

# Synthesis of the Pacific Education for All Action Plans 2003

Note: EFA Action Plans are working documents and may change each year. This synthesis reflects the contents of the Pacific EFA Action Plans of 2003.

This synthesis of the 2003 Education for All (EFA) Action Plans of the UNESCO Pacific Member States of Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu, was updated during the latter half of 2003 by staff from the UNESCO Office for the Pacific: Bettina Foessl, Marcus Pelto and Edna Tait.

For ease of reference the UNESCO Pacific Member States are referred to as Pacific countries in the following report.

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#### 1. Background

#### 1.1 Demography

The Pacific countries constitute, and are a part of, a unique geographical area. Covering more than 30 million square kilometres, where 98 per cent consists of ocean, the Pacific region makes up more than one third of the earth's surface. The Pacific region consists of 7,500 islands but fewer than 550 are inhabited.

The Pacific Islands are separated into the three sub-regions. Melanesia (West), Polynesia (South-East) and Micronesia (Central and North). Generally the division is based on ethnic, linguistic and cultural differences.

The statistics that follow in Figure 1 do not reveal the scattered geography of the Pacific Island nations. Even within many Pacific nations, populations are widely dispersed. The Federated States of Micronesia, for example, consists of 607 different islands spread out over an area of 2.5 million square kilometres. Remoteness in the Pacific has been called 'the tyranny of distance'.

The geography of the Pacific nations makes administration, communication and the provision of basic services complicated and expensive. The islands are also very vulnerable to natural disasters such as cyclones, hurricanes, droughts, tidal waves, and, in some cases, volcanic eruptions. The atoll countries are particularly susceptible to rising sea levels. These factors affect development in the Pacific region.

Another issue that affects the development process in this region is the flow of funding. The Pacific region is at times bypassed by some of the major funding institutions. There are various reasons for this and one is the small size of populations in the Pacific. Another reason is a lack of understanding about developmental issues in the Pacific. Compared to many other parts of the developing world, social and economic indicators are relatively high, with only five of the 14 countries having Less Developed Country status<sup>1</sup>. Although education indicators vary throughout the region, they are relatively high overall, as indicated in Annexe 1.

<sup>&</sup>lt;sup>1</sup> These are Kiribati, Samoa, Solomon Is, Tuvalu and Vanuatu.

Figure 1: Demo/geographic facts about the three sub regions of the Pacific excluding Australia and New Zealand.

Region/ country or territory		Population as counted at last census	Mid-year population estimate 2000 <u>(a)</u>	Mid-year population estimate 2010 <u>(a)</u>	Land area (km2)	Population density (people/ km²) circa 2000 (b)	Projected annual population growth rate (%) circa 2000 (c)	Projected population doubling time (in years)
MELANESIA			6,475,900	7,955,200	539,712	12	2.3	30
Fiji	1996	775,077	824,700	945,000	18,333	45	1.6	45
PNG * <u>(d)</u>	1990	3,607,954	4,790,800	5,873,600	462,243	10	2.3	30
Solomon Is	1986	285,176	447,900	620,500	28,370	16	3.4	20
Vanuatu	1999	186,678	199,800	267,600	12,190	16	3.0	23
MICRONESIA			516,100	616,600	3,214	161	2.3	30
F.S.M	1994	105,506	118,100	141,900	701	168	1.9	36
Kiribati	1995	77,658	90,700	112,400	811	112	2.5	28
Marshall Is	1999	50,840	51,800	73,000	181	286	2.0	35
Nauru	1992	9,919	11,500	13,700	21	545	1.8	39
Palau	2000	19,129	19,257	21,867	444	43	2.1	32
POLYNESIA			613,100	681,300	8,133	75	1.2	58
Cook Islands	1996	19,103	18,700	17,900	237	79	-0.5	
Niue	1997	2,088	1,900	1,900	259	7	-3.1	-
Samoa	2001	176,710	170,721	191,826	2,785	63	1.0	70
Tokelau	1996	1,507	1,500	1,500	12	125	0	_
Tonga	1996	101,002	100,200	104,100	749	154	0.6	117
Tuvalu	1991	9,043	9,900	10,600	26	381	0.9	82

Source: SPC, demography/population programme (see Annexe 2 for comments a, b, c, etc).

<sup>\*</sup> PNG has conducted a new census. To view new results see Annexe 2 comment d \*

#### 1.2 Pacific poverty and education

In countries with extreme poverty, where people have difficulty in satisfying even minimum food needs, it is easier to justify the urgent need for education than in countries with lesser degrees of poverty. Poverty is an alien concept in the Pacific, as people have been able to live comfortably with low cash incomes and there is little visible poverty and deprivation. It is, however, being acknowledged that poverty is increasing in the Pacific. This poverty is sometimes described as poverty of opportunities.

The Pacific is particularly vulnerable to external economic shocks and natural disasters. There is a direct link between poverty and vulnerability as the latter threatens the sustainability of livelihoods. Cash poverty has begun to emerge as a problem. For most countries two decades of fairly rapid population growth, urban drift and economic difficulties have produced growing inequalities between groups of people. The traditional support mechanisms are under strain and, in some instances, they are breaking down.

Young people in particular are at risk of unemployment. In some countries the data show that seven times as many young people are seeking jobs each year as there are jobs available. To meet the aspirations of an already substantial, and for most countries still growing, youth population is the challenge for the Pacific.

For decades many Pacific nations have invested high proportions of their budgets in education as its crucial role in development is recognised. Donors have also given much assistance, particularly in the tertiary sector. Consequently, most Pacific countries are able to provide initial access to schooling. However, they continue to be concerned about the quality of schooling provided.

#### 1.3 Youth population projections

The increasing youth population in the Pacific is a challenge for Pacific education systems. The UN Human Development Report 1999 notes that 20% of the region's population is aged between 15 and 24 years. This is a total of 1.4 million, which is expected to rise by a further 300,000 by the year 2010<sup>2</sup>. Birthrates vary, with Polynesian countries having the lowest rates. Annexe 3 provides a comparative indication of how the population was spread amongst age groups in different Pacific countries in 2000.

#### 1.4 Origin of the Synthesis of EFA Action Plans

Pacific directors of education, during their meeting in Nadi, Fiji, in August – September 2002, asked the UNESCO Office for the Pacific to provide a synthesis of the Pacific EFA Action Plans. The synthesis that follows presents Pacific EFA priorities and proposed solutions as they are presented in the EFA Action Plans 2003. This synthesis has been updated from the 2002 synthesis that was presented to Pacific directors of education in November 2002. It reflects the changes that countries have made to their EFA plans in 2003. In the years to come these priorities will change because action plans are not static but are working documents.

A few of the problems are unique to some countries. Other problems bear a strong similarity and appear to be shared by all of the Pacific countries. The problems facing the Pacific countries in their effort to implement EFA are naturally reflected in the way they have prioritised the six EFA goals. This synthesis presents the priorities of the Pacific countries first and then summarises the problems and solutions. Further effort has been made to present some examples of the diverse activities that countries are undertaking to achieve Education For All.

It should be noted that all Pacific EFA Plans follow exactly the international guidelines for their format and content. As well, all Pacific EFA Action Plans are a part of National Education Plans and should not be regarded as separate or different from those National Plans.

<sup>&</sup>lt;sup>2</sup> Pacific Regional Strategy Paper 2002 – 2007, s.84.

### 2. EFA as adopted by Pacific countries

#### 2.1 EFA, FBEAP and PRIDE

Ministers from the following Pacific countries adopted the goals, framework and process of Education for All at their May 2001 meeting in Auckland, New Zealand: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Solomon Islands, Samoa, Tonga, Tuvalu and Vanuatu. At the same meeting the Ministers developed the Forum Basic Education Action Plan (FBEAP) and EFA goals are included in this plan. The Ministers and the Forum Secretariat, in cooperation with relevant Pacific organizations involved in education, including UNESCO, then developed the Pacific Regional Initiatives for Developing Education (PRIDE) to support the FBEAP. The European Union will fund PRIDE and each of its three components will support national priorities in EFA action plans.

