



PACIFIC ISLANDS FORUM SECRETARIAT

PIFS(05)FEDMA.05

EDUCATION MINISTERS MEETING

*Apia, Samoa
23-24 May 2005*

SESSION THREE

**REVIEW OF IMPLEMENTATION OF THE FORUM BASIC EDUCATION
ACTION PLAN – STOCKTAKE REPORT**

This paper, prepared by the Forum Secretariat, reviews progress in the implementation of the Forum Basic Education Action Plan and the outcomes of the stocktake exercise undertaken in September 2004 and suggests further actions for the consideration of Ministers.



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Summary brief

**SESSION 3: REVIEW OF IMPLEMENTATION OF THE FORUM BASIC
EDUCATION ACTION PLAN – STOCKTAKE REPORT**

Purpose

This paper reviews progress in the implementation of the Forum Basic Education Action Plan (FBEAP) and the outcomes of the stocktake exercise undertaken in September 2004.

Background

2. The FBEAP was developed within the context of the Education for All initiative, with the goal of achieving universal and equitable participation and achievement and to ensure access and equity and improve quality and outcomes. The Ministers requested that the Forum Secretariat be mandated to facilitate the arrangements to bring about the implementation of the Forum Basic Education Action Plan.

3. In the review of the FBEAP in January 2004, the Ministers of Education agreed to initiate a biennial stocktake of progress in the implementation of the FBEAP at the national as well as the regional level. The implementation and progress of PRIDE also forms a fundamental component of the FBEAP stocktake exercise

4. The preliminary stocktake exercise was undertaken during the first Regional PRIDE Workshop in September 2004. The 14 Forum Island Countries plus Tokelau participated in the FBEAP Stocktake. With the agreement that the National PRIDE Coordinator (NPC) would also be the focal point for the FBEAP, these NPCs became the key respondents of the Stocktake questionnaire.

5. The final Stocktake report has been formulated from information provided through the stocktake survey, from desk studies and with further input and final verification from the National PRIDE Coordinators.

Issues

6. The 2002 and 2004 review of the implementation of the Forum Basic Education Action Plan is outlined in paper PIFS(05)FEDMA.04(a).
7. A matrix is attached as Annex 1 that identifies key areas of the Action Plan and their implementation. Ministers' attention is drawn to the elements of the Plan (as identified in the attached matrix) that are to be implemented at the national and regional level.
8. Ministers' are asked to consider the outcomes and recommendations of the FBEAP stocktake report.

Recommendations

9. Ministers may wish to consider:
 - a. Noting the progress on the implementation of the FBEAP nationally and regionally, especially the PRIDE Project;
 - b. Noting the results of stocktake report on the implementation of the FBEAP at a national level;
 - c. Noting the capacity of the FBEAP to act as a powerful vehicle for inspiring collaborative efforts to identify, document and apply innovative Pacific responses to the challenge of ensuring that basic education serves as a critical element in building equity in education for development;
 - d. Agreeing that the FBEAP be highlighted in all relevant discussions on social issues undertaken around the region;
 - e. Further endorsing the current initiatives underway to develop teacher education courses in Special Needs Education at the University of the South Pacific.



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**REVIEW OF IMPLEMENTATION OF THE FORUM BASIC EDUCATION
ACTION PLAN – STOCKTAKE REPORT**

Purpose

This paper presents an overview of the stocktake of the Forum Basic Education Action Plan (FBEAP) that was undertaken in 2004. It highlights the level at which FBEAP activities have been implemented at the national level and regional FBEAP activities that are currently being implemented. A matrix is attached that identifies key areas of the Action Plan and their implementation.

Background

2. In 2001, Ministers of Education of Forum Island countries met in Auckland New Zealand as directed by the Forum Economic Ministers to consider issues related to human resource development in the Forum region.

3. The Ministers noted that while basic education is a priority in the region, this has not resulted in economic development. While recognising that some countries have made significant progress, and that the severity of problems with basic education varies significantly between countries, it appears that significant gains could be made through Forum members sharing their experiences, success and failures in basic education. Ministers noted the potential for sharing resources, particularly for inputs into basic education system across the region.

4. As such, the FBEAP was developed within the context of the Education for All initiative, with the goal of achieving universal and equitable participation and achievement and to ensure access and equity and improve quality and outcomes. The Ministers requested that the Forum Secretariat be mandated to facilitate the arrangements to bring about the implementation of the Forum Basic Education Action Plan.

5. The Pacific Regional Initiative for the Delivery of Basic Education (PRIDE) is the major mechanism for implementing the FBEAP. The key focus of PRIDE is on education sector planning with the view to improve the capacity of Pacific ACP States to effectively plan and deliver quality basic education through formal and non-formal means. PRIDE

will also focus on improving the coordination of donor inputs to assist countries to implement their plans. Several cross-cutting issues contained in the FBEAP, such as gender and good governance, are included in the implementation of PRIDE.

6. In the review of the FBEAP in January 2004, the Ministers of Education agreed to initiate a biennial stocktake of progress in the implementation of the FBEAP at the national as well as the regional level. The implementation and progress of PRIDE also forms a fundamental component of the FBEAP stocktake exercise.

Overview of the FBEAP Stocktake

7. The initial national stocktake exercise was undertaken during the first Regional PRIDE Workshop in September 2004. With the agreement that the National PRIDE Coordinators would also be the focal points for the FBEAP, these National Coordinators became the focal points and key respondents of the Stocktake questionnaire. The 14 Forum Island Countries participated in the FBEAP Stocktake¹.

