Education Sector Program Implementation Grant
Pacific Regional Education Framework (PacREF)
First Annual Progress Report (2021-2022)

December 2022

OVERVIEW

Countries:	Pacific Regional: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Republic of the Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu
Name of project this education sector plan implementation grant is contributing to:	**Pacific Regional Education Framework**
Grant ID (if applicable):	Not Applicable
Grant agent:	Asian Development Bank (ADB)
Grant effectiveness/start date:	9/15/2021
Grant amount:	US$14,997,510
Time frame examined in this report (from month, day, year to month, day, year):	9/15/2021 to 12/10/2022
Date of report submission:	12/15/2022

PURPOSE OF THIS REPORT

This education sector plan implementation grant annual progress report **provides an assessment of the performance progress and achievements of the implementation grant** over its first year of implementation (2021-2022) with the objective of informing GPE of the continued efforts of the grant recipients to ensure that its intended aims are fulfilled.   **Lessons are shared** with the same intention and to improve grant activities, priorities, and outcomes.   And finally, the Progress Report is intended to help ensure **accountability** and **transparency** of the grant and its commitments.

While every effort has been made to ensure that this report responds to GPE's information requirements, the report's structure does not fully reflect the ESIPG grant reporting template. It has been modified to improve its appropriateness for reporting on a regional-based program.

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ACRONYMS

ACER	Australian Council for Educational Research
ADB	Asian Development Bank
APTC	Australia Pacific Training Coalition
CPEM	Conference of Pacific Education Ministers
CROP	Council of Regional Organizations in the Pacific
CSO	Civil Society Organization
DFAT	Department of Foreign Affairs and Trade (Government of Australia)
DP	Development Partner
ECE	Early Childhood Education
EMIS	Education Management Information System
EQAP	Education Quality and Assessment Program
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
FEdMM	Forum Education Ministers Meeting (Re-branded to CPEM)
GCSL	Graduate Certificate in School Leadership
GPE	Global Partnership for Education
HLI	High Level Indicators
HRD WG	Human Resource Development Working Group (of the CROP)
IAs	Implementing agencies
IIEP	International Institute for Education Planning
IoE	Institute of Education (at the USP)
JOM	Joint Oversight Mission
MEL	Monitoring Evaluation and Learning
MFAT	Ministry of Foreign Affairs and Trade (Government of New Zealand)
MTR	Mid-Term Review
PacREF	Pacific Regional Education Framework (2018-2030)
PCEPP	Professional Certificate in Education Policy and Planning
PFU	PacREF Program Facilitating Unit
PHES	Pacific Heads of Education Systems
PICs	Pacific Island Countries
PIFS	Pacific Islands Forum Secretariat
PILNA	Pacific Islands Literacy and Numeracy Assessment
PTAFE	Pacific Technical and Further Education
RLEG	Regional Local Education Group

RGs	Regional Goods
SC	(PacREF) Steering Committee
SPACE	School of Pacific Arts, Communication and Education (at USP)
SPC	(Secretariat of) The Pacific Community
SoE	School of Education (at the USP – now USP SPACE Discipline of Education Doe)
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USP	University of the South Pacific

STATEMENT OF OVERALL PROGRESS THIS REPORTING PERIOD

The November 2022 Phase 1 Mid-Term Review (MTR) reported that **consistent feedback from stakeholders was very positive about the progress of the Pacific Regional Education Framework (PacREF)**, despite the setbacks caused by the coronavirus disease (COVID-19) impacts on Pacific Education Systems, and that there is optimism that future gains would be made. The report acknowledged that although there are still many challenges to face **stakeholders believe the Program has already made recognizable achievements and is "performing perhaps better than expected."**

THE PacREF PROGRAM

The PacREF is the Pacific education minister's policy aimed at benefiting 15 Pacific Island countries (PICs) through a program of activity to develop Regional Goods (RGs) consisting of tools, mechanisms, and standards, to support their education system's work and to meet their national and global education goals and commitments. The PacREF Program is scheduled as a 12-year schedule of activities, to be completed in three phases, that are designed to meet this objective.

The Program also aims to build the capacity of regional education agencies including the Educational Quality and Assessment Program of the Pacific Community (SPC-EQAP) and University of South Pacific's (USP) USP Institute of Education (IoE) and its School of Pacific Arts, Communication and Education (SPACE-Education), and to promote country-to-country cooperation. Phase 1 was developed by the 15 participating Pacific countries supported by its five implementing Agencies (IAs), the Australia Pacific Training Coalition (APTC), SPC-EQAP, UNESCO, UNICEF, and USP (IoE, SPACE-Education, and the Pacific Technical and Further Education (PTAFE) and was endorsed by Forum Education Ministers Meeting (FEdMM), now the Conference of Pacific Education Ministers (CPEM),[1] in 2018, with its oversight delegated to the Pacific Heads of Education Systems (PHES).

The Phase 1 Program began prior to the GPE awarding the Education Sector Plan Implementation Grant (ESPIG); however, Phase 1's closure will be aligned with the closure of the grant.

Phase 1 consists of:
- Sixty-five (65) activities that will contribute to the development, testing, and the in-country contextualization of 15 RGs in four policy areas: (i) Quality and Relevance; (ii) Learning Pathways; (iii) Student Outcomes and Wellbeing; and the (iv) Teaching Profession.
- IA-led support services to ensure that the 15 RGs are successfully contextualized to and embedded in those Pacific education systems that request them.

Phase 1 is directly funded by an ESPIG of USD 14,997,510, a grant from the New Zealand Ministry of Foreign Affairs (MFAT) of NZD 4,167,600, and by each of the IAs, who are collectively contributing the equivalent of roughly USD 2,000,000 from their core and/or donor financed resources. In addition, the Australian Department of Foreign Affairs and Trade (DFAT) supports PacREF through its funding contributions to SPC-EQAP, USP and APTC. The Asian Development Bank (ADB) have provided USD 250,000 to help facilitate PacREF operations and oversight. ADB is the ESPIG Grant Agent and MFAT its Coordinating Agency.

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[1] The rebranding of the ministerial forum from the Forum Education Ministers Meeting (FEdMM) to the Conference of Pacific Education Ministers (CPEM) reflects the transition of the hosting of the meeting from the Pacific Islands Forum Secretariat (PIFS) to the University of the South Pacific (USP) where the PacREF is now hosted. It also reflects the opening of the forum membership to include civil society organizations (CSOs) as key stakeholders in education development in the Pacific, noting the new CPEM will take place in Auckland, New Zealand, 20–22 March 2023 under the theme: *"Empowering Education for Pacific People"*.

MONITORING, EVALUATION AND LEARNING, AND PROGRAM REPORTING

Program-wide implementation monitoring occurs twice yearly, in June and December. Monitoring reports are prepared by EQAP and the PFU and released by the PFU in July and January. An Annual Implementation Brief is also released by the PFU in January. A Development Partners' (DPs) Joint Oversight Mission (JOM) was conducted in March. A second JOM is scheduled for mid-2023 as the next CPEM will held in March 2023. Field work for the Mid-Term Review of the Phase 1 was completed in November 2022 and a draft report will be presented to the PHES at their January 2023 meeting. The final MTR report will be presented at CPEM in March 2023. All draft reports are reviewed by the PacREF Steering Committee (SC) prior to being finalized. All published PacREF Reports can then be found on the Program Facilitating Unit's (PFU) website.