#### 2.2 Integration of the protection of basic human rights into EFA action plans

In the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child the right of every individual to education is recognized as inalienable. The Pacific countries are convinced that literacy, especially functional literacy and adequate education, represents an indispensable element for the development and harnessing of science, technology and human resources for economic and social progress. Consequently all Pacific countries have included in their EFA action plans a commitment to the protection of human rights.

#### 2.3 Integration of basic health education into country EFA action plans

A significant amount of research has been conducted concerning 1) the interrelationships among health, cognition, school participation and academic achievement and 2) the effectiveness of school health interventions. Experience has shown that if the quality and quantity of school health programs are to increase, the education sector must take a lead role.

The link between learning and health clearly shows that Education for All is unlikely to be achieved without significant improvements in the health of students and teachers. The Pacific countries are committed, through their EFA plans and the uptake

of global programmes such as FRESH (Focusing Resources on Effective School Health), to increasing the engagement of their Education Ministries and Departments in achieving better health for their school communities.

# 2.4 EFA priorities

Figure 2: Prioritisation of EFA goals by Pacific countries.

	EFA Goals					
	1	2	3	4	5	6
Countries				Adult		
	ECE	Access	Life skills	literacy	Gender	Quality
Cook Islands *	1	1	1	1	1	1
Fed. States of Micronesia	2	5	3	4	6	1
Fiji	1	4	2	5	6	3
Kiribati	5	2	3	4	6	1
Marshall Islands	2	4	3	5	6	1
Nauru	2	5	3	4	6	1
Niue	3	6	2	4	5	1
Palau	2	4	3	5	6	1
Papua New Guinea	2	1	3	4	5	6
Samoa*	1	1	1	1	1	1
Solomon Islands	2	3	4	6	5	1
Tonga	1	4	2	5	6	3
Tuvalu	4	2	3	5	6	1
Vanuatu	1	2	3	3	5	4

<sup>\*</sup> Cook Islands and Samoa have chosen to make all the EFA goals their first priority.

#### 2.5 Comment on priorities shown above:

EFA goal 1 "expanding early childhood care and education, especially for the most vulnerable and disadvantaged children" has, as indicated in the figure, been prominently prioritised. Five countries have made it their first priority, and another six made it their second, which indicates that they believe ECE is an essential first step towards an individual's educational development.

EFA goal 2 "ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality", was rated on average as a medium level priority by most countries. Broad-based access to education in a few countries is a challenge because of the cost of provision.

EFA goal 3 "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes" on average was rated third highest priority behind EFA Goals 1 and 6. The main reason given for this was the need for appropriate curricula. The existing curricula in most Pacific countries are based on that from developed countries. Critics contend that the result is learning that does not fully prepare an individual to engage in a contemporary Pacific island society and economy.

EFA goal 4 "achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults" was rated by eleven countries as either their fourth, fifth, or sixth priority. Literacy rates are recognized as a vitally important issue in the Pacific, but most countries selected other EFA goals for more urgent attention.

EFA goal 5 "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality" has not been prioritised highly by most Pacific countries. The situation is that generally the enrolment of girls and boys in the Pacific region is balanced and,

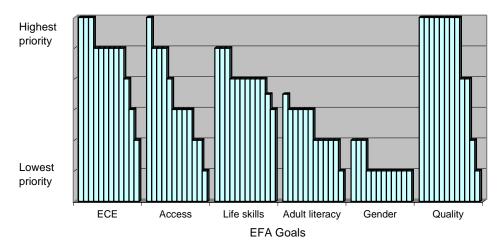
furthermore, studies have revealed that in the Pacific girls achieve higher than boys inside the school system.

EFA goal 6 "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy essential life skills" has been made priority number one by ten countries. This indicates that the quality of education is of great concern to Pacific countries.

#### 2.6 Comparison of EFA priorities

Figure 3 below has been compiled from the EFA Action Plans of each Pacific country. Representation of the EFA priorities of Pacific countries by ethno-geographic groupings is provided for in Annexe 4. The chart below represents the priorities of all Pacific countries, without country distinction.

Figure 3: Comparative levels of prioritisation of EFA Goals (country non-specific).



N.B: Samoa and the Cook Islands have chosen all EFA Goals as their first priority. Accordingly, their data has not been included in this chart.

# 3. Main problems and proposed solutions identified by Pacific countries

The matrix that follows indicates the problems identified by individual Pacific countries and the proposed solutions to implementing Education for All in the Pacific. It should be noted that the problems under the heading "problems identified" are presented as they appear in the EFA Action Plans.

The identified problems and solutions are condensed into four principal sectors of challenge. They are as follows:

- Human resource challenges;
- Physical resource challenges;
- National governance and administration challenges;
- Community-level challenges.

It is recognised that most problems identified could be placed in more than one category. To achieve greater clarity, identified problems are placed only once in the category that fits best.

# EFA Goal 1: Expand early childhood care and education

# Human resource challenges

(2 problems identified)

1

Country	Problem
Cook Is Fiji Kiribati	The need to increase the supply of adequately trained teachers and upgrade teacher training programmes
Marshall Is	Proposed solutions
Nauru PNG Solomon Is	Provide for an increased ECE teacher training capacity at teachers' colleges and increase the duration of training
Tonga Tuvalu	To continuously provide in-service training to ECE teachers to upgrade their skills
Tuvatu	<ul> <li>Fund teachers to get their diplomas</li> <li>Revise the ECE Certificate course</li> </ul>

#### **Examples of representative activities**

Fiji proposes that the following activities take place to address the above problem:

- increasing and expanding the training facilities for ECE teachers and Lautoka Teachers' College (LTC) by adding new facilities and including lecturers for 15 year one students and 15 year two students;
- 2. providing continuous in-service training of ECE teachers to upgrade their skills.

2

Country	Problem
Fiji Marshall Is	The need to create incentives for pre-school teachers and improve their remuneration
Tuvalu Vanuatu	Proposed solutions
	<ul> <li>Increase ECE &amp; special needs teachers salaries</li> <li>To extend the salary grant currently paid to teachers in rural ECE centres, to teachers in disadvantaged urban centres.</li> <li>Ensure monthly payment by education ministry</li> </ul>

#### **Examples of representative activities**

Vanuatu: The Ministry of Education and the Pre-School Association should review their agreement to ensure grants provided also cater for licensed or recognised teachers' incentives. The incentives or payment will only be made if the pre-school facilities are up to standard and licensed.

# Physical resource challenges

(1 problem identified)

1

Country	Problem
FSM Kiribati	The need for adequate infrastructure (buildings, sanitary facilities, equipment, and instructional materials)
Marshall Is Nauru	Proposed solutions
Niue PNG Tuvalu Vanuatu	<ul> <li>Upgrade buildings and procure appropriate furniture and resources</li> <li>Provide more classrooms for ECE &amp; special needs schools</li> <li>Establish new pre-schools and strengthen the capacity of existing schools</li> <li>Upgrade learning and teaching facilities through the already existing preschool programme</li> </ul>

#### **Examples of representative activities**

Kiribati proposes the establishment of infrastructure using local material and encouraging the assistance and support of parents and the community:

- 1. gain government support for this project;
- 2. establish classrooms by existing ECE buildings;
- 3. resources for libraries;
- 4. establish a library for preschool, to be used by adjoining primary school.

FSM plans to identify a minimum supply of teaching resources needed for ECE centres.

# National governance and administration challenges

(6 problems identified)

1

Country	Problem
FSM	ECE not legislatively enshrined
Samoa	
Tonga	Proposed solutions
	Amendment of relevant Acts to include framework for ECE

#### **Examples of representative activities**

Samoa proposes reforms of the amended Education Ordinance 1959 which will empower the Ministry of Education to include ECE in its mandate. The Ministry of Education through implementation of the A.I.G.A. project (UNDP funded) has started actions to formulate a complete and comprehensive policy concerning Early Childhood and Special Education. The policy will include: formation of a working group to a standard framework, curricula and course awards, accreditation of awards, salary scale review and award conditions.

