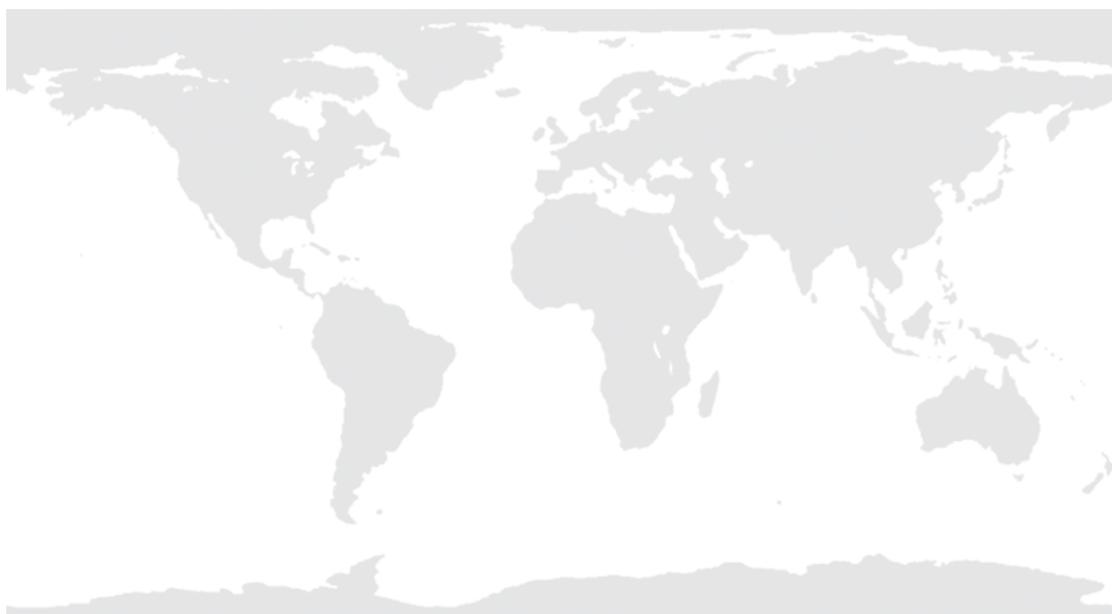




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Principles and general objectives of education

The strategic vision for the 2010–2015 Tokelau National Strategic Plan is for “healthy and active communities with opportunities for all.” The achievement of the vision relies on attaining sustainable national development that results in an improved quality of life for all the people without compromising the environment and future viability. (Government of Tokelau, 2010).

Tokelau’s vision is for a cohesive, caring nation that enhances economic opportunity and community well-being within a framework of sustainable economic development. A cohesive nation is characterized by a stable indigenous culture, Christian principles, good governance, and strong work ethics that promotes sustainable development for Tokelau through an educated, skilled and caring population. Quality education enables individuals to achieve their full potential so that they are able to make a worthy contribution to their families and society at large. Education should enable students to compete on the international stage and education policies should therefore be prescribed to give students of Tokelau the best opportunities to be able to do this. Education should engage students in curricula that equip them with skills for critical and independent thinking, persuasive argument and prepares them to set and meet challenges in an ever-changing world.

Education should also provide learning experiences that affirm the learners’ indigenous identity so that when students leave Tokelau they are able to use what they have gained but their knowledge and commitment to their culture will encourage them to return and give back to Tokelau its investment in excellence in service. Education should uphold the traditions and values of Tokelau society that would maintain a viable and living community. The education system will promote equality of opportunity in access, treatment and outcome for all groups, and all students from early childhood education to tertiary and further education. This means that all students will receive a quality education regardless of gender differences, abilities and *nuku* (village). (Department of Education, 2005).

Laws and other basic regulations concerning education

Tokelau became a British protectorate in 1877 and was formally annexed by Britain in 1889. Administrative responsibility was transferred to New Zealand in 1926.