Twice yearly face-to-face all country workshops are scheduled to be held to promote learning from PacREF experiences. The first, delayed because of COVID-19, was held in early November 2022. A report will be prepared by EQAP and shared with all stakeholders.

The data and information in this report was drawn from the following sources: the most recent Monitoring Evaluation and Learning (MEL) Reports, the JOM report, an early draft of the MTR report, expenditure data from the IAs, and financing information and fund flow data from the ADB.

IMPLEMENTATION PROGRESS

Overall progress this reporting period:	Satisfactory
Level of Overall Program Progress:	Satisfactory
Component Level Progress Ratings:	

- Quality and Relevance: Satisfactory
- Learning Pathways   Satisfactory
- Student Outcomes and Wellbeing   Satisfactory
- Teaching Profession   Satisfactory

The assessments of 'satisfactory' progress listed above reflect the findings of the 2021 AIR, the 2022 JOM and the Statement of Overall Progress, from the recently completed MTR (see above). Challenges faced because of COVID-19, and of other factors were also considered.

Major outputs: All 15 Regional Goods (listed in Table 2 and in Annex 1) are on schedule to be delivered within Phase 1 of the Program.

IMPLEMENTATION CHALLENGES

Over the course of the last year **several factors** have contributed to making it difficult to achieve Program expectations and objectives.

The most critical challenge faced has been the impact of COVID-19 on activity across the Pacific. The closing of national borders and of school systems, and other health, safety and travel related constraints have created unavoidable delays in not only PacREF implementation, but in many other national, IA and DP projects. Aside from partially derailing the PacREF schedule, the combined effects of these 'disturbances' on ministry capacity and on IA personnel are still being felt and adjusted to.

While progress on implementing PacREF activities (i.e., progressing the development of the RGs) has been relatively steady despite COVID-19, there have been delays. There are several reasons for this. In some cases, IAs have been varied about planning with countries, some able to plan early and adapt as time passed, while others had to resort to ad hoc planning. In some cases, ministry line departments were distracted or lacked awareness, or had competing priorities, lacked technical capacity, or did not have adequate funds at hand to meet the cost of their participation.   Efforts are now being made across the Program to make up for time to COVID-19 while trying to avoid causing frustration at the country level as ministries which programs should be allocated their limited personnel resources.

In addition to COVID-19 and the other causes of Program disruption noted above, there are **challenges in the finalization of the legal agreement between ADB and UNICEF and in fund flow administration**. The agreements between ADB and USP, SPC and UNESCO respectively were concluded in the second half of 2021. However, a lengthy negotiation is still ongoing between ADB and UNICEF regarding an anti-corruption clause. This topic is affecting many agreements between the two organizations and is being handled by the appropriate legal departments at the corporate level. While awaiting the conclusion of this process, UNICEF is funding PacREF activities with alternative resources and are preparing procurement packages and activities to be started immediately after the signing of the agreement and the release of funds from ADB.

Over the reporting period, various efforts have been made to align ADB's processes in procurement and accounting requirements with those of USP, SPC and UNESCO while still ensuring compliance with internal processes in ADB. As expected, given the differences the organizations' terms and conditions in their processes with regards to templates, forms, and formats, this has entailed numerous exchanges and approaches on how to simplify processes for all. This has caused delays in liquidation and disbursement of funds. Over the upcoming reporting period it will be critical to conclude the agreement between UNICEF and ADB and further simplify and find solutions acceptable to all parties to ensure timely funding to all implementing agencies.

MAJOR ACCOMPLISHMENTS IN THE REPORTING PERIOD

The PacREF Program is operating as well as could be expected given the complexity and challenges in its operating environment, and it has provided an efficient model and processes for the development and delivery of RGs in each of its four targeted policy areas:

The information below is also contained in **Annex 4**.

Quality and Relevance**:** The QR policy area's intended impact is that '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'.

To date, the Program has made progress on identifying regional non-cognitive skills relevant to Pacific learners. UNESCO was able to work with countries in identifying existing non-cognitive skills in the curriculum and determine which skills should be included in a regional approach. PacREF also made progress on creating learner-centered curriculum in Early Childhood Education (ECE). UNICEF completed the ECE Status Report and reviewed and designed the scope for the ECE curriculum and quality standards framework. UNICEF has begun working with the Ministries of Education in Solomon Islands and Kiribati on identifying ECE quality standards. UNICEF is working with the Kiribati Ministry of Education in piloting eight ECE storybooks written in the local language.

Learning Pathways: The LP policy area's intended impact is that 'all learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential'.

To date, PacREF has created a mechanism for consultative decision making and policy dialogue on inclusive learning. UNICEF completed the Pacific Education Review on Inclusive Education and established the Regional Inclusive Education Taskforce on Inclusive Education. This body was endorsed by the Pacific Heads of Education Systems (PHES) to the Forum Education Ministers' Meeting (FEdMM) where membership was elevated to Ministerial level. PacREF also made progress on creating nationally contextualized regional review and planning tools for ECE. They supported Tonga, Fiji, and Tuvalu to complete an ECE Situation Analysis. PacREF provided technical support to the development of national Inclusive Education policies in Vanuatu and Tonga. EQAP collected education management information system (EMIS) questionnaires from all 15 participating countries which now resulted in data being made available for use in the development of student management systems in countries. And, the Program has continued to strengthen national education policies and sector strategies on multiple learning pathways. In this regard, the Pacific Skills Portal continues to offer an opportunity for national stakeholders to develop and/or strengthen Technical and Vocational Education and Training (TVET) policies.

Student Outcomes and Wellbeing: The OW policy area's intended impact is for 'all learners to acquire the knowledge, skills, values, and attributes to enable them to contribute to their families, communities and to nation building'.

To date, PacREF has made progress on contributing to learners demonstrating progressive shifts in literacy and numeracy skills. EQAP has supported countries to complete the Pacific Islands Literacy and Numeracy Assessment (PILNA) in 2021 with the Regional Report launched in September 2022. Country reports were sent to all participating countries except for Tuvalu which was being withheld due to COVID-19. A PILNA Main Study was completed by EQAP for all 15 participating countries and results shared at a webinar celebrating World Teachers' Day in October 2022. PacREF is also working to support the development of a lower secondary assessment tool, including a desk review and completion of the first round of consultations with countries. This activity should be completed in 2023. PacREF has also made progress on the use of learner centered early interventions to mitigate risks to student achievement. Research is currently underway showing the linkages between early childhood education enrolment and PILNA outcomes. PacREF support for teacher training is underway. The Waka Learning Hub is currently being established and has completed concept note, needs analysis, literacy and numeracy training materials, etc., and has begun contextualizing materials for Tonga. USP IT is currently working on establishing the Hub and the literacy and numeracy materials will be accessed through the Hub. PacREF has made progress in supporting equitable improvements in student participation and success at all levels of education. The Ministries of Education in Solomon Islands, Samoa, and Kiribati are currently updating their EMIS, particularly in updating cohort survival, dropout, re-entry, as well as children with disabilities data. Requests for country support were received from Papua New Guinea, Samoa, Tonga, and Vanuatu. In addition, PacREF is supporting countries to identify and address the needs of students at risk. For example, Tuvalu and Fiji are currently revising its Child Protection Policy. PacREF has also contributed to learners and their families having information about education and career choices. In this regard, PacREF has initiated demand-drive Skills Summits to strengthen TVET in-country.