2

Country	Problem
Kiribati	The importance of creating national curriculum (for pre-school and pre-school
Marshall Is	learners with special needs) and the need to update curriculum to maintain its
Nauru	relevance
PNG	
Tuvalu	Proposed solutions
	Develop comprehensive national curriculum for ECE & special needs
	education
Examples of	f representative activities

Kiribati proposes having workshops and meetings in order to facilitate the building of a national curriculum that is meaningful and transparent. Workshops are held for each of ECE Kiribati Teacher's College lecturers, preschool teachers and teachers of the disabled.

3

Country	Problem			
Marshall Is	The need to appoint a dedicated coordinator at the national level			
Tuvalu				
	Proposed solutions			
	Appoint a national ECE & special needs coordinator			
Examples of	Examples of representative activities			
Tuvalu's reform	m proposal is to provide an annual budget to support this position within the			
Department of	Education.			

4

Country	Problem
Cook Is FSM	More funds are needed to achieve reforms and the improvement of preschools.
Fiji Marshall Is	Proposed solutions
Nauru Samoa Tonga Tuvalu	<ul> <li>Government assistance to provide financial grant to assist ECE and learners with special needs</li> <li>To extend the education ministry policy guidelines enabling ECE school managers to access government building grants already provided to primary and secondary schools</li> </ul>
<b>Examples of</b>	representative activities

Fiji proposes to extend the Ministry of Education policy guidelines enabling ECE managers to access building grants provided by government already accessed by primary and secondary schools.

5

Country	Problem
Fiji Palau	Accessibility of ECE services for certain isolated rural areas needs to be upgraded
	Proposed solutions
	<ul> <li>Diversify service delivery to provide programmes that are developmentally as well as culturally appropriate for pre- school population living in isolated rural areas.</li> </ul>
Examples of	Establish kindergarten programmes  of representative activities
	es to build and equip kindergarten classrooms at all existing public elementary

6

Country	Problem
Cook Is	The need to identify systematically learners with special needs
	Proposed solutions
	Create system to identify learners with special needs
Examples of representative activities	
Research was undertaken on the Cook Islands by Internal Affairs to identify vulnerable and	

Research was undertaken on the Cook Islands by Internal Affairs to identify vulnerable and disadvantaged children. Internal Affairs is now working towards a system to identify better their needs. This system will need to be developed in partnership with Public Health, Social Welfare, Ministry of Justice and the Vaka Councils (in Rarotonga), Island Councils (in the outer islands) and the Disability Councils on respective islands to ensure children who are vulnerable and disadvantaged are identified and supported.

# Community-level challenges

(2 problems identified)

Country	Problem
Cook Is	Lack of parent / community awareness of the importance of ECE
Fiji Kiribati Palau Marshall Is	Proposed solutions  • Provide educational programmes about ECE
Examples of representative activities – next page	

#### **Examples of representative activities**

The Ministry of Education in Palau, in collaboration with the Ministry of Health and Palau Head Start Program, will develop a curriculum that covers childhood development, care and education. This curriculum will be aimed at educating parents, educators and the community about childhood development, child care and childhood education. Once the curriculum is completed, the Ministry of Education will prepare relevant educational materials, to be used in different media, for educators, parents and the community. The educational programs will then be implemented through television and radio programs, publications, conferences and workshops.

2

Country	Problem
Niue	Lack of any system to coordinate and establish play centre groups in some villages
	Proposed solutions
	Develop education programme for parents and wider community
	Develop, publish and distribute resources in culturally appropriate manner
Examples of	of representative activities
	es to develop an education programme for parents of the community. Curriculum

Niue proposes to develop an education programme for parents of the community. Curriculum will cover the development of children from conception up to the age of five or school age entry. Play groups in specific villages will be established.

# EFA Goal 2: Universal access to free primary education

# Human resource challenges

(4 problems identified)

1

Country	Problem
Niue	Need to upgrade teacher training
Marshall Is	
	Proposed solutions
	• Establish a policy for teacher training to be on-going each year for ECE,
	primary and secondary for the next ten years
Examples of	representative activities
Niue proposes first, to provide pre-service training of teachers in each level (ECE, Primary and Secondary: 2003 – 2010); second, to provide in-service training of teachers for at-risk students; third, to provide teaching and learning resources for at-risk students.	

2

Country	Problem
Cook Is FSM	Need to increase the supply of adequately trained teachers especially in special needs areas.
Kiribati Marshall Is	Proposed solutions
Nauru PNG Tuvalu Vanuatu	<ul> <li>Supply and retain quality teachers</li> <li>Develop and conduct pre and in-service training and pre-training packages including pre-service training for special education at primary level</li> <li>Establish a solid base of teachers trained to work with special needs</li> </ul>
Evamples of	children

#### **Examples of representative activities**

Nauru proposes to train two teachers offshore in special needs work. Furthermore, it is suggested that a training programme be initiated through USP. Two teachers should be trained annually until a special needs teacher is in every school in Nauru.

Papua New Guinea suggests that offshore training be provided for Primary Teachers' College lecturers in special needs work, and that the specialist capacity in Primary Teachers' College for pre-service training be strengthened.

3

Country	Problem
Niue	Improve the school management system in regard to placing at-risk students
Tonga	
	Proposed solutions
	• Professional development for teachers to facilitate the implementation of a programme for at-risk students
	Establish a system to help at-risk students
Examples of	of representative activities

### Examples of representative activities

Tonga proposes that a system be established to help at-risk students, and that a special teacher be assigned to work on a remedial programme with at-risk students to enable them to catch up with their peers. There are four parts to this proposed reform: 1 identify special teachers in each school 2. set up programmes 3. 1-year trial in pilot schools 4. increase number of schools as required.

# Physical resource challenges

(1 problem identified)

1

Country	Problem
Kiribati Marshall Is	Need for adequate buildings, sanitary facilities, equipment and instructional materials
Niue Palau	Proposed solutions
Tuvalu Vanuatu	<ul> <li>Procure resources for schools</li> <li>Increase equitable access by children in difficult circumstances to primary education</li> <li>Assist and improve boarding schools</li> <li>Establish a printing and distribution centre for instructional materials</li> <li>Establish in each school a permanent storage area</li> <li>Collect data on school needs for teachers and students</li> </ul>

#### **Examples of representative activities**

In Vanuatu the Ministry of Education printing services currently have a low capacity. Shipment of books to schools in the provinces is the second complicated issue because the government does not own nor operate the domestic fleets. Proposed actions for these problems are: 1. establish a printing and distribution centre in Luganville by 2005 2. strengthen the storage areas in the provinces by 2004 3. establish in each zone centre a permanent storage area by 2008.

# National governance and administration challenges

(8 problems identified – 5 of them related to learners with special needs)

1

Problem
Primary education is not free
Proposed solutions
<ul> <li>Improve the cost sharing formula for fees with an increase in government contribution over time until free primary education is achieved</li> <li>Establish a system of controlling additional levies charged by managing authorities</li> </ul>
<ul> <li>Provide more training on financial management in schools and establish standard auditing procedures of school accounts</li> <li>Seek donor grants to cover unaffordable costs by the government</li> </ul>
• Education ministry to decentralize the financial system and ensure school grants.
<ul> <li>Education ministry to channel house rent to schools for repair</li> <li>Abolish school fees</li> </ul>

#### **Examples of representative activities**

Samoa proposes that under the Compulsory Education Act school fees are to be abolished. Unnecessary expenses for parents in education, e.g. feeding teachers, providing food for examiners etc., are to be eliminated. Parents are to be encouraged to support the school in a variety of ways so that ongoing maintenance and service costs may be met.

Vanuatu proposes free basic education. In order to achieve this goal, the Ministry has to: 1. seek donor and NGO grants to cover school fees for disadvantaged students 2. decentralise the financial system and ensure differential school grants from Ministry of Education (e.g. New Zealand model).