The legislation and judicial systems are based on the Tokelau Act (Public Act No. 24) of 1948 (which specifies that Tokelau form part New Zealand), amended in 1996 (Public Act No. 31). A major law reform project is continuing; its purpose is to ensure that Tokelau has a coherent body of law which responds to current needs and gives due recognition to local custom. Unless it is expressly extended to Tokelau, New Zealand statute law does not apply to the territory. In practice, no New Zealand legislation is extended to Tokelau without Tokelauan consent. The villages have the statutory power to enact their own laws covering village affairs. International



covenants on economic, social and cultural rights and civil and political rights, ratified by New Zealand in December 1978, apply in Tokelau. Civil and criminal jurisdiction is exercised by commissioners and the New Zealand high court.

Education is compulsory from age 5 to 16 (in principle up to Form 5). (Government of Tokelau & UNICEF, 2006).

Administration and management of the education system

Tokelau consists of three small atolls (Atafu, Fakaofu and Nukunono, the latter being the largest) in an area of the Pacific ocean of some 300,000 square kilometers. The total land area is around 12.7 square kilometers. Samoa, the closest country, lies some 480 kilometers to the south. According to the Census of Population and Dwellings, the usual resident population was 1,466 in 2006 (some 8,000 Tokelauans live in New Zealand).

Tokelau is a non-self governing territory of New Zealand and Tokelauans are New Zealand citizens. Two referendums organized in 2006 and 2007 to change Tokelau's political status did not succeed. During the 1990s New Zealand delegated administrative and legislative powers to the General *Fono* (assembly, equivalent to a parliament), the highest authority in Tokelau. In 2003 the Principles of Partnership between New Zealand and Tokelau was signed. Tokelau is heavily dependent on financial assistance from New Zealand for its recurrent budget and for the majority of its development initiatives.

The mission of the **Department of Education** is to raise educational achievement, promote equality of opportunity and outcomes for all students, and improve the quality of education services delivery. The role of the Department changed with the devolution of the management, resourcing and governance of schools to each village in July 2004. Today, the Department's role is that of lead advisor to the government on the education system. Its main functions include: setting national standards and establishing monitoring systems; defining educational plans; providing administrative support and education policy advice; managing and operating the Government of Tokelau Scholarships Scheme; coordinating national policy and activities and liaising with and managing relationships with New Zealand and other international organizations and donors specifically related to the education sector.

The devolution of the management, resourcing and governance of schools to each village was carried out with the intention that each *Taupulega* (council of elders or village council) would take direct responsibility for ensuring that all students under their jurisdiction would be afforded a quality education as of right. There are three *Taupulega*, one in each island. Each *Taupulega* is generally comprised of the representatives of extended families and is primarily concerned with village matters. The Council is responsible for decisions on village developments and promulgating rules for the welfare and peace of the community. Every three years a council selects from it members a *Faipule* (chief, e.g. elected representative or member of the parliament) to sit on the Council of *Faipule*. The *Taupulega* for each atoll act as the



'board of trustees' for the schools; it is therefore responsible for governance, staff appointments, and the performance of the principal.

There are three schools in Tokelau, one on each atoll. All local schools offer free and compulsory education from early childhood education (ECE) to Year 11 and the national curriculum is locally developed. Transition and foundation courses (University of South Pacific) are offered for Year 12 and 13 students. In April 2010 the total student population across the three schools was about 310 with some 43 teachers. (Volunteer Service Abroad, 2010).

The **Secretariat of the Pacific Board for Educational Assessment (SPBEA)**, whose headquarters are in Fiji, is an intergovernmental, regional organization set up in 1980 to assist the region and member countries to develop assessment procedures towards national/regional certificates. Tokelau is member of SPBEA, together with Fiji, Kiribati, Nauru, Tonga, Tuvalu, Samoa, Solomon Islands, and Vanuatu, plus Australia and New Zealand who are the main donors. The Board administers two regional senior secondary school qualifications, the Pacific Senior Secondary Certificate (PSSC) and the South Pacific Form Seven Certificate (SPFSC), beginning in 1989 and 2004 respectively. These two qualifications replaced New Zealand-based qualifications.

