



Pacific Regional Education Framework Implementation Rolling Plan

Funded by



Implementing Agencies



Regional Partner



Pacific Regional Education Framework Implementation Rolling Plan

Educational Quality and Assessment Programme



Suva, Fiji, 2021

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Reference documents relevant to this rolling plan

Key documents are provided below along with links to facilitate access and reference:

1. PacREF theory of change
2. Overall results framework
3. Update on activities since 2019
4. Theory of change for the four policy areas
5. Results framework for the four policy areas
6. Appraisal report
7. Presentation on the design for the Implementation Rolling Plan (IRP2)

Key documents

Updated Implementation Rolling Plan ([by quarter and FY 2021–23](#))

Updated Implementation Rolling Plan ([by policy area with estimated costs by funding source](#))

PacREF [Theory of Change](#)

PacREF [overall Results Framework](#)

Table of [PacREF activities that have started in 2019.docx](#)

Supporting documents

[Four areas](#) of the PacREF theory of change

[Quality and Relevance](#) Results Framework

[Learning Pathways](#) Results Framework

[Student Outcomes and Wellbeing](#) Results Framework

[Teaching Profession](#) Results Framework

Methodology Documents

Proposed Process for [Proposed process for intervention design](#)

“[T]here are no more suitable people on earth to be the custodians of the oceans than those for whom the sea is home...we seem to have forgotten that we are such a people...our roots...our origins are embedded in the sea...our ancestors were brought here by the sea...the sea is our pathway to each other and to everyone else, the sea is our endless saga, the sea is our most powerful metaphor...the Ocean is in Us...”

Epeli Hau'ofa

Introduction

The Pacific Regional Education Framework (PacREF) is an expression of the region's commitment and shared priorities for improvement in education and training framed through a participatory process and formally endorsed by the Pacific Heads of Education Systems (PHES). It has evolved from the Pacific Education Development Framework 2009–2015 (PEDF) and is expected to continue to serve as a regional framework for education and training in response to the regional and global contexts. It is aptly premised on ensuring continued Pacific country ownership and working together through closer cooperation and collaboration not only for the benefit of distinct Pacific communities and cultures but also for the collective regional benefit of all countries.

The PacREF platform provides a forum for development partners and implementing agencies to continue to work together with Pacific Island countries (PICs), through improved coordination, cooperation and collaboration, in order to implement prioritised programmes, projects and initiatives in response to national and regional education challenges. In addition, addressing the disparity in the achievement of educational outcomes in the region remains vital to ensure equity and building the capacity of, and increasing support to, individual countries is essential to achieve this objective.

To ensure sustainable and affordable implementation, implementing agencies include regional institutions: University of the South Pacific (USP); and the Educational Quality Assessment Programme (EQAP) of the Pacific Community (SPC); and partner agencies, namely the United Nations Educational Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the Australia Pacific Training Coalition (APTC).

The Implementation Rolling Plan is based on a partnership model in each of seven thematic areas: curriculum reform; teacher competency standards; student progression; early childhood education; technical and vocational education and training (TVET); learning outcomes; and education management. Under the plan, implementing agencies and development partners seek to implement and coordinate delivery of regional goods and services that have been agreed as priorities under the framework. The distribution of roles among the implementing agencies under the seven thematic areas appeared to limit the collaboration and elicited a need to re-examine the partnership model. As such, a key outcome of the meeting, held March 2020 between the implementing agencies and development partners, was to reorganise the theory of change into the four key policy areas: quality and relevance; learning pathways; student outcomes and wellbeing; and teaching profession. The activity clusters in each of the policy areas are necessary for integration of the PacREF programme into the business plans of the implementing agencies and will help ensure sustainability of implementation.

A. Overall Implementation Rolling Plan

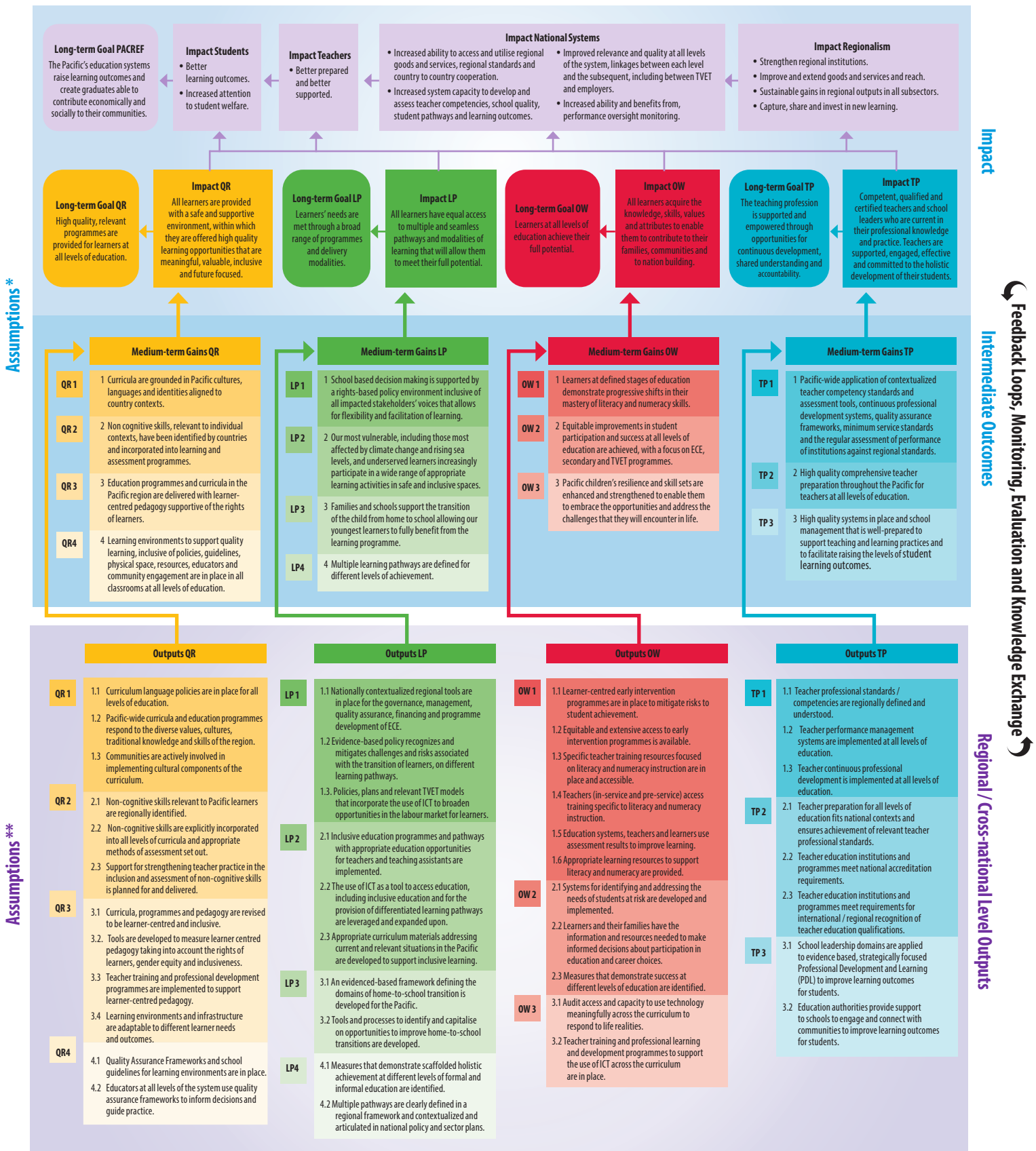
i. PacREF theory of change

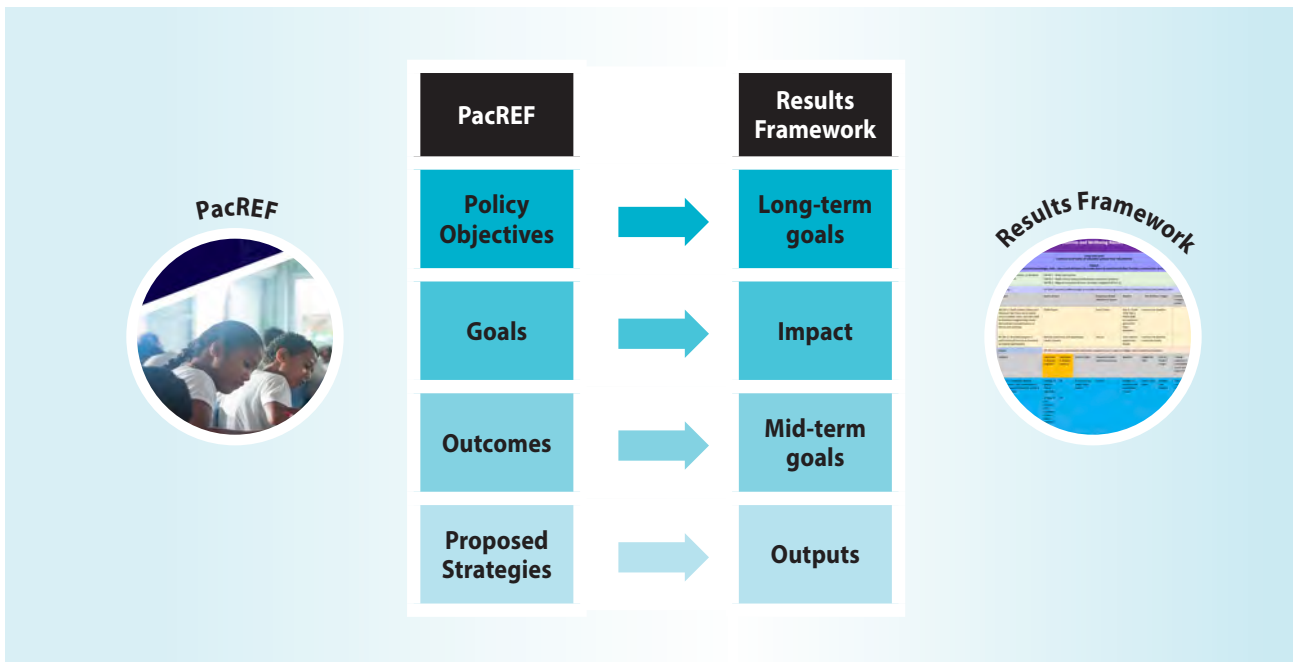
The PacREF theory of change articulates the measures needed to enhance learners' education outcomes and build quality education in the region, outlining the causal linkages between the strategic planning and MEL phases of the PacREF programme.

Within this context, the PacREF theory of change assists implementing agencies to map out how the programme will contribute to change and to define the expected outputs, enabling the programme to be reviewed against the defined targets and evaluated over time.

The PacREF theories of change for the four policy areas define the causal linkages between programme activities and the outputs they generate, each of which leads to achievement of the medium-term gains. In turn, the medium-term gains provide insight into the success of the long-term goal, helping track progress of the overall programme over the course of 12 years. The identified levels are mapped out, showing the outcomes pathway and the logical flow from each level (activity, output) through the realisation of the long-term goal.

The PacREF Theory of Change





The process is based on the policies set out in the PacREF document, which are organised through the identified strategies and help contribute to the outcome. In turn, the outcomes contribute to achieve the goals and overall policy objectives.

It is necessary to develop clear linkages to the PacREF monitoring, evaluation and learning (MEL). As such, the outcomes established in the PacREF framework were reworded into medium-term gains that lead to measurable results, each of which is represented by one or more indicators. Strategies are modified with respect to the output performance to contribute to the creation of regional goods and services.

Mapping achievement of the outputs and medium-term objectives for the programme helps track successful steps taken towards achievement of the overall PacREF policy objectives. These are captured in the results framework.

ii. PacREF result framework and indicators

The PacREF results framework defines the baselines, milestones and targets for each indicator. It encourages common monitoring of achievements and progress of implementation. The structure of the results framework is designed to ensure a concerted approach to MEL for future improvement.

The results framework is comprised of 106 indicators, including 14 medium-term indicators which help monitor progress against mid-term gains towards achieving the overall long-term goals. More importantly, it presents a consistent approach to identify meaningful gains towards achievement of regional goods and services.

The PacREF Overall Results Framework

Long-term goal: The Pacific's education systems raise learning outcomes and create graduates able to contribute economically and socially to their communities.	
Impacts	
Students Better learning outcomes Increased attention to student wellbeing	Teachers Better prepared and better supported
National systems Increased ability to access and utilise regional goods and services, regional standards and country-to-country cooperation Increased system capacity to develop and assess teacher competencies, school quality, student pathways and learning outcomes Improved relevance and quality at all levels of the system, linkages between each level, including between TVET and employers Increased ability to carry out, and derive benefits from, performance oversight monitoring	Regionalism Strengthened regional institutions Improved and extended goods, services and reach Sustainable gains in regional outputs in all subsectors Capture, share and invest in new learning
Regional goods, services or standards	Area 1 Quality and Relevance QR RG 1 Regionally identified and agreed definition(s) of non-cognitive skills QR RG 2 Regional guideline for the review of curriculum, programmes and pedagogy to be learner centred pedagogy and inclusive QR RG 3 Quality assurance frameworks in place for quality school learning environments
Mid-term	MT QR 1 Curricula are grounded in Pacific cultures, languages and identities aligned to country contexts. MT QR 2 Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes. MT QR 3 Education programmes and curricula in the Pacific region are delivered with learner-centred pedagogy supportive of the rights of learners. MT QR 4 Learning environments to support quality learning, inclusive of policies, guidelines, physical space, resources, educators and community engagement are in place in all classrooms at all levels of education.
Expected progress end of phase 1: Detailed information is provided in the Quality and Relevance Results Framework.	
Outputs	OP QR 2.1 Non-cognitive skills relevant to Pacific learners are regionally identified. OP QR 2.2 Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out. OP QR 2.3 Support is planned and delivered to strengthen teacher practice in the inclusion and assessment of non-cognitive skills. OP QR 3.1 Curricula, programmes and pedagogy are revised to be learner-centred and inclusive. OP QR 4.1 Quality assurance frameworks and school guidelines for learning environments are in place. OP QR 4.2 Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.
Expected progress end of phase 1: Detailed information is provided in the Quality and Relevance Results Framework.	