8. As requested by the Ministers of Education, the objectives of the stocktake are to identify impediments and constraints to the implementation of the agreed actions and strategies of FBEAP and assist in identifying mechanisms on how these barriers can be overcome. One of the outcomes of the stocktake activity is to explore the potential for:

- working more effectively in improving the current scope of operation for existing education programmes,
- working to expand involvement in areas related to FBEAP, and
- engaging the countries in education areas that they are either not involved with now or only marginally involved with (eg. Technical and Vocational Training, Early Childhood Education, Training of Special Needs Teachers, Inclusive Education for children with disabilities, etc)

9. As such, the National Coordinators were requested to view the stocktake exercise as a constructive and collaborative review of the FBEAP and as a mechanism to assist in facilitating the national educational planning and implementation processes.

10. The final Stocktake report has been formulated from information provided through the stocktake survey, from desk studies and with further input and final verification from the National PRIDE Coordinators

Analysis of Results of Stocktake Questionnaire

11. It should be acknowledged that while the existence and recognition of FBEAP is still currently being promoted and disseminated among the FICs, the majority of issues and activities highlighted in the FBEAP are already being addressed in the FICs national education strategic plans. Therefore, this analysis attempts to:

¹ Tokelau also participated in the Stocktake. While not a FIC, Tokelau is included in the PRIDE Project.

- Highlight the areas of the FBEAP that are currently being addressed by FICs via their national strategic plans.
- Determine which FBEAP initiatives can be addressed on a regional level.
- Determine how the FBEAP can assist in improving basic education in FICs.

Knowledge of FBEAP

12. The first section of the stocktake questionnaire focused on identifying the level of knowledge each country had of the existence and components of the FBEAP which, in turn, would determine how widely the FBEAP was disseminated and promoted at the national and regional levels.

13. While the majority of countries were aware of the existence of the FBEAP, eight out of the 14 countries were either not aware or not sure of its contents. However, it is interesting to note that all the 14 countries strategic plans addressed various components of the FBEAP and ten of the countries Ministries of Education refer to the FBEAP during their strategic planning processes.

National Education System

14. Each country has a “vision” for education, which is consistent with the overall goals and objectives of the FBEAP. The need for consistency between a country’s vision for education and the aspirations of the FBEAP was strongly advocated by all the respondents.

15. Analysis of this stocktake indicates that most teachers in FICs have a Diploma in Teaching. The remainder of the teachers falls into the categories of Certificate, Degree and Postgraduate Degree holders in education. Teacher training is also available within the region with nine countries noting the availability of in-country teacher training programmes.

16. The majority of countries had a language policy implemented by their Ministries of Education. Such policies determine the language taught and spoken in schools and assist in supporting the preservation of the country’s cultural identity.

17. National assessment frameworks are available in eleven of the 14 countries. Nine of these countries have linked the assessment framework to the national curriculum framework.

Early Childhood Care and Education

18. While the majority of countries have early childhood care organised and administered by non-state actors, church and religious groups and community groups, four countries had government agencies and departments providing early childhood care in the form of in-house crèches or day care centres.

19. The majority of the countries have early childhood teacher training programmes provided in-country. However, three countries sent their teachers overseas for training due to the absence of national teacher training programmes.

Children and Youth with Disabilities

20. There was an equal distribution among countries on the number who had specialised schools for children with disabilities and countries that did not have such schools. Ten countries stated that children with disabilities are included in their country's national education system. However, with the exception of a few countries, no additional support is provided to the teachers or to the students with disabilities by the school or the Ministry of Education. While the majority of countries stated that their government places basic education for children and youth with disabilities as a priority, the majority of special education programmes are provided by Non-State Actors.

Multisectoral Collaboration

21. Collaboration with various government agencies, non-state actors, church and religious groups and community organisations on education initiatives is undertaken quite extensively and is viewed as an important component towards the achievement of educational goals. Collaboration is also initiated with the private sector and donor agencies within countries.

Source of Education Funding

22. Governments remain the main source of funding for the education sector with funds derived from the National Budget. The second major source of funding for education programmes is from donor agencies including NZAID, AusAID, EU, and JICA. For a selected number of countries, funding is also sourced from Taiwan, US (COMPACT), France, ADB, World Bank and private foundations.

Technical and Vocational Education and Training (TVET)

23. Twelve out of the fourteen countries acknowledged the availability of TVET in their formal school systems with one country stating its non-availability. TVET programmes offered include Technical Drawing, Engineering, Information Technology, Wood work Maritime, Design technology, Office Skills, Computing, Business information, Industrial Arts, Carpentry and Joinery, Agricultural Science, Automotive Skills, Aqua Culture Training, Tourism and Hospitality, Food and Textiles.

24. Twelve of the countries stated that TVET is addressed in National Strategic Plans and education policies. The majority of funding for TVET is derived from both the Governments' national budget and donor funding. Donors include NZAID, AusAID, EU, JICA, Taiwan, USA (COMPACT), France and the ADB. A few countries also receive funding for TVET from the private sector and churches.

Non-Formal Education

25. The majority of non-formal education programmes in FICs are provided by governments, non-government organisations, church and religious groups, civil society groups and community groups. Such programmes include adult learning and training programmes, life skills training, church programmes, women's groups, small income generating projects, job training for youths, HIV/AIDS, counselling, horticulture, health awareness programmes, community initiated programmes, fisheries training and other community awareness and community initiated projects.

Information Systems

26. Access to computers and the internet varied between countries. Four countries stated that their schools have easy access to computers. However, access to computers in schools was limited in eight countries and three countries having no access at all. This was a similar response regarding access to the internet with five countries stating that their schools have easy access, four countries have schools with no access and five countries have schools that have some access to the internet.

27. All the countries' Ministries of Education had access to computers but limited access to the internet. While the majority of Ministries have established databases on education, three of the countries did not have a database and were in the process of sourcing funding and expertise to develop these databases.

PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF (BASIC) EDUCATION – PRIDE PROJECT

This section of the questionnaire focused on the PRIDE Project and attempted to gauge the countries knowledge and "sense of ownership" of the Project.

Development of Strategic Plans

28. The Ministries of Education undertakes multi-sectoral collaboration with key stakeholders in the formulation of their strategic plans. These stakeholders include government agencies and departments, non-government organisations, church and religious groups, civil society groups, community groups, and various other private sector agencies and organisations.

29. These strategic plans address key areas of the FBEAP including TVET, developing partnerships, gender and equity issues, teaching of governance and civics and various other areas such as the teaching of culture. The reviews of strategic plans are undertaken annually by many of the countries. However, some countries including Fiji review their plans every three years, with Papua New Guinea and the Republic of the Marshall Islands undertaking reviews after every five years.

30. All countries viewed the PRIDE Project as a mechanism for assistance in the implementation of education sector plans. The major areas of assistance from PRIDE included the following areas in order of priority:

- Funding of sub-projects
- Regular communication via email, phone and fax
- Provision of technical assistance
- Capacity building in strategic planning training programmes
- Monitoring and evaluation of strategic plans
- Implementation and involvement in sub-regional workshops
- Attachments at key educational institutions in the region (including SPBEA)
- Implementation and attendance at national workshops

31. Some countries highlighted various barriers towards the implementation of their strategic plans. The major barriers highlighted included the lack of resources, both human and financial and the high turnover of staff. While a few countries highlighted a lack of government commitment and the lack of support and collaboration from multi-sectoral partners as barriers, the majority of countries acknowledged their government's commitment and support and support from their multi-sectoral partners in the successful implementation of their strategic plans.

Regional Perspectives on Basic Education

This section focuses on countries perspectives on which components of the FBEAP could be implemented regionally.

32. A list of initiatives derived from the FBEAP was presented for comments on its regional applicability. The following programmes were highlighted as conducive to a regional implementation strategy:

- TVET
- In-service Teacher Training
- Teaching of Governance and Civics
- Basic Education for Children and Youth with Disabilities
- Strategic Planning
- Register of Qualifications
- Regional Qualifications Framework

33. Four countries agreed that Curriculum Development could be applied at a regional level and initiated via the sharing of curriculum development materials and expertise. However, the other ten countries stated a preference for curriculum development to remain a national activity focusing on national priorities.

Other Comments by the NPCs

34. The National PRIDE Coordinators were mindful of the need for better coordination of various educational initiatives including the FBEAP, PRIDE and EFA in order to avoid duplication of activities. The FBEAP and the PRIDE Project are seen as exciting initiatives which focused on specific education needs in the region.

35. With regards to Education Sector Planning in the region, it was agreed that there is a definite need for uniformity of regional education sector plans to avoid confusion at international, regional and national levels. The need to train more planners and develop a Pacific framework and process for education sector planning was also emphasized.

36. The Stocktake also highlighted the various countries appreciation of the need to approach certain initiatives on a regional scale so as to derive the greatest benefit. This is highlighted via comments from the various countries who indicated the need to help each other in the Pacific and to keep a Pacific perspective to planning, as well as strengthening cooperation and sharing of expertise and effective practices among all countries within the region.

Regional Implementation of the FBEAP

37. Several regional initiatives are also currently underway. These initiatives have been undertaken through multi-sectoral discussions and collaborative efforts among key stakeholders, such as through the CROP Human Resource Development Working Group.

Disability and Special Education

38. A proposal for a Pacific Regional Workshop on Disability has been submitted and is awaiting funding approval. This is a collaborative effort between the Forum Secretariat, Disabled Persons International – Oceania Sub-regional Office, International Labour Organisation and the Economic and Social Commission for Asia and the Pacific - Pacific Operations Centre (UN-EPOC).

39. The Forum Secretariat is currently undertaking discussions with the School of Humanities at USP on the possibility of designing and delivering a degree programme in the area of Special Needs Teacher Training for in-service and pre-service teachers. A proposal has been submitted to the PRIDE and is awaiting funding approval.

Technical and Vocational Education and Training

40. A regional consultation workshop on TVET was undertaken in February 2005 through the collaborative efforts of the Secretariat of the Pacific Communities, Forum Secretariat, SPBEA and the Pacific Association of TVET (PATVET). One of the main discussion topics at this meeting will be the proposed regional qualifications register. This workshop provided an opportunity for TVET practitioners from the region to

articulate their position in relation to TVET generally as well as the qualifications register

41. The Forum Secretariat has continued to support PATVET and provided funding from the DFID supported Social Research Fund for a regional review of policy on TVET and for a tracer study in Samoa.

42. The Forum Secretariat organised a Regional Entrepreneurship Education Workshop in Fiji in April 2005 for senior education officials. The theme for the workshop was "Towards an Entrepreneurial Society in the Pacific". Outcomes from the workshop included advocating for further research in the region in the area of entrepreneurship education, developing of a regional resource base, developing policy, curriculum and related teaching materials at national levels and seeking assistance from regional and international agencies in developing and strengthening entrepreneurship education.

Regional Qualifications Framework

43. As directed by Ministers in 2004, the Forum Secretariat has entered into discussions with the South Pacific Board for Educational Assessment (SPBEA) about the feasibility of the SPBEA undertaking the design and development of a regional qualifications framework. A proposal on this activity has been submitted as a sub-project proposal to the PRIDE Project.

Language Policy

44. As a follow up to the directive by Ministers in 2004, a regional workshop on language policy was convened in February 2005 as a joint collaborative effort by the Institute of Education (IOE) at USP and the PRIDE Project. All FICs participated in this workshop.

Pre-university courses in the Pacific

45. The issue of the acceptance of the regional Form Seven examination by the University of the South Pacific has been raised at USP Council and the SPBEA Board meetings. It is apparent, however, that the matter has not been satisfactorily resolved.