Teaching Profession: The TP policy area's intended impact is to support 'competent, qualified, and certified teachers and school leaders who are current in their professional knowledge and practice'.

To date, PacREF is supporting the review of the regional teacher competency standards with review mechanisms set in place. Writing teams have been confirmed and a draft Teacher Standards document has been circulated for the writing team's review, including the review by Australian Council for Educational Research (ACER). The revised set of standards to be quality assured by SPC Communications. PacREF has also supported teacher continuous professional development. In Fiji, there have been extensive consultations to support teacher professional development in inclusive and

early childhood education to gather information on how to strengthen pre-service teacher training in these areas. APTC has also provided foundational skills training in literacy and numeracy as upskilling required for TVET certification. In addition, over 454 TVET trainers have graduated with TVET Certificate IV in Training and Assessment. PacREF has supported the draft and contextualization of the Graduate Certificate in School Leadership (GCSL) courses for Fiji, Samoa, Republic of the Marshall Islands (RMI), Chuuck in the Federated States of Micronesia (FSM), Kiribati, Tuvalu, Niue, Nauru, Vanuatu, and Palau.

An educational authorities' policy and planning facility is being established in Solomon Islands supported by USP-IOE to train education policy and planners in the region. School leadership and evaluation tools consultations are underway in Kiribati, Tuvalu, and Samoa. Finally, PacREF continues to support education authorities to improve learning outcomes for students. UNICEF and USP-IOE have facilitated International Institute for Education Planning (IIEP) certification in education sector plan (ESP) independent appraisal for five educators. Independent appraisals for Vanuatu and Kiribati ESPs have been completed, while Solomon Islands is underway.

PROGRESS ON ACTIVITIES

Table 1 provides an overview of progress to date. The Program consists of 65 activities, clustered under the four policy areas referred to above, that support the development of 15 regional goods.

Table 2 and **Annex 1** provide a view of progress on the 15 Regional Goods.

Table 1: Progress on Activities as of June 2022

Policy Area	Yr 1 (21/22) planned activities	No. of activities in progress	Yr 2 (22/23) planned activities	No. of activities in progress	Yr 3 (23/24) planned activities	No. of activities in progress	Total number of activities	Total in progress
Quality and Relevance	7	3	7	7	1	0	15	10
Learning Pathways	11	8	2	1	1	0	14	9
Student Outcomes & Wellbeing	10	7	5	5	1	1	16	13
Teaching Profession	10	9	9	8	1	1	20	13
Total	38	30 (78.9%)	23	17 (73.9%)	4	2 (50%)	65	49 (75.4%)

Source: 1st PacREF Six monthly monitoring Report - June 30, 2022
Note: Table to be update December 30, 2022, on release of 2nd PacREF Six monthly monitoring Report.

The 16 activities that have not started were either not expected to commence during the reporting period or delayed awaiting the completion of certain foundational activities. Some activities have been delayed due to the slow return of activity related questionnaires from countries. Although there have been delays and some postponement of activities no activity scheduled in the Implementation Rolling Plan has been cancelled.

Table 2: Progress on the Regional Goods

Regional Good	Progress
RG 1 - Regionally identified and agreed definition(s) of non-cognitive skills	Started
RG 2 - Regional guideline for the review of curriculum, programs, and pedagogy to be learner centered pedagogy and inclusive	Started
RG 3 - Quality Assurance Frameworks for quality school learning environments	Progressing well
RG 4 - Regional policy guidelines for the governance, management, quality assurance, financing, and program development of ECE programs	Completed
RG 5 - Regional framework for the domains of home to school transition	Not yet started
RG 6 - Regional framework identifying learning pathways from ECE to adulthood	Not yet started
RG 7 - Pacific Skills Portal	Started
RG 8 - Regional Pacific Skills Dialogue/Summit	Started
RG 9 - Waka Learning Hub	Completed
RG 10 - Pacific Islands Literacy and Numeracy Assessment (primary)	Completed
RG 11 - Regional assessment at lower secondary (aligned to SDG4.1.1)	Started
RG 12 - Regional teacher competency standards	Progressing well
RG 13 - Regional accreditation and recognition of the Pacific's teacher education programs	Not yet started
RG 14 - Regional standards and qualifications in school leadership	Started
RG 15 - Regional framework for teachers' continuous professional development	Progressing well

Source: PFU 10/12/2022

PARTICIPATION OF THE SIX GPE ELIGIBLE COUNTRIES THAT CO-FUNDED PHASE 1 VIA THERE GPE ALLOCATIONS

A focus of the MTR was how the six GPE eligible countries, Kiribati, RMI, Samoa, Solomon Islands, Tonga, and Tuvalu, that pooled their GPE ESPIG allocations, to co-fund Phase 1 of the Program have realized, or will realize educational outcomes from their participation and see a return on their 'pooled' contribution. To better understanding their engagement, the MTR analyzed the extent to which they participated in Program activities detailed in the implementation rolling plan.

The MTR found that the six countries were receiving significant benefits from Program (in which the 'their' GPE funds are pooled with funds from DFAT, MFAT and ADB). Of the 65 Program activities, from which the 15 RGs are created, 32 (50%) are regional and accessible by all countries, should they choose to participate. If each of the six countries will participate in all the regional activities their overall participation, as a percentage of the 65 activities, will be: RMI 71%; Kiribati 72%; Solomon Islands 83%; Samoa 88%; Tuvalu 92%; and Tonga 95%.

From a value for money perspective, this report argues that the six funding countries have all leveraged a contribution from the Program well above what their individual grant would have returned for them had they not pooled their GPE funding. Importantly, the PacREF Program is giving them, along with all other participating countries, a mechanism and support for learning from each other, an opportunity to achieve economies of scale in implementation costs, and an active role in the development of a regional approach to the continuous quality improvement of educational systems in the Pacific.

A separate body of work is being undertaken by the PFU and EQAP will identify the actual engagement by all countries in Program activities and RG contextualisation. The information from that analysis will be an input into ministers' briefings at the 2023 CPEM.

LESSONS LEARNT, PROMISING PRACTICES, AND SUSTAINABILITY CONCERNS

Lessons Learnt

The MTR report noted that while Program activities had proceeded as well as could be expected considering the constraints faced, issues of **clarity, awareness, and communication** had influenced stakeholders' understanding of PacREF: stakeholders indicated that their understanding about PacREF's structure and management could be substantially improved.