Regional goods, services or standards	<p>Area 2 Learning Pathways</p> <p>LP RG 1 Regional policy guidelines for the governance, management, quality assurance, financing, and programme development of ECE</p> <p>LP RG 2 Regional framework for the domains of home-to-school transition</p> <p>LP RG 3 Regional framework identifying learning pathways from ECE to adulthood</p> <p>LP RG 4 Pacific Skills Portal</p> <p>LP RG 5 Regional Pacific Skills Dialogue/Summit</p>
Mid-term	<p>MT LP 1 School-based decision-making is supported by a rights-based policy environment inclusive of all impacted stakeholders' voices that allows for flexibility and facilitation of learning.</p> <p>MT LP 2 Our most vulnerable, including those most affected by climate change and rising sea levels, and under-served learners, increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces.</p> <p>MT LP 3 Families and schools support the transition of the child from home-to-school allowing the youngest learners to benefit fully from the learning programme.</p> <p>MT LP 4 Multiple learning pathways are defined for different levels of achievement.</p>
<i>Expected progress end of phase 1: Detailed information is provided in the Learning Pathways Results Framework.</i>	
Outputs	<p>OP LP 1.1 Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of ECE.</p> <p>OP LP 1.3 Policies, plans and relevant TVET models incorporate the use of information and communications technology (ICT) to broaden opportunities in the labour market for learners.</p> <p>OP LP 2.1 Inclusive education programmes and pathways are implemented alongside appropriate education opportunities for teachers and teaching assistants.</p> <p>OP LP 3.1 An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific.</p> <p>OP LP 3.2 Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed.</p> <p>OP LP 4.1 Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified.</p> <p>OP LP 4.2 Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.</p>
<i>Expected progress end of phase 1: Detailed information is provided in the Learning Pathways Results Framework.</i>	
Regional goods, services or standards	<p>Area 3 Student Outcomes and Wellbeing (OW)</p> <p>OW RG 1 Waka Learning Hub is utilised by in-service teachers to improve literacy instruction</p> <p>OW RG 2 Pacific Islands Literacy and Numeracy Assessment (primary)</p> <p>OW RG 3 Regional assessment at lower secondary aligned to Sustainable Development Goal (SDG) 4.1.1</p>
Mid-term	<p>MT OW 1 Learners at defined stages of education demonstrate progressive shifts in their mastery of literacy and numeracy skills.</p> <p>MT OW 2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes.</p> <p>MT OW 3 Pacific children's resilience and skill-sets are enhanced and strengthened to enable them to embrace the opportunities and address the challenges that they will encounter in life.</p>
<i>Expected progress end of phase 1: Detailed information is provided in Student Outcomes and Wellbeing Results Framework.</i>	

Outputs	<p>OP OW 1.1 Learner-centred early intervention programmes are in place to mitigate risks to student achievement.</p> <p>OP OW 1.2 Equitable and extensive access to early intervention programmes is ensured.</p> <p>OP OW 1.4 Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction.</p> <p>OP OW 1.5 Education systems, teachers and learners draw on assessment results to improve learning.</p> <p>OP OW 2.1 Systems to identify and address the needs of students at risk are developed and implemented.</p> <p>OP OW 2.2 Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices.</p> <p>OP OW 2.3 Measures that demonstrate success at different levels of education are identified.</p> <p>OP OW 3.1 Audit access and capacity to use technology meaningfully across the curriculum to respond to life realities.</p> <p>OP OW 3.2 Teacher training and professional learning and development programmes are in place to support the use of ICT across the curriculum.</p> <p>OP OW 3.3 Health, wellbeing, resilience and adaptation skills-based programmes are in place to support learners' holistic development through cross-curricular approaches.</p>
<i>Expected progress end of phase 1: Detailed information is provided in Student Outcomes and Wellbeing Results Framework.</i>	
Regional goods, services or standards	<p>Area 4 Teaching Profession (TP)</p> <p>TP RG 1 Regional teacher competency standards</p> <p>TP RG 2 Regional accreditation and recognition of teacher education programmes</p> <p>TP RG 3 Regional standards and qualifications in school leadership</p> <p>TP RG 4 Regional framework for teacher's continuous professional development</p>
Mid-term	<p>MT TP 1 Contextualised teacher competency standards and assessment tools, continuous professional development systems, quality assurance frameworks, minimum service standards and the regular assessment of performance of institutions against regional standards are applied across the Pacific.</p> <p>MT TP 2 High-quality, comprehensive teacher preparation is ensured throughout the Pacific for teachers at all levels of education.</p> <p>MT TP 3 High-quality systems are in place and school management is well-prepared to support teaching and learning practices and to facilitate improved student learning outcomes.</p>
<i>Expected progress end of phase 1: Detailed information is provided in the Teaching Profession Results Framework.</i>	
Outputs	<p>OP TP 1.1 Teacher professional standards/competencies are regionally defined and understood.</p> <p>OP TP 1.3 Teacher continuous professional development is implemented at all levels of education.</p> <p>OP TP 2.1 Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards.</p> <p>OP TP 2.3 Teacher education institutions and programmes meet requirements for international/regional recognition of teacher education qualifications.</p> <p>OP TP 3.1 School leadership domains are applied to evidence-based, strategically focused Professional Development and Learning (PDL) to improve learning outcomes for students.</p> <p>OP TP 3.2 Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students.</p>
<i>Expected progress end of phase 1: Detailed information is provided in the Teaching Profession Results Framework.</i>	

iii. PacREF implementation rolling plan

The theory of change outlines the activities to be undertaken alongside the anticipated outputs that will help ensure successful student outcomes.

The implementation plan is closely tied to the budget, illustrating the value of each activity and helping guide the allocation of resources over a specific period of time. As such, it offers insight into the current environment and any unforeseen changes, thereby allowing for a certain degree of flexibility to respond and adapt to circumstances that cannot be anticipated or controlled (e.g. COVID-19). The approach is also tied to the MEL arrangement in the results framework.

The implementation plan sets the direction for the future of education and training in the region over three phases during the next 12 years. Action taken as part of the three phases of implementation will focus on four policy areas: (1) quality and relevance; (2) learning pathways; (3) student outcomes and wellbeing; and (4) teacher professionalism. The implementation plan specifies clear, tangible actions and commitments for education across these four policy areas.

A consistent numbering system is followed for ease of reference and identification from the medium-term level through the activity level; however, the rolling plan only captures outputs that have activities affiliated with them. As a forward-looking approach, the remaining outputs are maintained in the theory of change in order to capture additional activities that may be developed over subsequent phases of implementation.

The PacREF Implementation Rolling Plan

POLICY AREA 1	QUALITY AND RELEVANCE
Long-term goal	High-quality, relevant programmes are provided to learners at all levels of education.
Impact	All learners are provided with a safe and supportive environment, within which they are offered high-quality learning opportunities that are meaningful, valuable, inclusive and future-focused.
Regional goods, services or standards	RG QR 1 Regionally identified and agreed definition of non-cognitive skills RG QR 2 Regional guideline for the review of curriculum, programmes and pedagogy to be learner centred pedagogy and inclusive RG QR 3 Quality assurance frameworks developed for quality school learning environments

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
MT QR 1 Curriculum grounded in Pacific cultures, languages and identities aligned to country contexts	OP QR 1.1 Curriculum language policies are in place at all levels of education	QR 1.1.1 Technical assistance for the review of the Tonga Language Policy and its effectiveness since its implementation	USP-IOE	50,864 (Global Partnership for Education – GPE)	Tonga												
MT QR 2 Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes	OP QR 2.1 Non-cognitive skills relevant to Pacific learners are regionally identified	QR 2.1.1 Regional workshop on foundations for non-cognitive skills in ECE	UNICEF UNESCO	156,714 (GPE) 99,000 (GPE)	Regional												

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
MT QR 2 Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes	OP QR 2.2 Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out	QR 2.2.1 Identification and integration of non-cognitive skills into national curricula e.g. life skills, "soft" skills, focus on Pacific identity	UNESCO	96,448 (MFAT) 595,002 (GPE)	Regional												
		QR 2.2.2 Development of assessment methodologies and tools for monitoring the development of non-cognitive skills (life skills) in our youngest learners	UNICEF	144,227 (GPE) 24,000 (Agency-funded)	Kiribati Solomon Is. Tonga Tuvalu												
	OP QR 2.3 Support for strengthening teacher practice for the inclusion and assessment of non-cognitive skills is planned for and delivered	QR 2.3.2 Building the knowledge, attitudes, and practice of teachers to explicitly include and develop non-cognitive skills in ECE programmes	UNICEF	107,754 (GPE)	Regional												
MT QR 3 Education programmes and curricula in the Pacific region delivered with learner centred pedagogy supportive of the rights of learners to education, gender equality, flexible and responding to innovative approaches that is inclusive of the all learner especially the most vulnerable	OP QR 3.1 Education programmes and curricula in the Pacific region delivered with learner centred pedagogy supportive of the rights of learners to education, gender equality, flexible and responding to innovative approaches that is inclusive of the all learner especially the most vulnerable	QR 3.1.1 Regional review of ECE curricula, learning outcomes and assessment through PRC4ECE as research outcome and information/guidance for countries developing/ review their own ECE sub-sectors	UNICEF	48,416 (MFAT) 155,356 (GPE) 14,000 (Agency-funded) 5,000 (Other DP support)	Regional												
		QR 3.1.2 Technical support for local development of storybooks for ECE/early learning	UNICEF	221,266 (GPE)	Fiji, FSM, Niue, Palau, Samoa, Tonga, Tuvalu, Vanuatu												
		QR 3.1.3 Documentation of findings and best practices on the development and use of local storybooks to use as part of ECE and parenting initiatives	UNICEF	34,866 (GPE)	Fiji, FSM, Niue, Samoa, Solomon Is., Tonga, Tuvalu												
		QR 3.1.4 Regional review and hold a workshop on sustainable and scalable solutions (e.g. pilot to national level) for development and use of storybooks in parenting, early childhood and early primary	UNICEF	157,909 (GPE)	Regional												

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023						
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
MT QR 3 Education programmes and curricula in the Pacific region delivered with learner centred pedagogy supportive of the rights of learners to education, gender equality, flexible and responding to innovative approaches that is inclusive of the all learner especially the most vulnerable	OP QR 3.1 Education programmes and curricula in the Pacific region delivered with learner centred pedagogy supportive of the rights of learners to education, gender equality, flexible and responding to innovative approaches that is inclusive of the all learner especially the most vulnerable	QR 3.1.5 Technical assistance for countries based on evidence from research studies, particularly in relation to school leadership and curriculum; and assistance with design of new interventions based on data and lessons learned from classroom and school-based research, including from Leaders and Education Authority Project (LEAP) and Pacific Literacy and School Leadership Project (PLSLP) activities	USP-IOE	242,322 (GPE)	Fiji, FSM, Kiribati, Niue, PNG, RMI, Tonga, Tuvalu, Vanuatu															
MT QR 4 Learning environments to support quality learning, inclusive of policies, guidelines, physical space, resources, educators and community engagement are in place in all classrooms at all levels of education	OP QR 4.1 Quality assurance frameworks and school guidelines are in place	QR 4.1.1 Support Early Learning Taskforce of the PRC4ECD to complete 2019 ECE status report on the Pacific	UNICEF	55,479 (MFAT)	Regional															
		QR 4.1.2 Research on the key components of quality in ECE programmes to define cost-effective, scalable solutions.	UNICEF	211,913 (GPE)	Regional															
		QR 4.1.3 Technical support to develop national ECE quality standards	UNESCO UNICEF	119,399 (GPE) 327,399 (GPE) 24,000 (Agency-funded)	UNESCO: Fiji, Tonga, Solomon Is, Tuvalu, Kiribati, Samoa, RMI, Vanuatu, FSM, Niue, PNG UNICEF: Tonga, Solomon Is, Tuvalu, Kiribati															
	OP QR 4.2 Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice	QR 4.2.1 Technical support to embed and implement ECE quality standards through existing systems	UNICEF	271,178 (GPE) 23,454 (Agency-funded)	Fiji, FSM, Niue, PNG, Solomon Is, Tonga, Tuvalu, Vanuatu															
		QR 4.2.2 Regional review of best practices and opportunities to integrate and strengthen ECE quality assurance within existing systems.	UNICEF	91,449 (GPE)	Regional															

POLICY AREA 2	LEARNING PATHWAYS
Long-term goal	Learners' needs are met through a broad range of programmes and delivery modalities.
Impact	All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential.
Regional goods, services or standards	RG LP 1 Regional policy guidelines for the development of quality ECE and tools for the governance, management, quality assurance, financing and programme development of ECE RG LP 2 Regional framework for the domains of home-to-school transitions RG LP 3 Regional framework identifying learning pathways from ECE to adulthood RG LP 4 Pacific Skills Portal RG LP 5 Regional Pacific Skills Dialogue/Summit