ICT and Education

46. A JICA funded regional workshop on ICT and Education was convened by the USP in January 2005 and attended by a number of PRIDE NPCs. The aim of the workshop was to serve as a platform to enhance ICT education and where Pacific stakeholder voice on this issue could be heard. An objective of the workshop included the establishment of some systematic approach at the regional level to ensure that educational goals are met in the best possible way.

Issues for Further Action

47. There is a need to ensure that all FICs are aware of the existence of the FBEAP. This can be achieved through the presentation and discussion of the FBEAP at national and regional meetings, workshops and consultations by PIFS, USP, PRIDE and other CROP agencies involved in Human Resource Development programmes and activities.

48. The link between the FBEAP and PRIDE should be highlighted when discussing either project. This will ensure wider promotion and dissemination of knowledge of both projects and promote a regional perspective on education.

Recommendations

49. Ministers may wish to consider:

- a Noting the progress on the implementation of the FBEAP nationally and regionally, especially the PRIDE Project;
- b Noting the results of stocktake report on the implementation of the FBEAP at a national level;
- c Noting the capacity of the FBEAP to act as a powerful vehicle for inspiring collaborative efforts to identify, document and apply innovative Pacific responses to the challenge of ensuring that basic education serves as a critical element in building equity in education for development;
- d Agreeing that the FBEAP be highlighted in all relevant discussions on social issues undertaken around the region;
- e Further endorsing the current initiatives underway to develop teacher education courses in Special Needs Education at the University of the South Pacific.

FORUM BASIC EDUCATION ACTION PLAN 2001 - IMPLEMENTATION

(Shaded rows are primarily regional activities)

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>7. In addition Ministers committed themselves to the following specific strategies:</p> <ul style="list-style-type: none"> • The promotion of different forms of secondary and vocational education. • To review the curricula of training centres and non-formal education programmes to match skills taught (outcomes) with the requirements for employment and livelihood in the traditional subsistence economy. • Develop non-formal education and work-based programmes in cooperation with civil society and the private sector • Promote the role of civil society in providing non-formal skills training. 	<p>Individual Forum members to initiate</p> <p>Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs.</p>	<p>Component two of PRIDE</p>
<p>8. Ministers noted that while basic education has been a priority in the region, this has not been turned fully into effective action. While recognising that some countries have made progress, and that the severity of problems with basic education varies significantly between countries, it appears that significant gains could be made through Forum members sharing their experiences - both successes and failures - in basic education. Ministers also noted the potential for sharing resources - particularly for inputs into basic education system - across the region</p>		
National and Regional Development Context		
<p>9. The goals set for basic education and the strategies to be followed therefore need to be well integrated with national planning policies and planning frameworks.</p>	<p>Liaison with USP & other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate.</p>	<p>Main focus of PRIDE</p>
<p>10. Ministers therefore agreed that there is an urgent need for each country, in line with national development goals and commitments, to improve basic educational planning, through clearly identifying desired basic educational outcomes and the learning needs of individuals and groups in that society. To this end it was further agreed that:</p> <p>(a) national planning for universal and equitable educational participation must take into account:</p> <p style="margin-left: 20px;">(i) the cultural, moral social, political and economic contexts of education;</p> <p style="margin-left: 20px;">(ii) the inter-relationships of the various levels of educational provisions and institutions.</p> <p>(b) in order to develop sound policy and planning frameworks it is essential to</p>	<p>Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate.</p>	<p>Main focus of PRIDE</p>

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>improve:</p> <ul style="list-style-type: none"> (i) data and information collection and retrieval systems to provide accurate, (ii) timely, and relevant data for informed policy decisions; (iii) the capacity of national systems to develop coherent national educational plans through high level training of key personnel and strengthening of the human and material resources of planning units. 		
<p>(c) that Ministers of Education consider the setting up of a regional qualifications framework, covering basic, primary, secondary, TVET and tertiary education, benchmarked against appropriate international standards and qualifications.</p>	<p>Ongoing liaison with USP, SPBEA, COL, UNESCO, SPC and CROP agencies and working groups.</p> <p>2004 FEdMM discussed the RQF and called for the development of a regional qualifications register</p> <p>This issue of a RQF, RQR was discussed during the Regional Consultation on TVET between SPC/PIFS/SPBEA/PATVET</p>	<p>This is currently under discussions with PIFS/SPBEA/SPC/PATVET. Proposal currently with PRIDE for funding.</p>
Delivery and Resourcing of Basic Education		

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>12. Ministers identified an urgent need to address the provision of education to deliver better quality development and education outcomes, which has implications for the whole process of education, and requires policy, planning, and resources to achieve improvements in:</p> <ul style="list-style-type: none"> • the competence and confidence of teachers with relevant skills and knowledge; • curriculum programmes; • the quality and relevance of teaching materials; • teaching methods and learning styles; • school management and culture; • the relationships with communities and stakeholders; • the quality of school buildings; • assessment procedures, which should be valid and reliable; <p>the participation of all stakeholders in the planning and delivery of education.</p>	<p>Liaison with USP, SPBEA and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate.</p>	<p>Improvement in these areas is the aim of PRIDE</p>
Improving Quality in Basic Education		
<p>13. In reviewing the elements affecting the quality of education, Ministers further agreed on the following measures:</p> <p>(a) Early Childhood Education (ECE) That while continuing with collaborative efforts with NGOs, church and community organisations in providing ECE to pre-school age children, governments should address resource requirements for ECE teacher training and assess how ECE teachers can obtain appropriate status and conditions of employment.</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate.</p>	<p>Refer to National Stocktake of FBEAP</p> <p>Further discussed at the 2002 FEdMM PRIDE</p>
<p>(b) Pre-Service Teacher Education</p> <p>(i) That upgrading of pre-service training programmes, staffing and resources at the training institutions that is either in process or is being anticipated in most training institutions, be fully addressed as a matter of priority.</p> <p>(ii) That induction for beginning teachers is formalised involving teacher training institutions, CDUs, field staff and schools.</p> <p>(iii) That small island states that do not have their own training institutions consider establishing teachers' centres to be used for complementary</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as</p>	<p>Component two of PRIDE</p> <p>Refer to National Stocktake of FBEAP</p>

