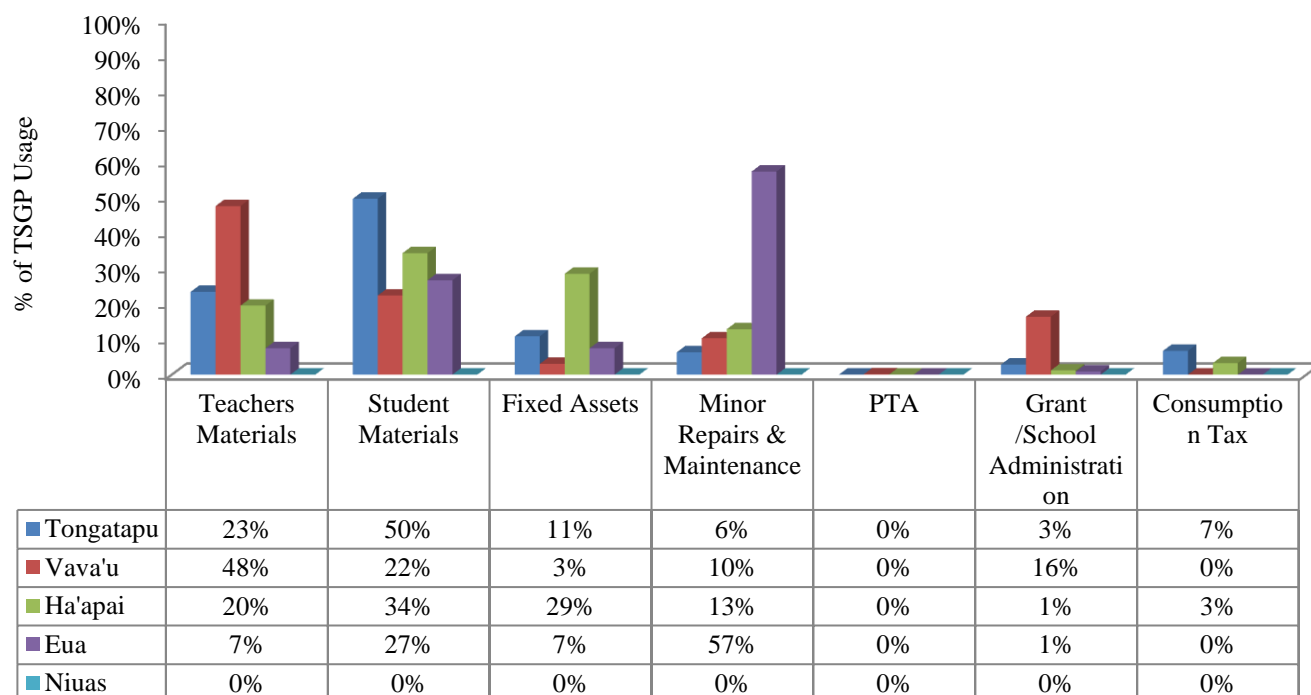


Figure 12 shows the expenditures incurred by non-government secondary schools. Schools in Tongatapu, Vava'u and Ha'apai show significant spending on teacher and student materials (73%, 70%, 54% respectively). Meanwhile, 'Eua spent 57% on Minor Repairs and Maintenance.

6.3.4 Expenditure by Education system and by school type

Table 5: TSGP Expenditure per School System and School Type

Education System	TSGP Available Fund	% of TSGP Available Fund Spent	School Types					
			Primary Schools				Middle Schools	Secondary Schools
			≤ 20	21-115	116-300	300+		
GOV	\$1,214,691.05	47%	7%	28%	29%	19%	17%	0%
FWC	\$322,474.93	40%		16%		5%	6%	73%
TOK	\$46,877.08	48%					100%	
SDA	\$70,535.66	67%			11%		53%	36%
BAH	\$15,515.84	60%					100%	
FCT	\$80,759.34	40%						100%
RC	\$143,031.79	44%						100%
PRI	\$6,699.28	1%						100%
ANG	\$39,172.86	15%						100%

TOTAL	\$1,939,757.83
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Table 5 shows the percentage of total funds available spent by both government and non-government education systems and by school type also. It clearly shows that most education systems except two spent less than half of their total funds available.. This is due to:

- the late deposits of 2010 grants to school accounts.
- schools leaving some funds for the beginning of 2011 school year.
- additional resources they may need following the national implementation of the new curriculum in 2011.

6.4 School Annual Operation Plan (AOP) and Inclusive Budgets

The first requirement of schools in 2010 was for principals to ensure that they have approved AOPs with an inclusive budget for use of their TSGP grant. This budget must include their likely sources of income and all planned expenditures for the school. It is important to note that the main function of AOPs is to ensure that Minimum Service Standards are incorporated into the plans and are well developed and achieved. Inclusive budgets are then designed to ensure achievement of MSS. The national consultants worked with principals, training them in the preparation of AOPs and inclusive budgets.

Figure 13 shows the sharing of expenditure between PTA Budget and TSGP Budget. The significant amount of the grant was budgeted for teacher and student material categories and Minor Repairs and Maintenance while PTA planned to spend on fixed assets, minor repairs and maintenance, and school administration. This further highlights the collaboration between principals and communities in their ability to plan for and spend their grant and PTA funds wisely.

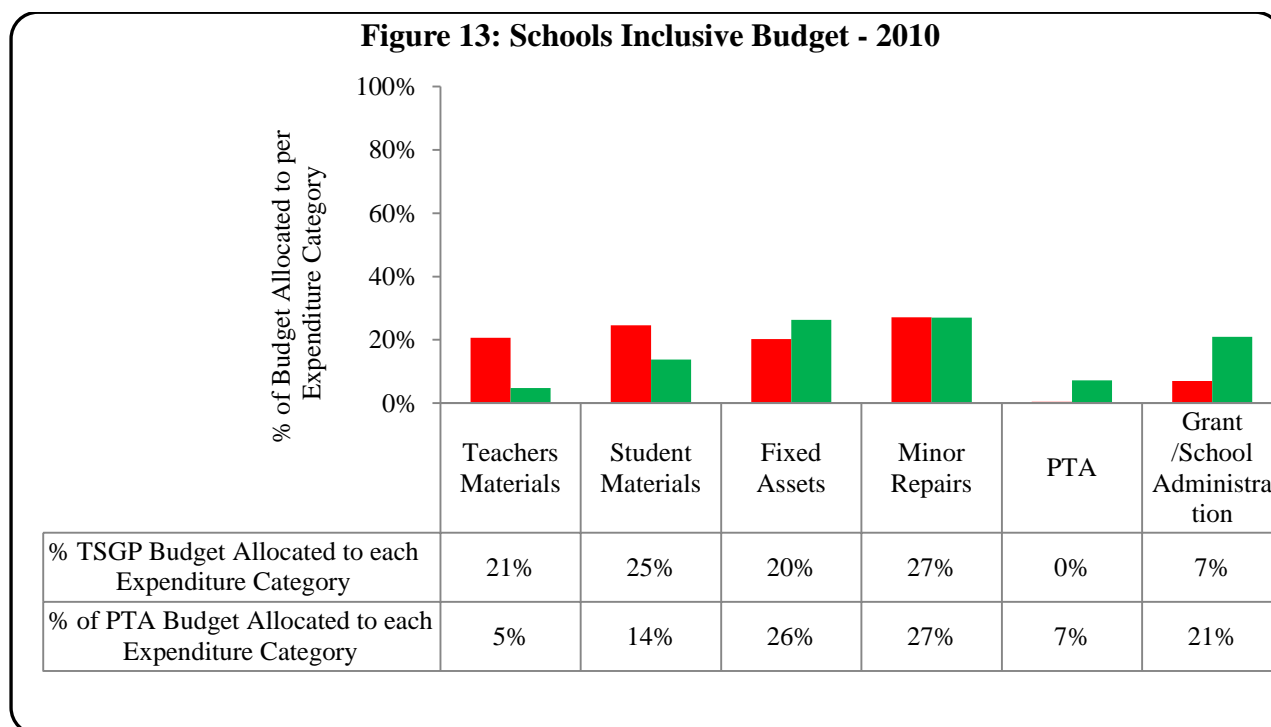
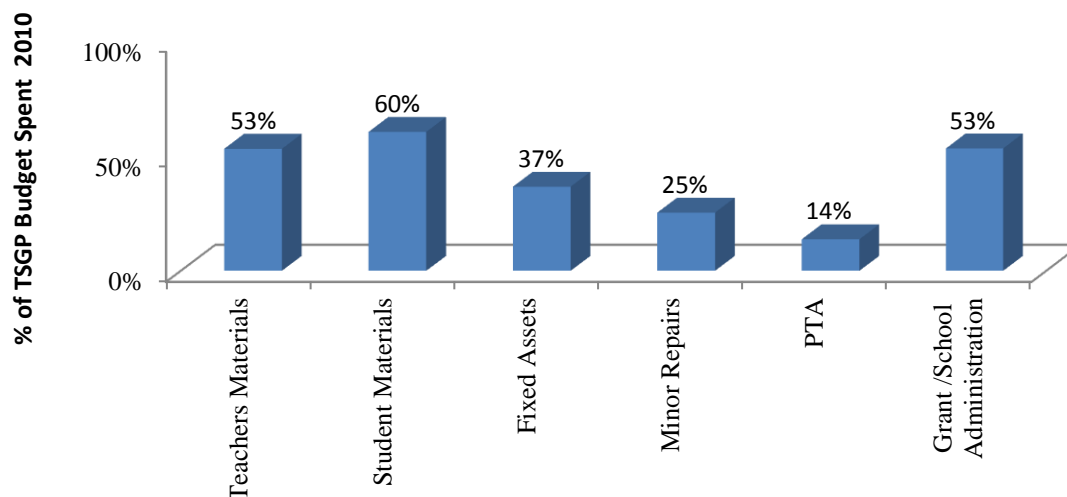


Figure 14 is a summary of the TSGP budgets spent in the various expenditure categories. It demonstrates the allocation of the grant into these categories and shows where the priority for

spending lay. It is clear that schools are building up much-needed resources for both teachers and students and at the same time, acquiring items that they will need in the school for a long time and consistently and gradually improving their learning environment.