Country	Problem
Cook Is	The need for an effective system to monitor regular attendance
FSM	
Fiji	Proposed solutions
Palau Samoa	<ul> <li>To ensure that compulsory education laws are enforced, including the monitoring of school attendance at the local school level</li> <li>To develop and implement a system for tracking students and handling student absenteeism</li> <li>Implement awareness programmes</li> </ul>
Examples of	representative activities – next page

Cook Islands plan to appoint a truancy officer and establish a partnership with Social Welfare to ensure other issues with truancy are resolved.

FSM proposes activities to develop a definition of a dropout student, systems to track dropout rates and ways to keep students in school.

Fiji proposes that nine officers are identified, one for each of the nine education districts in order to monitor school attendance in primary schools. These officers are trained to identify those students not attending schools and reasons for their non-attendance so that these problems can be overcome.

Palau's Ministry of Education will create a tracking system office and design a system that monitors students' absenteeism and handle non-compliance of the compulsory education law. At least two personnel, including a truancy officer, will work in this office to monitor student absenteeism, follow up truant students and their parents, provide advice and guidance to students and parents in regard to non-compliance of compulsory education law.

3

Country	Problem
Marshall Is	Need to develop assessment and monitoring methodologies
Tuvalu	
	Proposed solutions
	Strengthening of an efficient and reliable examination unit
	Capacity building for ministry of education staff
	<ul> <li>Procurement of appropriate support resources</li> </ul>
Examples of	f representative activities

#### Examples of representative activities

Tuvalu proposes that an assessment/examination regime should be established which provides adequate assessment points within the system and has direct relevance to the Tuvaluan education system. An effective Assessment Unit responding to the needs of the majority of students and emphasizing participation as well as achievement will be created.

Country	Problem
FSM	Need for an official policy for special education that address the limited
Fiji	access of disabled children to education
Nauru	
PNG	Proposed solutions
	To develop a clear and comprehensive policy on special education
	To develop clear guidelines as part of the special education policy to
	advantageously address the issues of mainstreaming
Examples of	representative activities - next page

Fiji proposes to develop a clear and comprehensive policy on special education to improve the quality, effectiveness and efficiency of services to students with special needs. In February 2003, review of the Special Education programme was completed. By February 2004, an official policy on special education will be approved and implemented by the government.

Nauru and Papua New Guinea hope to release official approved policies on special education being implemented by the governments by January 2004.

5

Country	Problem
Vanuatu	No provision for the education of children with special needs in the schools system
	Proposed solutions
	<ul> <li>Separate the responsibility for special education from pre-schools, through the creation of a special education coordinator</li> <li>Ensure the identification in-school of children with disabilities</li> <li>Provide support for teachers with disabled children in their classes</li> <li>Include in the initial training programme for primary and secondary teachers a component on remedial teaching and provide for children with special needs</li> <li>Continue training programmes with pre-school teachers</li> </ul>

#### **Examples of representative activities**

Vanuatu's Ministry of education is currently employing a full time officer who shall focus on special provision in schools for children with learning problems or with intellectual, sensory or physical disabilities. The following recommendations would build on the existing situation to make provision for over 834 children with special needs, thus making a positive move towards achieving Education For All:

- 1. revive a component in the initial training programme for primary teachers and introduce one for secondary teachers on remedial teaching and the provision for children with special needs within classroom at the VITE program;
- 2. designate primary school as the centres for disabled education;
- 3. devote capital resources and make physical provision for disabled in all schools.

Country	Problem	
FSM	Lack of data with regard to children with special needs	
Nauru		
PNG	Proposed solutions	
	Data collection	
Examples of	Examples of representative activities – next page	

Both Papua New Guinea's and Nauru's Departments of Health and Education are collecting data detailing accurately the number of children with special needs. A register or an accurately compiled bulletin of special needs children will be available.

7

Country	Problem
FSM	Lack of special education facility to assist with educational needs and parent /
Nauru	teacher support
PNG	Dramagad calutions
	Proposed solutions
	To develop a resource/ drop in/ information centre that coordinates the
	educational requirements of students with special needs.
Examples of	of representative activities

Nauru proposes to develop a resource/drop in/information centre, which coordinates the education and needs of disabled students. Building of specialist facility is progressing. Building will be opened in 2005.

8

Country	Problem
Marshall Is	Need for adequate curriculum for children with special needs
Tuvalu	Proposed solutions
	Develop a national curriculum framework for special education and for each area of special education
Examples of representative activities	
Both the Marshall Island's and Tuvalu's Departments of Education propose to develop a	

national curriculum framework for special education and develop curriculum for each subject area of special education. By 2004, curriculum for each special education subject area should be completed.

# Community-level challenges

(1 Problem identified)

1

Problem
Need to raise awareness and involvement of parents and community in assisting their children at home and school
Proposed solutions
To establish an effective and efficient system of community and parents awareness programmes to inform them about all relevant educational issues regarding children with disabilities

#### **Examples of representative activities**

In the Cook Islands, schools work in partnership with parents to help them with the learning needs of their children. Parents are educated on how to assist with the education of their children with special learning needs and special needs. A parents education program is ready for delivery; six parents/teacher evenings and nine educational newsletters per year are published. 90 % of parents participate in the education of their children.

In Kiribati, parents' awareness workshops take place on all the islands. Furthermore, statements are sent through available media (the most effective medium in Kiribati is radio but newspapers and posters are also effective) in order to increase school attendance.

# EFA Goal 3: Equitable access to life skills programmes

# Human resource challenges

(1 problem identified)

1

Country	Problem
Nauru	More and better-trained teachers required
Solomon Is	
Tonga	Proposed solutions
	<ul> <li>Develop training programme for technical and vocational teacher training</li> <li>Teacher trainees to be proficient in at least one life skills subject</li> </ul>
	reacher trainees to be proficient in at least one me skins subject
Examples of	representative activities
Tonga proposes to add rooms to the Distance Education centre to provide a place for the training of TVET teachers. Furthermore, it is suggested that a training programme for TVET teacher training is developed at the Tonga Institute of Higher Education.	

# Physical resource challenges

(2 problems identified)

1

Country	Problem
Kiribati	Lack of training centres in rural areas and outer islands
Tonga	
	Proposed solutions
	Build regional training centres in rural and outer islands
Examples of	representative activities
Tonga propose	s to build regional training centres in the rural and outer islands. The first
facility is to be	built on Vavau, and will be completed at the end of 2004, followed by the
following islan	ds at two year intervals: Haapai (by Dec. 2006) and Niua (by Dec. 2008).

Country	Problem
Kiribati	Need for more life skills teaching support materials
Tonga	
	Proposed solutions
	Develop, print and disseminate support material for teachers, parents and
	community-at-large in local language
Examples of representative activities – see next page	

#### **Examples of representative activities**

In order to develop, print and disseminate support material for teachers, parents and the community at large in the local language Tonga proposes that the SPCC (Strategic Planning Co-ordinating Committee) and EFA Forum will develop and adapt appropriate materials for life skills teaching.