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
training of local trainees who are undertaking USP and other institutions' extension courses in Education as a route to a teacher qualification. A substantive position of a co-ordinator of the teachers' centre be established and filled by a qualified teacher educator who would also supervise school-based training of trainees.	appropriate.	
<p>(c) In-Service Teacher Education</p> <p>(i) That existing data bases be further utilised to generate teacher supply projections where necessary and plans be implemented to train all untrained teachers as soon as practicable.</p> <p>(ii) That upgrading programmes be considered for serving teachers who are found to be partially trained as assessed against the level of pre-service training currently being offered in most FIC primary training institutions.</p> <p>(iii) That intensive in-service courses targeting specific needs of teachers such as proficiency in English and skills in multi-class teaching be mounted in countries where teachers need such courses.</p> <p>(d) Classroom Teaching: In accordance with the local database on the conditions that exist in schools in terms of the quality of classrooms and physical facilities, attention be paid to upgrading those classrooms which are currently impoverished and provide a sub-standard educational environment for teaching and learning.</p> <p>(e) Community Support: That the current initiatives in promoting the active involvement of the school community in the affairs of the school be strengthened in order to enhance the quality of facilities and teaching-learning resources.</p> <p>(f) Towards Enhancing Professionalism in Teaching: That enhancing professionalism in teaching, whereby the profession is guided by the ethos, standards and ethics of the profession itself, be promoted as a long-term goal for enhancing teachers' capacity for managing changes and their identity as teachers.</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate.</p>	<p>Component two of PRIDE</p> <p>Refer to National Stocktake of FBEAP</p>

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
14. Ministers acknowledged the value of using the indigenous language as the language of instruction in the early years of education.	Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate. Discussed at 2004 FEdMM	The Language Policy Workshop was conducted in February 2005 by IOE, USP in collaboration with the PRIDE Project
15. Ministers noted that the development of information technology had greatly advanced the infrastructure available for the delivery of all education services, including in-service training of teachers, and urged that institutions involved in education services make greater use of this technology. However, Ministers noted that the cost of accessing this infrastructure is a serious impediment to widening its use and requested that their governments urgently implement the measures recommended by Forum Economic Ministers and Communication Ministers to address this issue.	Discussed at 2004 FEdMM USP / JICA undertook a ICT Regional Workshop in January 2005.	PRIDE Regional Digital Strategy The outputs of this workshop were the formulation of regional policies on curriculum, Finance, teacher training, universal access to IT.
Technical and Vocational Education and Training (TVET)		
16. Ministers noted that a high proportion of students in the education system do not, or are unable to, aspire to carrying on their education through to formal tertiary education, and that the needs of these students were not yet adequately catered for. Having noted the Report of the Technical/Vocational Taskforce on Education and Training in the Pacific Region, Ministers agreed: (a) That, in accordance with existing national provisions for TVET, governments should endeavour to raise the status of TVET in national education policies; (b) that governments should endeavour to include TVET as a priority in their national plans;	Regional review of TVET policy (2004) commissioned by PIFS. SPC/PIFS/PATVET regional consultation on TVET (2005) Theme of 2005 FEdMM PIFS Workshop on Entrepreneurial Education (2005) Regional TVET Workshop to be convened by PRIDE in 2006	PRIDE. Work of Inventory on Institutions and Courses in TVET to commence in 2005
(c) that any work on financing of education include studies on how best to finance TVET, including through partnerships with the private sector, and associated requirements for the setting of a qualifications system; and;	See actions for Section 19. Possible collaboration with ADB.	PRIDE
(d) that UNESCO be invited to organise a Pacific Conference on the delivery of TVET skills development programmes and the provision of new programmes, with special consideration of standards and comparability of qualifications within and between Pacific countries.	Regional Consultation Workshop undertaken in February 2005 by SPC in association with PIFS and SPBEA.	On-going liaison with Commonwealth of Learning/ PATVET/SPC/PIFS/SPBEA

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
Financing Education		
19. These issues remain to be addressed and there is an urgent need for strong empirical research to identify the factors that are leading to good academic outcomes, and to reallocate financial resources to boost the efficiency and productivity of these factors throughout the education system. In this context the Ministers directed that the Forum Secretariat work with multilateral development institutions and other development partners to: <ul style="list-style-type: none"> (a) provide a synthesis of existing studies of financing education and analysis of other financing situations. (b) further examine issues in regard to recurrent cost funding, including consideration of the concept that at least 10% of education budgets should be devoted to non-salary expenses such as books and in-service training and mechanisms through which to achieve this. (c) analyse the implications of current and future funding capabilities and needs in education and exploring effective option for achieving effective delivery of and improved outcomes from education in the Pacific. 	PRIDE Regional workshop on Financing Education planned for 2006	PRIDE Training under Component two of PRIDE Paper presented at the 2002 FEdMM
20. Ministers noted that a number of problems faced by Forum Island countries could be addressed through: <ul style="list-style-type: none"> (a) improved co-ordination among donors, and between donors and stakeholders, including Forum island governments; and (b) finding ways to better merge and share work on the development of basic education within developed countries. 	Tuvalu Donor Coordination Meeting (2005)	Component one of PRIDE
21. Ministers welcomed the focus on human resource development in the regional strategy being developed for Economic Development Funding(EDF) under the Cotonou Agreement. For programmes at the regional level Ministers requested that the Pacific ACP National Authorising Officers and the Regional Authorising Officer take into account this Forum Basic Education Action Plan	NAOs advised of outcomes of FEdMM and encouraged to give basic education priority using FBEAP as reference.	PRIDE
Developing Partnerships		
22. Ministers recognised that although governments will continue as the major funder of basic education in order to protect access and equity, government funding alone will be insufficient to provide basic education for all. Greater participation by non-government partners can increase the level of resources available, and increase the relevance and effectiveness of the learning process.	Work through NSA Network	PRIDE

FEEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>23. Recognising that non-formal education (NFE) is an important strategy for development, Ministers agreed to address immediate NFE needs, including budgetary needs, by undertaking the following actions:</p> <ul style="list-style-type: none"> (a) provide effective communications linkages between NFE, micro-enterprise and micro-financing initiatives. (b) establish a focal point (within the appropriate Ministry or department within a ministry) which has close partnerships with NFE providers. (c) provide an enabling environment by actively co-ordinating NFE initiatives. (d) develop clear and robust national policy on NFE. (e) support training at national and regional levels for NFE key personnel. (f) ensure effective evaluation and monitoring of NFE programmes. 		
<p>24. In recognition of the partnership with civil society organisations (CSOs) and the private sector already in place in all Forum Island Countries in the provision and delivery of basic education, and to enhance the achievement of national, regional and international commitments, Ministers directed the Forum Secretariat, in association with other regional organisations and UN agencies, to document and quantify the contribution of civil society in the provision and delivery of basic education with the view to developing model enabling government/CSO partnership policies.</p>	<p>First Step undertaken during the first PRIDE Workshop in Lautoka, Fiji in September 2004. A two-day discussion with ASPBAE on the delivery Basic Education and the role of CSOs in this area.</p>	<p>Next phase to be undertaken 2005/2006.</p>
Gender and Equity Issues		
<p>25. Ministers noted that a key issue is equitable participation and achievement, including for both girls and boys, those from rural and urban areas and other who are disadvantaged in current system delivery. The commitments made under the Dakar 2001 Education for All Framework for Action were also noted and to further these Ministers agreed:</p> <ul style="list-style-type: none"> (a) Recognising and building on existing initiatives, and in fulfilment of existing commitments to the Pacific Platform for Action, the Convention on the Rights of the Child, the Convention for the Elimination of all forms of Discrimination Against Women (CEDAW), the Education for All(EFA) and the World Social Summit, to encourage their governments to undertake the following actions: <ul style="list-style-type: none"> (i) at the national level undertake gender analysis of education access and quality and use the findings to support education policy revision and to ensure allocation of resources in support of gender equal education; (ii) collaborate with Ministers for Finance and Economics to support gender analysis of budget processes in order to highlight ways in which government budgets can more effectively support sustainable and 	<p>To implement at national level.</p> <p>Appropriate regional and international organisations to provide support as appropriate and as requested.</p>	<p>PRIDE ensures that national education sector plans are gender sensitive.</p> <p>Vanuatu has undertaken a gender analysis of its education sector that could be used as a model and has launched a gender equity policy.</p> <p>Possible area for PRIDE sub-projects funding.</p>

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>equitable education and HRD;</p> <p>(iii) encourage teacher training institutions to utilise existing regional and national services that are providing gender awareness training and data collection training;</p> <p>(iv) direct vocational and technical training institutions to provide data on enrolment and completion rates for men and women to government on an annual basis and encourage them to develop institutional gender policies in line with existing constitutional mandates and government commitments to gender equality; and</p> <p>(v) review rules and regulations about treatment of students who become pregnant while in school and those with children to ensure they are not discriminated against under existing law.</p> <p>(b) Governments should consider other issues of equity, for example, access, socio-economic and variability as between rural and urban areas.</p>		
<p>(c) Direct the Forum Secretariat to undertake the following actions in promoting equitable education policies:</p> <p>(i) work with other regional and international agencies to develop quantitative and qualitative indicators and data categories to monitor equality in education.</p> <p>(ii) devise strategies to include these indicators and categories in existing and new program activities such as household surveys and censuses across the region.</p>	Focus for the HRD Working Group 2005/2006	To be actioned in 2005/2006. Will use the PRIDE Benchmarks as the starting point for further development of education indicators
Teaching of Governance and Civics		

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>26. Ministers emphasised the importance of encouraging children – as future adults – to participate fully in their societies, to which end basic education should address human rights, governance, the enhancement of Pacific heritages and participation in the global community. The curriculum should also encompass safety and well-being, including drug use and STD.</p>	<p>Activities in region include WSSD Type II Initiative; USP Governance Programme; Fiji Ministry of Education civics programme.</p>	<p>Could come under PRIDE</p>
<p>27. While recognising that concepts of governance can be reinforced in formal basic education through traditional curricula, such as history and social studies, Ministers agreed that ensuring that curricula, teacher training and resources cover the relevant material would be a valuable adjunct to the work already undertaken by civil society. In this regard Ministers agreed that:</p>	<p>To implement at national level.</p>	<p>Possible area for PRIDE sub-projects funding.</p>
<p>(a) Education for governance needs widespread support to be effective and for the formal sector requires explicit government recognition. In this respect it is suggested that education for governance be incorporated into national educational development plans as a key policy for HRD and that the component activities be catered for and supported in the national education budget.</p>	<p>Appropriate regional and international organisations to provide support as appropriate and as requested.</p>	<p>Possible area for PRIDE sub-projects funding.</p>
<p>(b) National efforts in education for governance be extended to the wider community, through non formal education, and to assist in this:</p> <p>(i) That a first phase of advocacy and awareness programs be undertaken with key stakeholders in education to build partnerships, networking and linkages aimed at promoting basic education for good governance.</p> <p>(ii) That formal and non formal providers of basic education be represented on national curriculum advisory bodies to provide advice on social science and the means for incorporating a governance focus in the content and delivery processes.</p>	<p>To implement at national level.</p> <p>Appropriate regional and international organisations to provide support as appropriate and as requested.</p>	