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023				
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
MT LP 1 School based decision making is supported by a rights-based policy environment inclusive of all impacted Stakeholders voices that allows for the flexibility and facilitation of learning.	OP LP 1.1 Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of ECE	LP 1.1.1 Development of Pacific ECE System Review and Planning Tool in line with Pacific ECE Quality Guidelines and contextualisation for use in Pacific Island Countries	UNICEF	190,942 (GPE) 19,490 (Agency-funded)	Solomon Is Tonga Tuvalu													
	OP LP 1.3 ICT based policies, plans and relevant TVET models for industry and the labour market availability to broaden opportunities	LP 1.3.1 Facilitate policy development in TVET with a focus on strengthening education/ training/ industry engagement and facilitate the development of related policies	APTC	Agency- funded	Fiji, FSM, Niue, Palau, PNG, RMI, Samoa, Tonga, Tuvalu, Vanuatu													
MT LP 2 Our most vulnerable, including those most affected by climate change and sea level rises, and underserved learners increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces.	OP LP 2.1 Inclusive education programmes and pathways that include appropriate education opportunities for teachers/ teaching assistants are implemented	LP 2.1.1 Regional review of inclusive education policies, programmes and systems for data collection (including those promoting inclusion of children with disabilities, alternative education modalities for out-of-school children, use of innovative technologies, and others), including desk review and case studies of key relevant examples from the region to be shared in a regional forum	UNICEF	65,747 (MFAT) 6,340 (GPE) 126,000 (Agency-funded)	Regional													
		LP 2.1.2 Technical support to the development of national Inclusive Education Strategies	UNICEF	32,844 (MFAT) 177,793 (GPE)	Tonga Vanuatu													

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023					
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
MT LP 3 Families and schools support the transition of the child from home to school allowing our youngest learners to fully benefit from the learning programme	OP LP 3.1 An evidenced based framework for the Pacific on the domains of home-to-school transition	LP 3.1.1 Regional Review of Initiatives to Promote Parent Engagement in Early Childhood to identify cost-effective and scalable approaches	UNICEF	124,439 (GPE)	Regional														
		LP 3.1.2 Provide technical support to conduct research on children without access to ECE and potential models to broaden services and scale up access	UNICEF	253,525 (GPE)	Fiji, FSM, Niue, PNG, Solomon Is, Tonga, Tuvalu, Vanuatu														
		LP 3.1.3 Develop and conduct school readiness learning outcomes study, based on the national curriculum	UNICEF	151,002 (GPE)	Fiji, FSM, Niue, Samoa, Solomon Is., Tonga, Tuvalu														
		LP 3.1.4 Assessment of alternative ECE models for cost-effectiveness and scalability as part of a national plan	UNICEF	296,726 (GPE) 25,954 (Agency-funded)	Regional														
		LP 3.1.5 Technical assistance for the development of a framework for the Pacific on the domains of home-to-school transition	UNICEF	21,274 (MFAT) 174,695 (GPE)	Regional														
	OP LP 3.2 Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed	LP 3.2.1 Work with countries to implement tools for teachers to assess, respond to, track and report on school readiness	EQAP	193,384 (GPE)	Fiji, FSM, Niue, PNG, Samoa, Solomon Is., Tonga, Tuvalu														
MT LP 4 Multiple learning pathways are defined for different levels of achievement. Our most vulnerable, including those most affected by climate change and sea level rises, and underserved learners increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces.(Research informed and implemented in manner that ensures efficacy/ include as part of the MEL results frameworks).	OP LP 4.1 Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified	LP 4.1.1 Develop student management systems that can track and record student journey from application to graduation and beyond	EQAP	110,500 (SPC MFAT/DFAT)	Regional														
		OP LP 4.2 Multiple pathways clearly defined in a regional framework and contextualised and articulated in national policy and sector plans	LP 4.2.1 Employment pathways surveys to understand post school/training progression of learners	APTC	Agency-funded	Regional													
		LP 4.2.3 In conjunction with countries, research into the underlying factors contributing to cohort survival rates, drop-out rates and re-entry rates in specific countries or contexts	EQAP	167,918 (GPE)	Fiji, FSM, Niue, PNG, RMI, Samoa, Solomon Is., Tonga, Tuvalu, Vanuatu														
		LP 4.2.4 Develop a regionally relevant and sustainable intervention bridging programme for children and students (years 10 – 12) who are 'out of school' to allow them to access and complete a full course of educational opportunities	Pacific-TAFE	196,050 (MFAT) 83,950 (GPE)	Regional														

POLICY AREA 3	STUDENT OUTCOMES AND WELLBEING
Long-term goal	Learners at all levels of education achieve their full potential.
Impact	All learners acquire the knowledge, skills, values and attributes to enable them to contribute to their families, communities and to nation-building.
Regional goods, services or standards	RG OW 1 Waka Learning Hub RG OW 2 Pacific Islands Literacy and Numeracy Assessment (PILNA) (primary) RG OW 3 Regional assessment at lower secondary (aligned to SDG4.1.1)

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023					
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
MT OW 1 Learners at defined stages of education demonstrate progressive shifts in mastery of literacy and numeracy skills.	OP OW 1.1 Learner-centred early intervention programmes are in place to mitigate risks to student achievement	OW 1.1.1a Analysis of link between ECE participation and quality with later PILNA outcomes	UNICEF	16,043 (MFAT) 29,304 (GPE) 5,000 (Agency-funded)	Regional														
		OW 1.1.1b Analysis of link between ECE participation and quality with later PILNA outcomes	EQAP	30,981 (MFAT)	Regional														
	OP OW 1.2 Equitable and extensive access to early intervention programmes is available	OW 1.2.1 Based on country discussions, develop data collection mechanisms to allow countries to track and report on school readiness	EQAP	558,070 (GPE)	Fiji, FSM, Niue, PNG, Samoa, Solomon Is., Tonga, Tuvalu, Vanuatu														
	OP OW 1.4 Teachers (in service and preservice) access training specific to literacy and numeracy instruction	OW 1.4.1a Establishment of Waka Learning Hub (WLH) infrastructure to provide regional literacy and numeracy teachers with online access to: (1) Classroom Resources (2) Research findings (3) PDL materials.	USP-IOE	94,742 (MFAT) 523,284 (GPE) 73,138 (Other DP support)	Regional														
		OW 1.4.1b Development of bilingual reading books for primary schools	USP-IOE	70,996 (GPE)	Kiribati Samoa														
	OP OW 1.5 Education systems, teachers and learners use assessment results to improve learning	OW 1.5.2 PILNA 2021 development and field trials	EQAP	887,834 (SPC MFAT/DFAT)	Regional														
		OW 1.5.3 Classroom-Based Assessment	EQAP	28,750 (SPC MFAT/DFAT)	Nauru Samoa														

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
MT OW 2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes	OP OW 2.1 Systems for identifying and addressing the needs of students at risk are developed and implemented	OW 2.1.1 Technical support to the development/revision of a Child Protection in Schools Policy	UNICEF	72,025 (GPE)	Fiji Nauru												
		OW 2.1.2 Technical support to the development of a budgeted implementation plan for the Child Protection in Schools Policy	UNICEF	60,452 (GPE)	Fiji FSM Niue PNG RMI Samoa Tuvalu												
		OW 2.1.3 Regional forum on child protection in schools	UNICEF	118,296 (GPE)	Regional												
		OW 2.1.4 Support national EMIS systems to collect and report up-to-date and reliable cohort survival rates, drop-out and subsequent re-entry rates	UNESCO	202,500 (MFAT) 547,500 (GPE)	FSM, Kiribati, Niue, Palau, PNG, RMI, Samoa, Solomon Is., Tonga, Tuvalu, Vanuatu												
			EQAP	433,995 (SPC MFAT/DFAT)	Fiji, FSM, Niue, PNG, Samoa, Tonga, Kiribati, Vanuatu												
		OW 2.1.5 Country-based targeted investigation into the use of data for decision making in education with a focus on learner' needs	UNESCO	358,000 (GPE)	Cook Is., Fiji, FSM, Kiribati, Niue, Palau, PNG, RMI, Samoa, Solomon Is., Tonga, Tuvalu, Vanuatu												
		OW 2.1.7 Support multisensory approaches that cater to individual learning styles and support students with learning difficulties, dyslexia and disabilities	UNESCO	15,680 (MFAT) 965,920 (GPE)	Regional												
		OW 2.1.8 Technical and financial support for the implementation of selected activities from the Child Protection in Schools Policy, e.g. teacher training modules, student curriculum lessons, training of school child protection focal points; etc	UNICEF	119,260 (GPE) 10,000 (Agency-funded)	Fiji FSM Niue RMI Samoa Tuvalu Vanuatu												

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
MT OW 2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes	OP OW 2.2 Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices	OW 2.2.1 Developing, piloting and evaluating approaches to parent engagement in early learning	UNICEF	159,306 (GPE) 27,315 (Agency-funded)	Regional												
		OW 2.2.2 Support for the country level Skills Summit – multi stakeholder [governments; industry; academia; private sector; civil society] dialogue and engagement on skills development and design systems to inform policy and improve the quality of TVET services (the first summit occurred in 2019)	APTC	Agency-funded	Regional												
	OP OW 2.3 Measures that demonstrate success at different levels of education are identified.	OW 2.3.1 Regional consultation to determine what kind of measures would be most valued at the lower secondary level	EQAP	241,213 (GPE)	Regional												
		OW 2.3.2 Development of pilot tools for use at the regional and national levels at lower secondary level as per the outcomes of the consultation and informed by international good practices	EQAP	1,198,070 (GPE)	Regional												

POLICY AREA 4	TEACHING PROFESSION
Long-term goal	The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability.
Impact	Competent, qualified and certified teachers and school leaders are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.
Regional goods, services or standards	RG TP 1 Regional teacher competency standards RG TP 2 Regional accreditation and recognition of the Pacific's teacher education programmes RG TP 3 Regional standards and qualifications in school leadership RG TP 4 Regional framework for teachers' continuous professional development

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
MT TP 1 Pacific-wide application of contextualised teacher competency standards and assessment tools, continuous professional development systems, QAFs, minimum service standards and the regular assessment of performance of institutions against regional standards	OP TP 1.1 Teacher professional standards / competencies regionally defined and understood	TP 1.1.2 Regional workshop to review, renew and where necessary revise regional teacher competencies in alignment with education stakeholders across the region	EQAP	211,025 (MFAT)	Regional												
		TP 1.1.2b In-country work with relevant stakeholders to contextualise teacher competency evaluation tools, train teachers and supervisors in data collection, analysis and reporting and support relevant stakeholders in the use of the data collected to inform decision making and planning	EQAP	64,068 (MFAT) 30,257 (GPE)	RMI Samoa Solomon Is. Tonga Tuvalu												
		TP 1.1.3 Regional Symposium on a Teacher Competency Framework specifically for ECE across the region to complement the work on teacher competencies	USP-SoE	204,158 (GPE)	Regional												
	OP TP 1.3 Teacher continuous professional development implemented at all levels of education	TP 1.3.1 Review of Pacific based teacher professional development modalities. Survey of current practices in professional development offered by the five implementing agencies. In country- Tonga pilot of new design PLD approach	USP-IOE	70,488 (GPE)	Regional												
		TP 1.3.1b Technical support to newly established Professional Development Unit under the Quality Assurance Division	USP-IOE	36,949 (GPE)	Tonga												
		TP 1.3.2 Development or review of teacher education courses on Disability-Inclusive Education	USP-SoE	104,465 (MFAT) 185,378 (GPE)	Fiji, FSM, Kiribati, Nauru, Samoa, Tonga												
		TP 1.3.3 Review/development of in-service teacher training programmes (curriculum and modalities) for ECE in line with Pacific ECE guidelines and best practice	UNICEF	129,403 (GPE) 20,000 (Agency-funded)	Kiribati, Solomon Is, Tonga, Fiji, FSM, Niue, Palau, Samoa, Tuvalu												
		TP 1.3.4 ECE In-Service Teacher Training.	UNICEF	173,250 (GPE) 50,750 (Agency-funded)	Kiribati, Solomon Is., Tonga, Tuvalu												
		TP 1.3.5 Provide academic mentoring for local TVET trainers.	APTC	Agency-funded	Fiji, FSM, Niue, PNG, RMI, Samoa, Tonga, Tuvalu, Vanuatu												