# National governance and administration challenges

(3 problems identified)

1

Kiribati Marshall Is PNG Solomon Is Tuvalu Vanuatu  Proposed solutions  Establish a national accreditation board / TVET authority  Conduct a policy consolidation project to improve the coordination, management and administration of non-formal education  Strengthen the capacity of training providers by: 1. funding training facility improvement; 2. funding management training for training provider administrators; 3. facilitating professional exchange  Standardise TVET curriculum Establish TVET teaching course Co-ordinate formal pathways through TVET to reduce drop-out rate Establish a dedicated position for a national life skills coordinator Conduct research into national learning needs and develop action plan	Country	Problem
Tuvalu Vanuatu  • Establish a national accreditation board / TVET authority • Conduct a policy consolidation project to improve the coordination, management and administration of non-formal education • Strengthen the capacity of training providers by: 1. funding training facility improvement; 2. funding management training for training provider administrators; 3. facilitating professional exchange • Standardise TVET curriculum • Establish TVET teaching course • Co-ordinate formal pathways through TVET to reduce drop-out rate • Establish a dedicated position for a national life skills coordinator • Conduct research into national learning needs and develop action plan	Marshall Is PNG	(Technical and Vocational Education and Training) and continuing education
I from results of research	Tuvalu	<ul> <li>Establish a national accreditation board / TVET authority</li> <li>Conduct a policy consolidation project to improve the coordination, management and administration of non-formal education</li> <li>Strengthen the capacity of training providers by: 1. funding training facility improvement; 2. funding management training for training provider administrators; 3. facilitating professional exchange</li> <li>Standardise TVET curriculum</li> <li>Establish TVET teaching course</li> <li>Co-ordinate formal pathways through TVET to reduce drop-out rate</li> <li>Establish a dedicated position for a national life skills coordinator</li> </ul>

#### **Examples of representative activities**

Marshall Islands proposes to expand the Continuing Education Unit at the College of the Marshall Islands to address the training needs of youth and adults. There is no National Accreditation Board/Authority in the Marshall Islands; all of the vocational education institutions in the country offer certificates when their courses are completed. However, the holders of their certificates cannot claim any special recognition of their qualifications for accreditation or for salary remuneration purposes. Therefore, if the training for these people is meaningful, it should be recognized. A National Training Council or a similar body should be able to overcome this problem.

PNG plans to strengthen the planning, management and monitoring capacity of the technical and vocational divisions to coordinate programmes of technical colleges and vocational centres.

2

Country	Problem
Cook Is Fiji Kiribati Marshall Is	<ul> <li>Curriculum renewal required that more accurately reflects what the domestic economy and society requires</li> <li>Attrition rate that is attributable to irrelevant curriculum that is too academic</li> </ul>
Nauru Niue	Proposed solutions
Palau PNG Samoa	<ul> <li>Revise TVET curriculum</li> <li>Revise the primary and secondary schools programme to include life skills subjects</li> <li>Improve the capacity of curriculum writers</li> <li>Produce a needs analysis and a database on youth</li> <li>Stream students into academic and non-academic streams at senior levels</li> </ul>

### **Examples of representative activities**

Cook Islands plans to develop learning opportunities to meet better the needs of young people and adults through life skills programmes.

Fiji proposes to revise the primary and secondary school programme to include life skills subjects so that students leaving the system are better equipped to deal with life after school. Proposed actions are: 1. revision of primary and secondary curricula to include life-skills programmes, e.g. cooking, woodwork, needlework, metalwork, agriculture etc 2. life skills subjects to be made compulsory in primary and secondary schools 3. teacher trainees to be trained to teach at least two life skills subjects.

Country	Problem
Kiribati	Levels of community awareness of HIV/AIDS and other health issues need to
	be raised.
	Proposed solutions
	Establish national health education policy
Examples of	representative activities
In Kiribati the	re is a HIV/AIDS committee existing in the Ministry of Health. Kiribati
proposes: 1. m	eetings of relevant bodies for policymaking before Cabinet approves any
HIV/AIDS ini	tiatives 2. to extend school curriculum on health issues including HIV/AIDS.

# Community-level challenges

(3 problems identified)

1

Country	Problem
Cook Is FSM	Awareness of parents and youth of educational opportunities and their value needs to be raised
Fiji Kiribati	Proposed solutions
Nauru Niue Palau Samoa	<ul> <li>Increase involvement of parents and civil society in schools and education</li> <li>Design and implement awareness programmes and national campaigns to provide parents with adequate parenting skills to support their children in their development and education</li> <li>Establish a 'One-Stop Education Information Centre'</li> </ul>

#### **Examples of representative activities**

FSM aims to educate parents about the relevance of life skills programmes in school curricula.

Fiji proposes to implement programmes to provide parents with adequate parenting skills to support their children in their development and education. Ten training programmes are conducted each year for training in behaviour management, psychological development, budgeting, homework support and educating the whole child in a safe and healthy home environment. Furthermore, the provision of school counsellors to assist parents by informing them about their children's academic and behavioural progress is planned.

Palau proposes to establish a One-Stop Education Information Centre to serve as the centre for all information about all educational programs and opportunities for young people as well as adults.

Country	Problem
FSM Marshall Is Nauru	<ul> <li>Life skills programmes need to be continued throughout adulthood</li> <li>Accommodate the learning aspirations of adult learners</li> </ul>
Palau	Proposed solutions
Samoa	<ul> <li>Revitalise vocational centres and make them more sustainable and relevant to local practical needs</li> <li>Establish a 'Council for Second Chance Education' to facilitate adult learning in the education sector</li> <li>Design and implement alternative education pathways</li> <li>Establish position of a TVET coordinator to resurrect existing TVET</li> </ul>
Examples of	representative activities – next page

In Samoa the education system provides little opportunity for young adults to continue higher education, unless they attain a School Certificate. Samoa proposes 'Second-chance schooling' as an alternative path to attaining a School Certificate. The required steps are to set up a coordinating committee to define a strategy and action plan for 'Second-chance schooling' which will also include selecting sites for classes, training of teachers, and provision of materials and resources.

# EFA Goal 4: Expand adult literacy by 50% by 2015

# Human resource challenges

(1 problem identified)

1

Country	Problem	
FSM Kiribati	Lack of trained teachers	
Solomon Is	Proposed solutions	
	<ul> <li>Make sure that teachers are being upgraded e.g. by creating in service training to upgrade skills</li> <li>Create possibility for retired teachers to work within formal education</li> </ul>	
Examples of	Examples of representative activities	
Kiribati proposes to train specialized teachers on adult literacy and computing skills. As there is a lack of electricity in the outer islands, which is essential to enable computers to operate,		

# Physical resource challenges

(1 problem identified)

provision of solar power to the learning centres on the outer islands is proposed.

Country	Problem
Kiribati	Establish and improve information and reading resource centres
Nauru	
Niue	Proposed solutions
PNG	Create library or centre to provide information and reading resources
	Upgrade links with outside sources to improve access to materials
	Refurbish existing public libraries
	Expand library resources to outer islands
Examples of	f representative activities
Kiribati proposes to expand library resources on outer islands (libraries to open on two outer islands per year) and to provide information and communication technology on the outer islands (to two outer islands per year).	

# National governance and administration challenges

(3 problems identified)

1

Country	Problem		
Fiji	The need to review and increase government policies and coordination		
Marshall Is			
Nauru	Proposed solutions		
Palau	Conduct a survey to assess literacy needs in the community		
Samoa	Appoint coordinator to identify and coordinate needs		
Solomon Is Tuvalu	Support and strengthen continuing education unit and design policies to		
Tuvaiu	empower the disadvantaged		
Examples of	Examples of representative activities		
Solomon Islands has conducted and completed a survey to assess literacy needs in the			
community and there is a proposal to consolidate literacy policies and programs managed by			
different agencies.			

2

Country	Problem
Cook Is	No reliable statistics to indicate the status of literacy
Marshall Is	The need to set up a databank to assist coordination of a generic monitoring
Samoa	and evaluation system
Tuvalu	
Vanuatu	Proposed solutions
	Conduct a survey to find the actual status of adult literacy
	Develop a coordinated monitoring system
	Establish a centralized databank
Examples of representative activities	

Cook Islands proposes that criteria for identifying and assessing literacy must be developed. The criteria must include speaking, reading, writing and understanding either English or Cook Islands Maori (including any one of the Cook Islands Maori dialects). Comprehensive criteria are to be developed to identify and assess literacy rate amongst adults.

3

Country	Problem
FSM Fiji Marshall Is	The need to set up and increase funding for adequate literacy and numeracy programmes in order to ensure continuing education for all learners
Palau PNG	Proposed solutions
Solomon Is Tonga Tuvalu Vanuatu	<ul> <li>Provide adequate funding to assist these programmes</li> <li>NGO's and relevant ministries make recommendations on continuing adult education</li> </ul>

#### **Examples of representative activities**

Vanuatu proposes to a) investigate the possibilities of setting up literacy and numeracy trust funds; and b) establish training for management of these trust funds by 2005 and c) establish a system of sustainable financing mechanisms to ensure continuous funding for formal, nonformal, distance learning, adult literacy and special education. They propose to: 1. separate government budgeting for TVET by 2004 2. formalise TVET structure immediately in the appropriate government ministry and, 3. approve the TVET levy legislation policy (TVET levy legislation developed, enacted and implemented 2004).