Confusion about what is driving the PacREF: While it is broadly understood that PacREF supports PICs to add value to their national education systems by developing, contextualizing, and embedding in-demand RGs in their systems, there is concern within some ministries about how the activities related to developing the RGs are agreed, scheduled, and supported. Although well-understood by ministries' senior staff that participated in PacREF's design and planning, it appears that relevant information has not been widely shared within and across ministries. It is quite possible that, over time, a large amount of PacREF relevant information has fallen by the wayside as ministries responded to COVID-19, and experienced ongoing personnel changes, including changes in contact and PacREF focal points. There is also evidence that the PacREF Program is not always a standing item on ministries' senior management agenda.

Who leads PacREF: MTR evidence suggests that the PacREF governance structure is not well understood among country-based stakeholders, except for most members of the PHES. Questions were raised about the role of the USP and of the Council of Regional Organizations in the Pacific Human Resources Development Working Group (CROP HRD WG) – the group that is also the Regional Local Education Group (RLEG) – that is chaired by the USP Vice Chancellor, about the placement of the PFU within USP, and about the role of the Program's Development Partners in influencing regional education policy through their contributions to PacREF, and if there were expectations that countries would align existing and future bilateral programs with the PacREF agenda. There were also questions about the role of the IAs and the PFU in terms of their influence over the responsibilities and contributions of national education systems' senior staff.

Clarifying PacREF implementation responsibilities: There is uncertainty about who is responsible for implementing the various activities within the PacREF Program and uncertainty about the role of the IAs and countries in ensuring participation in activities. Although countries welcomed the support provided by the PFU, some were unclear as to its overall role.

Aligning national systems' education plans with the PacREF agenda: Although from its inception the PacREF recognized that each ministry had their own education sector plans, it is now evident that not enough was done at the country level at the start of the Program to ensure that senior ministry staff fully understand how and to what extent the regional education effort could enhance their systems' performance and outcomes. Nor had it been adequately emphasized during PacREF's design that to achieve their shared objectives the two programs (PacREF and the national agenda) need to be squarely aligned.

Lack of visibility among DPs: DPs noted that apart from PILNA and some ECE activities, there was, at times not a great deal of visibility of PacREF activities. DFAT and MFAT reported being invited to contribute to PacREF implementation however this was infrequent. More often they were invited to launches, feedback sessions such as for the PILNA results and attendance at EQAP and USP information meetings and for education sector coordination meetings. They also noted that this was perhaps due to

a lack of clarity as to how they could be more involved in PacREF implementation rather than an unwillingness to be involved on their part.

Each of the concerns discussed above will be addressed over the coming months. The PHES and the CPEM will determine how best to articulate and communicate to PacREF's stakeholders a comprehensive set of PacREF information that details its leadership, its country-based ownership, and governance and support structures, paying particular attention to the information needs of region's education ministries' staff.

Taking onboard these lessons, early in 2023 the PHES will provide a clear delineation of responsibilities and accountabilities within the Program, and each PHES member will individually be expected to support their ministers to develop a broad-based understating and commitment to PacREF and to developing and employing those RGs that their ministries wish to adopt/adapt for their use. As part of this process the PHES meeting is expected to:

- Consider how to ensure effective governance by providing a clearly defined leadership, advisory, and coordination structure and to recommend proposed refinements of the governance structure, the role and 2function of the IAs and the PFU.
- Agree on a means to improve cooperation and collaboration by confirming a clear delineation of responsibilities and accountabilities, shaping a means for cooperative working relationships between the main players and recommending improvements in the approach to building and maintaining those relationships, and importantly.
- Shape a more obviously demand-responsive and flexible approach to the identification, development, sharing, and in-country implementation of RGs and non-RG products of the Program.

Promising Practices

The Waka Moana Learning Hub illustrates the feasibility and value of developing a regional good for country application. In 2020, the GPE provided emergency COVID-19 financing to support countries with flexible education in the Pacific. Under this funding UNESCO created the Waka Moana Moodle Learning Management Platform, an online and offline teaching and learning platform intended to support teachers with remote education during the pandemic. The regional platform included a repository of online curriculum resources in Grade 12 English, science, and math, as well as radio lessons in math. Waka Moana was rolled out in Kiribati, Marshall Islands, Samoa, Solomon Islands, Tonga, and Tuvalu. At the country level, each country adapted curricula based on their national curricula. Each country also supported the development of teacher training on use of curricula, ICT support for teachers and IT support staff, and piloted school-based training for teachers in Marshall Islands, Solomon Islands, and Tonga. The program is considered to have been successful and notes the need to have both online and offline resources for teachers, as well as the need to continue professional development and ICT training for teachers.

PacREF, alongside financing from other development partners, continues the work of Waka Moana, reinforcing the investments of GPE and of course continuing to strengthen the resilience of education service delivery by continuing to offer teachers online access to teaching and learning. PacREF's identifies the Waka Learning Hub as a regional good. Specifically, PacREF supports using Waka Learning Hub as an opportunity to allow for remote teaching and learning, and opportunity to strengthen teaching and learning in foundational learning (literacy and numeracy).

Through PacREF, Waka Moana continues to contextualize the model at the country level. For example, in Tonga, USP is working to update the Waka Moana Learning Hub and was able to contextualize the Waka Moana by aligning with national curriculum. In addition, Tonga requested and specified specific

teacher professional development needs and therefore Waka Moana in Tonga is currently developing teacher training resources and training on literacy books and other learning materials, reading assessments, numeracy videos, teacher guides, and even providing resources for in-service teachers upskilling their education in B.Ed. programs.

Contextualizing Graduate Certificate in School Leadership (GCSL) for nine Pacific Countries: Over the COVID-19 restricted period IoE completed GCSL contextualization in nine PICs through a process that included country and regionally specific literature reviews, surveys that were completed by educational stakeholders in each country, data aggregation and analysis, refitting course materials to the needs of each country, internal & external quality of product verifications check, and final reviews by the Ministries of Education where the courses were to be delivered. On an on-demand basis the program will be extended across the region.

Redesigning professional development programs in policy and planning to ensure they are both aligned to needs across the region and are connected to improved students' outcomes. Currently, IoE are working with four courses (Education Leadership, Education Policy, Education Planning and Education Financing) to ensure their alignment to country contexts. Once re-designed and quality assured the will be available to Solomon Islands, Fiji, Tonga, Niue, RMI, Kiribati, FSM, and Cook Islands.

Significant changes in PILNA implementation   Applying lesson learned during the implementation of the 2018 PILNA, including the separation of literacy scales into reading and writing parameters and the introduction of the rotated design booklet in the 2021 administration, that was developed to target both the lower and upper ends of the ability groups, EQAP improved PLINA implementation in 2021. EQAP also reported a positive and extraordinary PILNA 2021 experience when the 2021 assessment was endorsed for completion during COVID-19 by the SC. During those unprecedented times important changes were made to adapt the program for effective implementation, including widening the assessment window, holding virtual training for national coordinators and coders, and ensuring that there were country-specific strategies to administer the assessments based on the local COVID-19 contexts and restrictions.