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023				
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
MT TP 2 High quality comprehensive teacher preparation throughout the Pacific for teachers at all levels of education.	OP TP 2.1 Provision of teacher preparation for all levels that fits national context and ensures achievement of relevant teacher professional standards.	TP 2.1.1 Conduct workshops/trainings to address quality in ECE teacher education pre-service curriculum.	UNICEF	32,207 (GPE)	Regional													
			USP-SoE	26,913 (MFAT) 274,813 (GPE)	Fiji Kiribati Niue Samoa Solomon Is Vanuatu													
		TP 2.1.2 Provide language, literacy and numeracy support for TVET teachers engage with different student learning styles, and target student academic and pastoral support, to ensure that all students are able to benefit from participation	APTC	Agency-funded	Fiji FSM Niue PNG RMI Samoa Solomon Is. Tuvalu Vanuatu													
		TP 2.1.3 Collaborate with national teacher education institutions to design “fit for purpose” programs for the training of untrained teachers; and continue to assist with the training of untrained teachers in countries without teacher education institutions	USP-SoE	56,069 (GPE)	Cook Is FSM Niue Palau PNG Solomon Is. Tonga Tuvalu Vanuatu													
		TP 2.1.4 Collaborate with teacher education institutions to review, renew or co-design a ‘fit for purpose’ Induction/mentoring programs for beginning teachers	USP-SoE	12,451 (MFAT) 180,562 (GPE)	Fiji FSM Nauru RMI Tonga Vanuatu													
	OP TP 2.3 Teacher Ed institutions and programs meet requirements international/regional recognition of teacher education qualifications	TP 2.3.1 Development, implementation and accreditation of regionally recognised qualifications for teachers against an agreed regional quality assurance framework	EQAP	288,075 (GPE)	Regional													
		TP 2.3.2 Develop and deliver internationally recognised training and assessment courses to enhance teaching standards, practice & evaluation	APTC	Agency-funded	FSM Niue PNG Samoa Solomon Is. Tonga Tuvalu Vanuatu													

Mid-term goals	Outputs	Activities	Agency	Budget & source	Countries	2021				2022				2023							
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
MT TP 3 High-quality systems and school management that is well-prepared to support teaching and learning practices and to facilitate improved student learning outcomes	OP TP 3.1 School leadership domains are applied to evidence base strategically focused Professional Development and Learning (PDL) to improve learning outcomes for student	TP 3.1.1 In-country work with relevant stakeholders to contextualise school leadership evaluation tools, train school leaders and supervisors in data collection, analysis and reporting and support relevant stakeholders in the use of the data collected to inform decision making and planning	EQAP	77,259 (MFAT) 23,000 (GPE) 38,055 (SPC MFAT/DFAT)	Fiji FSM Niue Palau Samoa Solomon Is. Tonga Tuvalu																
		TP 3.1.2 Review of Professional development and learning program for school leaders to improve learning outcomes for students	USP-IOE	52,986 (MFAT) 215,526 (GPE)	Fiji FSM Kiribati Nauru Niue Palau RMI Samoa Tuvalu Vanuatu																
			EQAP	230,000 (GPE)	Palau RMI Samoa Tuvalu Vanuatu																
		TP 3.1.3 Regional workshop to review, renew and where necessary revise regional school leadership standards in alignment with educational stakeholders across the region	EQAP	230,988 (GPE)	Regional																
		TP 3.1.4 Shared learnings from the Leaders and Education Authority Project (LEAP) and the Pacific Literacy and School Leadership project (PLSLP)	USP-IOE	15,895 (MFAT)	Fiji FSM PNG RMI Samoa Solomon Is. Tuvalu																
	OP TP 3.2 Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students	TP 3.2.1 Provide professional development for educational authorities in planning and policy to improve community connectedness and learning outcomes for students	UNICEF	28,503 (MFAT) 112,809 (Agency funded)	Fiji FSM Kiribati Niue Solomon Is. Tonga RMI																
			USP-IOE	166,311 (MFAT) 359,632 (GPE) 27,393 (Agency-Funded) 47,142 (Other DP support)	Solomon Is. Tonga RMI																
		TP 3.2.2 Provide Ministries of Education with policy advice and facilitation of policy development and implementation on teacher deployment and utilisation	USP-SoE	19,637 (MFAT) 129,409 (GPE)	Fiji FSM Niue Tonga Tuvalu																
		TP 3.2.3 The delivery of leadership and management programmes through select partner TVET providers	APTC	Agency-funded	Regional																

B. The logic behind the programme

i. Theories of change for the four policy areas and the corresponding results framework

QUALITY AND RELEVANCE THEORY OF CHANGE			
Outputs	Medium-term gains	Impact	Long-term goal
1.1 Curriculum language policies are in place for all levels of education. 1.2 Pacific-wide curricula and education programmes respond to the diverse values, cultures, traditional knowledge and skills of the region. 1.3 Communities are actively involved in implementing cultural components of the curriculum. 2.1 Non-cognitive skills relevant to Pacific learners are regionally identified. 2.2 Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out. 2.3 Support for strengthening teacher practice in the inclusion and assessment of non-cognitive skills is planned for and delivered. 3.1 Curricula, programmes and pedagogy are revised to be learner-centred and inclusive. 3.2 Tools are developed to measure learner centred pedagogy taking into account the rights of learners, gender equity and inclusiveness. 3.3 Teacher training and professional development programmes are implemented to support learner-centred pedagogy. 3.4 Learning environments and infrastructure are adaptable to different learner needs and outcomes. 4.1 Quality Assurance Frameworks and school guidelines for learning environments are in place. 4.2 Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.	1 Curricula are grounded in Pacific cultures, languages and identities aligned to country contexts. 2 Non cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes. 3 Education programmes and curricula in the Pacific region are delivered with learner-centred pedagogy ¹ supportive of the rights of learners. 4 Learning environments to support quality learning, inclusive of policies, guidelines, physical space, resources, educators and community engagement are in place in all classrooms at all levels of education.	All learners are provided with a safe and supportive environment, within which they are offered high quality learning opportunities that are meaningful, valuable, inclusive and future-focused.	High-quality, relevant programmes are provided for learners at all levels of education.

POLICY AREA 1	QUALITY AND RELEVANCE
Long-term goal	High-quality, relevant programmes are provided to learners at all levels of education.
Impact	All learners are provided with a safe and supportive environment, within which they are offered high-quality learning opportunities that are meaningful, valuable, inclusive and future-focused.
Regional goods, services or standards	RG QR 1 Regionally identified and agreed definition of non-cognitive skills RG QR 2 Regional guideline for the review of curriculum, programmes and pedagogy to be learner centred pedagogy and inclusive RG QR 3 Quality assurance frameworks developed for quality school learning environments

LEARNING PATHWAYS THEORY OF CHANGE			
Outputs	Medium-term gains	Impact	Long-term goal
<p>1.1 Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of ECE.</p> <p>1.2 Evidence-based policy recognises and mitigates challenges and risks associated with the transition of learners, on different learning pathways.</p> <p>1.3 Policies, plans and relevant TVET models that incorporate the use of ICT to broaden opportunities in the labour market for learners.</p> <p>2.1 Inclusive education programmes and pathways with appropriate education opportunities for teachers and teaching assistants are implemented.</p> <p>2.2 The use of ICT as a tool to access education, including inclusive education and for the provision of differentiated learning pathways, are leveraged and expanded upon.</p> <p>2.3 Appropriate curriculum materials addressing current and relevant situations in the Pacific are developed to support inclusive learning.</p> <p>3.1 An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific.</p> <p>3.2 Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed.</p> <p>4.1 Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified.</p> <p>4.2 Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.</p>	<p>1 School based decision making is supported by a rights-based policy environment inclusive of all impacted stakeholders' voices that allows for flexibility and facilitation of learning.</p> <p>2 Our most vulnerable, including those most affected by climate change and rising sea levels, and underserved learners increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces.</p> <p>3 Families and schools support the transition of the child from home to school allowing our youngest learners to fully benefit from the learning programme.</p> <p>4 Multiple learning pathways are defined for different levels of achievement.</p>	<p>All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential.</p>	<p>Learners' needs are met through a broad range of programmes and delivery modalities.</p>

POLICY AREA 2	LEARNING PATHWAYS
Long-term goal	Learners' needs are met through a broad range of programmes and delivery modalities.
Impact	All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential.
Regional goods, services or standards	<p>RG LP 1 Regional policy guidelines for the development of quality ECE and tools for the governance, management, quality assurance, financing and programme development of ECE</p> <p>RG LP 2 Regional framework for the domains of home-to-school transitions</p> <p>RG LP 3 Regional framework identifying learning pathways from ECE to adulthood</p> <p>RG LP 4 Pacific Skills Portal</p> <p>RG LP 5 Regional Pacific Skills Dialogue/Summit</p>

STUDENT OUTCOMES AND WELLBEING THEORY OF CHANGE			
Outputs	Medium-term gains	Impact	Long-term goal
<p>1.1 Learner-centred early intervention programmes are in place to mitigate risks to student achievement.</p> <p>1.2 Equitable and extensive access to early intervention programmes is available.</p> <p>1.3 Specific teacher training resources focused on literacy and numeracy instruction are in place and accessible.</p> <p>1.4 Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction.</p> <p>1.5 Education systems, teachers and learners use assessment results to improve learning.</p> <p>1.6 Appropriate learning resources to support literacy and numeracy are provided.</p> <p>2.1 Systems for identifying and addressing the needs of students at risk are developed and implemented.</p> <p>2.2 Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices.</p> <p>2.3 Measures that demonstrate success at different levels of education are identified.</p> <p>3.1 Audit access and capacity to use technology meaningfully across the curriculum to respond to life realities.</p> <p>3.2 Teacher training and professional learning and development programmes to support the use of ICT across the curriculum are in place.</p> <p>3.3 Health, well-being, resilience and adaptation skills-based programmes are in place to support learners' holistic development through cross-curricular approaches.</p>	<p>1 Learners at defined stages of education demonstrate progressive shifts in their mastery of literacy and numeracy skills.</p> <p>2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes.</p> <p>3 Pacific children's resilience and skill sets are enhanced and strengthened to enable them to embrace the opportunities and address the challenges that they will encounter in life.</p>	<p>All learners acquire the knowledge, skills, values and attributes to enable them to contribute to their families, communities and to nation-building.</p>	<p>Learners at all levels of education achieve their full potential.</p>

POLICY AREA 3	STUDENT OUTCOMES AND WELLBEING
Long-term goal	Learners at all levels of education achieve their full potential.
Impact	All learners acquire the knowledge, skills, values and attributes to enable them to contribute to their families, communities and to nation-building.
Regional goods, services or standards	<p>RG OW 1 Waka Learning Hub</p> <p>RG OW 2 Pacific Islands Literacy and Numeracy Assessment (PILNA) (primary)</p> <p>RG OW 3 Regional assessment at lower secondary (aligned to SDG4.1.1)</p>

TEACHING PROFESSION THEORY OF CHANGE			
Outputs	Medium-term gains	Impact	Long-term goal
1.1 Teacher professional standards / competencies are regionally defined and understood. 1.2 Teacher performance management systems are implemented at all levels of education. 1.3 Teacher continuous professional development is implemented at all levels of education. 2.1 Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards. 2.2 Teacher education institutions and programmes meet national accreditation requirements. 2.3 Teacher education institutions and programmes meet requirements for international / regional recognition of teacher education qualifications. 3.1 School leadership domains are applied to evidence based, strategically focused Professional Development and Learning (PDL) to improve learning outcomes for students. 3.2 Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students.	1 Pacific-wide application of contextualised teacher competency standards and assessment tools, continuous professional development systems, quality assurance frameworks, minimum service standards and the regular assessment of performance of institutions against regional standards. 2 High quality comprehensive teacher preparation throughout the Pacific for teachers at all levels of education. 3 High quality systems in place and school management that is well-prepared to support teaching and learning practices and to facilitate raising the levels of student learning outcomes.	Competent, qualified and certified teachers and school leaders who are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.	The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability.

POLICY AREA 4	TEACHING PROFESSION
Long-term goal	The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability.
Impact	Competent, qualified and certified teachers and school leaders are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.
Regional goods, services or standards	RG TP 1 Regional teacher competency standards RG TP 2 Regional accreditation and recognition of the Pacific's teacher education programmes RG TP 3 Regional standards and qualifications in school leadership RG TP 4 Regional framework for teachers' continuous professional development

ii. The role of the PacREF Facilitating Unit and the implementing agencies in the PacREF Programme

The structure of the results framework is designed to ensure concerted MEL for future improvement.

The Quality and Relevance Results Framework supports progress towards achievement of a regional definition of non-cognitive skills, a regional needs assessment on the status of the quality of school learning environments, and the development of quality assurance frameworks for quality school learning environments.

To ensure learners' needs are met through a broad range of programmes and delivery modalities, the Learning Pathways Results Framework is developed to monitor the progress of achievement of the regional policy guidelines, tools for quality early childhood education (ECE) infrastructure, and programmes and to identify learning pathways from ECE to adulthood. In addition, it emphasises the development of regional frameworks to assess and improve home-to-school transitions alongside development of a Pacific Skills Portal.

Activities that support learners to realise their full potential are mapped within the Student Outcomes and Wellbeing Results Framework. Important regional efforts to assist learners in the region include development of the Waka Learning Hub for teacher improvement, continuation of the Pacific Islands Literacy and Numeracy Assessment (PILNA) and development of regional assessment tools at lower secondary levels.

Continuous professional support for teachers in the region is covered in the Teaching Profession Results Framework for achievement of regional accreditation and recognition of teacher education programmes, achievement of regional teacher competency standards and availability of a framework for continuous professional development. The development of a regional standard for school improvement plans is critical to ensure a conducive working environment for teachers in the region.

a. The PacREF Facilitating Unit

The PacREF Facilitating Unit (PFU) is responsible for coordinating implementation of the PacREF programme with the implementing agencies. The PFU convenes the forums for implementing agencies [Fono, PacREF Steering Committee and Council of Regional Organisation in the Pacific Human Resources Development Working Group Human Resources Development Working Group (CROP HRD WG)] to dialogue on implementation strategies. These forums form part of the PacREF governance structure established to ensure effective and efficient implementation of the PacREF Programme and achievement of the targets.