FEdMM DECISION	IMPLEMENTATION	
	ACTIONS	STATUS
<p>(c) The lack of information on which to build good curricula and resource materials has been noted and suggests:</p> <p>(i) That agencies such as UNDP, UNESCO, UNICEF and USP be encouraged to set up web pages containing basic source material on education for governance.</p> <p>(ii) That the Forum Secretariat or the USP establish a collection of printed source material on educating for good governance.</p> <p>(iii) That a training component on case writing be integrated into CSO capacity building programs so as to encourage the documentation of field experiences and practices relating to education for good governance.</p> <p>(iv) That a directory of expertise on basic education for good governance be compiled for purposes of strengthening networks and collaboration.</p>	Liaise with USP and UN agencies to develop index and database	<p>PIAS-DG (USP) is currently looking into establishing a collection of materials in Good Governance.</p> <p>PRIDE On-Line Resource Centre can be utilized for this.</p>
28. Ministers agreed that education is the foundation for the process of economic and social development, and that a mechanism is required to ensure that the Pacific Vision and Strategies for Basic Education are actively pursued. Consequently Ministers recommend to Leaders that they meet on a regular basis.	Liaison with host and USP. Appropriate preparations are put in place and completed on time. FEdMM convened in 2001, 2002, 2004, 2005	Next meeting planned for mid-2005
29. Ministers requested that the Secretariat be mandated to facilitate the arrangements to bring about the implementation of the Forum Basic Education Action Plan.	<p>PIFS convenes CROP HRD working group to consider implementation actions and monitor/oversee stocktake.</p> <p>NZAID has funded the Human Resource Development Policy Officer (HRDPO) position to progress implementation of FBEAP.</p>	On-going implementation and monitoring of FBEAP

FORUM BASIC EDUCATION ACTION PLAN – 2002 REVIEW		IMPLEMENTATION	
FEdMM decision	ACTION	STATUS	
Basic education finance in Pacific Island Forum Countries			
30. Ministers recalled from their first meeting the importance placed on addressing issues concerning the financing of education. They welcomed the paper on this topic and noted the strategies presented for their consideration, especially in the context of external economic pressures on countries and the rationalising of the size of the public sector and			

<p>political instability, which have reduced some national education budgets.</p> <p>31. Ministers agreed that they direct their officials to use the paper's funding framework and guidelines to review finance issues for purposes of annual budgeting and medium term and long term education sector planning. In addition they agreed that:</p> <ul style="list-style-type: none"> (a) development partners be requested to support regional workshops and training to assist with financial reviews (b) the Forum Secretariat be directed to use national reviews for further regional assessments and upgrade of the regional review paper on financing education. 	<p>To improve financing mechanisms at national level.</p> <p>Review of financing paper for next FEdM - World Bank?</p>	<p>Will be partially addressed under PRIDE.</p>
<p>Early Childhood Care and Education in Forum Island Countries</p> <p>32. Ministers recognised that high quality ECCE programmes can benefit countries by promoting intelligence of young children, increasing the efficiency of primary and secondary education, contributing to future productivity and income, reducing costs of health and other public services, reducing gender inequities and increasing female participation in the labour force.</p> <p>33. Acknowledging that integrated ECCE programmes may be the single most effective intervention for helping children, families, communities, and nations break the cycle of poverty, Ministers agreed that they will undertake country reviews of national policies on early childhood care and education using the guidelines set out in Annex 1.</p>	<p>Action at national level to strengthen ECCE.</p>	<p>See National Stocktake Report</p>
<p>FORUM BASIC EDUCATION ACTION PLAN – 2002 REVIEW</p>	<p>IMPLEMENTATION</p>	
<p>FEdMM decision</p>	<p>ACTION</p>	<p>STATUS</p>
<p>Basic Education for Children and Youth With Disabilities</p> <p>34. Ministers recognised that the education of children and youth with disabilities remains one of the most serious challenges facing Governments in the Pacific region. Noting that education is a basic human right and that all children, including children with disabilities, have a right to education, and that the Asian and Pacific Decade of Disabled Persons has been extended for another decade (2003-2012), Ministers:</p>	<p>PIFS to provide assistance as required</p>	