A sample of Country-level Successes

Federated States of Micronesia (FSM) makes ECE compulsory
PacREF Indicator: Regional policy guidelines for the development of quality ECE and tools for the governance, management, quality assurance, financing, and program development of ECE

Improved Leadership Training established in the Republic of Marshall Islands (RMI)
PacREF Indicator: Regional standards and qualification in school leadership

Continuous Professional Development in the Solomon Islands
PacREF Indicator: Regional framework for teacher continuous professional development

Maximizing Technology During Challenging Situations in Samoa
PacREF Indicator: Well-disaggregated Gross Enrolment Rates in the identified sub-sectors

Waka Learning Hub in Tonga
PacREF Indicator: The extent to which the Waka Learning Hub is increasingly influential and supportive of in-service teachers' development in respect to literacy and numeracy instruction

Ongoing Efforts to Ensure Program Sustainability

Over the course of the last year, and especially during the recent ME&L workshop, IA and country attention has turned to the question of how best to sustain the PacREF Program. Of value to this report is the recognition that a broad group of stakeholders are actively looking towards moving beyond the current focus of what is still a complex program to shaping an increasingly productive agenda for the remaining years of PacREF.

The MTR identified elements of the Program that could usefully be revisited as stakeholders progress the Program towards and through its second phase. These include, leadership and ownership, a clear delineation of responsibilities and accountabilities and the continual reinforcement of cooperative working relationships between the main players, a responsive and flexible approach to the development and implementation of RGs and securing a long-term commitment to the Program from DPs. With the objective of outlining an approach to ensuring Program sustainability and drawing on the findings and recommendations of the MTR, and on further stakeholder interviews, the SC, the PFU and the DPs will prepare position papers on each of these areas to be considered at the 2023 CPEM.

Additional actions to better ensure long-term success and sustainability that were either recommended by the MTR team or by participants in the first face-to-face PacREF ME&L, included improving communication across all areas of the programs, broadcasting success stories across the region, addressing the knowledge loss due to frequent and unpredictable staff movement, mainly within countries but also within IAs, considering a no cost extension until 30 June 2025 of the ESPIG to ensure IAs have sufficient time to ensure the development and progressive implementation of the current planned and emerging priority RGs/activities, IAs working with countries to embed PacREF into their national education systems, and continually refining how stakeholders can learn and improve the Program[2].

FINANCIAL REPORTING AND GRANT MANAGEMENT

Table 3 provides an overview of overall fund movement to date, Table 3 illustrates budget variance during this reporting period, and Table 4 shows ADB 's disbursements to date.

Table 3: Financial Reporting on the GPE ESPIG and MFAT Grants (USD)

Approved Budget to Date	1,148,536	MFAT: 2021 allocation
	2,374,383	GPE: 50% of the estimated 2022 spend
Cumulative Expenditure to Date	578,851	MFAT
	110,133	GPE
Cumulative Financial Absorption Rate/Level of Financial Absorption	50.40%	MFAT
	4.63%	GPE

Source: ADB, 10/12/22

Absorption Rate: Off Track

As mentioned in the section Implementation Progress, difficulties remain in finalizing the legal agreement between ADB and UNICEF and in securing a smooth flow of funds to USP, SPC and UNESCO although agreements between ADB and USP and those IAs were concluded in the second half of 2021. While, negotiations continue between ADB and UNICEF, UNICEF will fund its PacREF activities from alternative resources. It is anticipated that once an agreement is reached, this will significantly raise overall grant expenditure and level of absorption. Fund flows to USP, SPC and UNESCO have been slow over the

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[2] The ESPIG's closing date is 30 April 2024. The proposed new closing date would be 30 June 2025, with action from IAs until 31 December 2024, and a further six months closing period.

reporting period as efforts were made to align their accounting requirements with ADB's internal processes. Inevitably, this has caused delays in liquidation and disbursement of funds over the course of this reporting period. ADB's focus is now on concluding its agreement between UNICEF and addressing any outstanding issues with USP, SPC and UNESCO.

Table 4: Budget Variance Analysis for the Current Reporting Period (USD)

Implementing Agency	Total approved budget for the current reporting period (15/9/21 to 10/12/22)	Total expenditure for the current reporting period	Explanation of any underspend/overspend exceeding +/- 10%
USP	641,084 (MFAT) 1,029,517 (GPE, 50% of estimated 2022 spend)	162,927	Activity delays due to COVID-19. USP and SPC utilized the direct disbursements from MFAT for initial activities while finalizing legal agreements with ADB.
SPC	192,824 (MFAT) 532,318 (GPE, 50% of estimated 2022 spend)	125,730.35(MFAT) 110,132.55 (GPE)	
UNESCO	314,628 (MFAT) 812,548 (GPE, 50% of estimated 2022 spend)	290,193.97 (total expenditure and commitments)	

Source: ADB, 1/12/22

Table 5: Disbursements (USD)

Implementing Agency	First Advance				Second Advance	
	Date Disbursed	Amount Disbursed	Amount Liquidated	Balance	Date Disbursed	Amount Requested and Disbursed
USP	01/12/21	217,347(MFAT)	162,927	54,420	06/12/22	363,941(MFAT)
SPC	01/12/21 18/3/22	117,241(MFAT) 98,134 (GPE)	235,863[a]		15/12/22	67,094 (MFAT) 1,535,621 (GPE)
UNESCO	03/2/22	314,628 (MFAT)	290,194[a]		15/12/22	812,548 (GPE)

[a] These amounts are under review by ADB's Controller's Department.
Source: ADB, 14 December 2022.

GRANT MANAGEMENT

Management performance: Satisfactory/Moderately Satisfactory

ADB, in its role of the PacREF ESPIG GA is observing all its normal internal practices and in doing so is helping to ensure that GPE's ESPIG is administered in an appropriate way and that GPE's funds are managed and accounted for in a proper a manner. In maintaining its standards and those of equally committed IAs (USP, SPC, UNICEF and UNESCO) the PacREF Program has experienced a slower disbursement than either ADB or the IAs would have liked. However, this has not resulted in less-than-satisfactory Program management as the Program is achieving its objectives, although somewhat behind its original schedule, and that is partly due to delays caused by COVID-19 and other factors (see above).

REVISION TO THE GRANT

In this reporting period there has been no revision to the grant. However, within the next 12 months it is **extremely likely** that the GA will request for a no-cost extension from 30 April 2024 until 30 June 2025.

MONITORING DATA

The Phase 1 **High-Level Indicators** that are detailed in **Annex 2** are designed to provide a guide for the PHES and CPEM as they move their ministries to utilize the products of the Program.

The **Results Framework** is attached as **Annex 3.**

Global Numbers Data

No data is reported in this section against GPE indicators as the PacREF Program is not providing textbooks (purchased and distributed), is not now financing teacher training, nor is it building or rehabilitating classrooms.