The PFU is also responsible for monitoring the progress of activities under the IRP with the implementing agencies and provides reports to the implementing agency, Fono and the Steering Committee for discussion and decision-making. This monitoring function also includes the equity of PacREF implementation in all countries included in the programme. The PFU also convenes the meeting of Forum Education Ministers which is responsible for any changes or revisions to the PacREF Policy.

The roles of the implementing agencies in the PacREF programme are to collaboratively address, influence and improve education and training in the region. As the emerging evidence indicates, this collaboration and networking contributes to positive and sustainable outcomes.

b. The Australia Pacific Training Coalition

The Australia Pacific Training Coalition (APTC) is a centre for training excellence and collaboration with over 12 years of experience and broad expertise in the Pacific.

APTC is Australia's flagship TVET investment in the Pacific region, ensuring the delivery of quality TVET qualifications and enabling greater domestic and regional investment in strengthening TVET systems. APTC works collaboratively with national governments, development partners, private sector organisations, organisations supporting people living with disabilities, civil society organisations (CSO) and Pacific TVET

institutions regionally and across nine PICs: Fiji; Kiribati; Nauru; Papua New Guinea; Samoa; Solomon Islands; Tonga; Tuvalu and Vanuatu.

APTC works closely with industry representatives around the Pacific to ensure its training programmes are relevant and aligned with current and future career opportunities for graduates – careers where skilled employees are in high demand.

APTC was announced as an initiative of the Government of Australia at the Pacific Islands Forum in 2006 and welcomed by Pacific Island leaders. APTC is supported by the Government of Australia through the Department of Foreign Affairs and Trade and managed by TAFE Queensland Registered Training Organisation (RTO 0275).

APTC offers Australian qualifications from Certificate II to Diploma level in various vocational areas. Courses are delivered by highly regarded and qualified trainers, and graduates enjoy the benefits of an internationally recognised, accredited qualification.

c. The SPC Educational Quality Assessment Programme (EQAP) of the Pacific Community (SPC)

SPC is an international development organisation owned and governed by 26 country and territory members and is the principal scientific and technical organisation in the Pacific region, supporting development since 1947. The Educational Quality and Assessment Programme (EQAP) is the education division of SPC and is focused on fostering quality education in the Pacific region.

EQAP comprises a pool of experts from the Pacific and beyond, working in close collaboration with partners from the Australia Council for Education Research (ACER). EQAP's efforts are spread across a range of key areas: literacy and numeracy; large-scale assessments; curriculum development; qualification accreditation; education management information systems (EMIS); and policy and research.

EQAP follows a regional approach from early childhood education through the tertiary level, although most of its work is focused on the primary and secondary levels. EQAP supports education systems in the use of outcomes-based curricula, contextualised assessments and evidence-based policy and planning. It also develops systems to monitor and assess teachers and school leaders and the team provides support to help strengthen education data systems, including the analysis and reporting of information.

d. The Institute of Education (IoE)

The Institute of Education (IoE) was established in 1975 to serve the educational needs of the 12-member countries of the USP through its developmental role in education, provision of professional development and learning programmes, educational research, and publications.

The current vision of the IoE is to highlight its unique role in educational development in the region. The renewed vision involves emphasising the centrality of applied research to all other IoE programmes. The IoE mission remains steady and is focused on assisting member countries to realise their aspirations for educational development.

The IoE's three core programmes – research and development, professional development and learning, and Waka Publications – all reflect the added value that the IoE delivers to the region on behalf of the USP. The Waka Publications Programme, in particular, is an added value to the educational service that the IoE delivers, and its direct impact on Pacific children's learning is an innovation and a legacy for the IoE and USP. The Waka Publications Programme specifically targets Pacific children and in multiple Pacific languages. The Research and Development Programme delivers technical assistance and applied research for member countries on key research priority areas including literacy, numeracy and leadership. Further to this, the IoE also hosts the Vaka Pasifiki Education Conference, the largest biennial gathering of Pacific researchers, academics, and practitioners in the Southern Pacific.

The IoE has been one of the implementing agencies for the PEDF and is now one of the key implementing agencies for the PacREF.

e. United Nations Educational, Scientific and Cultural Organization (UNESCO)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to support peace and social and human development through international cooperation in education, the sciences, culture, and communication and information. UNESCO's current programmes focus on contributing to the achievement of the Sustainable Development Goals (SDG) and Agenda 2030, adopted by the United Nations General Assembly in 2015.

UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. UNESCO is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through [SDG 4](#) which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The [Education 2030 Framework for Action](#) (FFA) serves as the roadmap to achieve this SDG.

UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality an underlying principle.

Its work encompasses educational development, including education policy, planning, research, capacity development and educational innovation from pre-school through higher education and beyond. The thematic focus of UNESCO's current work in the domain of education is influenced by SDG 4 and the agenda of leaving no one behind. This includes, global citizenship and sustainable development, human rights and gender equality, health and HIV/AIDS, as well as technical and vocational skills development.

f. United Nations Children's Fund (UNICEF)

The United Nations Children's Fund (UNICEF) Pacific Education team is comprised of professional, technical staff with considerable experience at the global and regional levels as well as experience working in and with national partners in various Pacific countries. Specific areas of expertise include the ECE sub-sector, inclusive education, education sector planning, policy and development, Disaster Risk Management, and Education in Emergencies. The education programme also integrates aspects of Water, Sanitation and Hygiene (WASH), Child Protection and Early Childhood Development into sector work which is supported by relevant UNICEF teams. UNICEF's work has a strong focus on quality, equity and inclusion. The education team at the UNICEF Pacific Office in Suva work alongside UNICEF education staff in field offices in Kiribati, the Solomon Islands, Vanuatu and the Federated States of Micronesia. A separate UNICEF office manages the education programme for Papua New Guinea. Additional technical support is available from the East Asia Pacific Regional Office in Bangkok and a roster of experts. The UNICEF education programme is recognised in the region and has established agency partnerships with EQAP (SPC) and IoE (USP).

g. The University of the South Pacific Education (USP Ed)

The University of the South Pacific Education (USP Ed) at the USP was founded in 1969, one year after the USP was incorporated as a university by Royal Charter. The USP Ed, was established to meet the teacher education needs of the regional countries, including the degree qualifications needs of teacher graduates.

The USP Ed serves the 12-member USP countries and provides pre-service and in-service teacher education within the Pacific region. It currently provides learning and teaching, and educational services as well as professional development programmes.

The USP Ed currently offers education courses for prospective and current teachers for Pacific schools and communities through research-informed learning and teaching activities, educational research, scholarly publications and community services. Their suite of courses ranges from ECE and care, pre-service and in-service programmes in primary education, secondary education, post-graduate education at certificate, diploma, masters and doctoral levels. The USP Ed also offers certificate programmes as special in-country projects to meet specific national needs with particular cohorts in a country. In addition to cohort face-to-face teaching, many courses are offered by distance and flexible learning.

iii. PacREF monitoring and evaluation for learning and reporting

A training series developed for the country MEL focal point and annual reflection events are central to the PacREF MEL approach and developed to:

- analyse and interpret monitoring information and define key messages and learning which will feed into the annual report;
- review and seek evidence of activity progress;
- identify and prioritise areas for programme improvement;
- feed into the key messages for annual reports;
- share learning across the programme/countries; and
- build networks.

PacREF MEL Main activities	2021				2022				2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Train and update the MEL focal point				Workshop				Workshop				
Present the six-month progress report			Presentation of report				Presentation of report				Presentation of report	
Annual monitoring report	Presentation of report				Presentation of report				Presentation of report			
Annual reflection event		Workshop				Workshop				Workshop		
Mid-term review								Mid-term review				Mid-term review

KEY: Workshop (blue), Presentation of report (yellow), Mid-term review (orange)

iv. PacREF budget

The PacREF budget by policy area is included in the implementation rolling plan with details indicating all sources of funding for the PacREF programme over the IRP period.

v. PacREF risks register

The high degree of unpredictability (e.g. climate change, natural disasters, global pandemics and epidemics) makes it essential to have the capacity and flexibility to adapt successfully to these ever-changing conditions. The IRP has developed a general risk register to scope the parameters of associated risks to be addressed or monitored more closely and to identify corrective actions and controls which serve to mitigate the chance of risks occurring or to reduce their severity. The IRP risk register also recognises that risk evolves during the course of implementation and the risk register serves as a reference point and live document which needs to be updated with new risks. Those risks will once again be assessed and then addressed accordingly.

Risks

Project: PacREF Overall Implementation

#	Title	Description	Unmitigated				Mitigated (residual)				Risk Owner	Status	Notes for unmitigated	Notes for mitigated (residual)
			Area at risk	Likelihood	Impact	Rating	Mitigations	Likelihood ²	Impact ³	Rating ⁴				
1	Acts of God (global, regional or location-specific)	Travel restrictions, damage and subsequent in-country efforts to re-start the education systems lead to delays as key personnel are not able to be released to participate in regional and subregional consultative and collaborative activities necessary to move work forward	Schedule	Possible	Major	7	Develop timelines that are flexible, with options for completing background work ahead of time with the intent to convene groups as soon as reasonably possible In the case of localised events, work with the country involved to phase an approach that accommodates the situation on the ground Leverage technology where possible to minimise reliance on physical presence to carry on with implementation	Unlikely	Moderate	5	PFU and implementing agencies	Active	possible – pandemics, epidemics, volcanic eruptions and cyclones major – with the exception of COVID19 losses of up to 1,000,000 under PacREF	unlikely – measures in place for business continuity and responsiveness moderate – losses can likely be kept under 100,000 with the use of alternate plans to continue implementation
2	Responsiveness of Active Stakeholders (governments, organisations)	Non-response and delayed response from individual ministries or education organisations throws intended timelines off and impacts delivery of work on particular activities	Schedule	Likely	Moderate	7	Build strong relationships and networks with country counterparts and sector partners to increase shared ownership and accountability in order for work to progress Plan with stakeholders to ensure timelines are mutually agreed and then respect timelines	Possible	Minor	5	PFU	Active	likely – pointing to the difficulties experienced by PFU and implementing agencies in past work in the region moderate – delays of significant length leading to loss of confidence from partners and nonproduction of outputs jeopardising ongoing funding	possible – with likelihood still there but channels in place to accelerate responses minor – delays of limited length with confidence retained through relationship building
3	Dependencies (among stages of work both inter- and intra-agency)	Preceding pieces of work are incomplete or not completed on schedule, disrupting the dependent work cycle	Schedule	Likely	Minor	6	Implementing agencies and participating countries plan and agree upon an implementation schedule PFU make regular checks on progress to identify potential risks and work with agencies to reduce them	Unlikely	Minor	4	PFU	Active	likely – difficulties experienced by PFU and implementing agencies in past work in the region minor – the tendency for work to be mostly complete with one or two outstanding elements that then impede parts of what comes next – generally not a full blockage of next steps	unlikely – channels in place to ensure responsiveness minor – financial and reputational losses can be kept to a minimum with flexible responses and phased work
4	Education System Capacity (Ministry, Institutions, Personnel)	Insufficient capacity within the ministry, institutions or with respect to personnel, infrastructure and time to take on the collective total of the activities being implemented	Quality	Almost Certain	Major	9	Develop clear implementation plans and timelines collaboratively with countries and implementing agencies to ensure capacity is strengthened rather than overwhelmed Strengthen partnerships with Ministry and those providing technical assistance to identify and fill skill gaps and share workloads Work out an approach to implementation to distribute the activity and commitment of education systems evenly across phases to avoid hotspots	Possible	Minor	5	PFU and implementing agencies	Active	almost certain – the ongoing challenges of finding times that key people, often the same people in smaller ministries, are able to meet are well known major – the investment will go unspent and we risk the alienation of the people and institutions we are trying to support by asking too much and impeding their own business continuity	possible – measures in place for business continuity and responsiveness minor – losses can likely be kept to under 30,000 with the use of alternate plans to continue implementation and support to retain relationships