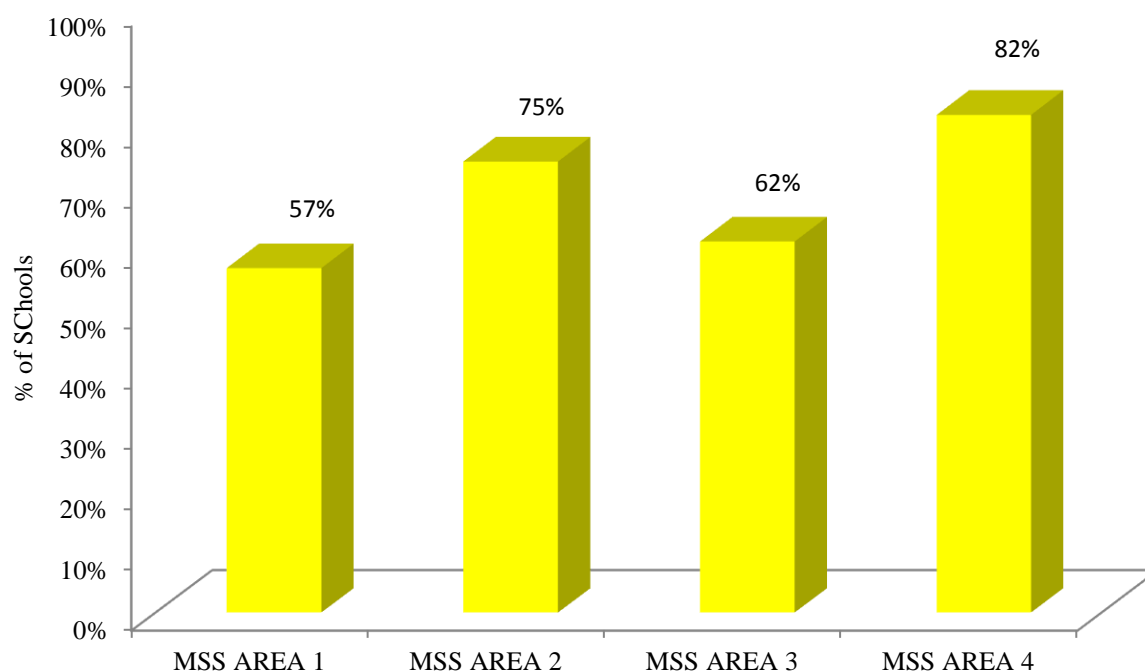
Figure 14: TSGP Budget Spent in Percentages -2010



6.4.1 Achievements

- Overall, schools spent well within their allocated grant and planned budget.
- Schools had planned well and were able to incorporate MSS into their plans. Figure 15 shows the distribution of MSS Areas covered in schools' AOPs.

Figure 15: MSS Areas Covered in School AOPs - 2010



6.4.2 Challenges

- When actual spending substantially exceeded schools budget allocations, schools were advised to consult PTAs for financial support and assistance.
- Schools need to fully understand MSS Areas in order to prepare quality AOPs.
- The need for schools to identify, record and collect a wide range of appropriate evidences during the year to provide information regarding the effectiveness of AOP activities.
- Limited school visits to monitor and support principals in preparing and implementing AOPs.

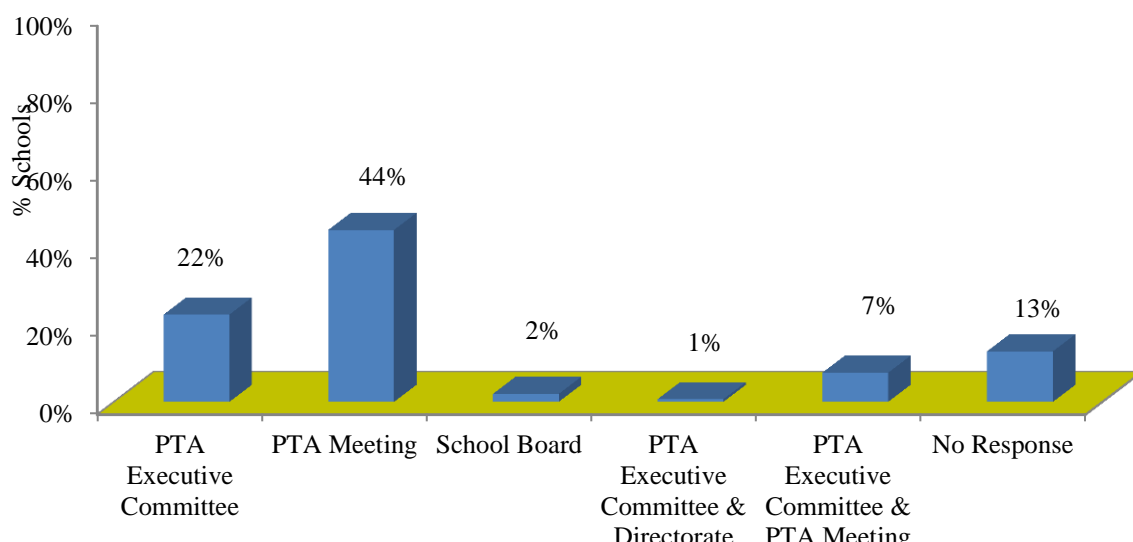
6.5 Process Appropriateness

6.5.1 Achievements

- Principals have noted in their SPRs that TSGP processes are satisfactory and manageable.
- Many schools now have computers for administration and it seems reasonable to keep financial records on computers/laptops. A template is available for this, with guidelines for keeping financial records on computers/laptops. In 2010, a couple of schools kept their TSGP records on computer files and in the cash books. It is understood that the majority of secondary schools have the know-how and capability to use this method of record keeping but have yet to utilize it.
- There may still be some streamlining regarding community consultation. For Government schools, the PTA is the appropriate body for the principal to consult regarding the school budget. For non-government schools, in most cases, a PTA and System Directorate exist, and for some, a School Board. Most schools had their budgets approved by the PTA but where appropriate and when required by the System Directorates, the budgets were then endorsed by them.

Figure 16 shows the percentage of school budgets endorsed by their PTAs. Seventy four percent (74%) of school budgets were endorsed by their PTAs and 2% by their school boards. 24% of the schools did not respond in the appropriate section of the SPRs but the monitoring checklists showed that AOPs had been approved by PTAs.

Figure 16: Endorsement of School Inclusive Budgets -2010



6.5.2 Cash Books

Schools were advised to complete quarterly reports in their cash books and submit to the TSGP office at the end of every quarter.

6.5.3 Petty Cash

Schools were advised to include petty cash usage in the main Cash Book at the end of every quarter. The SPR revealed that only two schools in Ha'apai and two in Vava'u used the petty cash system. Reasons for not using the petty cash include not wanting to handle any cash, getting petty cash from the PTA, do not need it, they use mufti money for petty cash and they only use TSGP for major purchases.

6.5.4 School Signatories

The current procedure is for schools to have the principal and a PTA member as signatories to the TSGP account. It has been found to be very good management practice as it has ensured compliance and is an effective checking exercise for both parties.

6.5.5 Change of Signatories.

There were delays in the use of funds at the beginning of the new school year especially when there was a change of principal. New principals had to follow certain bank procedures outlined in the SGOM before they could officially sign the cheques.

6.5.6 Use of funds at the beginning of a school year.

Principals have been informed that AOPs including Inclusive Budgets must be approved before spending can be effected. This is one of the reasons why schools were encouraged to prepare their 2011 AOPs for approval by PTA at the end of 2010, so that purchases can be made at the start of the 2011 school year.

6.6 Risks

6.6.1 A degree of trust is required of principals' reporting. For example, a lot of taxi drivers and boat owners do not issue receipts.

6.6.2 Fraud and misuse of funds. The frequent contact with schools to verify spending and their accountability to their PTAs and TSGP Office have minimized the risk of misuse.

6.6.3 There is a degree of risk between principals and PTAs disagreeing over the use of funds, and thus causing disharmony within the school community. Community consultation regarding TSGP has minimized this risk.

6.6.4 There is a degree of risk in transporting purchased goods from island to island.

6.7 Actions regarding non-compliance.

National consultants have worked with principals to ensure correct procedures are followed. In some instances, national consultants have noted that ongoing close monitoring and guidance is crucial.

The TSGP office believes that non-compliance can be rectified through the advice and support of national consultants and MEWAC.

The Audit Department's visit to schools in October/November 2009 helped consolidate and confirm work done by the TSGP Team. The same visit did not take place in 2010.

6.8 Summary:

- 6.8.1** Degree of schools' compliance with TSGP procedures remained high.
- 6.8.2** Further support and guidance by national consultants to schools that did not fully comply with TSGP procedures was provided.
- 6.8.3** Some schools' procedures can be streamlined: – recording transactions on computers/laptops and cash-book entries.
- 6.8.4** Both the PTAs and School Boards' views are to be considered for "community consultation" and reporting.
- 6.8.5** Ongoing training for principals, staff and PTAs is required.

6.9 Conclusion

The high level of compliance and good use of TSGP funds indicates that schools are gaining confidence in implementing and following the TSGP processes.

SECTION 7: TSGP IMPACTS

The impacts of the expenditure highlights how the grant has improved, transformed and made a difference in the schools in areas of teaching and learning resources for teachers and students, improvement in learning environment, and improvement in the management of schools. Ultimately, it is intended that TSGP helps schools achieve the minimum service standards.

7.1 Expenditure

Schools used 46% of the total funds available, of which 11% was spent on teacher materials, 16% on student materials, 6% on repairs and maintenance, 7% on fixed Assets, and 4% on grant administration. One percent (1%) was spent on CT. Fifty four percent (54%) was carried over to 2011. Figure 17 shows this breakdown.