Student Performance: PILNA Regional Results

The report of the 2021 PILNA assessment can be located at https://pilna.eqap.spc.int/2021/regional Although individual country reports are not available at this time and will only be available if the individual participating countries agree to the public release of their assessment data, the PacREF PFU will approach the regions' education ministers at the March 2022 CPEM to seek permission to share their PILNA data with GPE.

Despite the varied levels of disruptions caused by the COVID-19 pandemic and the occurrence of adverse weather conditions including a tsunami, cyclones and floods, evidence drawn from the PILNA indicates that the Pacific's overall progress continues to be quite positive in many areas. However, the PILNA also illustrates there are areas that still require our attention.

Firstly, the importance of using assessment data at the classroom level to inform future intervention. PILNA is increasingly providing information on what students do and do not know, and this is allowing teachers to tailor interventions for targeted improvement and use the data to diagnose possible causes of poor performance. Secondly, understanding the magnitude of the impact of the pandemic on primary school students across the region. COVID-19 led to loss of face-to-face learning opportunities with teachers which has contributed to a drop in the performance level of students, especially at the Year 4 level. And thirdly, recognising the high levels of stress encountered by school teachers and leaders especially over the COVID-19 period.

PILNA results feed into the PacREF in the Student Outcomes and Wellbeing policy area.

Performance in PILNA is compared against a set of benchmarks *(*PILNA proficiency scales) developed for the Pacific context. These which assign students a proficiency level (0-8) based on their test scores. There is one scale for each PILNA subject: numeracy, reading, and writing. Pacific stakeholders have determined what proficiency level they expect year four and year six students to perform at in each subject.

The following summary information has been extracted from the 2021 Regional PILNA Report.

Year 4 Overall
- Across the region, on average, year four students are not meeting minimum expected performance levels in reading but are exceeding minimum expected performance levels in numeracy.

- Expected levels of performance have not yet been established for writing but the average writing performance score is increasing.

Year 6 Overall
- Across the region, on average, year six students are exceeding the minimum expected performance level in numeracy and are meeting the minimum expected performance level in reading, but only just.
- Expected levels of performance have not yet been established for writing but the average writing performance was about the same as in 2018.

Numeracy
- Year four students and year six students are, on average, exceeding the minimum expected numeracy performance levels.
- There was a decrease in the average numeracy performance in PILNA 2021 for both year levels compared with PILNA 2018.
- 67% of year four students met the minimum expected numeracy performance in 2021.
- 72% of year six students met the minimum expected numeracy performance in 2021.
- The proportion of students meeting the minimum expected numeracy performance was less in 2021 than in 2018; this decrease was bigger for year four students than for year six students.
- Girls scored higher than boys in every numeracy area at both year levels.
- Students participating in PILNA 2021 showed more persistence in numeracy than did students in previous PILNA cycles – they left fewer questions unanswered.

Reading
- Year four students are not, on average, meeting minimum expected reading performance levels.
- Small decreases in reading performance were found in PILNA 2021 compared with PILNA 2018 at both year levels but it is unclear whether these are significant.
- 43% of year four students met minimum expected reading performance standards in 2021.
- 53% of year six students met minimum expected reading performance standards in 2021.
- Girls scored higher than boys in average reading performance in 2021 at both year levels.
- A larger proportion of girls were meeting minimum expected reading performance standards than boys at both year levels.

THE STATUS OF PACIFIC EDUCATION REPORTS

The most recent comprehensive set of PacREF education data and an associated analysis was collated in April 2020 and packaged as "The Status of Pacific Education: 2020 Special Edition". The report was produced the SPC's EQAP and has been shared with GPE. That analysis looked specifically at education in the six Pacific Island countries that are GPE eligible and that contributed their GPE ESPIG allocations to support PacREF Program (Kiribati, the Republic of the Marshall Islands, Samoa, Solomon Islands, Tonga, and Tuvalu (the G6). The report drew heavily of data from UNESCO's UIS and from data provided directly to EQAP by the six counties. Where data was available, aspects (and tables) that were covered/included in the report included, for each of the six countries:

- System overview and enrolments
  - Enrolments in ECE, primary and secondary education
- Participation and Completion
  - Out of school rates
  - Participation rates in ECE
  - Completion rates in primary and secondary education

- Literacy and numeracy
    - Primary students achieving proficiency in literacy
    - Primary students achieving proficiency in numeracy
- Teachers
    - Trained teachers in primary and secondary education

In addition, the report presented:

(i) a comparative perspective that looked at data from across the Pacific on the following measures:
- Participation and completion
- Out of school rates
- ECE adjusted Net Enrollment Rate
- Primary gross intake rate into the last grade
- Proficiency in literacy and numeracy (grade 6)
- Trained teachers

(ii) data that compared the Pacific with other developing regions; and

(iii) recurrent education expenditures in the G6.

EQAP is currently completing an update of that report "The Status of Pacific Education 2022" that will be published immediately prior to Pacific education ministers conference scheduled to held in Auckland in March 2023. This edition will not simply focus on the six PacREF-funding countries but will include data from all 15 participating PICS.   Upon its release, the report will be shared with all PacREF stakeholders, including GPE. **Annex 5** contains a listing of the information to be shared via the 2022 update.

ANNEXES

1   Progress on Regional Goods
2   High Level Indicators
3   Results Framework
4   Project Implementation Progress by Program Policy Area
5   List of Contents of the 2022 Status of Pacific Education

ANNEX 1: PROGRESS ON REGIONAL GOODS

Colour Code: RED - not yet started; AMBER - started; YELLOW - progressing well; GREEN - completed		
Regional Good	**Activities undertaken**	**Status**
Quality and Relevance		
RG 1: Regionally identified and agreed definition(s) of non-cognitive skills	• Project staff recruitment/placement and office set-up is underway. • Research and design of the RG development underway.	
RG 2: Regional Guidelines for the review of curriculum, programs, and pedagogy to be learner-centered and inclusive	• Focal points identified at national level (planned: 15 focal points) • Pacific Early Learning Taskforce Inception Meeting (1) • Draft desk review completed. • Kiribati. 8 storybooks for ECE have been developed in the local language. • Story books development in Samoa and Kiribati	
RG 3: Quality Assurance Frameworks (QAF) for quality school learning environments	• Conceptual framework is completed • Contracting of Technical support completed • Mapping of regional documents • Review by Early Learning Taskforce is next step • Some national activities in Solomon Is, Fiji, Tonga, and Tuvalu	
Learning Pathways		

RG 4: Regional policy guidelines for the development of quality ECE and tools for the governance, management, quality assurance, financing, and program development of ECE.	• ECE Situational Analyses
	  ▪ Completed for Tonga
	  ▪ Underway in Fiji and Tuvalu	