The **University of South Pacific (USP)** is the premier provider of tertiary education in the Pacific region and an international centre of excellence for teaching, research consulting and training on all aspects of Pacific culture, environment and human resource development needs. Established in 1968, USP is jointly owned by the governments of 12 member countries: Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Samoa. The University has campuses in all member countries. The main campus, Laucala, is in Fiji. The Alafua Campus in Samoa is where the School of Agriculture and Food Technology is situated, and the Emalus Campus in Vanuatu is the location for the School of Law. USP is governed by its own Council, which includes representatives of the member country governments, academic staff, students, community and business leaders, the Pacific Islands Forum Secretariat, Secretariat of the Pacific Community, the American Council of Education, the Privy Council, Australia and New Zealand. The Alafua Campus in Samoa is also serving Tokelau students. About 70% of Alafua students take courses by the distance and flexible learning mode. There are more than 100 courses at the pre-degree and degree level which students can take by distance and flexible learning. These courses are offered by the Faculties of Arts and Law, Business and Economics, Islands and Oceans, and Science and Technology.

Structure and organization of the education system

Pre-school education

Early childhood education (ECE) covers the years from birth to school entry age. Participation in early childhood education is voluntary; however, each *nuku* (village) may encourage full attendance for all children.



Primary education

Primary education lasts eight years and covers early primary (Years 1-3) and primary (Years 4-8). The schooling period from ECE to Year 8 is considered as the foundation education level. Normally children enter school at age 5. Primary education is compulsory. The three schools in the country offer both primary and secondary education.

Secondary education

Secondary education covers Years 9-11. The pathways that have been available for students after Year 11 are limited to overseas studies through the scholarship scheme. The long-term vision of the Department of Education (DOE) is to establish Year 12 and Year 13 (e.g. senior secondary) at the local *nuku* level. The implementation of the National Curriculum throughout all schools will define the learning outcomes for all subjects from ECE to Year 11. The Year 12 and Year 13 learning programmes will be developed around requirements for students to be able to enter into tertiary foundation studies and vocational studies. Both academic and vocational pathways will allow all students to continue to participate in senior secondary study. It is envisaged that two parallel pathways will be created: (a) utilizing the basic preparatory and preliminary courses offered through the University of South Pacific so that by the end of Year 13 students will have the pre-requisites to enter directly into foundation courses; (b) vocational preliminary and foundation certificate courses. The establishment of Year 12 and 13 programmes in the Tokelau school system would address the issue of access to senior secondary education that currently is only available to those students who qualify for scholarships to Samoa or are privately funded. (DOE, 2007). It is reported that education is compulsory up to age 16, normally equivalent to Form 5.

Higher education

Higher education is not offered in Tokelau. Students wishing to continue their studies at the post-secondary and higher education level have to move to Samoa, Fiji or New Zealand, or enrol in programmes offered through the distance and flexible learning mode. In 2006, four students were enrolled in the foundation year at the USP Campus in Samoa, with a view to undertaking full-time study in Fiji. (Government of Tokelau & UNICEF, 2006).

The length of the school year should be no less than 380 half days or 40 teaching weeks. In each island decisions about public holidays need to take account of the required length for a school year so that programmes are not adversely affected. The school year shall be divided into four terms, each normally comprising ten weeks. (DOE, 2007).

The educational process

The National Curriculum Policy Framework, largely inspired by New Zealand, describes elements fundamental to teaching and learning in Tokelau schools and sets policies for these. It states the principles which give direction to all teaching and learning. It specifies key learning areas, essential skills, values and attitudes for all



Tokelau students. It gives direction to the development of subject curriculum statements, outlines policies for assessment nationally and at school level. It outlines the policies for the implementation of the curriculum at school level. Specifically these include languages and bilingualism, length of the school year, subjects offered at each year level and time allocation, progression, approaches to teaching and learning, students with special needs, early childhood, assessment and reporting, homework, curriculum planning and review, monitoring teaching and learning, communication, student discipline, and pathways for students after Year 11.