#	Title	Unmitigated				Mitigated (residual)						Risk Owner	Status	Notes for unmitigated	Notes for mitigated (residual)
		Description	Area at risk	Likelihood	Impact	Rating	Mitigations	Likelihood ²	Impact ³	Rating ⁴					
5	Implementing Agency Capacity (appropriate personnel, ongoing agency work, infrastructure)	Insufficient capacity within the agency to respond to the volume of country requests in a timely way or systems in place are unable to provide the HR and Finance supports needed for implementation	Quality	Possible	Major	7	Develop clear implementation plans and timelines collaboratively with countries and implementing agencies to ensure agencies can plan for required personnel and work appropriately Implementing agencies and participating countries plan and agree upon an implementation schedule Develop partnerships with local experts to supplement capacity for in-country work Revisit plans for implementation and develop new strategy with clearly defined timelines and accountabilities	Unlikely	Moderate	5	PFU and implementing agencies	Active	possible – if timelines are tightened, countries want to do more than already indicated and other responsibilities are infringed on, smaller organisations and very specific supports can be overwhelmed major – if the work cannot be carried out by an agency or agencies, the reputation of, the agencies and the credibility of the PacREF to continue to secure funding is threatened	unlikely – implementation plans are vetted and commitments made to that scale moderate – efforts to build relationships and support partners at all levels will reduce but not remove the impact	
6	Funding Delays	Funding is not available to implementing agencies when expected resulting in timeline issues, loss of reputation and loss of trust from technical partners and governments	Schedule	Likely	Moderate	7	Develop timelines that are flexible, with options for alternate approaches to minimise any potential delays Ensure donor requirements for reporting are met to maintain flow of funding Implementing agencies and funding organisations plan and agree upon a disbursement schedule	Unlikely	Moderate	5	PFU and implementing agencies	Active	possible – funding almost always seems to take longer than projected and that is a shared experience across donors and agencies moderate – as evidenced by the efforts to readjust the 1st 12 months or implementation would be restricted	unlikely – once initial processes are set up and if good practices are followed, further delays should be minimal moderate – implementation would still be impacted if funding is not there when needed putting the PacREF at risk in terms of reputation and donor confidence	
7	Implementation delays due to slow institutional capacity to process and ensure funds are available	Some calendar activities are tied to country plans. Planned PacREF activities are included with due consideration of IAs and country availability. Delay in implementation by few months means missing out the opportunity to implement in the current cycle hence a delay.	Schedule	Almost Certain	Major	9	Regular collaboration between IAs and funding agencies for improved understanding of the complex implementation operation and the impact of funding delays has Review of the implementation plan with a revised timeline	Possible	Severe	7	PFU and IAs	Active	almost certain – funding delay will push implementation off schedule major – implementation schedule pushed further back	possible – better understanding results in better relationship and coordination severe – a revised plan with additional time needed to comprehensively complete the activity	
8	Funding Loss	Reduction in aid budgets based on donor countries' ability or willingness to commit funding in a time of serious economic crisis	Scope	Possible	Severe	8	Major coordinated review and refocusing of the strategy	Possible	Severe	8	PFU	Active	possible – unclear as to whether GPE funding would fall into this category severe – potential to derail the entire implementation as planned	possible – unclear as to whether GPE funding would fall into this category major – a revised plan with different expectations could be developed but not in time to salvage Phase 1	
9	Political Change	Change of government and priorities and/or change in ministry's policy deprioritise or block planned implementation	Benefits	Possible	Moderate	6	Regular sharing of information regarding progress, challenges and impacts of PacREF with heads of education systems for their upward sharing with leaders Strengthen relationships with ministries and build relationships quickly with new heads of education systems as they take office Build strong relationships and networks with country counterparts and sector partners to increase shared ownership and accountability for work to progress	Unlikely	Minor	4	PFU and implementing agencies	Active	possible – not clear as to how many governments are on the verge of change nor how many would de-prioritise education moderate – pulling out by one or more governments weakens the regionalism and leaves some outputs undeliverable as currently defined	unlikely – good networks, communication and relationships can carry through political changes and help build new relationships minor – some re-prioritisation may affect individual pieces of work but not the overall PacREF	
10	Financial Shocks	External or internal financial shocks put either national or IA financial contributions at risk	Budget	Possible	Major	7	Implement and maintain good budget control and forecasting Regularly revisit budget versus actuals to maximise budget execution in balance with implementation plans Revisit plans for implementation and develop new strategy with clearly defined timelines and accountabilities within a revised budget	Possible	Moderate	6	PFU and implementing agencies		possible – exchange rates, priority shifts, unplanned expenses can occur major – if not planned for, the loss of funds could block implementation of large parts of the PacREF	possible – exchange rates, priority shifts, unplanned expenses can occur moderate – strong budget management including forecasting and reallocation of funds can help reduce the impact	

#	Title	Unmitigated				Mitigated (residual)				Risk Owner	Status	Notes for unmitigated	Notes for mitigated (residual)	
		Description	Area at risk	Likelihood	Impact	Rating	Mitigations	Likelihood ²	Impact ³					Rating ⁴
11	National-level Programme Management	Overload of reporting, including financial, implementation, impact and indicator from multiple implementing agencies since principal partner for all implementing agencies are ministries/ departments of education	Quality	Likely	Moderate	7	Mutually agree to a common planning and reporting template to be used by partners Set out a reporting schedule that is manageable at all required levels to minimise duplication of efforts Implement an exceptions-only reporting structure that asks for changes and updates to existing information whenever possible, minimising the potential for conflicting sources and reducing potential for non-standard responses Develop support mechanisms including print and online tools, exemplars and contact persons to assist with reporting tasks	Possible	Minor	5	MEL Task Force and PFU	Active	likely – multiple implementing agencies, the PFU and the MEL all wanting various things reported according to their own timelines moderate – poor or no information from countries leads to inadequate reporting to donors and subsequent loss of funding	possible – still might be many requests but likelihood is reduced minor – mitigations increase the value and reliability of the data that is collected to feed into reporting and accountability
12	Governance	Project team / IA Office / Partner Organisation performance with regard to ethics and community stewardship is compromised leading to poor project reputation and reduced benefits for the end-users of the project, i.e., teachers, students and community at large.	Benefits	Rare	Severe	6	Develop a joint monitoring and periodic review system incorporating the principle of stakeholder-participation to identify challenges and how they can be overcome Provide practical advice and provide monitoring reports to the PHEs members and development partners at the regional level and education sector at the country-level Set up a periodic internal review and oversight arrangement to identify poor implementation and process problems such as issues in procurement, with quality and quantity of service delivery and direct project participant (or beneficiary) selection	Rare	Moderate	4	PFU	Active	likely – misunderstanding between the IAs/ project implementers and the local community affecting implementation major – potential to escalate if not managed	possible – slip ups in observing expected governance elements potentially may affect implementation minor – sound governance ensures effective implementations
13	Procurement Risks	Inefficient contract management leading to compliance issues	Budget	Unlikely	Major	7	A centralised document library linked to approved vendors and rich transactional data that can be turned into reports for finance and leadership team. Consistent review by the legal team means contact information is always accurate and up-to-date	Possible	Minor	4	PFU and implementing agencies	Active	unlikely – established procurement procedures at PFU and all implementing agencies major – inaccurate or outdated contract resulting loss of funding	possible – system lapse can reoccur but likelihood is reduced minor – mitigations ensures data on contracts is up to date
14	Procurement and Financial Risks	Fraud and corruption	Budget	Rare	Severe	8	Clear and automated procurement functions, established list of approved and preferred vendors, and complete transactional information with document cross-checking make it difficult for potential fraudsters to submit a fake invoice or conceal corruption. In addition, the full audit trail available for every transaction and a fully documented approval process increases protection while making it easier to detect illegal behaviours.	Possible	Minor	5	PFU and implementing agencies	Active	rare – procurement process with established audit process featured strongly through all IAs as well as PFU severe – pointing to the tendency of funds being lost if not detected early	possible – procedural lapse is still a possibility minor – adherence to the procurement procedures protects the system
15	Regional goods	Underutilisation of Regional goods	Quality	Possible	Major	5	(i) the activity sequencing in PacREF is designed to ensure that the RGs are responsive to nations' demand for those goods and to participate in the contributing activities (ii) IAs programmes commit them to work with countries over the coming months and years to facilitate the contextualisation and use of RGs – ensuring relevance and fit	Rare	Minor	3	PFU and implementing agencies	Active	possible – other possibilities may arise that may throw planned work out of schedule and the pursue to achieve regional standards can be overwhelmed. major – cast doubt on the effectiveness and credibility of PacREF to achieve the planned outcome	rare – measures in place to ensure RGs are utilised at the country level minor – well coordinated implementation and proper monitoring on the utilisation of regional goods

vi. PacREF Stakeholders and Communication

A shared understanding between the implementing agencies and the stakeholders is essential to build a cohesive and active consultation and engagement process. Information is intended to be shared in a purposeful and consistent way. Internal and external stakeholders need to understand the medium- and long-term goals and the roles they individually play in meeting them. Greater understanding leads to greater ownership. For this reason, it is essential to reinforce shared ideas and common goals consistently and to give feedback throughout the process.

It is essential to maintain the register for all stakeholders in order to allow for an iterative process, as this allows for consistent communication with and between stakeholders through the engagement plan.

A civil society forum was organized on 18 September 2020 as part of Stakeholder Engagement Strategy with PacREF. The CSOs were briefed on the PacREF Programme including its governance structure and monitoring, evaluation and learning framework (MELF). The inclusion of CSOs in the PacREF governance structure was discussed and agreed upon for the inclusion of a CSO Fono within the governance structure. It was also agreed for the outcomes of the CSO Fono to link into the regional forums such as Forum Economic Ministers Meetings and Forum Leaders meetings where such CSO Forums already exist. It was also agreed for a CSO Forum to be part of the Forum Education Ministers Meetings similar to global education forums such as the Conference of Commonwealth Education Ministers (CCEM) convened by the Commonwealth Secretariat.

Implementing agency	Communication Needs, Channels and Tactics (Audience, communication needs, key messages, frequency)	Communication Strategy (Key communication channels and tools)	Stakeholders Reached	Monitoring and Evaluation (Tools and process for monitoring and evaluation)	Report
APTC EQAP UNESCO UNICEF USP – IoE USP – Ed USP – Pacific TAFE	<p>Audience: Ministry of Education, (CEO, Deputy Directors, Education Officers, School Leaders, Teachers)</p> <ul style="list-style-type: none"> • Opportunities to participate in the project and within the programme; strengthen relationships within the Ministry and with the communities • Ownership and application of programme to improve schools; strengthening relationships to enable school improvement as in accordance with the project timeline, delivery of the programme, strategic points in the project timeline <p>Communication Needs:</p> <ul style="list-style-type: none"> • Promote TVET as an education choice for a future career and skills development as a driver of social and economic progress 	<ul style="list-style-type: none"> • Project Management Team • Talanoa/Tok Stori reflection • National and regional education conferences • Publications • Sharing our stories • Face-to-face/virtual meetings, print materials, conferences, workshops, policy briefs, reports, email and telecommunications • Clear guidance on where capacity building is most needed • TVET policy aligns with national/sector priorities and capacity building TVET in leadership and management • Formalised partnership arrangement with outlined expectations and results – and TOR for policy development 	<ul style="list-style-type: none"> • Deputy Directors/ Undersecretary • Education officers, school leaders, teachers • Teachers’ Associations in each country • CEO, academia, practitioners, researchers, teachers, school leaders 	<ul style="list-style-type: none"> • Membership, attendance, frequency of meeting, inputs, decisions reached (outputs) • Attendance, quality of input, frequency of meetings, next steps planned, evaluations • Papers presented, evaluations • Publications in journal articles • Keynote addresses in different fora related to the achievements and efficacy of PacREF 	<ul style="list-style-type: none"> • Quarterly • Biannual • Annual • As per event • Qualitative reporting
	<p>Audience: National Universities, TVET and Higher Education Providers and Teacher Training Institutions, Pre-service and In-service Teachers</p> <p>Key Messages:</p> <ul style="list-style-type: none"> • Participation in the projects helps improve relationships with national universities, TVET providers and teacher training institutions • TVET policy development and capacity building in TVET leadership and management • Inclusion of stakeholders in developing TOR; and in mechanism for finalising policy draft • Design ‘fit for purpose’ and contextualised programmes that are co-designed, and allow ownership, and support transformation at national levels as in accordance with the project timeline, delivery of the programme, strategic points in the project timeline 	<ul style="list-style-type: none"> • Project Management Team • Talanoa/Tok Stori reflections • National and regional education conference publications • Co-training with TVET institutional personnel and APTC Trainers 	<ul style="list-style-type: none"> • Deputy Directors/ Under-Secretary for Teacher Development and Professional Development Units • National teacher training institutions • National Universities • TVET institution personnel • Teachers’ Associations in each country • Academia, practitioners, researchers, teachers, school leaders 	<ul style="list-style-type: none"> • Membership, attendance, frequency of meetings, inputs, decisions reached (outputs) • Attendance, quality of input, frequency of meetings, next steps planned, evaluations • Papers presented, evaluations • Publications in journal articles • Keynote addresses in different fora related to the achievements and efficacy of PacREF 	<ul style="list-style-type: none"> • Quarterly • Biannual • Annual