# Community-level challenges

 $(2\ problems\ identified)$ 

1

Country	Problem
Cook Is.	The stigma caused by illiteracy
	Proposed solutions
	Create programmes to eliminate the stigma around illiteracy
Examples of representative activities	
Cook Islands p	proposes strategies to eliminate the stigma of being illiterate through: 1. media

Cook Islands proposes strategies to eliminate the stigma of being illiterate through: 1. media promotion 2. community awareness programs to generate acceptance of people who are illiterate 3. developing and delivering educational programs to address the various illiteracy problems of adults.

2

Country	Problem
Kiribati	The need for incentives to encourage adults to learn
	Proposed solutions
	Create open learning centres where adults can participate at leisure

# **Examples of representative activities**

Kiribati proposes to establish open learning centres to allow adults to participate at their leisure. Furthermore, a trainer should be available to give assisted training with computers and to assist with reading difficulties. Scheduled classes are also planned as adults become more confident.

# **EFA Goal 5: Gender equality**

# Human resource challenges

(2 problems identified)

1

Country	Problem
Fiji	Inadequate career guidance on career options for girls
Samoa	
	Proposed solutions
	Conduct annual career workshops
	Train and recruit student counsellors
Examples of representative activities	

Fiji proposes that the Ministry of Education Careers Section take a more active role in the counselling in schools to break down the traditional attitudes that have existed in the minds of students and parents regarding career choices. Annual career workshops for career teachers, parents and students in schools are conducted.

2

Country	Problem
Solomon Is	Lack of suitable secondary school teachers
Vanuatu	
	Proposed solutions
	Improve in-service training profile and develop training plan
Examples of representative activities	

#### Examples of representative activities

Vanuatu proposes to: 1. increase initial junior and senior secondary teacher training at VITE (Vanuatu Institute of Teacher Education) – all posts to be gradually localised by 2008; 2. improve in-service training profile (document specifying training achievement in 2007; 34. Develop a training proposal plan.

# Physical resource challenges

(1 problem identified)

Country	Problem
Solomon Is	Low carrying capacity of secondary schools
Vanuatu	
	Proposed solutions – next page

#### **Proposed solutions**

- Review design capacities of school specifications
- Develop secondary school infrastructure plan
- Involve provincial government in secondary school development
- Increase number of places for girls in community schools
- Increase female boarding facilities

#### **Examples of representative activities**

Solomon Islands proposes to increase the number of places in community high schools (additional 10-20 school places created in each of the 80 community high schools, with the majority assumed by girls each year) and to increase the number of boarding facilities for girls (10 additional places created in each of the 10 boarding schools).

# National governance and administration challenges

(4 problems identified)

2

Country	Problem
Fiji	More research required
	Proposed solutions
	Set up task force, research facilities and personnel
Examples of representative activities	

Fiji proposes to identify areas of disparity by gender that are immediate and long term to put in place strategic management programmes to eliminate the disparities. The required actions for this reform are 1. set up a task force, research facilities and personnel and 2. accessibility of good quality data to evaluate disparity by July 2005.

Country	Problem	
Fiji	Gender specific curriculum	
Samoa		
Tuvalu	Proposed solutions	
	Review TVET and non-formal education programmes	
	Set up curriculum review committees focussing on gender bias	
	Gender awareness campaigns for curriculum writers	
	Raise status of applied subjects at secondary level	
	Raise awareness of changing gender roles through community	
	programmes (community-level challenges)	
Examples of	Examples of representative activities – next page	

Fiji proposes to gender-sensitise curriculum writers and to review, change and reprint current resources and curriculum materials that are gender biased. The required actions are the following: 1. mount gender awareness programmes for curriculum and resource writers 2. set up review committees to review existing curriculum materials and correct for any form of gender bias.

4

Country	Problem
Samoa	Limited enabling environment
	Proposed solutions
	Increase number of male teachers
	Increase prioritisation of literacy and numeracy at primary level
	Pilot appropriate bilingual approach

#### **Examples of representative activities**

Samoa proposes to upgrade facilities, teachers and emphasis on relevant subjects to provide a more focused learning environment. The required actions are: 1. school buildings/facilities should be upgraded 2. all teachers should be trained and certificated 3. literacy and numeracy should be given top priority in primary level, with greater focus on boys.

# Community-level challenges

(2 problems identified)

1

Country	Problem
Fiji	Existence of teaching practices that subordinate women
	Proposed solutions
	Carry out gender awareness seminars amongst teaching staff
Examples of representative activities	

Fiji proposes to educate teacher trainees, practising teachers, principals and head teachers on teaching practices that will promote gender equity. Gender awareness seminars are carried out annually at different levels and amongst target groups within the school system.

Country	Problem
Solomon Is	Cultural limitation of excessive female freedom
Vanuatu	
	Proposed solutions
	Media campaign highlighting the importance of girls' attendance at
	school
Example of representative activities – next page	

Solomon Islands proposes a series of weekly radio programmes highlighting the importance of girls' attendance at school.

# **EFA Goal 6: Quality of education**

## Human resource challenges

(2 problems identified)

1

Country	Problem
Cook Is FSM Fiji Kiribati Marshall Is Nauru Niue Palau PNG. Samoa Solomon Is Tonga Tuvalu	<ul> <li>The need to increase the supply of adequately trained teachers</li> <li>Proposed solutions</li> <li>Establish and resource national teacher development capacity</li> <li>Increase the number of qualified teachers in all areas of education</li> <li>Revise the rules and regulations of the certification requirement for teachers so that they are qualified and competent through continuous inservice training programmes</li> <li>Equip and staff teachers colleges with required resources to upgrade teachers with ECE qualifications</li> <li>Identify ECE teachers for upgrading to primary and secondary status via university</li> <li>Development of staff through overseas attachment</li> <li>Improve assessment and reporting system</li> <li>Set up teachers' ICT training</li> <li>Provide in-service staff training</li> </ul>

### **Examples of representative activities**

FSM aims to use distance learning courses for un- and under- trained teachers.

Marshall Islands suggest that the Ministry rules and regulations need to be revised to include the certification requirement for teachers at the three levels so that all primary pre-school, primary, and secondary schools be staffed with quality and competent staff through continuous pre-service training programs.

Nauru proposes to provide training for untrained and under trained teachers:

- targeted teachers utilize distance learning courses at USP Extension Centre.
- targeted teachers to be sent for specialized training off-island
- local-based special upgrade training programme combination of training workshops and USP courses for a Department of Education awarded Teacher's Certificate.

PNG proposes to strengthen all teacher colleges so that they can upgrade teachers' qualifications.

Country	Problem identified
FSM	Teacher dedication and commitment needs to be improved

Nauru Marshall Is	Proposed solutions
	Create incentive programs and teacher observation systems
	Provide professional workshops for all personnel and make teachers
	aware of content, knowledge and attitude
Examples of	representative activities

Examples of representative activities

Nauru proposes a professional development workshop for all teaching and department personnel, an appraisal system with proper guidelines, and regular subject workshops to upskill teachers on content, knowledge and attitude.

# Physical resource challenges

(3 problems identified)

1

Country	Problem
Niue	Housing conditions for teachers need to be improved
Solomon Is	
Tonga	Proposed solutions
Tuvalu	Improve living conditions for teachers
Vanuatu	1 8

### **Examples of representative activities**

Vanuatu: to ensure teacher motivation and welfare, the Ministry through a number of reports has been informed of very poor teacher housing in rural and mostly very remote inland schools. Housing is semi-permanent and temporary and community contributions last for not more than two years. They suggest that a survey is conducted in all schools, the grading of houses is reviewed, and investment plans are developed to solve this problem.