In terms of principles, the Tokelau Curriculum recognizes that all students can be successful learners. They have a strong sense of their identity as Tokelauan, and are able to adapt to the demands of a developing nation interacting with the outside world. The curriculum provides learning experiences that affirm the learners' indigenous identity, and encourages all learners to achieve success. It will ensure that the education the young people experience upholds the traditions of Tokelau culture and takes account of the ongoing changes it makes as it interacts with other influences. The curriculum affirms bilingualism in Tokelauan and English as an important goal of education. This means that students should be able to use either language effectively for a range of communication purposes in any school or community situation. Tokelau literacy will encompass understanding, appreciation, analysis and review of Tokelau oral stories, and the range of genres and text types in oral traditions, from myths and legends, instructions, recounts, narratives, oral history, speeches, arguments, songs, the interpretation of our symbols and visual language. As well, the curriculum will develop students' levels of literacy in English necessary for learning, communication, and participation in modernization.

The Tokelau Curriculum requires that all students will develop the key competencies, values and attitudes that are the foundation of one's self development, and being a responsible member of Tokelau society. Life on Tokelau requires that students master practical life skills that will enable them to cope successfully with traditional tasks and everyday living. As well, they need the skills to use modern technology and be able to adapt to life outside Tokelau. The curriculum promotes an approach where students are not only proficient in key competencies but are grounded in the basic values and attitudes of respect, discipline, cooperation, compassion and honesty. The curriculum also promotes equality of opportunity in access, treatment and outcome for all groups, and all students from early childhood education (ECE) to tertiary and further education.

Principals and teachers are required to implement teaching and learning programmes that: are purposeful (well prepared and planned); relevant to students' needs and national requirements; motivate students; provide opportunities for students to be creative, self-directive, respectful, reflective, and to think critically; reflect Tokelau values and ways of doing things; include active and interactive teaching methods and makes use of indigenous ways of learning; are regularly reviewed in line with students' needs and national targets; make use of a range of different resources and experiences; include a range of assessment opportunities; and use information that is up-to-date.

In the Tokelau Curriculum the learning areas with individual subjects of study are: languages (Tokelau, English); social studies; mathematics; science; health and



physical education; visual and performing arts; environmental science; business studies; agricultural science; technology (home economics, industrial arts, computer studies). Students are expected to study the first seven learning areas throughout primary schools, with the addition of two learning areas (business studies and technology) as options at secondary schools. This will prepare all students for a number of pathways following Year 11. Each learning area will outline key learning outcomes that identify what students are expected to know, to be able to do, and to value. The key learning outcomes define the content of each learning area and the standards or quality of performance.

The subjects to be offered at each level take account of what is important for the development of the individual, village and the nation. For early primary, subjects will be more integrated than the latter primary years. The essential skills, values, and attitudes occur across all curriculum areas. At the secondary level, schools must offer students the opportunity to study each of the compulsory learning areas. Optional studies are organized across Years 9 to 11 at Level 1 and Level 2. This offers the flexibility to schools to offer options to students across the year levels at any one time, and provides continuity of study across the secondary levels. For example, students choosing the business studies option Level 1 may be from Year 9, 10, 11 and all taking the same class. This arrangement also makes it possible to have all teachers available to offer options where appropriate. By the end of Year 11 all students should have completed a course of study in the compulsory learning areas and five optional studies in Levels 1 and 2.

Key competencies provide focus for what is considered important by Tokelau society. They are what people need in order to lead full lives in well-functioning societies. They include the wisdom and values of forbears, and the knowledge and skills needed to sustain quality lifestyles for individuals and communities in Tokelau. As well, they prepare Tokelau students to participate confidently in the international community. Key competencies include a capacity for: thinking, making meaning, relating to others, managing self, participating and contributing. These key competencies are integrated into the subjects of study to build strong pathways needed for student success in learning.