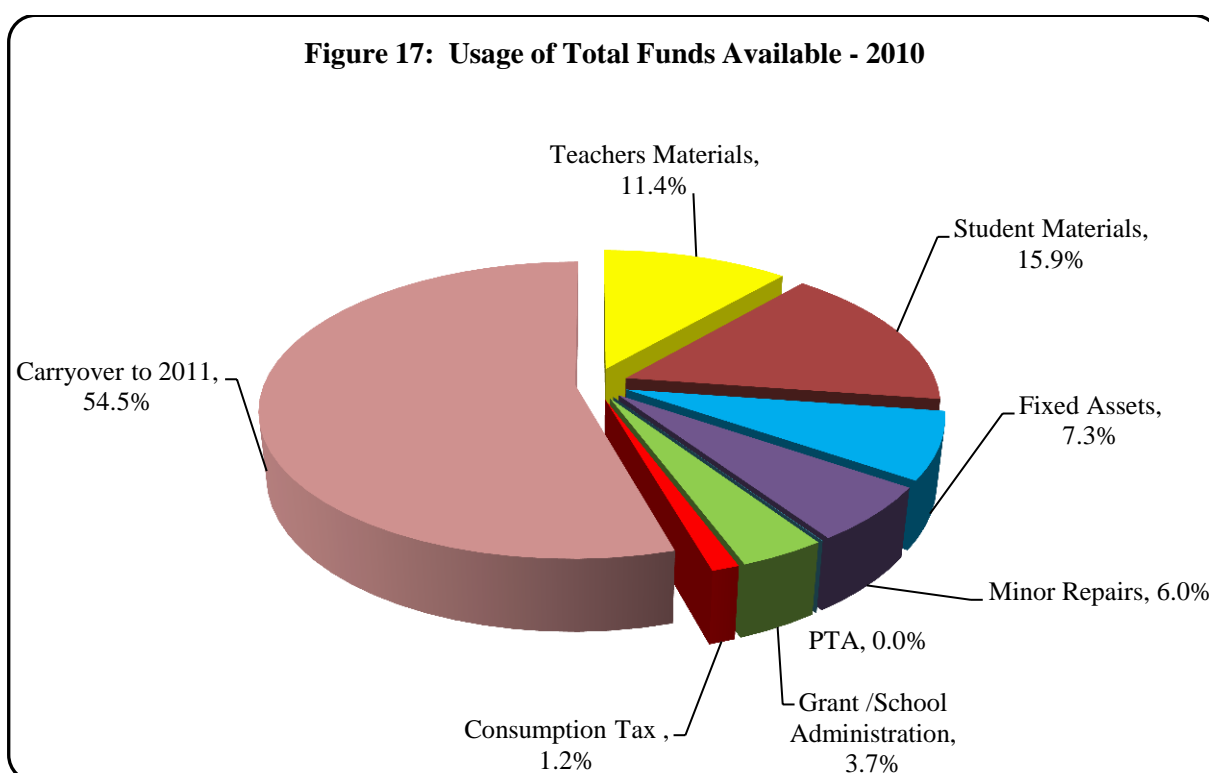


Table 6 shows the percentage of total funds available used by both government and non-government schools. The table further highlights the proportion of usage in different expenditure categories. Percentages indicate that both government and non-government education systems used between 42% - 86% of their grant to purchase teacher and student materials. Spending in other categories was lower and can be explained by sharing of expenditures between schools and communities.

Table 6 indicates the need for more training on planning and budgeting in some school systems so that principals continue to plan judiciously and make informed decisions about how their grant can be best spent. The table also shows the need to consolidate relationships between schools and communities so that expenditure can be shared and true joint ownership of the TSGP can come about.

Table 6: Expenditure – Government/ Non-government Education System per expenditure category

Education System	% of Available Funds spent PER Education system	EXPENDITURE CATEGORY						
		TM	SM	FA	MRM	PTA	GA	CT
GOV	47%	22.3%	34.2%	19.1%	13.1%	0.1%	9.1%	2.1%
FWC	40%	28.5%	33.9%	15.0%	15.0%	0%	4.2%	3.4%
TOK	48%	10.8%	33.3%	10.0%	33.0%	0.6%	12.2%	0%
SDA	67%	39.2%	22.2%	4.5%	13.2%	0%	18.9%	2.0%
BAH	60%	84.5%	1.6%	9.4%	0.0%	0.0%	1.3%	3.2%
FCT	40%	45.6%	28.4%	8.0%	5.4%	0.1%	5.9%	6.5%
RC	44%	18.2%	61.9%	7.4%	7.4%	0.0%	0.5%	4.6%
PRI	1%	0%	0%	0%	0%	0%	100.0%	0%
ANG	15%	6.3%	36.0%	0.0%	32.5%	0.0%	15.0%	10.2%

7.1.1 How impact is measured and documented

Some processes are already in place and operating in schools to assist monitoring impact however some schools still need to implement a few more checks and controls to better document what is happening in the schools.

- The schools' AOPs outline activities and actions to be achieved and associated costs. These activities and actions are aimed at guiding schools to achieve MSS. This documents the expenditures for which the grant may be used. (*link to MSS 2*).
- The inclusive budgets that are required for all AOPs, document all expenditures from all sources of income (*link to MSS 2*).
- The school's TSGP vouchers, Cash books, Inventory List/ Stock Register document all purchases made (*link to MSS 2*).
- The school's Issue Book should show whether resources are used by teachers and by students. (*link to MSS 2*).
- The school's Maintenance Record should document all maintenance and repairs to equipment and buildings, furniture and other resources (*link to MSS 2 & 3*).

- Measurement of the impact of the grant might not be fully revealed/realised for a while but the immediate measures should be shown in improvements in teacher planning, record keeping and organisation, pedagogy and assessment (*link to MSS 1 & 2*).
- Students' progress records should show how well and how far students have progressed as a direct result of using TSGP funds. These records are a good source of information provided they are regularly monitored and kept up-to-date (*link to MSS 1 & 2, 4*).
- Pre and Post anecdotal records will reveal situations & circumstances transformed by TSGP (*link to MSS 2*).
- Track achievements of students over a period of 5-10 years. (*link to MSS 2*).
- The grants program has allowed more community participation in school decision-making although PTAs could still be more involved especially by understanding their roles and responsibilities better.
- While principals are keeping better TSGP financial records, and are finding the processes easier and more manageable, it is noted that they need to document evidence for measuring TSGP impact (*link to MSS 2*).

7.2 TSGP Impact on the Retention Rate

This section highlights the impact the TSGP has had on enrolment, and student attendance.

The anecdotes of 2007, 2008 , 2009 are very similar to those of 2010 in that schools expressed their appreciation at the opportunity to purchase items that encouraged students who might have stayed away from school to keep attending school. There are stories from each of the island groups, of students whose parents can only afford to buy their stationery at the beginning of the year. TSGP was able to purchase stationery that students could use when they had finished their own. These students might have otherwise been sent home by the teacher. Or they themselves might have refused to go back to school until they could get their stationery items.

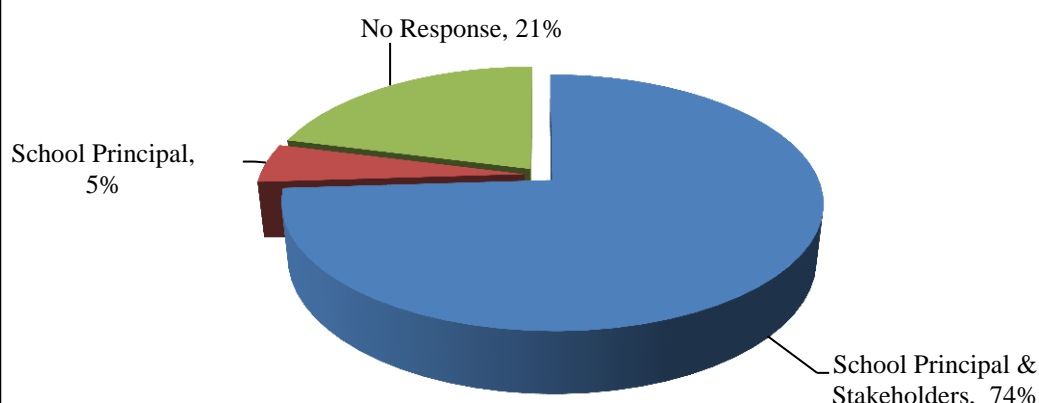
In the outer islands, it is very convenient for the school to purchase stationary items their students might need, as they do not have a store on the island.

7.3 School community participation and decision making in TSGP

The grants program has enabled more community participation in school decision-making.

Overall, preparation of schools' budgets involved discussions, meetings, and dialogues among stakeholders. Figure 18 shows those stakeholders who helped principals with budgeting. It shows close community participation in the process and is a link that shows potential for the development of School Based Management (SBM).

Figure 18: Budget Preparation-2010



In almost all schools, budget preparation was a shared exercise between principal, staff and PTAs. These bodies might have been involved in varying degrees but all would have been consulted at some point before the approval of the budget. There are odd cases of sole charged schools where the PTAs relied entirely on Principals to prepare their budgets, and this partially accounted for the 5% shown in figure 18. 21% of the schools did not respond in the appropriate section of the SPRs, but the monitoring checklists during the year indicated that preparing the budgets had been a shared responsibility.

7.3.1 Effect of school community participation in decision making

The participation and contribution of communities to schools' budget preparation and endorsements and subsequently to school decision making, have given them a feeling of ownership thus generating and encouraging a closer and healthier working relationship between schools and communities.

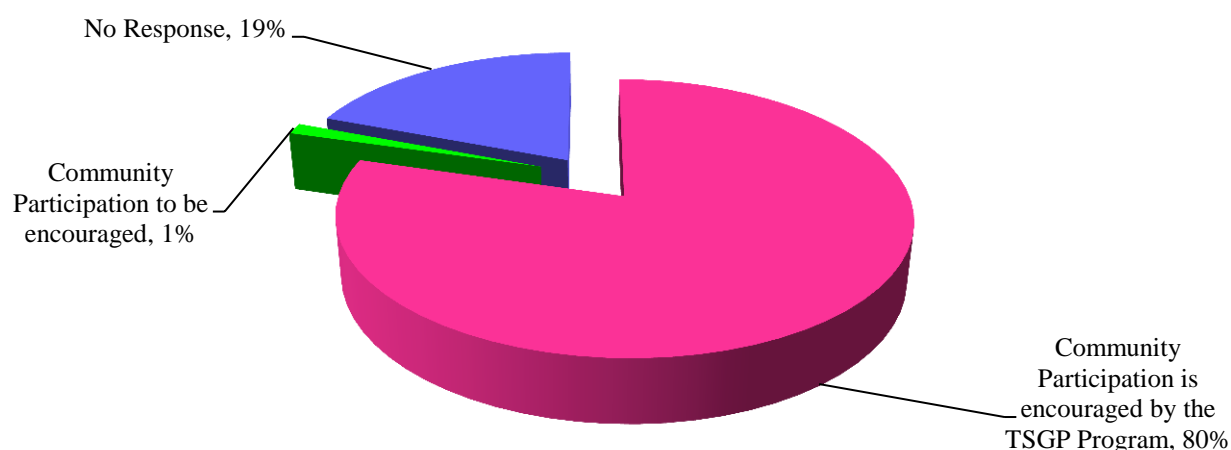
TSGP has enabled capacity building at all levels. Principals, staff and parents have improved their capacity to prepare plans for their respective schools, prepare budgets, keep financial records, and prioritise their needs, making informed decisions leading to improved working relationships among principals, staff and parents. It has also developed their capacity and ability to focus on the development of AOPs and to begin working towards meeting minimum service standards requirements.

Working relationships within the schools have also improved. Teachers have become more enthusiastic with their work as principals consult with them in identifying and prioritising schools development needs. Teachers are happy they are included in certain decision-making processes especially about the resources to improve their teaching and students' learning. The ready availability of teaching resources has also gone a long way in supporting teachers in the classroom.

Due to TSGP, schools have accomplished improvement in the services they provided not only because money is made available but school management has more freedom in prioritising and using their discretion and good judgment (within TSGP guidelines) in purchasing resources and in implementation of their plans.

Figure 19 shows that 80% of principals felt that TSGP has enhanced participation and interest from the school community. One percent felt that local participation needs to be encouraged and the 19% who gave no response were schools that either submitted incomplete SPRs or the island schools that did not submit their SPRs.