<p>(a) agreed to address the issue of access to education for children with disabilities, with a view to increasing the number of such children attending school and, within the context of each countries' situation and capacity and finance available, aim for a target of 75% of children with disabilities able to complete a full course of primary school by 2010;</p> <p>(b) to assist in, and as part of, addressing this, agreed that national legislation, strategies, policies and plans for education should include specific targeting of those with disabilities, in the ways suggested in the issues paper (paragraph 44);</p> <p>(c) directed the Forum Secretariat, in collaboration with other regional organisations though the Council of Regional Organisations of the Pacific, to initiate and review regional training and curriculum development for the training of Special Needs teachers with the view to making recommendations on strengthening regional teacher training opportunities;</p> <p>(d) directed the Forum Secretariat in collaboration with other regional organisations, Asian Development Bank, World Bank, Japan and other donors, to explore the possibility of a regional programme to develop capacity that will provide inclusive education for children with disabilities in Pacific countries, the sharing of regional expertise, and provide examples of good practice.</p>	<p>National level action required.</p> <p>PIFS has completed a regional review of policy and legislation</p> <p>Negotiations underway with USP and relevant stakeholders to develop special education courses to BEd level</p> <p>PIFS, ESCAP, ILO and DPI (Oceania) convening regional workshop in August 2005 for Government and NGO representatives on disability to progress action in this area.</p>	<p>Will be partially addressed under PRIDE</p> <p>Legislation and Policy Document available and can be used as a guide for FICs.</p> <p>On-going discussions have taken place, with Japan and Asia Pacific Centre on Disability and other stakeholders</p>
<p>FORUM BASIC EDUCATION ACTION PLAN – 2002 REVIEW</p>	<p>IMPLEMENTATION</p>	
<p>FEdMM decision</p>	<p>ACTION</p>	<p>STATUS</p>
<p>Technical and Vocational Education Pacific Association Of Technical and Vocational Training (PATVET)</p> <p>35. Ministers welcomed the formation of a regional association of service suppliers for technical and vocational training, and agreed:</p> <p>(a) to recognise the Pacific Association of Technical and Vocational Education and Training (PATVET) as having a key contribution to make</p>		<p>PIFS collaboration with PATVET has resulted in a regional review of legislation and policy on TVET and a tracer study in Samoa.</p>

<p>in reducing poverty in our countries;</p> <p>(b) to the establishment of a working committee to set up policy and procedures leading toward regional acceptance of qualifications and academic awards throughout the Pacific region, including Australia and New Zealand; and</p> <p>(c) that PATVET be invited to participate in the CROP Human Resources Development Working Group.</p>	<p>Ongoing collaboration between PIFS, PATVET, SPC, SPBEA and Commonwealth of Learning.</p>	<p>Working Committee in place. Regional Consultation meeting conducted in 2005 as referred to in section 16</p> <p>PATVET member of CROP HRD Working Group</p>
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FORUM BASIC EDUCATION ACTION PLAN – 2004 REVIEW	IMPLEMENTATION	
FEEdMM decision	ACTION	STATUS
<p>Review of the FBEAP</p> <p>36. Ministers reviewed the FBEAP and noted the steps taken for its implementation. In particular they noted the progress made through the PRIDE project. In considering a proposal for a biennial stocktake, Ministers noted that this should not in itself detract from implementation, and that work on qualifications should not disrupt the delivery of education. The Ministers agreed to:</p>	<p>National FBEAP Stocktake undertaken</p>	<p>Stocktake report available</p>

<p>(a) Initiate a biennial stocktake of progress of FBEAP at national and regional levels</p> <p>(b) Further development of a register of qualifications.</p>	<p>in 2004. Report tabled at 2005 FEEdMM</p> <p>Ongoing collaboration between PIFS, SPC, SPBEA and UNESCO. Proposal for funding the development of a regional register of qualification undertaken</p>	<p>Possible area for PRIDE sub-projects funding.</p>
<p>The Role of Assessment in Improving Quality in Education</p> <p>37. Ministers noted that standards based assessment founded on defined learning outcomes needs to be introduced at the school levels as well as nationally and that each country should develop an assessment framework, in line with its curriculum framework. Such a strategy should emphasise the role of assessment as one of enhancing teaching and learning. Ministers agreed to consider national assessment frameworks in line with the national curriculum framework.</p>	<p>Individual Forum members to initiate with assistance from SPBEA / PRIDE and others as appropriate and as requested.</p>	<p>See National Stocktake Report</p> <p>Possible area for PRIDE sub-projects funding.</p>
<p>Review of Pre-University Courses in the Pacific</p> <p>38. Ministers recalled previous discussion on the issue of pre-university courses at the December 2003 USP Council Meeting and the 2003 SPBEA annual meeting. They noted further that the USP Foundation courses were subject to a review, the outcomes of which were to be reported to the May 2004 meeting of the USP Council, and that the USP had accepted the South Pacific 7th Form Certificate, subject to setting specific course requirements.</p>	<p>On-going liaison with PIFS/USP/SPBEA</p>	<p>Under discussion</p>
<p>FORUM BASIC EDUCATION ACTION PLAN – 2004 REVIEW</p>	<p>IMPLEMENTATION</p>	
<p>FEEdMM decision</p>	<p>ACTION</p>	<p>STATUS</p>
<p>Language and Culture in the Pacific: Issues, Practices and Alternatives</p> <p>39. Ministers recalled from their first meeting the importance placed on addressing issues concerning language and culture in the Pacific region. They</p> <p>(a) noted the contents of and suggestions in the paper provided by the USP concerning the inclusion of indigenous language and culture in Pacific education;</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p>	<p>Component One of the PRIDE Project</p> <p>Possible area for PRIDE sub-projects funding.</p>

<p>(b) agreed to consider adopting national language policies as part of the education planning process; and</p> <p>(c) requested PRIDE to hold follow-up regional meeting on language policy and practice for senior education officials</p>	<p>A Language Policy Workshop conducted in February 2005 by IOE, USP in collaboration with the PRIDE Project</p>	<p>Summary of recommendations from Language Policy workshop forwarded to countries for implementation</p>
<p>Information and Communication Technology (ICT) for Education</p> <p>40. Ministers heard of the People First Network, an innovative approach to connectivity for remote, rural and underprivileged communities in Solomon Islands and how it has been applied to deliver education to remote island communities. They noted the utility of the technology and the immediate benefits to students and facilitators. Ministers called on their governments to more actively implement the Pacific Regional ICT Policy and Plan</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>USP / JICA undertook a ICT Regional Workshop in January 2005. The outputs of this workshop endorsed the need for the formulation of ICT policies on curriculum, Finance, teacher training, universal access to IT.</p>	<p>Possible area for PRIDE sub-projects funding.</p> <p>Regional digital strategy.</p>