Bilingual literacy will be developed through the use of a time sharing arrangement to ensure that both Tokelau and English are used as mediums of instruction. Tokelau will be the main medium of instruction from ECE to Year 7, and thereafter becomes the medium of instruction for 50% of the curriculum to Year 11. English will be introduced informally from ECE to Year 2. By the end of Year 2 children should start developing a sight vocabulary in English. English as a medium of instruction will be introduced in Year 3 for 20% of curriculum time in each subject and progressively to 50% in Year 7, through to Year 11. The percentage of time applies to instructional time in each and every subject in the school programme. This means every subject signals what is to be taught in Tokelauan, and what is to be taught in English, effectively building a language syllabus for the content to be taught in either language.

The Tokelau Curriculum recognizes that all students can be successful learners when they are included in the curriculum, provided with adequate support, and effective teaching practices that respond to their needs. The curriculum assumes that



the care and education of students with special needs will be encompassed in the principles, strands and goals set out for all students. Activities will be age appropriate, developmentally appropriate and will enable children with special needs to be actively engaged in learning. An individual development plan (IDP) or individual education plan (IEP) will be developed for any children or students who require resources alternative or additional to those provided in the early childhood or school setting.

Each school will have a whole school approach to improving key factors that affect the quality of teaching and learning. Curriculum planning is the process used by schools to determine the courses of study it offers, the outcomes, the delivery approaches, time allocation, resources and programme evaluation. A school's curriculum plan will: outline overview of subjects to be offered at each level and the time allocated for each; describe the courses of study, areas covered and levels; describe the school assessment practice at school level, subject level and classroom level. Curriculum plans will be reviewed regularly (at least every three years) by the curriculum committee. The curriculum committee is made up of the principal, syndicate members or subject teachers, and external representatives (such as teachers from other schools, curriculum adviser, and representative of the Department of Education). All schools are required to implement the system of monitoring the quality of teaching and learning as outlined in the Department of Education guidelines. All teachers are expected to participate at least twice a year in the monitoring processes. Monitoring the quality of teaching and learning shall be carried out through observations of teaching, displays in the teaching and learning environment, teacher interviews, peer discussions, review of teachers' plans, students' assessment results, and students' work.

The goals of the national assessment strategy are: using assessment information to improve learning; developing teachers' assessment practice; strengthening school management and whole school capacity to support the national assessment strategy; developing high quality assessment tools; encouraging/fostering partnerships in learning with parents and the community; maintaining consistency and coherence of assessment practice across all levels (classroom, school, national, international); establishing and maintaining efficient records of learning; increasing student's skills in self-assessment; strengthening national assessment structures and processes. (DOE, 2007).

Pre-primary education

According to the National Curriculum, early childhood education (ECE) in Tokelau covers the years from birth to school entry age. Participation in early childhood education is voluntary; however, each village (*nuku*) may encourage full attendance for all children. By the time children enter school, most if not all children on Tokelau should have had the benefit of an early childhood education programme in addition to the care and education provided in their own home. Links between the home and early childhood education programmes are important. ECE programmes keep the Tokelau language and culture alive and dynamic.

The early childhood curriculum covers the years from birth to school entry age and identifies three broad age groups: infant, from birth to 18 months; toddler, one to three years; and young child, one and a half years to school entry. The Department of



Education will develop minimum standards required to be met by each school in the provision of ECE to ensure that the benefits of teaching and learning at this stage of child development are maximized. The physical and mental safety of the children must also be a strong consideration in the development and implementation of such standards. Four broad principles are at the centre of the early childhood curriculum: (i) empowerment: the curriculum empowers the child to learn and grow; (ii) holistic development: the curriculum reflects the holistic way children learn and grow; (iii) family and community: the wider world of family and community is an integral part of the curriculum; (iv) relationships: children learn through responsive and reciprocal relationships with people, places and things. (DOE, 2007).

Primary education

Generally in each of the three schools there is one class at each year level although there are instances of combined classes (or composite classes) to manage staff shortages. (Volunteer Service Abroad, 2010).