Figure 19: Principals' response to TSGP enhancing community participation -2010

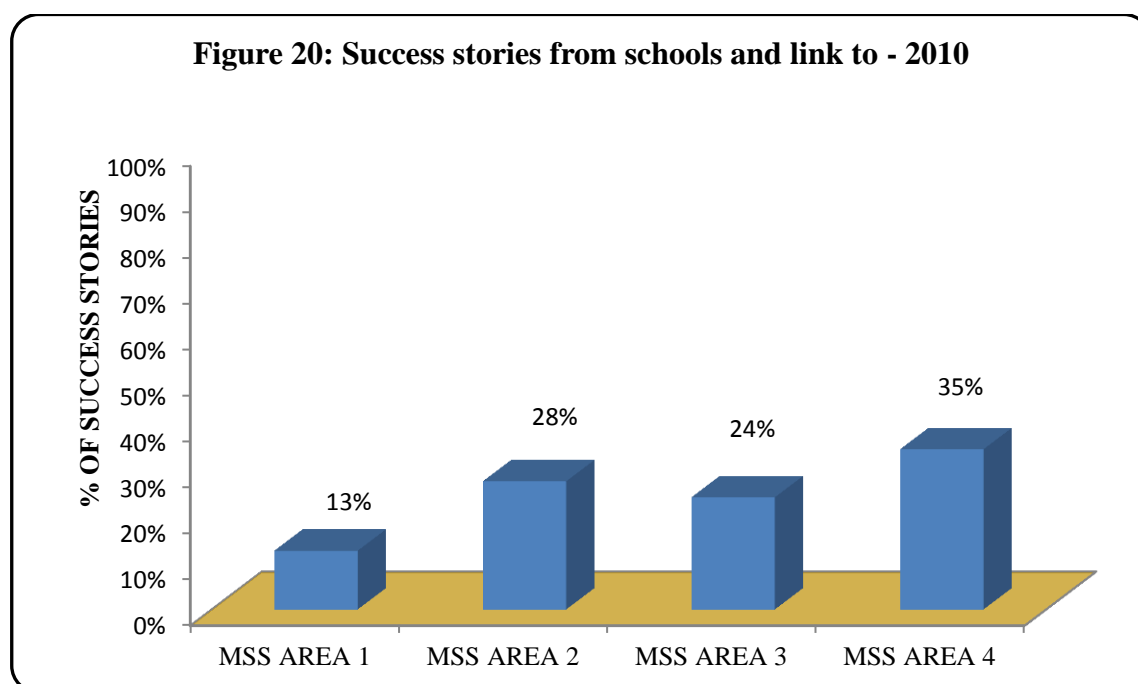


7.4 Indication that TSGP can bring about Quality Improvement

Certain indications are encouraging and point towards continuous quality improvement in schools.

- Improved ‘tangibles’ – improved water supply, more classroom furniture, more readers. Since the availability of the grant in schools, the most immediate impact was the purchasing of items currently not available at the school. Other more visible impacts are shown in the improvements made to water supply, power supply and shelving of books that had been left in boxes for years. The upgrading of previously dreary looking areas with a coat of paint or a roll of carpet made a great difference. There is some supporting evidence that Principals are planning and spending wisely and will slowly bring their schools up to the standards set for them.
- Anecdotal evidence about improvements both inside and outside the classrooms had been collected. In the last school visit, principals were interviewed and recorded their stories in their SPRs. Many ‘good news’ stories about the usage of TSGP funds have come out of these interviews. One such example relates to 14 remote island schools in Vava’u and Ha’apai experiencing for the first time the use of a generator, laptop and copier to assist in developing teaching and learning resources.
- A brief summary of the more common ‘success stories’ from schools include schools being able to buy teaching resources (for Maths, Language, Science) previously not at the school. They were also able to buy more readers for the students, teacher’s references, buying their own photocopier to help print out students’ homework and activities, set up their student portfolios to keep track of progress, having a much-improved environment for learning, better bathroom facilities and sharing expenses with PTA for a renovation project. These stories and good ideas will be shared with principals to help them plan for better use of their grant.

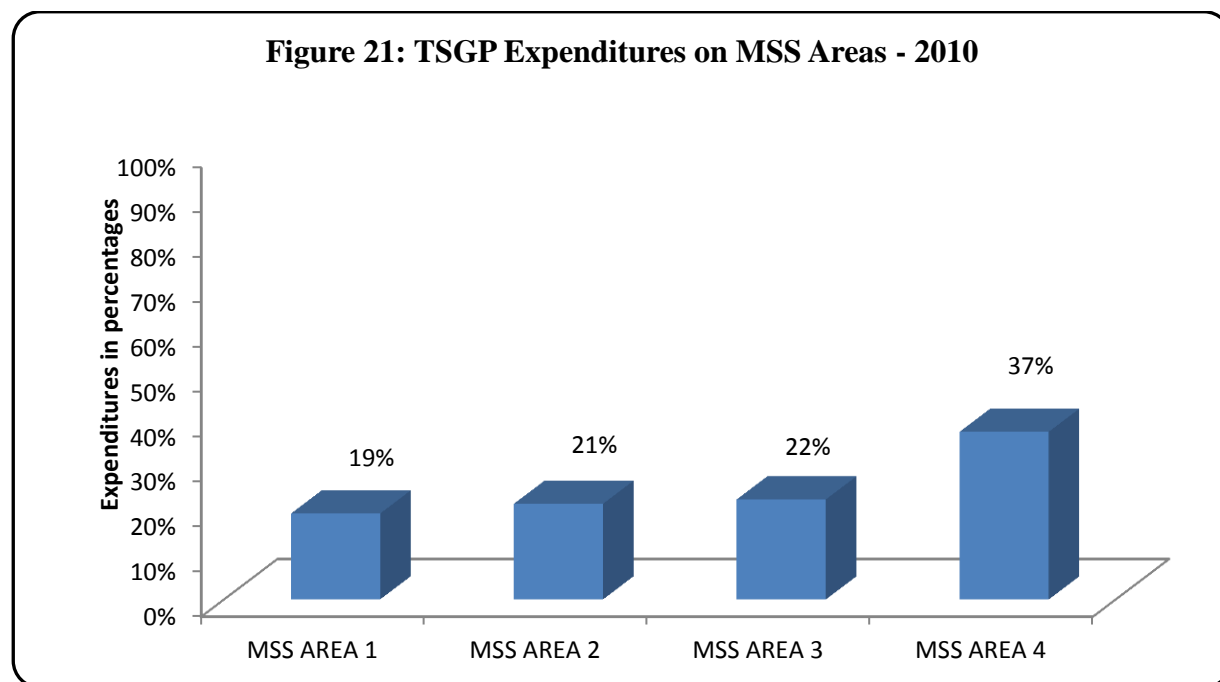
Figure 20 shows that almost 87% of the collected success stories were about MSS 2 ,3 and 4 which reflect the focus of AOPs in general (Figure 15)



7.4.1 TSGP & MSS Link

Figure 21 shows the percentages that schools spent on each of the four areas of MSS (MSS 1: Teaching Methods; MSS 2: Teaching and Management Capacity; MSS 3: Learning Environment & MSS 4: Student Achievement). It shows that most schools spent their grant on actions designed to improve student achievement in literacy and numeracy (MSS 4). This has been the direction given from MEWAC for schools' AOPs to focus on in 2008, 2009 and 2010.

It further illustrates the way MSS and TSGP are interdependent on each other.



7.4.2 Lessons Learnt:

- Prioritising expenditure is vital for the effective use of the grant. Schools must plan wisely and carefully - both short term (AOP) and long term (SDP) - with clear goals and budgets, accordingly.
- There is a need to consolidate relationships between schools and communities so that expenditures can be shared and true joint ownership of the TSGP can be accomplished.

7.4.3 Challenges:

- To measure the impact of the TSGP on student achievement in the absence of the full implementation of MSS.
- That principals keep records and document evidence for the purpose of measuring TSGP impact.
- For principals to take on school development planning and incorporate TSGP budgeting principles.
- Principals and teachers need to fully understand the link between TSGP and MSS for more informed and improved planning and budgeting.

SECTION 8: EQUITY

A Joint Technical Review Mission in 2008 had approved the formula to remain as is until further data could be collected that pointed towards the need for change. At this point, the formula is able to meet the TESP goals of equitable delivery of services and resources and the improvement of primary and secondary education.

The formula remained the same in 2010.

Out of the total funds available to schools in 2010, 46% was utilised to implement their AOPs and 54% was carried over to 2011. The carry-over would be used to begin financing their 2011 AOPs. Schools, irrespective of population, location and controlling authority, are using an average of approximately 46% of their total grant allocation and still have enough funds to finance the activities in their AOPs. This situation also indicates that principals are planning efficiently and have the foresight to allocate funds wisely, leaving some of their grant for the beginning of the following year as the next grant payout is not until June.

To date, there have been no major complaints about the formula and distribution of funds.

8.1 TSGP Formula of School Allocation

The TESP World Bank Project Appraisal Document (PAD) explains that the School Grant is to be allocated according to a formula that takes into account school enrolment, the extent to which the school meets or exceeds MSS, the degree to which schools are disadvantaged or its community is under-served, and needs expressed in the school's AOP. It also states that in the first years of the TSGP, the funding formula is to favour the most disadvantaged schools by financing investments in school quality items (eg, books, teaching aids) and facility rehabilitation.

The EPF Implementation Steering Committee approved the revised School Grant formula in 2008 and payments of the grant in 2009 and 2010 used the same formula.

Table 8 is the breakdown of the funds available to each non-government and government system. The primary category is further broken down to show the population of the schools because their base amount differed according to population size

Table 8: TSGP Total Funds available by education systems

Education System	TSGP Available Fund	School Types					
		Primary Schools				Middle Schools	Secondary Schools
		≤ 20	21-115	116-300	300+		
GOV	\$1,214,691.05	\$104,391.90	\$330,298.05	\$355,459.26	\$216,738.99	\$207,802.85	
FWC	\$322,474.93		\$33,393.27		\$16,786.95	\$14,004.15	\$258,290.56
TOK	\$46,877.08					\$46,877.08	
SDA	\$70,535.66			\$9,565.31		\$38,931.45	\$22,038.90
BAH	\$15,515.84					\$15,515.84	
FCT	\$80,759.34						\$80,759.34
RC	\$143,031.79						\$143,031.73
PRI	\$6,699.28						\$6,699.28
ANG	\$39,172.86						\$39,172.86
TOTAL	\$1,939,757.83	\$104,391.90	\$363,691.32	\$365,024.57	\$233,525.94	\$323,131.37	\$549,992.73

Table 8 shows that the majority of the total funds available are in government primary schools. Government primary school children make up about .89% of all primary school children who receive the grant.

8.2 The School Grant Funding Formula

The revision of the school grant formula was approved and used for the distribution of the grant in 2008, 2009 and 2010.

