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Tonga Education System The General Certificate of Education Examination (GCE) was replaced by the Senior Secondary Certificate Examination (SSCE). The SSCE is conducted at the end of the Secondary School studies in May/June. The GCE is conducted in October/November as a supplement for those students who did not get the required credits from their SSCE results.

Education in Nigeria - Wikipedia Samoa to set own senior school certificate exam papers in 2013. 8:44 am on 1 November 2012. Thousands of college students in Samoa will be sitting the Pacific senior secondary certificate or PSSC examination for the last time next week. The Ministry of Education will start to localize the same exam under a new name next year. The PSSC papers has been set by the South Pacific Board for Education Assessment since 1980 but Samoa's ministry of education's acting chief executive officer, Doreen ...

Samoa to set own senior school certificate exam papers in ... In addition, it manages the adherence of private schools to the national laws on education and the National Examination programs. Annual examinations are required for placement of primary school students into government schools; the Tonga School Certificate is the national examination for secondary school students at their fifth year, and the Pacific Senior Secondary Certificate examination is given at the sixth year.

Tonga - Schools, Education, Students, and Secondary ... The West African Examinations Council has released the results of the 2020 Senior Secondary School Certificate Examination. According to Patrick Areghan, Head of the National office, he said a total of 1,549,740 registered for the examination. Mr Areghan said 1,338, 348 representing 86.99% obtained ...

Update: WAEC releases 2020 SSCE results - TVC News Nigeria (a) In the Fiji School Leaving Certificate Examination, achieved (i) an aggregate of no less than 250 marks out of 400; and (ii) at least 50% in each of the four subjects, one of which is English; or (b) in the SPBEA Pacific Senior Secondary Certificate examination (i) an aggregate of not more than 12 in English plus three other subjects; and

The chapters in this book provide a diverse set of topics, perspectives and formulations about educational issues in a group of important Pacific Rim countries. Each contributor explores an area of national educational importance for their particular country, taking care to locate themselves within their own national context and then to look outwards to consider the educational relevance of the Pacific Rim and, more generally, globalisation.

The aim of the Handbook is to present readily accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

Provides information on the Council and the 10 participating organisations: Forum Fisheries Agency, Fiji School of Medicine, Pacific Islands Development Program, Pacific Islands Forum Secretariat, South Pacific Applied Geoscience Commission, South Pacific Board for Educational Assessment, Secretariat of the Pacific Community, South Pacific Regional Environment Programme, South Pacific Tourism Organisation, and University of the South Pacific.

Faa ' imata represents the traditional home of Kava, a significant figure and source of Tongan culture. Thus, as in the legend of the origin of Kava, Faa ' imata connotes a place where great sacrifices have been laid to honour authority and yet also where kingly favours have been granted that covered shortcomings and inadequacies. More significantly, it marks a place where new beginnings and new legacies can sprout. Therefore the Road to Faa ' imata represents the many facets and multiple interpretations of the pathways and passages traversed by each of the Tonga High School ex-student featured. It represents an equalizer of sorts where students coming from diverse backgrounds and stations in society are provided with empowering opportunities to achieve outcomes that benefit Tonga, reflecting their capacity to absorb, critique and reapply what they have learnt.

V.1. Abi-Bur v.2. Cam-Cro- v.3. Cub-Edu. v.4. Edu-Gen. v.5. Gen-Itc. v.6. Jam M au. v.7. Mau-Par. v.8. Par-Rec. v.9. Reg. Soc. v.10. Soc-Tea. v.11. Tec-Zim. v. 12. Indexes.

This book examines the approach to civic education in six societies located on the Pacific Rim: Australia, Japan, Hong Kong, Taiwan, Thailand, and the US. In these scrupulously designed studies, the contributors investigate the recent re-emergence of civic education in this region. Developments such as globalization, nationalism, and sovereignty have profound effects on how schools make "good citizens." These essays reveal how definitions of citizenship are contested and revised under such influences, and interrogate differences in civic education from nation to nation. As societies attempt to strike a balance between obedience and critical thinking, schools become the primary site of these transformations. Analyzing both educational policy and its implementation, these contributors offer a groundbreaking, comparative study that grounds civic education historically and politically.

Consistent with international trends, there is an active pursuit of more engaging science education in the Asia-Pacific region. The aim of this book is to bring together some examples of research being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development. While neither a comprehensive nor definitive representation of the work that is being carried out in the region, the contributions—from China, Hong Kong, Taiwan, Korea, Japan, Singapore, Australia, and New Zealand—give a taste of some of the issues being explored, and the hopes that researchers have of positively influencing the types of science education experienced by school students. The purpose of this book is therefore to share contextual information related to science education in the Asia-Pacific region, as well as offering insights for conducting studies in this region and outlining possible questions for further investigation. In addition, we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre-service and in-service teacher education programmes. The first section of the book examines features of science learners and learning, and includes studies investigating the processes associated with science conceptual learning, scientific inquiry, model construction, and students ' attitudes towards science. The second section focuses on teachers and teaching. It discusses some more innovative teaching approaches adopted in the region, including the use of group work, inquiry-based instruction, developing scientific literacy, and the use of questions and analogies. The third section reports on initiatives related to assessments and curriculum reform, including initiatives associated with school-based assessment, formative assessment strategies, and teacher support accompanying curriculum reform. The Open Access version of this book, available at <http://www.taylorfrancis.com/books/e/9781315717678>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

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