According to the National Curriculum, and following the bilingual policy, an integrated approach to teaching is used from ECE to Year 3. For ECE to Year 2, all units of work will be prepared, taught and assessed in Tokelau. In this way children's literacy and content learning will be established in their first language, Tokelau. For Year 3, 80% of the units will be prepared, taught, and assessed in Tokelau, and 20 % of the units will be prepared, taught and assessed in English. This provides the opportunities to begin to learn the English language associated with other subjects. For Year 4, 70% of the units will be prepared, taught, and assessed in Tokelau, and 30% of units will be prepared, taught, and assessed in English. For Year 5 and Year 6, 60% of the units will be prepared, taught and assessed in Tokelau, and 40% of the units will be prepared, taught and assessed in English. For Years 7-11, 50% of the units of work will be prepared, taught and assessed in Tokelau, and 50% of the units will be prepared, taught and assessed in English.

Years 1 to 3 are foundation years. The development of literacy and numeracy is fundamental to success in later years and will therefore take central place in the teaching and learning approaches in these year levels. Programmes will be organized around integrated themes. One of the risks in integrated programmes is that the depth and progression of learning outcomes may not be achieved as some topics may not always lend themselves to all learning areas. Programmes therefore must ensure the learning experiences are adequate in coverage and depth to achieve the learning outcomes. The recommended weekly lesson timetable according to the National Curriculum is presented below:

Tokelau. Primary education: recommended weekly lesson timetable

Subject	Number of weekly hours in each year							
	Early primary			Primary				
	1	2	3	4	5	6	7	8
Tokelau language and literacy	7	7	6	5	5	5	5	5
English (oral only)	–	–	2	–	–	–	–	–
English language and literacy	–	–	–	5	5	5	5	5
Social science	2.5	2.5	2	2	2	2	2	2
Mathematics	5	5	5	5	5	5	5	5
Science	2	2	2	3	3	3	3	3
Health and physical education	3	3	3	1	1	1	1	1
Visual performing arts	3	3	2.5	1	1	1	1	1
Environmental science	1	1	1	1.5	1.5	1.5	1.5	1.5
Other (assembly, recess)	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Total weekly hours	25	25	25	25	25	25	25	25

Source: Department of Education, 2007.

Having established early literacy and numeracy knowledge and skills, in Years 4 to 8 students will continue to build on those early skills through studies in individual learning areas. Literacy and numeracy remain an important part of students' development in all learning areas.

It is normal practice that students progress from one level to the next with their age group. However, in some cases, particularly in the early primary years, the patterns of learning and development vary for individual children. For some children, the direction, and speed of learning, and growing will often fluctuate from day today, and may be experiencing developmental delays. For these children it may be appropriate to give them further experience in the early primary's programme. Such a decision will require consultation with the parents, the teacher and school management. The development of an outcomes-based curriculum will assist schools and parents to keep a closer eye on student performance and provide early intervention where necessary. For students who have achieved the outcomes, opportunity is available to them to be accelerated to the next appropriate level. Each school will maintain a record of learning for each child. This records progress made in each subject in each level. (DOE, 2007).

Tokelau has already achieved universal primary education (Government of Tokelau & UNICEF, 2006).

Secondary education

Since 2004, all three schools have offered classes up to Form 5. During the Form 5 year most students sit the highly competitive National Scholarship Examination, with the top ten students awarded a scholarship to continue their studies overseas (in the past mainly to Tonga, but recently mainly in Samoa or New Zealand). On arrival at the overseas school, students usually repeat Form 5 to facilitate their adaptation to a new school environment. The three schools can offer only a small range of subjects at the secondary level. The emphasis is on core academic subjects and preparation for the National Scholarship Examination. (Government of Tokelau & UNICEF, 2006).

Secondary school learning areas build on those studied at primary level with the addition of options. The policy recognizes that following Year 11, about a third of the students leave Tokelau on scholarship for further studies and the rest remain on the islands. The selection of subjects take account of the need for a coherent programme of studies that links to studies outside Tokelau, but also prepares students for further studies opportunities and training within Tokelau.