To meet donors' expectations of MSS, revision of the formula will require considerable data collection. When MSS is fully implemented in schools, more reliable data may be collected for any future revision of the formula.

The School Development Plan (SDP) is a three-year plan that schools are expected to develop to ensure achievement of MSS. To change the formula regularly would severely affect schools' SDPs. A more reasonable approach would be to re-assess the School Grant formula on a tri-annual basis, allowing schools a chance to evaluate their SDPs and the achievements of MSS goals.

Government middle school secondary students [Forms 1 and 2] per capita funding remain the same as the primary school rate. It is recognised that this group of students is under-served while concentrating the TSGP resources on the even more under-served non-government schools.

SECTION 9: LESSONS LEARNT

The fourth year of the TSGP has built on the successes of the three previous years. Some aspects of this success have already been discussed.

This report refers to lessons learnt in two ways – Key Achievements and Key Challenges.

9.1 Key Achievements:

- TOP\$1,088,068.43 was allocated to schools in August 2010.
- The School Grant formula remained the same as in 2009.
- The majority of expenditures were made on student and teaching materials.
- The involvement of School Division officers was an opportunity for more capacity building regarding TSGP processes.
- Mentoring of principals in key TSGP processes has been successful although there is a need for increased ongoing training.
- The use of MEWAC officers in outer islands has contributed positively to the degree of understanding principals have gained regarding TSGP. These officers are a key factor to the success of TSGP in the islands.
- Schools generally complied with the SGOM guidelines. Continual support and monitoring by the TSGP office were found to be the best way to ensure non-compliance does not occur and correct procedures are followed.
- A couple of schools have streamlined TSGP record keeping by using computer cash books.
- PTAs continue to support schools especially in the purchase of non-allowables, major renovation needs, utilities, and even in the hiring of daily paid teachers.
- Effective liaison between MEWAC and MoFP has contributed to the effective management of TSGP.

9.2 Key Challenges:

- The full impact of the TSGP funds can only be realised when MSS is fully implemented.
- Communication of TSGP matters was still a problem, especially to and from the outer islands. Most schools do not have a telephone or postal address, remote island community phones are very unreliable and transport to remote islands can be extremely expensive. This sometimes hindered the deployment of TSGP materials.
- Some schools had bank overdrafts. This had occurred because those schools had not heeded the advice concerning leaving enough funds for bank fees, bought items not in the budget, or made mistakes in their transfer of figures. Schools concerned had been advised to deposit back into their accounts, the overdrawn amount.

- The hand-over between out-going and new principals at the beginning of the year continued to be a challenge.
- The need to ensure the safe keeping of all TSGP documents for at least five years in the school.
- The need for more time to train new principals in TSGP processes.
- School visits need to be well coordinated with other MEWAC divisions' school visits.
- The ability of school principals to submit their AOPs and inclusive budgets on time.
- The quality of the plan is also an issue of concern.

SECTION 10: RECOMMENDATIONS

10.1 Payment Process

- That the School Grant formula remains as is until further collection of data to support a change and MSS is fully in place.
- That the payment of grants into school accounts remain at June each year for timely collection of school population (Mar.), verification, calculation of grant and submission to donors for drawdown.
- That support for principals and PTAs is ongoing to consolidate TSGP processes.

10.2 TSGP Efficiency

- That all negotiations are documented to avoid miscommunication with all participants in the TSGP process.
- That MEWAC education officers as well as non-government education officers assist with training in the TSGP process to ensure a high degree of understanding of roles and responsibilities of all participants.
- That the TSGP office involves PTA executive member(s) in future workshops and any follow-up of TSGP processes.
- That TSGP policies are enforced especially in the practice of documenting and filing of all TSGP documents.
- That MEWAC and other Education systems put in place and ensure that a hand-over procedure especially for primary schools is carried out to facilitate the transfer of TSGP resources between principals.
- That all Education Systems incorporates into its assessment forms for principals the roles and responsibilities of principals as required by TSGP.
- That the SBM office resources and equipment needs like laptops, power-point projector and portable screen, heavy duty photocopier, computers and colour printer be purchased.
- That MEWAC officers in the outer islands continue to be trained in TSGP processes and to be the first points of contact in their respective islands.

10.3 Impact of TSGP on schools

- That there is continuing staff consultation on the preparation of AOPs and on the progress of grant expenditure.
- That principals ensure that they keep accurate and true records.
- That the TSGP/SBM office continues its supporting role in schools.
- That the TSGP/SBM office continues to provide information to communities for a fuller understanding of TSGP/SBM processes.
- That principals work together with the deputy principal (or whoever is most senior or most capable) to ensure better communication between key participants, to ensure sustainability of the TSGP in the schools.
- That training is provided for MEWAC officers to monitor progress of TSGP in schools and to assist principals.
- That the TSGP process is introduced to TIOE students before they go out to the field.
- That there is an urgent need to establish a national baseline standard for literacy and numeracy and adopt appropriate instruments to measure the impacts of TSGP on MSS.

10.4 Strategies to improve efficiency

- That the petty cash is recorded as outlined in the SGOM.
- That appropriate revisions are continually made to the SGOM./School Based Management Manual (SBMM).
- That the use of electronic accounting systems for TSGP transactions be encouraged.
- That schools are allowed more discretion on the amount they can spend on minor repairs and maintenance.
- That more responsibility for TSGP processes is devolved to appropriate MEWAC officers.

10.5 Equity and the School Grant Formula

- That MEWAC conduct a review of resources of all TSGP schools to identify those schools with the most need.
- That the School Grant Formula remains as is until further collection of data to support a change and MSS is fully implemented in schools.
- That the grants for each school be periodically adjusted for inflation.

APPENDICES

Appendix 1: Sample of school grant calculation

Appendix 2: School Performance Report

Appendix 3: Monitoring Checklist

Appendix 1: TSGP Grant Formula 2010

TSGP GRANT FORMULA 2010

[School Allocation(A) x School Enrolment(B)] + Base Allocation(C) + Remote Allocation (D) + Socio Eco Factor Calculation (E)

School Allocation (A)	Primary Schools	TOP\$30.00 per student
	Secondary Schools [Form 1 & 2]	TOP\$110.00 per student
	Middle Schools	Primary School [Class1 -6] TOP\$30.00 per student Secondary School [Form 1&2] TOP\$110 per student
School Enrolment (B)	School Roll as of 31st March 2008	
Base Allocation (C)	Refer to Table 3	
Remote Allocation (D)	Applies to all schools excluding Tongatapu schools except 'Eueiki & 'Atata	
	D = (((A x B) + C) x Freight Index) + TOP\$500	
	Freight Index Calculation based from data collected in June 2007 from shipping lines and schools	
	Regarding transport , refer to <i>attachment(i)</i>	
Socio- Eco Factor (E) :	Based on household income earning index 2000/01 Census.	
	E = ((AxB) +C) x Socio Eco Factor	
	Socio Eco Factor for schools located at the Nuku'alofa area is 0	
	Tonga Side School [Nuku'alofa, Ngele'ia, Tokomololo]: Grant is reduced by the amount of Government contribution	

SOCIO-ECONOMIC FACTOR

Socio-Category	Factor	Island
1	1.05	Niuas
2	1.04	Ha'apai
3	1.03	Eua
4	1.02	Vava'u
5	1.01	Rest of Tongatapu
6	1	Nuku'alofa
Source of Information: Government of Tonga Statistics Department (<i>Government of Tonga Census 2000/01 - Per Household Income Earning Index</i>)		

Example

GPS Ovaka [Remote School]

$$A = \text{TOP\$30}$$

$$B = 13$$

$$C = \text{TOP\$1900}$$

$$D = (((13 \times \text{TOP\$30}) + \text{TOP\$1900}) \times 0.0441) + \text{TOP\$500} = \text{TOP\$600.99}$$

$$E = ((13 \times \text{TOP\$30}) + \text{TOP\$1900}) \times .02 = \text{TOP\$45.80}$$

$$\begin{aligned}\text{Total Grant GPS Ovaka} &= (A \times B) + C + D + E \\ &= (13 \times \text{TOP\$30}) + \text{TOP\$1900} + \text{TOP\$600.99} + \text{TOP\$45.80} \\ &= \text{TOP\$390} + \text{TOP\$1900} + \text{TOP\$600.99} + \text{TOP\$45.80} \\ &= \text{TOP\$2 936.79}\end{aligned}$$

GPS Lapaha (Not a Remote School) but in a Rural Area - Tongatapu

$$A = \text{TOP\$30}$$

$$B = 314$$

$$C = \text{TOP\$1000}$$

$$D = (((314 \times \text{TOP\$30}) + \text{TOP\$1000}) \times 0) + \text{TOP\$0} = 0$$

$$E = ((314 \times \text{TOP\$30}) + \text{TOP\$1 000}) \times .01 = \text{TOP\$104}$$

$$\begin{aligned}\text{Total Grant GPS Lapaha} &= (A \times B) + C + D + E \\ &= (314 \times \text{TOP\$30}) + \text{TOP\$1 000} + 0 + \text{TOP\$104} \\ &= \text{TOP\$9420} + \text{TOP\$1 000} + 0 + \text{TOP\$104} \\ &= \text{TOP\$10 524}\end{aligned}$$

Hilliard Memorial School [Non Government Middle School] - Nuku'alofa

Primary C1 - C6

Secondary Form 1 & 2

$$A = \text{TOP\$30} \quad \dots\dots\dots \text{TOP\$110}$$

$$B = 328 \quad \dots\dots\dots 103$$

$$C = \text{TOP\$1 000} \quad \dots\dots\dots \text{TOP\$2 000}$$

$$D = (((328 \times \text{TOP\$30}) + \text{TOP\$1 000}) \times 0) + \text{TOP\$0} = \text{TOP\$0} \quad \dots\dots\dots (((103 \times \text{TOP\$110}) + \text{TOP\$2 000}) \times 0) + \text{TOP\$0} = \text{TOP\$0}$$

$$E = (((328 \times \text{TOP\$30}) + \text{TOP\$1000}) \times 0) = \text{TOP\$0} \quad \dots\dots\dots (((103 \times \text{TOP\$110}) + \text{TOP\$2000}) \times 0) = \text{TOP\$0}$$

Total Grant Hilliard Memorial School

$$\begin{aligned}&= \text{Primary C1 - C6} + \text{Secondary Form 1 \& 2} \\ &= ((A \times B) + C + D + E) + ((A \times B) + C + D + E) \\ &= ((328 \times \text{TOP\$30}) + \text{TOP\$1000} + 0 + \text{TOP\$9840}) + ((103 \times \text{TOP\$110}) + \text{TOP\$2000} + 0 + \text{TOP\$0}) \\ &= (\text{TOP\$9840} + \text{TOP\$1000} + 0 + 0) + (\text{TOP\$11330} + \text{TOP\$2000} + \text{TOP\$0} + \text{TOP\$0}) \\ &= \text{TOP\$10 840} + \text{TOP\$13 330} \\ &= \text{TOP\$24 170}\end{aligned}$$