RG 5: Regional framework for the domains of home to school transitions	Not yet started – delayed, awaiting curriculum reviews to be completed.	
RG 6: Regional framework identifying learning pathways from ECE to adulthood	Not yet started – in planning stage	
RG 7: Pacific Skills Portal	Ongoing engagement with national stakeholders aimed at exploring opportunities to develop or strengthen TVET policy	
RG 8: Regional Pacific Skills Dialogue		
Outcomes and Wellbeing		
RG 9: Waka Learning Hub	• <u>Completed WMLH concept map</u>: maps out the platform and its function. • <u>Needs Analysis Survey</u>: provides information from the countries on materials/resources needs and those materials will be shared from WMLH. • Design 2 Numeracy training materials: the designed numeracy PDL training materials will be shared with the countries as guidance for the country – specific training materials. • Design 2 Literacy training materials: these will be shared with the countries as guidance for country-specific training materials. • National resources to be added to the Resource Branch of the WMLH. • Installation of server at ITS-USP Laucala Campus	
RG 10: Pacific Islands Literacy and Numeracy Assessment (primary)	• Analysis of link between ECE participation and quality with later PILNA outcomes: • Draft research proposal currently with both agencies (EQAP/UNICEF) for review.	
RG 11: Regional assessment at lower secondary (aligned to SDG4.1.1)	• Desk review work in preparation for the Regional Consultation in Quarter 3 to determine kinds of measures to be used. • First consultation completed with ACER to determine areas to assess and what level – preparation for June consultations.	
Teaching Profession		
RG 12: Teacher Competency Standards	• Development of the virtual collaboration platform - completed in April.	

	• Regional collaboration and sharing of ideas around the regional standards will be ongoing up to the end of June, and into July. • A regional gathering is planned for July.	(yellow)
RG 13: Regional accreditation and recognition of the Pacific's teacher education programs	Not yet started	(red)
RG 14: Regional standards and qualification in school leadership	• Initial consultation with Kiribati, Tuvalu and Samoa completed and an action plan to develop country SMILE. • Samoa SMILE restructured to incorporate additional verification processes and rating for school leaders	(orange)
RG 15: Regional framework for teacher continuous professional development	• Survey/consultation completed for Fiji to address quality in ECE teacher education pre-service curriculum. • Contextualized GCSL for Fiji, Samoa, RMI, Chuuk (FSM) • Establishment of policy and planning facility progressing well. Fono was convened to discuss progress and shared learning.	(yellow)

Source: PFU 10/12/22

ANNEX 2: HIGH LEVEL INDICATORS

Note: The high level indicators (HLIs) and their target dates listed below were confirmed by the SC prior to the onset of COVID-19. While the HLIs are not expected to change, **it is anticipated that the SC will approve a change of the mid-Phase 1 target date 'End of 2022' to 'End of 2023'**. As the end of Phase 1 will be aligned to the closing of ESPIG activities in December 2024, there will not be a request for SC to approve any change to that date – this assumes that the closing date for ESPIG funded activities will be extended until December 2024.

High Level Indicators	Targets and Critical Implementation Reporting Benchmarks
Quality and Relevance	
1. The extent to which non-cognitive skills are mastered by students.	<u>End of 2022 targets</u>: • PHES endorsement of regionally identified and agreed definition of non-cognitive skills • PHES commitment to apply those definition of non-cognitive skills and to incorporate non-cognitive skills into their national curriculum and assessment and teacher training programs. <u>End of Phase 1 targets</u>: • Plans be in place (or under implementation) to incorporate non-cognitive skills into the curriculum and assessment and teacher training programs in 50% of participating countries. • Plans be in place or under implementation to incorporate non-cognitive skills assessments into Grade 4 and 6 PILNA.
2. The extent to which nationally contextualized regional Quality Assurance Frameworks (QAF) for quality school learning environments for ECE are in place.	<u>End of 2022 targets</u>: • PHES endorsement of regional QAF guidelines for ECE. • PHES commitment to contextualize the regional QAF to suit national ECE circumstances. <u>End of Phase 1 target</u>: • That 75% of participating countries will have contextualized the ECE QAF and 50% will be using the frameworks and setting in place a reporting structure that includes baselines and the number of schools meeting school standards.
Learning Pathways	
3. The extent to which nationally contextualized regional tools and policy guidelines for governance, management, quality assurance, financing, and program development of ECE are in place.	<u>End of 2022 targets</u>: • PHES endorsement of regional ECE tools and policy guidelines. • PHES commitment to contextualize ECE tools and policies and to apply them in their national ECE programs <u>End of Phase 1 target</u>: • That 75% of participating countries will have contextualized these tools for ECE and 50% will be using the frameworks and setting in place a reporting structure that includes baselines and the use of policies and programs
4. The extent to which nationally contextualized regional policy guidelines for identifying learning pathways from ECE to adulthood are in place.	<u>End of 2022 targets</u>: • PHES endorsement of the principles guiding the regional policy guidelines for identifying learning pathways from ECE to adulthood. • PHES commitment to contextualize those regional tools and policy guidelines for identifying learning pathways from ECE to adulthood for use in their national systems <u>End of Phase 1 targets</u>: • That 75% of participating countries will have contextualized these guidelines, 50% will be using the guidelines and setting in place a reporting structure that includes baselines and the application of the guidelines – assessed by measuring policy development, implementation, and any legislative change • Tracer mechanism in place to track and support learners in 25% of participating countries

Student Outcomes and Wellbeing	
5. The extent to which PILNA Year 4 and Year 6 demonstrates mastery of literacy and numeracy.	End of 2022 targets: • 2021 PILNA results show progress towards end 2024 target in participating countries. • PHES endorse the principle of each country setting its own internal literacy and numeracy targets and assessing progress against those targets. End of Phase 1 targets: • All participating countries have articulated national literacy and numeracy standards • 50% of participating countries will have a reliable method of identifying students at risk of not meeting national literacy and numeracy standards and are developing mechanisms to address related system shortfalls. • EQAP/PILNA has completed regional and national benchmarking and the setting of targets for 2030 with interim targets falling out of that process
6. The extent to which the Waka Learning Hub is increasingly influential and supportive of 'in-service' teachers' development in respect to literacy and numeracy instruction.	End of 2022 targets: • Waka Moana Learning Hub is established, adequately staffed, and engaging with all participating countries in respect to in-service teachers' development and to literacy and numeracy instruction. • PHES endorse the USP and EQAP developed method of assessing the impact of PacREF's Waka Hub investments on in-service teachers' development in respect to literacy and numeracy instruction End of Phase 1 targets: • Waka Moana Learning Hub is a recognized contributor of literacy and numeracy material and support to all in-service primary teacher development programs in the region (To involve analysis of number of users, type of users, user metrics in terms of return visits, time per visit, and other appropriate measures.) • PHES recognize Waka Learning Hub as valuable contributor of literacy and numeracy material and support to the region's pre-service training institutions. (To involve submission of an independent cost/benefit/value-add analysis of the Waka Hub to PHES.)
Teaching Professionalism	
7. The extent to which nationally contextualized regional tools and policy guidelines for teacher competencies are in place	End of 2022 targets: • PHES endorsement of regional teacher competencies. • PHES commitment to apply those competencies and standards to inform teacher practice and teacher performance management. End of Phase 1 target: • That 75% of participating countries will have contextualized these tools and policy guidelines and 50% will be using them to inform teacher practice and teacher performance management.
8. The extent to which nationally contextualized regional tools and policy guidelines for teachers' professional development are in place	End of 2022 targets: • PHES endorsement of regional teacher professional development tools and policy guidelines. • PHES commitment to apply those tools and policy guidelines to their teacher development programs. End of Phase 1 target: • That 75% of participating countries will have contextualized these tools and policy guidelines and 50% will be using them to inform their national teacher professional development programs.
Improved Implementing Agency Capacity to implement PacREF	
9. The extent to which efficient and effective cooperation mechanisms to maximize IA contributions to the PacREF Program are in place.	End of 2022 target: • Fit for purpose cooperation mechanisms in place for coordinated efforts to implement the PacREF defined by IA Fono and confirmed by PacREF SC by mid-2021, in place end 2021, and verified by the PFU as effective by end 2022. End of Phase 1 target: • Following annual reviews by IA Fono formal and informal cooperation mechanisms endorsed by 2023/24 CPEM as primary design feature for PacREF Phase 2.
10. The extent to which PacREF influenced long-term institutional capacity development program is in place at SPC-EQAP and USP SPACE-Education/IOE/PTAFE.	End of 2022 target: • SC approve SPC EQAP and USP PacREF-related long-term capacity development programs for SPC-EQAP and USP SPACE-Education/IoE/PTAFE. End of Phase 1 target: • SPC-EQAP's and USP's long-term capacity development programs operational