Tokelau. Secondary education (years 9-11): weekly lesson timetable

Subject	Number of weekly hours in each year		
	9	10	11
Tokelau	3	3	3
English	4	4	4
Mathematics	3	3	3
Science	3	3	3
Social science	3	3	3
Health and physical education	2	2	2
Options: business studies, home economics, industrial arts, environmental studies, visual performing arts (at least 2 weekly hours for each option studied)	6	6	6
(Christian education)	(1)	(1)	(1)
Total weekly hours	24(25)	24(25)	24(25)

Source: Department of Education, 2007. Christian education is normally embedded in the lived culture of the school. Schools may opt to allocate one hour of structured instruction in Christian education.

Options will be offered through a modular approach organized around two levels, Level 1 and Level 2. Schools should ensure that all students will have achieved Level 2 in all of the options by the end of Year 11. The long-term vision of the Department of Education is to establish Year 12 and Year 13 at the local village level so that all students move directly through from Year 11. Secondary scholarships to Samoa or New Zealand will no longer exist. The establishment and implementation of the National Curriculum throughout all schools will define the learning outcomes for all subjects from ECE to Year 11. The Year 12 and Year 13 learning programmes will be developed around requirements for students to be able to enter into tertiary

foundation studies and vocational studies. Both academic and vocational pathways will allow all students to continue to participate in senior secondary study. It is envisaged that two parallel pathways will be created: (a) utilising the basic preparatory and preliminary courses offered through USP so that by the end of Year 13 students will have the pre-requisites to enter directly into foundation courses; (b) vocational preliminary and foundation certificate courses. The establishment of Year 12 and 13 programmes would address the issue of access to senior secondary education that currently is only available to those students who qualify for scholarships. The provision of two parallel pathways ensures that the needs of the majority of students are met through the availability of a wider range of courses at senior secondary level. The development and implementation of these programmes will be contingent on the support from the University of the South Pacific (USP), particularly the establishment of the USP sub-centres in Fakaofu and Nukunonu.

Assessing learning achievement nation-wide

Information is not available.

Teaching staff

The provision of education presents many challenges, most of which related to the fact that Tokelau is isolated and transport and telecommunication services are unreliable. Tokelau faces a shortage of qualified and experienced teaching staff and the majority of teachers do not have any qualifications. The Department of Education hopes to address this with on-atoll pre-service teacher training distance and flexible courses being made available for teachers from 2011. The quality of school leadership is poor. This is associated with the absence of monitoring and evaluation of schools and a staff appraisal system. Effective school leadership through good management and governance structures and processes will also assist to improve student achievement. Regular principal professional development and assistance to *Taupulega* (council of elders) in their governance role is an area of focus which the department is taking responsibility for. The overall aim of these efforts is to improve the provision of schooling at the village level for all students.

There is a real shortage of teachers, particularly at the level of early childhood education to Year 8, whereby teachers are required to be fluent Tokelau speakers and proficient in English to be able to deliver the curriculum in both languages. There is a shortage of teaching and learning resources in the Tokelau language and this puts real pressure on the implementation of the Tokelau-English bilingual policy throughout all levels of schooling. (Government of Tokelau, 2010).

There are very few qualified teachers in the local schools in Tokelau. Trained teachers have (two-year) teaching diplomas from the teachers training colleges in Samoa, Tonga, the National University of Samoa, University of South Pacific (Suva) or New Zealand. Most teaching positions are filled by untrained teacher aides. For budgetary and other reasons Tokelau teachers have limited access to further professional training and development opportunities. Most of the primary teachers in Tokelau are women with family responsibilities. The isolation, the expense, and the



inconvenience of travel make attendance at off-atoll training courses problematic. (Volunteer Service Abroad, 2010).

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Web resources

Department of Education:

<http://www.tokelau.org.nz/Tokelau+Government/Education.html> [In English. Last checked: June 2011.]

Secretariat of the Pacific Board for Educational Assessment: <http://www.spbea.org.fj/> [In English. Last checked: June 2011.]

University of South Pacific: <http://www.usp.ac.fj/> [In English. Last checked: June 2011.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>