Attachment (i)
INDEX
CALCULATION

Island	School Name	Cost of Freight	Convert to Base Index	Moderation Base (x 0.01)	Turn to Index
EUA	GPS ANGAHA	120	4.0678	0.040677966	1.04068
EUA	GPS HA'ATU'A	120	4.0678	0.040677966	1.04068
EUA	GPS HOUMA 'Eua	120	4.0678	0.040677966	1.04068
EUA	GPS 'OHONUA	120	4.0678	0.040677966	1.04068
EUA	GPS TA'ANGA	120	4.0678	0.040677966	1.04068
EUA	GPS TUFUVAI	120	4.0678	0.040677966	1.04068
EUA	HOFANGAHAU COLLEGE	120	4.0678	0.040677966	1.04068
HA'APAI	FWPS NOMUKA	20	0.6780	0.006779661	1.00678
HA'APAI	FWPS PANGAI	25	0.8475	0.008474576	1.00847
HA'APAI	GPS FAKAKAI	95	3.2203	0.03220339	1.03220
HA'APAI	GPS FALELOA	25	0.8475	0.008474576	1.00847
HA'APAI	GPS FONOIFUA	220	7.4576	0.074576271	1.07458
HA'APAI	GPS FOTUA	25	0.8475	0.008474576	1.00847
HA'APAI	GPS FOTUHA'A	425	14.4068	0.144067797	1.14407
HA'APAI	GPS HA'AFEVA	20	0.6780	0.006779661	1.00678
HA'APAI	GPS HA'ANO	105	3.5593	0.03559322	1.03559
HA'APAI	GPS HIHIFO	25	0.8475	0.008474576	1.00847
HA'APAI	GPS KOTU	60	2.0339	0.020338983	1.02034
HA'APAI	GPS KOULO	25	0.8475	0.008474576	1.00847
HA'APAI	GPS LOFANGA	125	4.2373	0.042372881	1.04237
HA'APAI	GPS MANGO	120	4.0678	0.040677966	1.04068
HA'APAI	GPS MATA'AHU	125	4.2373	0.042372881	1.04237
HA'APAI	GPS MATUKU	60	2.0339	0.020338983	1.02034
HA'APAI	GPS MO'UNGA'ONE	225	7.6271	0.076271186	1.07627
HA'APAI	GPS NOMUKA	20	0.6780	0.006779661	1.00678
HA'APAI	GPS 'O'UA	95	3.2203	0.03220339	1.03220
HA'APAI	GPS PANGAI	25	0.8475	0.008474576	1.00847
HA'APAI	GPS TUNGUA	70	2.3729	0.023728814	1.02373
HA'APAI	OFAMO'ONI PRIMARY SCHOOL	25	0.8475	0.008474576	1.00847
HA'APAI	ST. JOSEPH'S COMMUNITY COLLEGE	25	0.8475	0.008474576	1.00847
HA'APAI	TAILULU COLLEGE Hp	25	0.8475	0.008474576	1.00847
HA'APAI	TAUFA'AHU/PIOLE VU COLLEGE	25	0.8475	0.008474576	1.00847
HA'APAI	TUPOUTO'A COLLEGE	20	0.6780	0.006779661	1.00678
NIUA	GPS 'ALELE'UTA	50	1.6949	0.016949153	1.01695
NIUA	GPS FALEHAU	60	2.0339	0.020338983	1.02034
NIUA	GPS HIHIFO NTT	50	1.6949	0.016949153	1.01695
NIUA	GPS TAFahi	130	4.4068	0.044067797	1.04407

NIUA	GPS TONGAMAMA'O	50	1.6949	0.016949153	1.01695
TONGATAPU	'APIFO'OU COLLEGE	29.5	1.0000	0.01	1.00000
TONGATAPU	ATENISI HIGH SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	BEULAH COLLEGE	29.5	1.0000	0.01	1.00000
TONGATAPU	BEULAH PRIMARY SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	FWC MIDDLE SCHOOL - Houma	29.5	1.0000	0.01	1.00000
TONGATAPU	FWC MIDDLE SCHOOL - Pea	29.5	1.0000	0.01	1.00000
TONGATAPU	FWC MIDDLE SCHOOL - Vaini	29.5	1.0000	0.01	1.00000
TONGATAPU	FWPS KOLOVAI	29.5	1.0000	0.01	1.00000
TONGATAPU	FWPS NUKU'ALOFA	29.5	1.0000	0.01	1.00000
TONGATAPU	FWPS NUKUNUKU	29.5	1.0000	0.01	1.00000
TONGATAPU	FWPS 'UTULAU	29.5	1.0000	0.01	1.00000
TONGATAPU	FWPS VAOTU'U	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS AFA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS 'ATATA	38	1.2881	0.012881356	1.01288
TONGATAPU	GPS 'ATELE	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS 'EUEIKI	50	1.6949	0.016949153	1.01695
TONGATAPU	GPS FAHEFA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS FANGA 'O PILOLEVU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS FASI MOE AFI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS FATAI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS FOLAHA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS FUA'AMOTU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HA'ALALO	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HA'AMONGA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HA'ASINI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HALAOVAVE	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HAVELULOTO	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HOFOA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HOI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HOLONGA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS HOUMA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS KAHOUA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS KAI'AVALE	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS KANOKUPOLU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS KOLOMOTU'A	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS KOLONGA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS KOLOVAI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS LAPAHA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS LONGOLONGO	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS LONGOTEME	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS LOTOLU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS MALAPO	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS MATAHAU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS MA'UFANGA	29.5	1.0000	0.01	1.00000

TONGATAPU	GPS MU'A	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS NAVUTOKA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS NGELE'IA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS NUKU'ALOFA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS NUKULEKA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS PEA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS POPUA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS PUKE	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS SIA'ATOUTAI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS TALAFO'OU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS TE'EKIU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS TOKOMOLOLO	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS TOLOA	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS TU'ALIKU 'O PILOLEVU	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS VAINI	29.5	1.0000	0.01	1.00000
TONGATAPU	GPS VEITONGO	29.5	1.0000	0.01	1.00000
TONGATAPU	HILLIARD MEMORIAL SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	HILLIARD MEMORIAL SCHOOL - Mangaia	29.5	1.0000	0.01	1.00000
TONGATAPU	LAVENGAMALIE CHRISTIAN ELEMENTRY SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	MAAMALOA SIDE SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	MO'UNGA'OLIVE COLLEGE	29.5	1.0000	0.01	1.00000
TONGATAPU	OCEAN OF LIGHT INTERNATIONAL SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	QUEEN SALOTE COLLEGE	29.5	1.0000	0.01	1.00000
TONGATAPU	ST ANDREW'S HIGH SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	TAILULU COLLEGE Tt	29.5	1.0000	0.01	1.00000
TONGATAPU	TAKUILAU COLLEGE	29.5	1.0000	0.01	1.00000
TONGATAPU	TALAFO'OU GOVERNMENT MIDDE SCHOOL	29.5	1.0000	0.01	1.00000
TONGATAPU	TONGA SIDE SCHOOL - Ngele'ia	29.5	1.0000	0.01	1.00000
TONGATAPU	TONGA SIDE SCHOOL - Nuku'alofa	29.5	1.0000	0.01	1.00000
TONGATAPU	TONGA SIDE SCHOOL - Tokomololo	29.5	1.0000	0.01	1.00000
TONGATAPU	TUPOU COLLEGE	29.5	1.0000	0.01	1.00000
TONGATAPU	TUPOU HIGH SCHOOL - Nukunuku	29.5	1.0000	0.01	1.00000
TONGATAPU	TUPOU HIGH SCHOOL	29.5	1.0000	0.01	1.00000

	- Tapunisiliva				
TONGATAPU	TUPOU HIGH SCHOOL - Vaololoa	29.5	1.0000	0.01	1.00000
VAVAU	CHANEL COLLEGE	30	1.0169	0.010169492	1.01017
VAVAU	GPS FALEVAI	110	3.7288	0.037288136	1.03729
VAVAU	GPS FELETOA	30	1.0169	0.010169492	1.01017
VAVAU	GPS HA'ALAUFULI	30	1.0169	0.010169492	1.01017
VAVAU	GPS HOLONGA	30	1.0169	0.010169492	1.01017
VAVAU	GPS HOUMA Vv	30	1.0169	0.010169492	1.01017
VAVAU	GPS HUNGA	180	6.1017	0.061016949	1.06102
VAVAU	GPS KAPA	130	4.4068	0.044067797	1.04407
VAVAU	GPS KOLOA	30	1.0169	0.010169492	1.01017
VAVAU	GPS LAPE	130	4.4068	0.044067797	1.04407
VAVAU	GPS LEIMATU'A	30	1.0169	0.010169492	1.01017
VAVAU	GPS LIVIELA	30	1.0169	0.010169492	1.01017
VAVAU	GPS LONGOMAPU	30	1.0169	0.010169492	1.01017
VAVAU	GPS MAKAVE	30	1.0169	0.010169492	1.01017
VAVAU	GPS MATAMAKA	130	4.4068	0.044067797	1.04407
VAVAU	GPS NEIAFU	30	1.0169	0.010169492	1.01017
VAVAU	GPS NGA'UNOHO	30	1.0169	0.010169492	1.01017
VAVAU	GPS NUAPAPU	130	4.4068	0.044067797	1.04407
VAVAU	GPS OFU	90	3.0508	0.030508475	1.03051
VAVAU	GPS OLO'UA	90	3.0508	0.030508475	1.03051
VAVAU	GPS 'OTEA	90	3.0508	0.030508475	1.03051
VAVAU	GPS OVAKA	130	4.4068	0.044067797	1.04407
VAVAU	GPS PANGAIMOTU	30	1.0169	0.010169492	1.01017
VAVAU	GPS TAOA	30	1.0169	0.010169492	1.01017
VAVAU	GPS TAUNGA	130	4.4068	0.044067797	1.04407
VAVAU	GPS TEFISI	30	1.0169	0.010169492	1.01017
VAVAU	GPS TOULA	30	1.0169	0.010169492	1.01017
VAVAU	GPS TU'ANEKIVALE	30	1.0169	0.010169492	1.01017
VAVAU	GPS TU'ANUKU	30	1.0169	0.010169492	1.01017
VAVAU	GPS 'UTULEI	30	1.0169	0.010169492	1.01017
VAVAU	GPS 'UTUNGAKI	30	1.0169	0.010169492	1.01017
VAVAU	MAAMA'ANGA CHRISTIAN SCHOOL	30	1.0169	0.010169492	1.01017
VAVAU	MAILEFIHI/SIU'ILIKU TAPU COLLEGE	30	1.0169	0.010169492	1.01017
VAVAU	MIZPAH ADVENTIST HIGH SCHOOL	30	1.0169	0.010169492	1.01017
VAVAU	TAILULU COLLEGE Vv	30	1.0169	0.010169492	1.01017
VAVAU	VAVA'U SIDE SCHOOL	30	1.0169	0.010169492	1.01017