Implementing agency	Communication Needs, Channels and Tactics (Audience, communication needs, key messages, frequency)	Communication Strategy (Key communication channels and tools)	Stakeholders Reached	Monitoring and Evaluation (Tools and process for monitoring and evaluation)	Report
	<p>Audience: Teachers Unions and Associations</p> <p>Key Messages:</p> <ul style="list-style-type: none"> • Opportunities to contribute to technical work and provide feedback on draft documents, Inclusion in research/ consultations – including the ways in which teachers can be engaged, with key messages from the programme • Inclusive and equitable, support for the profession <p>Communication Needs</p> <ul style="list-style-type: none"> • Dependent on activity – regular updates in relation to development/review standards and PM systems 	<ul style="list-style-type: none"> • Emails, invitations, draft documentation 	<ul style="list-style-type: none"> • Education officers, school leaders, teachers • Parents/communities • Teachers' Associations in each country • CEO, academia, practitioners, researchers, teachers, school leaders • National teacher training institutions • National Universities • Pacific Association of Teacher Educators (PATE) 	<ul style="list-style-type: none"> • Membership, attendance, frequency of meeting, inputs, decisions reached (outputs) • Attendance, quality of input, frequency of meetings, next steps planned, evaluations 	<ul style="list-style-type: none"> • Quarterly • Biannual • Annual
	<p>Audience: Parents, Communities, Civil Society Organisations (CSOs) and Education Stakeholders</p> <p>Key Messages:</p> <ul style="list-style-type: none"> • Opportunities to participate in educational dialogue, encourage ownership, strengthen relationship between school and communities, share traditional and cultural skills • Inclusion of all stakeholders in the participation in the education sector <p>Communication Needs:</p> <ul style="list-style-type: none"> • Dependent on activity, project timeline, delivery of the programme and strategic points in the programme 	<ul style="list-style-type: none"> • Project Management Team • Talanoa/Tok Stori reflections at community levels • National and regional education conferences that involved parents and other education stakeholders • National Fono of the IAs that includes parents, churches, communities, NGOs, stakeholders • CSO Fono • Publications through newspapers, blog, social media 	<ul style="list-style-type: none"> • Parents/ guardians • Surrounding school communities • Churches and private educational authorities • Industries and employers • Wider education stakeholders and relevant NGOs • Local and international CSOs • Development partners and donors in-country 	<ul style="list-style-type: none"> • Membership, attendance, frequency of meetings, inputs, decisions reached (outputs) • Attendance, quality of input, frequency of meetings, next steps planned, evaluations 	<ul style="list-style-type: none"> • Quarterly • Biannual • Annual
	<p>Audience: PacREF Steering Committee</p> <p>Key Messages:</p> <ul style="list-style-type: none"> • Opportunities to participate in setting the direction for the PacREF, guidance and advocate • Ownership of the PacREF programme, ensure country-led <p>Communication Needs:</p> <ul style="list-style-type: none"> • Dependent on activity, project timeline, delivery of the programme and strategic points in the programme 	<ul style="list-style-type: none"> • Reporting from the Regional IA Fono • Monitoring and tracking of the PacREF progress 	<ul style="list-style-type: none"> • SC PacREF members • Development Partners 	<ul style="list-style-type: none"> • Membership, attendance, frequency of meeting, inputs, decisions reached (outputs) • Attendance, quality of input, frequency of meetings, next steps planned, evaluations 	<ul style="list-style-type: none"> • Quarterly • Biannual • Annual
	<p>Donors</p> <p>Key Messages:</p> <ul style="list-style-type: none"> • Return on investment, clarity from government on policy priorities to inform assistance • Funding and support coordination at post 	<ul style="list-style-type: none"> • Reporting from the implementing agency • Reporting from national and regional implementing agency, Fono 	<ul style="list-style-type: none"> • Development partners at post and overseas 	<ul style="list-style-type: none"> • Frequency of meetings, inputs, decisions reached • Inclusion of donors from post at national level activities 	<ul style="list-style-type: none"> • Quarterly • Biannual • Annual
	<p>Audience: Pacific Heads of Education Systems (PHES) and the Forum Education Ministers Meeting (FEEdMM)</p> <p>Key Messages:</p> <ul style="list-style-type: none"> • Set policy directions for the PacREF implementing agency • Ownership of the PacREF programme <p>Communication Needs:</p> <ul style="list-style-type: none"> • Dependent on PacREF timeframe, medium-term and end of each implementation phase 	<p>Reporting from the regional implementing agency, Fono</p> <p>Monitoring and tracking of the progress of PacREF</p>	<p>CEOs of education systems, ministers of education of the PacREF countries</p>	<p>Membership, attendance, frequency of meetings, inputs, decisions reached (outputs)</p> <p>Attendance, quality of input, frequency of meetings, next steps planned, evaluations</p>	<p>Outcome statements per meeting</p>

C. The Methodology

i. Development of the implementation rolling plan

Recommendations put forward in the Appraisal Report were fully considered in the theory of change design of the IRP 2. EQAP presented a detailed presentation on the new design and proposed set of processes to address the recommendations detailed in the appraisal report which it mirrors the FEdMM vision in the PacREF Framework.

To guide formulation of the theory of change, the rolling plan developed during the 2019 Niue meeting as well as the initial partnership table and countries prioritisation list were approved.

The transition entailed collapsing the partnership arrangement and rearranging activities under the four policy areas resulting in the new master list of activities.



Initial Theme (IRP V1)	Policy Area (IRP V2)	Initial Theme (IRP V1)	Policy Area (IRP V2)
Early Childhood Education 16 Act	LP 5 Act OW 3 Act QR 5 Act TP 3 Act	Early Childhood Education 4 Act Curriculum Reform 1 Act Education Management 1 Act Learning Outcomes 1 Act Student Progression 5 Act Teacher Competency and Standards 1 Act TVET 5 Act New Requests 2 Act	Learning Pathways (LP) 20 Act
Curriculum Reform 10 Act	LP 1 Act OW 9 Act	Early Childhood Education 3 Act Learning Outcomes 5 Act Student Progression 7 Act TVET 3 Act New Requests 5 Act	
Education Management 6 Act	LP 1 Act TP 5 Act	Early Childhood Education 5 Act Curriculum Reform 9 Act Teacher Competency and Standards 1 Act New Requests 2 Act	Student Outcomes and Wellbeing (OW) 23 Act
Learning Outcomes 6 Act	OW 5 Act TP 1 Act	Early Childhood Education 3 Act Education Management 5 Act Learning Outcomes 1 Act Student Progression 1 Act Teacher Competency and Standards 12 Act New Requests 3 Act	Quality and Relevance (QR) 17 Act
Student Progression 13 Act	LP 5 Act OW 7 Act TP 1 Act	Early Childhood Education 3 Act Education Management 5 Act Learning Outcomes 1 Act Student Progression 1 Act Teacher Competency and Standards 12 Act New Requests 3 Act	
Teacher Competencies and Standards 14 Act	LP 1 Act QR 1 Act TP 12 Act	Early Childhood Education 3 Act Education Management 5 Act Learning Outcomes 1 Act Student Progression 1 Act Teacher Competency and Standards 12 Act New Requests 3 Act	Teacher Professionalism (TP) 25 Act
TVET 8 Act	LP 5 Act OW 3 Act	Early Childhood Education 3 Act Education Management 5 Act Learning Outcomes 1 Act Student Progression 1 Act Teacher Competency and Standards 12 Act New Requests 3 Act	
New Requests 12 Act	LP 2 Act OW 5 Act QR 2 Act TP 3 Act		

ii. PacREF year 1 implementation

The list of activities and related progress made in 2019 are outlined below. Considering the varying degrees of complexities, most of the activities concentrated on setting the right foundations first for delivery over the next three years. These are marked → as ongoing in the table.

PacREF activities that started in 2019

Policy Area	Activity	Agency	Progress
Learning pathways 3.1.5 →	Provide technical support to countries to develop ECE curriculum and implementation plans.	UNICEF	Underway. Underway in Kiribati and Papua New Guinea In planning. ToR developed in Tonga
Quality and relevance 2.3.2 →	Develop teacher practice for inclusion of non-cognitive skills in ECE, primary, secondary, and tertiary education.	UNESCO	UNESCO is carrying out this activity with funding support from the Japanese Fund in Trust and with agency funding for education for sustainable development.
Quality and relevance 3.1.2 →	Provide technical support for local development of storybooks.	UNICEF	Underway. Underway in Kiribati To be revised. PNG have indicated other initial priorities, with the potential for it to be reallocated to another country.
Teaching profession 1.1.1	Provide technical assistance to work with USP and SPC-EQAP through the normative function of UNESCO on teacher professional standards.	UNESCO	The sub regional workshop organized by EQAP on Teacher Competency Standards Workshop was held on 25-29 November, 2019 UNESCO in collaboration with Institute of Education of USP in Tonga carried out a study on "Excellence in teaching: A review of professional standards for teachers in the Pacific SIDS". The study was published in October 2020. The publication expatiates understanding of what excellence in teaching means across the region and how teacher professionalism is defined in Pacific island country codes of standards. It provides the opportunities to communicate what good teachers do, what is expected of them; and the entry requirements to support recruitment; training and continuous professional development of teachers and school leaders.
Quality and relevance 3.1.5 →	Provide technical assistance to countries based on evidence from research studies, particularly in relation to school leadership and curriculum; and assist with the design of new interventions based on data and lessons learned from classroom- and school-based research, including from LEAP and PLSLP activities.	USP-IOE	Learning from PLSLP (book, conferences) and LEAP shared with Tonga Education Support Activity (commenced July 2019). LEAP was extended to June 2020 to embed learnings into the national education system.
Teaching Profession 1.1.2a →	Hold a regional workshop to review, renew and, where necessary, revise regional teacher competencies in alignment with education stakeholders across the region.	SPC-EQAP	25-29 November 2019, sub-regional workshop facilitated by ACER Progress has been made in Samoa, Fiji, Vanuatu, Kiribati, Palau and Tonga. USP SoE was represented at the workshop.

Policy Area	Activity	Agency	Progress																												
Teaching profession 1.1.3	Hold the Regional Symposium on a Teacher Competency Framework specifically for ECE across the region to complement the work of SPC-EQAP and UNICEF on teacher competencies.	USP-SoE	The symposium was held in collaboration with Monash University 23–25 October 2019 at Tanoa International, Nadi.																												
Teaching profession 2.1.3 ➔	Collaborate with national teacher education institutions to design “fit-for-purpose” programmes for the training of untrained teachers; and continue to assist with the training of untrained teachers in countries without teacher education institutions.	USP-SoE	Niue – 8 have graduated with a Certificate in Primary Teaching Cook Islands – 13 are being trained for a Certificate in Primary Teaching Solomon Islands: Gizo: 95 teachers are being trained Choisel: 70 teachers are being trained Tuvalu: 85 are trained Teachers will graduate before the end of 2020																												
Teaching profession 2.3.2 ➔	Develop and deliver internationally recognised training and assessment courses to enhance teaching standards, practice and evaluation.	APTC	20 trainers from USP and APTC and 19 from Kiribati Institute of Technology enrolled in the Certificate IV in Training and Assessment for Semester 2 2019. The breakdown by citizenship and gender is presented below. <table border="1" data-bbox="869 1048 1420 1265"> <thead> <tr> <th></th> <th>Kiri</th> <th>PNG</th> <th>Fiji</th> <th>Van</th> <th>Sam</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>12</td> <td>2</td> <td>8</td> <td>1</td> <td>-</td> <td>23</td> </tr> <tr> <td>Male</td> <td>7</td> <td>2</td> <td>5</td> <td>1</td> <td>1</td> <td>16</td> </tr> <tr> <td>Total</td> <td>19</td> <td>4</td> <td>13</td> <td>2</td> <td>1</td> <td>39</td> </tr> </tbody> </table>		Kiri	PNG	Fiji	Van	Sam	Total	Female	12	2	8	1	-	23	Male	7	2	5	1	1	16	Total	19	4	13	2	1	39
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Learning pathways 4.2.3 ➔	In conjunction with countries, research the underlying factors contributing to the cohort survival rates, drop-out rates and re-entry rates in specific countries or contexts.	SPC-EQAP	21–25 October 2019: EQAP and UNESCO Institute for Statistics provided a sub-regional workshop in Noumea on harmonising census and education data. Some areas of focus include accurate collection and reporting of EMIS data, and contextualising PILNA data. 22 –26 June 2020: EQAP and UNESCO Institute for Statistics provided a sub-regional workshop for the Northern Pacific February through September 2020: one-to-one support for countries (missions in early 2020, virtually in latter part of the year) to support education data management to support research and reporting																												
Student outcomes and wellbeing 2.1.4 ➔	Support national EMIS systems to collect and report up-to-date and reliable cohort survival rates, drop-out and subsequent re-entry rates.	UNESCO	Planning for a sub-regional workshop in Port Vila. The Melanesia data workshop took place in Port Vila, Vanuatu. Countries that participated in the training were Fiji, Kiribati, New Caledonia, Papua New Guinea, Solomon Islands and the host country, Vanuatu.																												
Student outcomes and wellbeing 2.1.5 ➔	Conduct a country-based targeted investigation into the use of data for decision-making in education with a focus on learners’ needs.	UNESCO	UNESCO convened and facilitated a workshop based on country expressions of interest in Nadi in February 2019. Vanuatu hosted a similar workshop for Melanesian countries (Papua New Guinea, Solomon Islands, Fiji and Vanuatu)																												

Policy Area	Activity	Agency	Progress
Learning pathways 4.2.1 ➔	Conduct employment pathways surveys to understand post-school/training progression of learners.	APTC	Plans at an advanced stage to undertake TVET perceptions research across the Pacific. Potential research institute identified and discussions underway on scope and coverage of survey.
Student outcomes and wellbeing 2.1.1 ➔	Offer technical support to the development/revision of a Child Protection in Schools Policy.	UNICEF	Underway. Fiji: Inputs have been provided by UNICEF to MEHA on their policy revision. Kiribati: Policy and annexes completed at the end of 2019. In planning. Nauru
Learning pathways 1.1.1 ➔	Develop a Pacific ECE System Review and Planning Tool in line with Pacific ECE Quality Guidelines and contextualisation for use in PICs.	UNICEF	Underway. Underway in Kiribati. Policy review is also underway in Papua New Guinea. Not yet started. In discussion in Fiji/FSM.
Student outcomes and wellbeing 1.1.1 ➔	Analyse the link between ECE participation and quality with later PILNA outcomes.	UNICEF	Kiribati, FSM and (Solomon Islands is underway)
		EQAP	Link has been established through correlation of ECE participation and PILNA results. Field trial of PILNA questionnaires for 2021 includes ECE access and participation items at student and school levels Multi-level modeling analysis of PILNA 2018 data underway to further explore relationships of factors in and among schools
Quality and relevance 4.1.2 ➔	Conduct an evaluation/research of ECE programme impact and key components of quality to define cost-effective and scalable solutions.	UNICEF	Solomon Is. – Pre-primary year evaluation underway
		EQAP	Partnership in this activity is underway with ACER.
Quality and relevance 4.1.3 ➔	Provide technical support to develop national ECE quality standards.	UNICEF	Underway. Vanuatu (national synthesis and training), Kiribati (complete – support to implementation)
Quality and relevance 4.2.1 ➔	Provide technical support to embed and implement ECE quality standards through existing systems.	UNICEF	Underway. Underway in Kiribati and Vanuatu Kiribati experienced delays due to the lack of availability of an implementing partner
Teaching profession 1.3.4 ➔	Provide ECE In-service Teacher Training.	UNICEF	Underway: Solomon Islands and Papua New Guinea
Learning pathways 1.3.1 ➔	Facilitate policy development in TVET with a focus on strengthening education/training/industry.	APTC	APTC has engaged in several reviews of Government of Australia, Department of Foreign Affairs and Trade (DFAT) bilateral skills for development programmes in Solomon Islands and Kiribati. A pre-scoping mission has also been completed in Papua New Guinea and Tonga. A key driver is to ensure greater efficiency and collaboration between DFAT's bilateral and regional investments and delivery of skills for development assistance in support of government policy and priorities.