Country	Problem
Solomon Is Tuvalu	Management and administrative problems and lack of human resource development plan results in problems measuring competence of employees with regard to their job description
	Proposed solutions
	<ul> <li>Development of human resource development and training plan</li> <li>Secure funds for training</li> <li>Review job description</li> </ul>
Example of r	representative activities
Solomon Island	ds proposes that additional staff, funding and support facilities for the sion be provided.

3

Country	Problem
Fiji Kiribati Marshall Is Niue Samoa Solomon Is Tuvalu Vanuatu	Teaching infrastructure (buildings, equipment and instructional materials, transportation) gaps need to be bridged  Proposed solutions – next page  Proposed solutions  • Building of new standard conventional schools and classrooms  • Upgrade facilities  • Improve relations between education ministry and other educational partners or stakeholders with the intention of gaining their support for the improvement of schools  • Establish libraries in all schools  • Strengthen land and sea transportation and ensure telecommunications networked to or close to all schools

### **Examples of representative activities**

Marshall Islands proposes the building of new standard conventional schools and classrooms for outer island schools. The proposal includes provision for a minimum of 68 additional classrooms for pre-school, 65 school buildings (four to eight classrooms) for primary, and a three schools complex (to accommodate up to 600 students) secondary school, at a rate of 10 schools each calendar year. Also to build a multi-purpose hall using local building materials (to accommodate 100-200 students) as part of the primary school structure.

# National governance and administration challenges

(8 problems identified)

Country	Problem	
FSM	National curriculum needs to be completed to include lifelong learning	
Fiji	programmes	
Kiribati		
Marshall Is	Proposed solutions	
Nauru PNG Solomon Is	Review and redesign the curriculum so that it reflects the needs of students regarding adult life and culture, including life skills issues	
Tonga		
Tuvalu		
Vanuatu		
Examples of re	Examples of representative activities – next page	

Nauru proposes to introduce life long learning programmes in the national curriculum at secondary level. They propose to:

- develop appropriate and relevant industrial arts and agriculture including hydroponics syllabi (woodwork/metal work and agriculture);
- identify areas within school compound for industrial arts workshop and agriculture and build/refurbish old classrooms;
- contract industrial arts and agriculture teachers;
- two industrial arts trainees and one agriculture trainee to train offshore USP.

2

Country	Problem
Cook Islands	Education funding needs to be raised
Fiji	
Marshall Is	Proposed solutions
Tuvalu	Increase the government's annual allocation to education
Vanuatu	Maintain budget and release budget on a quarterly basis
	Develop appropriate resources for the improvement of literacy and
	numeracy

#### **Examples of representative activities**

Tuvalu proposes to increase Government allocation to education resources to 25 % of the national budget. All schools should be equipped with quality teaching/learning resources.

Vanuatu proposes that the Ministry of Education must a) maintain budget submission b) release budget on quarterly basis c) ensure flexibility to use left over funds.

3

Country	Problem
Nauru.	At-risk students need to be identified and assisted
Niue Palau	Proposed solutions
PNG	<ul> <li>Establish a guidance network to assist with at-risk students</li> <li>Provide counselling and tutoring services to all students</li> </ul>

#### **Examples of representative activities**

Palau proposes to provide tutoring services to students at Palau High School, which is the only public secondary school in Palau. They will identify and prepare an office space for students at the high school. A work plan for the tutors will be prepared and used as a guide for providing tutoring services to students. The Ministry of Education will monitor the programme to determine if and when the tutors will be able to extend the tutoring services to nearby public elementary schools.

4

Country	Problem
Marshall Is Solomon Is	Administrative and management processes in government education ministries require review
	Proposed solutions
	<ul> <li>Review the education ministry administrative mechanisms</li> <li>Improve communication between teachers/ schools and education authorities</li> </ul>

#### **Examples of representative activities**

Solomon Islands proposes to review the Ministry of Education administrative mechanisms by:

- 1. reviewing organisational structure to encourage greater flexibility and better responsiveness to the changing environment for educational services and delivery;
- 2. re-establishing the National Education Board
- 3. reviewing the Education Act, Regulations and legal notices education legal instruments should be updated and adopted by the end of 2002;
- 4. establishing an awareness programme.

Furthermore, the communication between teachers/schools and education authorities/Ministry of Education should be improved. They propose that provincial education plans be put in place for each province and that 20 rural schools should be equipped with VHR radio facilities each year.

5

Country	Problem
Marshall Is Solomon Is	National assessment needs to be revised to match the standards established in the curriculum framework
	Proposed solutions
	Develop national assessment guidelines and goals
Examples of	representative activities

Marshall Islands proposes to revise the national assessment framework and guidelines. A completed and endorsed policy on an assessment framework and accompanying guidelines will be made available. An assessment unit should be well equipped with the needed assessment tools by the end of 2005. Capacity training of assessment unit staff is also suggested.

Country	Problem
Solomon Is Tuvalu	Teacher and school monitoring / evaluation and assessment of the education system needs to be improved

	Proposed solutions
	School inspection and monitoring services need to be supplemented with additional staff and funds
Examples of representative activities	

Solomon Islands proposes a school inspection and monitoring service supplemented with additional staff and funds. Furthermore, all schools should be inspected every three years, and reports of quality standards in teacher assessment and whole school evaluation should be prepared and submitted.

8

Country	Problem
Fiji	Lack of support for school improvement and functioning particularly in rural areas (school management committees – lack of knowledge about their functions and roles in the operations of their schools)  Proposed solutions
	Improve relations between the ministry of education and other educational partners to gain their support for the improvement of schools

#### **Examples of representative activities**

Fiji proposes to improve relationships between the Ministry of Education and other educational partners with the intention of gaining their support for the improvement of schools. The required actions are the following:

- 1. increase budgetary allocation for improvement of facilities in schools, particularly in rural areas (schools in rural areas will be as well equipped as urban schools in Fiji;
- 2. encourage more informal meetings with management of schools and the community (ongoing meetings between Ministry of Education and school committees and communities in rural areas);
- 3. strengthen partnerships and commitment to schools in terms of supporting improvement plans for school buildings, furniture, equipment etc. (all schools in rural areas have improvement plans developed).

# Community-level challenges

(2 problems identified)

Country	Problem
Niue	The need to increase the involvement of local community and culture and change dietary patterns to improve student learning
	Proposed solutions
	<ul> <li>Education and awareness for parents and communities</li> <li>Train more instructors</li> </ul>

### **Examples of representative activities**

Niue proposes education and awareness initiatives that focus on nutrition and health issues targeted at parents as first teachers. The community-based health and nutrition programmes should include USP level certificate and community studies and use media to promote health issues.

2

Samoa	The need to provide basic literacy and numeracy classes in partnership with the non-formal sector or NGOs targeting basic education for school drop outs, women and adults who did not complete the basic education
	Proposed solutions
	<ul> <li>Research to provide data for sustainable programmes on basic education</li> <li>Provide support to NGOs to instigate revenue generation projects</li> </ul>

### **Examples of representative activities**

Samoa proposes to 1) conduct research to provide data for more relevant and sustainable programmes on basic education; 2) ensure sustainability by providing support to NGOs to instigate revenue generation projects.

# 4. Cross-cutting themes

All countries (except the Cook Islands) in their EFA Action Plans identified crosscutting themes. Crosscutting themes are particular challenges that arise in one or more of the different EFA Goals.

These crosscutting themes have been grouped into six categories:

More teachers with improved qualifications, training opportunities;

Facilities;

Curriculum review;

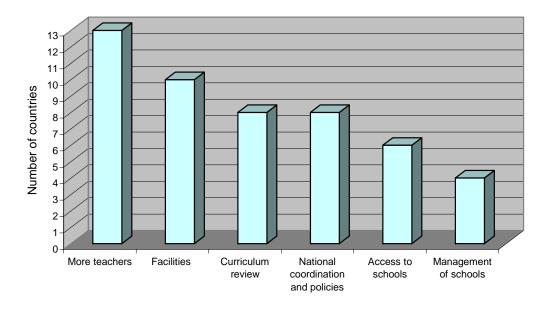
National coordination and policies;

Access to schools;

Management of schools.