Appendix 2: TSGP & MSS School Performance Report

TONGA SCHOOL GRANTS PROGRAM & MINIMUM SERVICE STANDARDS SCHOOL PERFORMANCE REPORT (SPR) -2010



A. SCHOOL DETAILS

SCHOOL CODE		SCHOOL NAME	
PRINCIPAL'S NAME			
EDUCATION AUTHORITY [Please Tick the Appropriate Box]			
Bahai	Catholic	Free Wesleyan Church	Free Church of Tonga
Private	Government	Tokaikolo 'ia Kalaisi	Anglican Church
		Seventh Day Adventist	

SCHOOL ENROLMENT – At End of October 2010

Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Form 1		Form 2	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

B. TONGA SCHOOL GRANTS DETAILS




1. TSGP Carryover from 2009 : \$ <i>Toenga pa'anga mei he 2009</i>					7. EXPENDITURES RECORD 2010 <i>Ngaahi Lekooti Fakamole 2010</i> <i>(Ngāue mei ho'o TSGP cashbook mo e ngaahi fakamatala pa'anga 'a e PTA 'o faka fonu 'aki 'a e lekooti fakamole.</i>				
2. TSGP Grant June 2010: \$ <i>Tokoni na'e ma'u mei he TSGP 'i Sune 2010</i>						TSGP	PTA	Others	TOTAL
3. Other funds deposited into TSGP Account: \$ <i>Ngaahi pa'anga makehe ne fakahu ki he akauni TSGP 2010</i>					Teacher's Materials				
4. TOTAL TSGP GRANT 2010 : \$ <i>Katoa e pa'anga ne hu ki he akauni TSGP 'i he 2010</i>					Student's Materials				
5. TSGP Amount Budgeted for 2010: \$ <i>Lahi e pa'anga patiseti 'a e TSGP: 2010</i>					Fixed Assets				
6. Amount Budgeted for Each Category <i>Lahi e pa'anga ne fai ki ai e patiseti he 'elia takitaha</i>					Minor Repairs & Maintenance				
	TSGP	PTA	Others	TOTAL	PTA				
Teacher's Materials					Grant Administration				
Student's Materials					Consumption Tax				
Fixed Assets					TOTAL Expenditure				
Minor Repairs & Maintenance					TSGP Amount Carryover to 2011	\$			




PTA				
Grant Administration				
TOTAL				

Give the reasons for over spending / underspending of PTA/Others fund. (*Ko e ha nai hā ngaahi 'uhinga ne hulu ai pe tō nounou ai e fakamole 'a e PTA/ma'u'anga pa'anga kehe mei he'enau patiseti?*)

.....
.....
.....

C. TSGP GRANT MANAGEMENT

1. Budget Preparation		<i>[Please Tick the Appropriate Box(es)]</i>			
i) Who were involved in preparing the budget? <i>o hai na'e kau ki hono teuteu 'i 'o e patiseti?)</i>		Principal		PTA Executive	
ii) The final budget was endorsed by ... <i>a'e tali 'a e patiseti 'o fakapaasi mei he</i>		System Directorate		Others, please specify	
		PTA Executive		System Directorate	
		PTA meeting		School Board	
2. TSGP Record Keeping Filing of TSGP paperwork is <i>Ko hono tauhi 'o e ngaahi lekooti fakapepa 'a e TSGP 'oku</i>		If hard, have you any suggestions to make TSGP record -keeping easy? <i>'O kapau 'oku faingata'a, fokotu'u mai ha founa ke fakafaingofua 'i'aki hono tauhi 'o e lekooti fakapepa 'a e TSGP.</i>			
Easy <i>Faingofua pe</i> <input type="checkbox"/>		Manageable <i>Malava pe</i> <input type="checkbox"/>		Hard <i>Faingata'a</i> <input type="checkbox"/>	
3. TSGP School Grant Operations Manual (SGOM) Finding and using the information in both the English and the Tongan version of the TSGP- SGOM 2009 is <i>(Ko hono ngāue'aki 'a e ngaahi fakamatala 'i he tohi fakahinihino TSGP – 2009 'oku ..)</i>		If hard, have you any suggestions to improve the Manual?			
Easy <input type="checkbox"/>		Manageable <input type="checkbox"/>		Hard <input type="checkbox"/>	
4. Petty Cash System Did you use the Petty cash from the Grant?		If No, why not?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>			
		Have you any suggestions to improve the Petty Cash System?			
5. Quality Management of TSGP	a) Indicate how well you know your roles and your responsibilities regarding TSGP processes. <i>(Fakahaa'i mai 'a e tūkunga 'ilo mo mahino fekau'aki mo ho ngaahi fatongia 'i he ngāue 'a e TSGP.)</i>				
					
			Very well	All right	Not very well
	Principal	a. Budgeting			Comments /Reasons

		b. Financial Management					
		c. Reporting					
		d. Procurement Policy					
	PTA/ School Board/ System Directorate	a. Budgeting					
		b. Financial Management					
		c. Reporting					
Other Comments: b) Indicate whether sufficient information/ communication regarding TSGP has been relayed. <i>(Fakahaa'i mai pe 'oku fe'unga 'a e ngaahi fakamatala/fetu'utaki fekau'aki mo e TSGP.)</i>							
	<i>From/ Between</i>	<i>To/ and</i>		 Sufficient	 All right	 Not suffici	Reasons
	TSGP Team/Harmonization Team	Schools	a.Budgeting				
			b.Financial Management				
			c.Reporting				
	Schools	PTA/ School Board/ School Dir./ School Comm.	a.Budgeting				
			b.Financial Management				
			c.Reporting				
	Principal	Staff	a.Budgeting				
			b.Financial Management				
			c.Reporting				
	Schools	TSGP Office	a.Budgeting				
			b.Financial Management				
			c.Reporting				
	6. TSGP Governance	a) Is the program enabling greater local participation in school decision making? <i>('Oku kaunga nai 'a e polokalama tokoni ko eni ke malava ai e mātu'a mo e kakai 'o kau he fai tu'utu'u ni ki he ako?)</i> 					
		b) If yes to (a) above, in what way?					

	<p>(Kapau 'oku 'io ki he (a) 'i 'olunga, ko e hā nai e me'a 'oku nau kaunga lahi mai ki ai?</p> <p>.....</p> <p>c) If no to (a) above, how could the program be improved to enable greater local participation? (Kapau 'oku 'ikai ki he (a) 'i 'olunga, ko e hā ha founga 'e tokoni ki ha no faka'ai'ai 'o e to e kaungā kau mai 'a e mātu'a mo e kakai ki he fai tu 'utu'u ni ki he ako?</p> <p>.....</p>
<p>7. Equity</p>	<p>a) Do you think TSGP is equitable? Why? 'Oku ke ongo'i nai 'oku potupotu tatau hono tufotufa 'a e pa'anga tokoni? Ko e hā hono 'uhinga?</p> <p>Yes ('Io) <input type="checkbox"/> No ('Ikai) <input type="checkbox"/></p> <p>Reason(s) ('Uhinga) :</p> <p>.....</p> <p>.....</p> <p>b) What changes do you suggest that would address the equity focus of TSGP? (Ko e hā ha ngaahi liliu teke fokotu'u mai ke tokoni ke fakapapau'i 'oku potupotu tatau hono tufotufa 'a e pa'anga tokoni?)</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>8. Access</p>	<p>a) Is the Grant program having an impact on Students : ('Oku 'i ai ha ola 'a e polokalama tokoni TSGP 'oku hā mai 'i he fānau ako 'o felave'i mo e:</p> <p>i) Attendance Rate : Yes <input type="checkbox"/> No <input type="checkbox"/> (Ma'u ako)</p> <p>If yes, in what way ? (Kapau 'oku "'io", fakamatala'i mai.)</p> <p>If no, how else could the grant improve student attendance? (Kapau 'oku "'Ikai", 'e anga fēfē ha tokoni 'a polokalama tokoni ki hano fakalelei 'I 'o e ma'u ako 'a e fānau?)</p> <p>.....</p> <p>ii) Retention Rate: Yes <input type="checkbox"/> No <input type="checkbox"/> (Tokolahi 'o e fānau 'oku malava 'o ako 'o kakato 'a e fa'ahi ta'u faka- ako)</p> <p>If yes, in what way? (Kapau 'oku 'Io, fakamatala'i mai.)</p> <p>If no, how else could the grant improve retention rate? (Kapau 'oku "'Ikai", 'e anga fēfē ha tokoni 'a e polokalama tokoni ki hano fakalelei 'o e tokolahi 'o e fānau 'oku malava 'o ako ke kakato 'a e fa'ahi ta'u faka- ako?)</p> <p>.....</p> <p>iii) Repetition Rate: Yes <input type="checkbox"/> No <input type="checkbox"/> (Tokolahi 'o e fānau 'oku nau nofo he kalasi tatau)</p> <p>If yes, in what way? (Kapau 'oku 'Io, fakamatala'i mai.)</p> <p>If no, how else could the grant improve the Repetition rate?</p>

	<p><i>(Kapau ‘oku “’Ikai”, ‘e anga fēfē ha tokoni ‘a e polokalama tokoni ki hano fakasi ‘isi ‘i ‘o e tokolahi ‘o e fānau ‘oku nau to e nofo he kalasi tatau ?)</i></p> <p>.....</p>
<p>9. Best Stories Interview</p>	<p>Good Stories “BEST EFFECT OF THE GRANT IN YOUR SCHOOL – 2010.”</p>

10. IMPACT OF THE GRANT ON MSS

Fakafonu 'a e tepile 'i lalo 'aki 'a e ngaahi

- Fakamole fakakatoa mei he tokoni TSGP ki he ngaahi 'elia MSS (1,2,3 mo e /pe 4)
- 'Elia mo e tu'unga na 'e fokotu'u he palani ngaue ki he ta'u 2010
- A'usia na'e 'I ai 'a e ako'anga he kamata'anga 'o e ta'u 2010
- A'usia 'oku 'iai 'a e ako'anga 'I he faka'osinga 'o e ta'u 2010
- **Ngaahi fakamo'oni 'I he 'ako'anga ten e poupou ki he a'usia he kamata'anga mo e faka'osinga 'o e ta'u ko e ngaahi fakamo'oni ko eni 'e fakapapau'I pea talanoa'I ia mo e 'ofisa ako.**
- Ngaahi fakatātā 'o e ngaahi me'a ne fai ki ai e fakamole.
- 'E tokoni lahi 'aupito ki hono fakakakato 'o e ngāue ko eni 'a e patiseti, lekooti vausia/invoice/receipts ke ke sio ai ki he mahu'inga 'o e ngaahi naunau na'e fakatau 'i he 'elia MSS takitaha.
- Fakatokanga'i ange 'e tonu eni 'oka ke ka tanaki katoa e fakamole TSGP Fakakatoa mei he ngaahi 'elia MSS 'o tatau mo e fakamole fakakatoa meihe TSGP 'i ho'o cashbook.
- 'E fiema'u ke faka'ilonga [✓] 'a e ngaahi puha

