



12TH FORUM EDUCATION MINISTERS MEETING

ICT Video Conference Room 1, University of the South Pacific, Laucala Campus, Fiji

13 - 14 April 2021

**SESSION FIVE: PACIFIC REGIONAL INCLUSIVE EDUCATION FRAMEWORK
(PRIEF)**

(PacREF(21) FEdMM.10)

(Theme: Building resilience in Pacific education systems)

(This paper written by UNICEF Pacific presents the Pacific Regional Inclusive Education Framework (PRIEF) for the approval of Ministers.)

Title/Topic	The Pacific Regional Education Framework (PRIEF)
Presenting Agency/Unit	UNICEF with USP, PIFS, PDF, SPC and PHES country representation of Niue and FSM
Purpose of the Brief	The purpose of the brief is to provide an overview of the draft Pacific Regional Inclusive Education Framework (PRIEF) and to seek its endorsement.

Background:

1. FEEdMM in 2014 in the Cook Islands, agreed on a proposal to develop a regional framework for inclusive education that could be further contextualised by member governments for their own purposes.
2. Quality inclusive education is a fundamental right of all learners. It is a principle that values the well-being of all students, respects their inherent dignity and acknowledges individual requirements and ability to effectively be included in and contribute to society. It involves creating an education system which ensures the access, participation and learning achievement of all, including people disadvantaged by factors such as disability, gender, poverty, cultural, ethnic or linguistic group, migration, conflict and homelessness.
3. Coordinated by PIFS Secretariat, USP in close collaboration with PDF and other partners, a draft Pacific Regional Inclusive Education Framework (PRIEF) was developed. This was presented to the Pacific Heads of Education Systems (PHES) meeting in Niue in April, 2019 to which they gave their endorsement. Conditional to their approval was for specific work to be completed prior to presentation of the framework to FEEdMM. Such work included making sure the Framework is inclusive of all learners and the completion of a mapping exercise between PRIEF and PacREF. (*The mapping documentation is provided as an annexe to this paper (Annex 1)*).
4. An informal Pacific Regional Inclusive Education Taskforce has regularly met to address the issues raised by the PHES. The IE Taskforce includes representatives of countries, APTC, PDF, PIFS, SPC, UNESCO, UNICEF and USP.
5. Part of this development has been the conduct of a Regional Review of Inclusive Education in the Pacific with data gathered from all PICTS.

Summary:

1. Giving a particular emphasis to students with a disability, the PRIEF recognizes that the policies, practices, attitudes and mindsets that may exclude on the basis of disability also exclude other groups of learners.
2. With the goal to *improve access for all Pacific learners including those with disabilities or at risk of being excluded from quality inclusive education*, the PRIEF has 5 key priorities:
 - (i) *Enabling Policies & Legislation*: Reflects on the commitment of regional countries to the Conventions on the Rights of the Child (CRC) and the Rights of Persons with Disabilities (CRPD) and focusses on clearly articulated legislation or policy. Such national instruments would then be operationalized through practices such as referral systems, screening and early intervention. This area also calls attention to EMIS and data disaggregation to better understand the needs of learners with a disability.
 - (ii) *Raising Awareness*: The priority area addresses attitudes around inclusion to mitigate barriers to access and participation. Community programmes and parental outreach programmes are effective tools in changing the dialogue around the added value to all stakeholders of inclusive approaches in education.
 - (iii) *Training & Professional Learning*: The priority area is required for effective classroom practice that promotes inclusion. The goal promotes both pre-service teacher training modules on inclusion and ongoing professional development for teachers and school leaders including the sharing of best practice.
 - (iv) *Strengthening Partnerships*: The PRIEF recognizes the role of multiple stakeholders in ensuring the access and participation of all young people in education and the need thus the need for strong partnerships in order to achieve this. This can include both formal interagency partnerships as well as the use of networks in communities including those with NGOs and faith-based organisations.
 - (v) *Inclusive Practices and Accessibility*: The final key priority of the PRIEF calls on education systems to ensure pathways for all learners, recognising individual talents and abilities. Part of achieving this is also ensuring enabling infrastructure for access and participation including physical spaces and learning resources and support.
3. The high-level findings of a Regional Review of Inclusive Education in the Pacific is also available for the information of Ministers.
4. *The PRIEF is provided as an annexe to this paper (Annexe 2)*

The Ministers are invited to note:

- the addition of the Pacific Regional Inclusive Education Taskforce in an advisory role to the regional education architecture at an officials' level,

<ul style="list-style-type: none"> • the high-level findings and recommendations of the Regional Review of Inclusive Education in the Pacific, and • the expected tabling of the full report to PHES following validation by participating countries. 	
Decision requested	<p><i>Ministers are invited to:</i></p> <p><i>(i) approve the PRIEF as a guiding document to Pacific Education when supporting planning at national and regional levels, including through PacREF.</i></p>
Minister's Position	

Annex 1: Mapping of PRIEF and PacREF

Annex 2: PRIEF document

Annex 3: Pacific Inclusive Education Taskforce draft ToR

Annex 4: High level summary of initial findings of the Regional Review of Inclusive Education