The figure below represents the crosscutting themes in the EFA Action Plans.

**Figure 4: Crosscutting themes** 



### 5. Conclusion

The governments of the Pacific countries committed themselves during the Pacific Islands Forum Secretariat Ministers of Education meeting in New Zealand 2001 to the implementation of EFA. By establishing an EFA Forum, prioritising the EFA goals and producing an EFA Action Plan, these countries have taken the first important step towards successful implementation of EFA within their National Education Plans.

The Pacific governments alone, however, cannot fulfil the task. There is a strong commitment of support by the international community to the EFA plans. This ongoing support is vital for the governments of all Pacific countries.

This second synthesis of the Pacific EFA (2003) action plans suggests that the countries face a difficult situation because the indicators measuring poverty and thus determining the flow of aid do not help the Pacific. The Pacific offers a sound environment for positive progress with the EFA vision. With the political will of the various governments and with sufficient resources from donors the EFA Action Plans can make a real difference in the Pacific.

**Annexe 1: Comparative education indicators of Pacific countries** 

80.2

99.0

95.0

96.0

99.0

95.0

Samoa

Tonga

Tuvalu

PACIFIC ISLAND COUNTRIES EDUCATION STATISTICS **Gross primary** Youth as % of Annual growth rate Expenditure Expenditure on Adult literacy Female Gross Est. youth rate (%) literacy rate enrolment (%) secondary (1998)population - youth on education primary (%) enrolment (%) age 15-24 age 15-24 as % of total education as % of age 15-24 govt education expenditure expenditure Melanesia Fiji 93.0 91.0 90.0 36.0 159,360 20.0 0.7 19.0 52.1 Papua New Guinea 72.0 21.0 31.0 894,220 23 2.6 17.5 24.3 Solomon Islands 39.0 24 4.0 42.0 76.6 20.0 86,080 15.4 Vanuatu 34.0 101.0 44.4 33,211 17.80 3.5 24.8 49.7 Micronesia Federated States of Micronesia 77.0 66.0 83.0 36.0 23,950 43.0 3.4 19.0 61.0 Kiribati 92.0 77.0 15,340 91.0 44.0 18.0 1.4 17.5 43.0 99.0<sup>1</sup> 10,871<sup>2</sup> 5 Marshall Islands 74.0 69.0 50 21.4 16 44.6 Nauru 95.0 95.0 96.0 34.0 2,000 17.4 3.2 7.0 30.5 97.0 Palau 96.0 100.0 69.0 2,724 14.2 -0.7 20.0 60.0 Polynesia Cook Islands 93.0 94.0 45.0 2,850 17.3 33.2 100.0 -5.0 13.1 Niue 97.0 97.0 96.0 53.0 240 11.4 -6.2 NA 24.3

55.0<sup>4</sup>

67.0

74.0

37,100

20,130

1,720

18.0<sup>5</sup>

20.5

15.6

0.5

-0.5

3.8

NA

13.1

16.8

61.8 49.2<sup>\*6</sup>

39.7

Source: Kindly provided by the Pacific Forum Secretariat, and drawn from: State of the Pacific Youth Report 1998; Pacific Human Development Report 1999; EFA 2000 Report; UNDP Human Development Report 2002.

 $95.0^{3}$ 

90.0

88.0

<sup>&</sup>lt;sup>®</sup> NOTE: all data have been checked as far as possible but may be inaccurate if new data have become available after the compilation of this synthesis.

## **Explanatory notes:**

- <sup>1</sup>: This figure is from education statistics 2002.
- <sup>2</sup>: This figure is from the 1999 census.
- <sup>3</sup>: These data are from the Ministry of Education, Sports & Culture 'Education Statistical Digest 2003'.
- <sup>4</sup>: This figure is from the Ministry of Education, Sports & Culture 'Education Statistical Digest 2003'.
- <sup>5</sup>: This figure is from the statistical services of the Ministry of Finance, 2001.
- <sup>6</sup>: This figure is from the Ministry of Education, Annual Report 2001.

#### Annexe 2: Explanatory notes for Figure 1

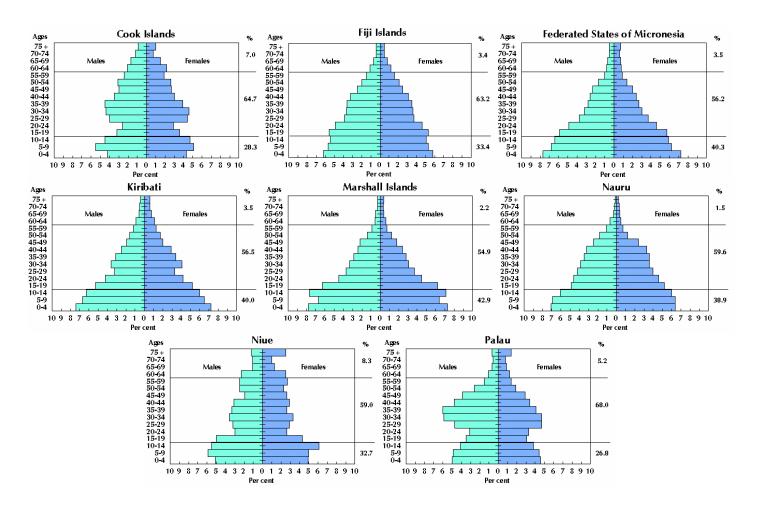
These estimates are derived from the latest available analyses of national censuses, vital registration data, health records and surveys. As most Pacific countries have small populations, estimates of fertility, mortality and migration are averaged for several years where possible, in order to minimize the effects of annual fluctuations.

SPC's Demography/Population Programme will be happy to provide any specific information on sources and methods used.

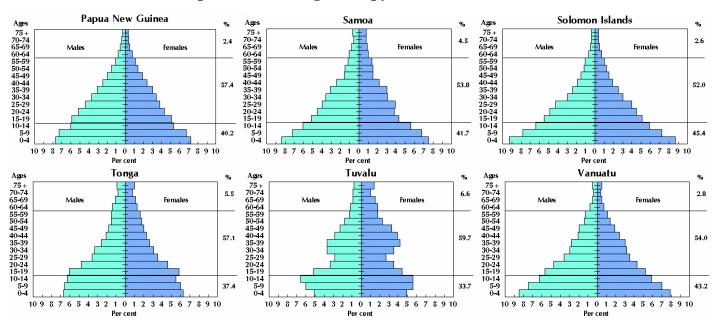
- a) Population projections for 2000 and 2010 and projected age-sex pyramids are based on the latest available demographic data. In some cases the latest census was collected too recently for fertility, mortality and migration estimates to be available for this fact sheet. In such instances the total count from the latest census is shown, but the previous census has been used as the basis for projections.
- b) Population densities are based on 2000 population estimates.
- c) Average annual growth rates are derived from the projections.
- d) North Solomons Province was not counted in the 1990 census. Hayes estimates the population of North Solomons in 1990 was 154,000 (19th Waigani Seminar, Port Moresby, June 1991).
- \* PNG 2000 Census:

Population as counted at last census: 5,510,265
Mid-year population estimate 2010: 6,696,514
Population density (people/km²) circa 2000: 16
Projected annual population growth rate (%) circa 2000: 2.7
Projected population doubling time (in years): 25

Annexe 3: Comparative 2000 age / sex pyramids of Pacific countries



Annexe 3: Comparative 2000 age / sex pyramids of Pacific countries (cont.)



Source: Demography/Population Programme, Secretariat of the Pacific Community, New Caledonia.

# Annexe 4: Prioritization of EFA Goals by Pacific Ethno-geographic groups

N.B: Samoa and the Cook Islands have chosen all EFA Goals as their first priority. Accordingly, their data have not been included in this chart.

Highest priority

| Melanesia | Micronesia | Polynesia | Polynesia | EFA Goals

### **Annexe 5: The six EFA priorities for Action Plans**

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.