Example (Fakatata)

MSS Area 4: Students Achievements

TSGP Amount Spent : \$853.68

MSS – Indicated in Action Plan 2010 Tu'unga MSS na'e fokotu'u he Palani ngaue 2010	MSS – Level of Achievement t Jan. 2010 / Tu'unga a'usia na'e 'iai 'a e ako'anga 'i he MSS 'I Sanuali 2010			At the end of the year			Challenge(s) Faingata'a na'e hoko 'o 'ikai malava ai ke hoko ha fakalaka pea'usia 'o e tu'unga	Material Purchased Ngaahi naunau na'e fakatau	
				There is improvement but MSS is not yet achieved Na'e/'Oku 'iai 'a e fakalaka ka 'oku te'eki a'usia 'a e tu'unga MSS	MSS- level of achievement Tu'unga a'usia 'o e MSS 'i he faka'osinga 'o e ta'u				
	B	A	E		B	A			E
4.1									
Evidence:				Evidence:					
4.2	✓			✓	✓			•'ikai ke maa'usia 'e he ni'ihi kau faiako 'a e poto'I 'ilo ki ho ngaue'aki 'o e SBA •'ikai ha lekooti'o e ola 'o e ngaue 'a e fanau •'ikai ha lekooti 'o e ngaue 'a e faiako mo e fanau ke tauhi'e he pule ako	
Evidence: • Na'e 'ikai maa'usia 'e he tokolahi 'o e kau faiako 'a e poto'I 'ilo mo e poto'I ngaue'I 'o SBA.				Evidence: •ngaue 'a e kau faiako 'e ni'ihi 'i loki ako fekau'aki mo hono vakai'I fakaloki ako 'o e ola 'o e ngaue 'a e fanau. [SBA]				Saati Texta kaati	

Key : Level of Achievement [A'usia he tu'unga MSS]

B - Below the Standard

A – Achieving the Standard

E – Exceed the standard

MSS AREA 1: TEACHING METHODS

TSGP Amount Spent in MSS Area 1: \$

MSS – Indicated in Action Plan 2010 Tu'unga MSS na'e fokotu'u he Palani ngaue 2010	MSS – Level of Achievemen t Jan. 2010 / Tu'unga a'usia na'e 'iai 'a e ako'anga 'i he MSS 'I Sanuali 2010			At the end of the year			Challenge(s) Faingata'a na'e hoko 'o 'ikai malava ai ke hoko ha fakalaka pea'usia 'o e tu'unga	Material Purchased Ngaahi naunau na'e fakatau	
				There is improvement but MSS is not yet achieved Na'e/'Oku 'iai 'a e fakalaka ka 'oku te'eki a'usia 'a e tu'unga MSS	MSS- level of achieve ment Tu'unga a'usia 'o e MSS 'i he faka'osinga 'o e ta'u				
	B	A	E		B	A			E
1.1									
Evidence:				Evidence:					
1.2									
Evidence:				Evidence:					
1.3									
Evidence:				Evidence:					

1.4									
Evidence:				Evidence:					
1.5									
Evidence:				Evidence:					
1.6									
Evidence:				Evidence:					
1.7									
Evidence:				Evidence:					
1.8									
Evidence:				Evidence:					
1.9									
Evidence:				Evidence:					
Comments :									

MSS AREA 2: TEACHING AND MANAGEMENT CAPACITY

TSGP Amount Spent in MSS Area 2: \$

MSS – Indicated in Action Plan 2010 <i>Tu’unga MSS na’e fokotu’u he Palani ngaue 2010</i>	MSS – Level of Achievemen t Jan. 2010 / <i>Tu’unga a’usia na’e ‘iai ‘a e ako’anga ‘i he MSS ‘I Sanuali 2010</i>			At the end of the year			Challenge(s) <i>Faingata’a na’e hoko ‘o ‘ikai malava ai ke hoko ha fakalaka pea’usia ‘o e tu’unga</i>	Material Purchased <i>Ngaahi naunau na’e fakatau</i>
				There is improvement but MSS is not yet achieved <i>Na’e/’Oku ‘iai ‘a e fakalaka ka ‘oku te’eki a’usia ‘a e tu’unga MSS</i>	MSS- level of achieve ment <i>Tu’unga a’usia ‘ o e MSS ‘i he faka’osin ga ‘o e ta’u</i>			
2.1								
Evidence:				Evidence:				
2.2								
Evidence:				Evidence:				
2.3								
Evidence:				Evidence:				

2.4									
Evidence:				Evidence:					
2.5									
Evidence:				Evidence:					
2.6									
Evidence:				Evidence:					
2.7									
Evidence:				Evidence:					
2.8									
Evidence:				Evidence:					
2.9									
Evidence:				Evidence:					

2.10																
Evidence:				Evidence:												
Comments																

MSS AREA 3: LEARNING ENVIRONMENT

TSGP Amount Spent in MSS Area 3: \$

MSS – Indicated in Action Plan 2010 Tu’unga MSS na’e fokotu’u he Palani ngaue 2010	MSS – Level of Achievemen t Jan. 2010 / Tu’unga a’usia na’e ‘iai ‘a e ako’anga ‘i he MSS ‘I Sanuali 2010			At the end of the year				Challenge(s) Faingata’a na’e hoko ‘o ‘ikai malava ai ke hoko ha fakalaka pea’usia ‘o e tu’unga	Material Purchased Ngaahi naunau na’e fakatau
				There is improvement but MSS is not yet achieved Na’e/’Oku ‘iai ‘a e fakalaka ka ‘oku te’eki a’usia ‘a e tu’unga MSS	MSS- level of achieve ment Tu’unga a’usia ‘o e MSS ‘i he faka’osinga ‘o e ta’u				
3.1									
Evidence:				Evidence:					
3.2									
Evidence:				Evidence:					
3.3									
Evidence:				Evidence:					
3.4									

Evidence:				Evidence:					
3.5									
Evidence:				Evidence:					
3.6									
Evidence:				Evidence:					
3.7									
Evidence:				Evidence:					
Comments :									

MSS AREA 4: STUDENT ACHIEVEMENT

TSGP Amount Spent in MSS Area 4: \$

MSS – Indicated in Action Plan 2010 <i>Tu'unga MSS na'e fokotu'u he Palani ngaue 2010</i>	MSS – Level of Achievement t Jan. 2010 / <i>Tu'unga a'usia na'e 'iai 'a e ako'anga 'i he MSS 'I Sanuali 2010</i>			At the end of the year			Challenge(s) <i>Faingata'a na'e hoko 'o 'ikai malava ai ke hoko ha fakalaka pea'usia 'o e tu'unga</i>	Material Purchased <i>Ngaahi naunau na'e fakatau</i>
				There is improvement but MSS is not yet achieved <i>Na'e/'Oku 'iai 'a e fakalaka ka 'oku te'eki a'usia 'a e tu'unga MSS</i>	MSS- level of achievement <i>Tu'unga a'usia 'o e MSS 'i he faka'osinga 'o e ta'u</i>			
4.1								
Evidence:				Evidence:				
4.2								
Evidence:				Evidence:				
Comments :								

Principal's Signature:

Date:

MEWAC Officer : Date:

Appendix 3: SCHOOL BASED MANAGEMENT NOVEMBER MONITORING CHECKLIST 2010

MEWAC – SCHOOL BASED MANAGEMENT NOVEMBER MONITORING CHECKLIST 2010



Instructions:

- i) The information in this checklist should cover the whole year.
- ii) Tick / circle where appropriate

SCHOOL:		DATE:			
ITEM	COMPLIANCE		NOTES		
	YES	NO			
Budget 2010					
Budget consultation - School / PTA / School Community					
Budget consistent with TSGP requirements – TM; SM; RM; FA: GA; PTA					
Budget linked to AOP 2010					
Budget linked to MSS					
Budget is inclusive					
Budget approved & signed by PTA					
Total TSGP Grant 2010 budgeted for					
Budget changed during the year					
Budget consultation – Principal / Staff					
Changed budget approved by PTA	YES	NO	N/A		
Paper Trail					
	YES	NO			
All vouchers signed by appropriate signatories					
Invoices issued for all purchases					
Receipts received for all purchases					
Procurement Policy complied with & Quotes filed					
All invoice & Receipts attached to vouchers					
All purchase is from the budget					
Cashbook					
Cashbook entries is up-to-date <i>check against other documents (voucher; cheque butt etc)</i>					
Correct Cashbook Entries including Bank Fees from Jan. to Dec 2010 and entries into each expenditure category. <i>(check against other documents (voucher; cheque butt etc)</i>					
Cashbook is consistent with budget category sub total					
Cashbook balance is consistent with bank statement					
Cashbook balance on day of visit	\$				

Filing System				
Orderly TSGP filing system				
Bank Statements (Jan – Oct 2010) filed				
School Records				
TSGP Stock / Resource Book for school /teachers				
TSGP Issue book for students and teachers				
Petty Cash System				
	YES	NO	Not Applicable	Comments
Schools used TSGP petty cash				
Petty cash voucher approved & signed by Principal				
Receipts of all purchases received				
Receipts of all purchases attached to petty cash voucher				
Spending from Petty Cash is consistent with TSGP requirements				
Petty - Cashbook up-to-date, <i>checked against other documents</i>				
Reporting				
	YES	NO		
Quarterly Reports completed (March, June / September/December)				
School community is regularly informed about TSGP status in the school <i>Eg. PTA meeting / Newsletter/Evidence of Financial Reporting to PTA</i>				
School Performance Report submitted to MEWAC				
Cashbooks & Petty – Cashbook carbon copies submitted to MEWAC				
Signatory details up-to-date				
Comments/ Recommendations				
<p>(Place a tick in the appropriate box when the task is completed) Please collect and return with the following</p> <ol style="list-style-type: none"> 1. Copy of SBM Monitoring Checklist 2010 2. SBM School Performance Report 2010 3. Quarterly Reports- June, September and December 2010 4. Carbon copies of 2010 Cashbook and/or Petty cashbook 5. Copy of 2011 Action Plan with Budget <p>And leave with the school Principal the following</p> <ol style="list-style-type: none"> 1. Copy of SBM Monitoring checklist 2010 				
Principal's Name: Principal's Signature: MEWAC Officer: Date:				