Policy Area	Activity	Agency	Progress
Student outcomes and wellbeing 2.2.2	Provide support for the country-level Skills Summit, a multi-stakeholder [governments; industry; academia; private sector; civil society] dialogue and engagement on skills development, and design systems to inform policy and improve the quality of TVET services (the first of which occurred in 2019).	APTC	The inaugural Pacific Skills Summit was held 25–26 June 2019 and featured diverse speakers (over 30 futurists, development agency representatives, practitioners, trainers, private sector and government officials) from 12 countries across the Pacific and beyond. Over 400 registered attendees were present at the summit, including invited guests, diplomatic representatives, representatives of governments and the private sector, education and training institutions, and members of the public. The Pacific Skills Portal was launched as a side event at the 50th Pacific Islands Forum Leaders Meeting in Tuvalu on Wednesday 14 August. A discussion paper was submitted to the Senior Officials' meeting of the Pacific Islands Forum, outlining the key messages and actionable recommendations from the Pacific Skills Summit [SIS Officials and Forum Officials Committee] and a final report is pending.
Student outcomes and wellbeing 1.5.1	Ensure PILNA 2018 results reporting and dissemination with country follow-up.	EQAP	Completed. Follow-up with countries.
Student outcomes and wellbeing 1.5.2 ➔	Ensure PILNA 2021 development and field trials.	EQAP	Began in December 2019 with new items developed to reach lower end of the scale Block design implemented for field trial Field trial underway in 13 countries with results coding and data capture to occur in November On track for 2021 main study administration to occur in September 2021
Teaching profession 2.1.2 ➔	Provide language, literacy and numeracy support for TVET teachers engaged with different student learning styles, and target student academic and pastoral support to ensure that all students are able to benefit from participation.	APTC	In semester 1 (January–June 2019), APTC graduated 113 graduates in the innovative Australian International Skills Training (IST). With this qualification, these Pacific Island graduates will be able to adapt teaching materials with confidence and to learn techniques to meet learner needs and contribute towards the development of a more skilled and knowledgeable workforce. Furthermore, APTC runs a Foundational Skills Training which provides students with employability skills, including language, literacy and numeracy. During the same period (January–June 2019), a total of 26 students graduated: 18 (Solomon Islands) and 8 (Tuvalu).
Teaching profession 3.1.3 ➔	Hold a regional workshop to review, renew and, where necessary, revise regional school leadership standards in alignment with educational stakeholders across the region.	EQAP	Sub-regional workshops in school leadership have been convened in 2018, 2019 and virtually September 28–Oct 2 in 2020. Samoa, Fiji, Tonga, Tuvalu, Kiribati, Solomon Islands and Vanuatu participated two years each. These workshops will feed into the regional effort when it is convened.
Teaching profession 3.1.2 ➔	Develop, implement and ensure accreditation of regionally recognised qualifications for school leaders in line with the agreed regional quality assurance framework.	EQAP	Stage 1 progress on track

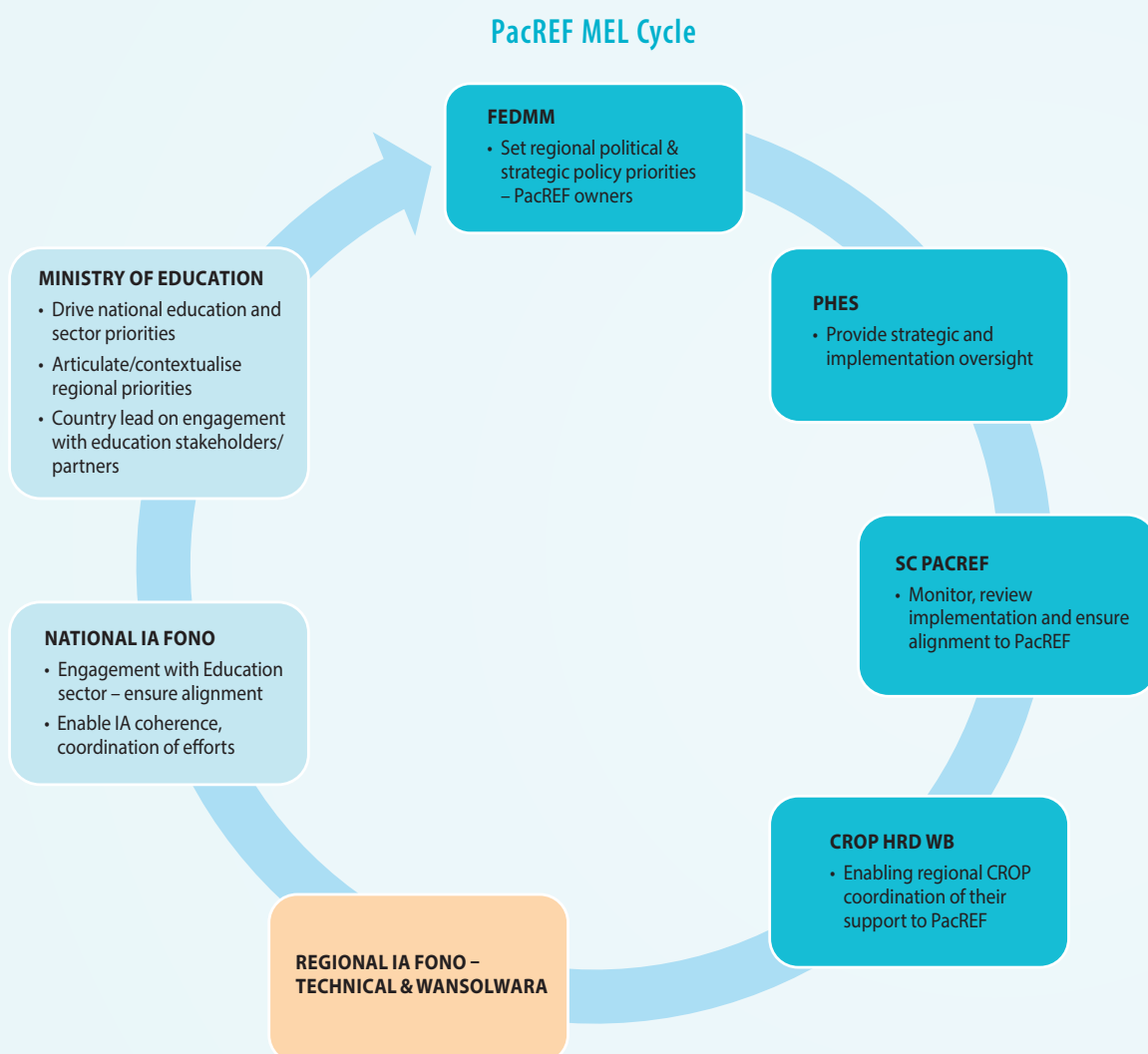
Policy Area	Activity	Agency	Progress
Teaching profession 3.1.1 ➔	Conduct in-country work with relevant stakeholders to contextualise school leadership evaluation tools, train school leaders and supervisors in data collection, analysis and reporting and support relevant stakeholders in the use of the data collected to inform decision-making and planning.	EQAP	Individual country work has been carried out with countries listed (TP 3.1.3) in the months between sub-regional workshops, with teams sharing experiences when meeting together to learn from one another.
Teaching profession 3.1.2 ➔	Contextualise the Graduate Certificate in School Leadership (GCSL) and seek accreditation for the GCSL from regional and international agencies. (Accreditation of regionally recognised qualifications for school leaders against an agreed regional quality assurance framework.)	USP-IOE	Solomon Islands: A pilot cohort completed with 1086 students graduated 2018/2019 out of 1400 students (retention rate 75%). External review of the GCSL held in May 2019. Revisions in progress. Republic of the Marshall Islands: Cohort No1 completed Republic of the Marshall Islands: Cohort No 2 in progress Federated States of Micronesia: Cohort No 1 in progress. IOE preparing for FSM Chuuk delivery.
Teaching profession 3.2.3	Ensure the delivery of leadership and management programmes through select partner TVET providers.	APTC	57 students graduated in Semester 1 with a Certificate IV in Leadership and Management.
Teaching profession 3.2.1 ➔	Pacific Education Policy and Planning Facility: Deliver Professional Certificate in Education Policy and Planning; Capacity-building in Education Sector Planning and Appraisal	USP-IOE	USP approved revisions to the Professional Certificate in Education Policy and Planning (PCEPP), as result of an external review conducted in 2017. EOI received from Solomon Islands. Preparations for delivery 2021. Partnership with UNICEF on building regional capacity in the Education Sector Appraisal in progress.
Learning pathways 4.1.1 ➔	Develop student management systems that can track and record students progress from the application stage through graduation and beyond.	APTC	APTC is contributing to the review of the Fiji Higher Education Commission (FHEC) design and development of an annual monitoring system.
Learning pathways 4.2.4 ➔	Develop a regionally relevant and sustainable intervention bridging programme for children and students (Years 10–12) who are out of school to allow them to access and complete a full course of education opportunities	USP Pacific TAFE	Initial groundwork covered to date includes the following: <ul style="list-style-type: none"> • A programme development team has been formed. • A draft of Programme Outcomes that addresses related needs articulated in the Outcomes Report of Regional Skills Summit 2019 has been prepared for further discussion and refinement. • A programme of 5 compulsory bridging literacy, numeracy and basic IT skills courses plus one optional course from either Arts, Business or Science is being looked into. In all a total of 8 courses will be created. Contextualising to GPE countries has been discussed and is to be addressed throughout course content.

iii. PacREF governance – The implementing agency, Fono

The main governance structure for the IRP is the [IAs Fono](#). The implementing agency, Fono, is the gathering of the PacREF implementing agencies to reflect on, critique, rethink and plan the various activities and processes that are being utilised to deliver and report on the PacREF. Fono is situated within the wider governance structure of the PacREF. It will have dual location and function at regional and national levels. Fono is also to provide a venue for critical dialogue on the state of regional cooperation and propose tangible actions to further strengthen regional cooperation and coherent national action.

Recognising the range of development partners engaged in the education sector at the national level, the implementing agency, Fono, would proactively facilitate interaction with development partners, primarily to promote the Wansolwara platform and enable partnered arrangements to advocate and cement the good practice principles and key drivers of the PacREF. This can be actioned either between the implementing agency, Fono, and development partner(s), or among individual implementing agency, Fono, members and respective development partners.

The approach and practice taken to review and finalise the current iteration of the IRP 2020–2022 by the implementing agency, Fono, is a solid example of how future interaction among/between Fono and respective development partners [e.g. the Asian Development Bank/Government of New Zealand, Ministry of Foreign Affairs (MFAT) and Global Partnership for Education (GPE)] could best be managed.



PacREF ToC Design Workshops							
1 st Workshop General ToC	2 nd Workshop TP ToC	3 rd Workshop QR ToC	4 th Workshop OW ToC	5 th Workshop LP ToC	Final review	Decision log	Master list of activities
17-18/03/2020	24-26/04/2020	31/03-02/04/2020	15-17/04/2020	22-24/04/2020	29/04/2020		
General ToC Trello	TP ToC Trello	QR ToC Trello	OW ToC Trello	LP ToC Trello			
	03 EQAP PacREF planning Programme	02c EQAP PacREF planning Programme 02_04_2020 02c EQAP PacREF planner	03 EQAP PacREF planning Programme	01 EQAP PacREF planning Programme	02 PacREF documents finalisation	03 PacREF Decision Log 21/04/2020	02_04_2020 Prioritising country re
01 NMA 19-03-20_PacREF							20_04_2020 Roll Plan act and new req 20_04_2020 Roll Plan act and new req

iv. PacREF design workshop

The design workshop coordinated by PFU and facilitated through EQAP proceeded with the design as outlined when establishing the theory of change. It covered important aspects through alignment with the strategic plan and context and theory of change design using the TOC template.

The [Trello platform](#) was utilised for submissions of updated work from implementing agencies as work progressed within each of the four policy areas.

The workshop maintained a three-day programme for each policy area based on an agreed agenda.

- [Teaching Profession](#): March 24–26, 2020
- [Quality and Relevance](#): March 31–April 2, 2020
- [Student Outcomes and Wellbeing](#): April 15–17, 2020
- [Learning Pathways](#): April 22–24, 2020

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