ANNEX 3: PacREF PHASE 1 RESULTS FRAMEWORK

<table>
<tr><td colspan="4" align="center">Policy Area: Quality and Relevance (QR)</td></tr>
<tr><td colspan="4">Long term goal:
High quality, relevant programs are provided for learners at all levels of education</td></tr>
<tr><td colspan="4">Intended 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</td></tr>
<tr><td>Regional goods, services, or standards to be developed (RGs)</td><td colspan="3">RG 1 - Regionally identified and agreed definition(s) of non-cognitive skills
RG 2 - Regional guideline for the review of curriculum, programs, and pedagogy to be learner centred pedagogy and inclusive
RG 3 - Quality Assurance Frameworks for quality school learning environments</td></tr>
<tr><td colspan="4">Outcome Indicator:
Curriculum grounded in Pacific cultures, languages and identities aligned to country contexts</td></tr>
<tr><td>Intermediate Outcome Indicator:
Non-cognitive skills incorporated into the curriculum and assessment programs by 2025 in at least 50% of participating countries</td><td colspan="3">Source of data:
Ministries' annual reports and internal tracking data for curriculum development and assessment

Frequency of data collection at source:
Annual

2021 Baseline
UNESCO to confirm baseline</td></tr>
<tr><td colspan="4">Achieved by the end of first MEL reporting Period (June 2022):

• UNESCO completed recruitment of staff based in Suva, Fiji to implement their activities.
• Tongan Language Policy Review underway.

Key Output Indicator:
Non-cognitive skills relevant to Pacific learners are regionally identified</td></tr>
<tr><td>Intermediate Output Indicator:
Regionally identified and agreed definition of non-cognitive skills endorsed.</td><td>Intermediate Outputs (regional):
• Regional outcomes and framework for understanding NCS in ECE (considerations of curriculum, assessment, teacher practice)
• Non-cognitive skills relevant to ECE outcome level in the Pacific regionally identified.
Intermediate Outputs (country):
• Non-cognitive curricular developed ECE level outcomes and piloted at sub-national and national levels</td><td>Source of M&E data:
PHES meeting outcomes and/or CPEM meeting outcomes

Frequency of data collection:
Annual

2021 Baseline:
N/A</td><td>Mid-Phase 1 Target:
A regionwide definition of non-cognitive skills</td></tr>
</table>

Achieved by the end of first MEL reporting period (June 2022):

- All participating countries have some form of non-cognitive skills in curriculum but differ on skills.
- UNESCO has initiated curriculum review to begin identification of non-cognitive skills to be included.
- A Concept Note on developing a regional framework for mainstreaming non-cognitive skills in education was completed and shared with IAs and selected PacREF member countries between Sept and October 2022 and planned work presented to PHES SC
- UNICEF has completed the ECE status report.
- UNICEF have reviewed and designed scope for ECE curriculum and quality standards.
- At the country level, UNICEF is working on ECE quality standards with Solomon Islands and Kiribati.
- UNICEF has piloted 8 ECE storybooks in Kiribati.
- Consultations on the development of the regional framework were conducted with a selection of PacREF countries including Solomon Islands, Kiribati, RMI, Niue.
- Piloting of non-cognitive skills 'champions', work designed likely to begin with Solomon Islands and Kiribati.
- Recruitment of non-cognitive skills experts initiated and advertised internationally and to be finalized ASAP.
- Draft contracts with civil society stakeholders to be finalized ASAP.

Policy Area: Learning Pathways (LP)

Long term goal:
Learners' needs are met through a broad range of programs and delivery modalities

Intended 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 to be developed:	RG 4 - Regional policy guidelines for the governance, management, quality assurance, financing, and program development of ECE programs RG 5 - Regional framework for the domains of home to school transition RG 6 - Regional framework identifying learning pathways from ECE to adulthood RG 7 - Pacific Skills Portal RG 8 - Regional Pacific Skills Dialogue/Summit

Outcome Indicator:
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.

Intermediate Outcome Indicator: A mechanism is in place in the first year of implementation for consultative decision making and policy dialogue with stakeholders to effectively guide inclusive learning	**Source of data:** Ministries' annual reports Taskforce reports **Frequency of data collection at source:** Annual **2021 Baseline:** N/A

Achieved by the end of first MEL reporting Period (June 2022):
- UNICEF has completed Pacific Education Review on Inclusive Education and established the Regional Inclusive Education Taskforce. It was endorsed by PHES to go to CPEM
- Country level work is underway and ECE situational analyses have been completed in Tonga, Fiji, and Vanuatu.
- Vanuatu has completed the National Stakeholder Mapping and Consultation review of its Inclusive Education Policy.
- Tonga is currently developing its Inclusive Education Policy.
- Draft concept note for ECE forum developed and presented at regional IE taskforce. Forum conditionally set for October 2023
- Key challenges identified are (i) the protracted nature of the work stemming from the difficulty of engaging relevant stakeholders, and (ii) timely coordination of in-country consultative processes.

Key Output Indicator:
Families and schools support the transition of the child from home to school allowing our youngest learners to fully benefit from the learning program

Intermediate Output Indicator: A 10% increase of children entering G1 with at least 1 year of ECE participation by 2025	Source of data: Ministries' annual reports – ECE / EMIS **Frequency of data collection at source:** Annual **2021 Baseline:** Percentage of 2019 Year 1 students who have participated in at least 1 year of ECE

Achieved by the end of first MEL reporting Period (June 2022):
- Delayed commencement. Shifted to after curriculum review

Key Output Indicator:
An evidenced-based framework defining the domains of home to school transition is developed for the Pacific

Intermediate Output Indicator: A framework for the domains of home to school transition is finalized and endorsed by education leaders in 2023 and implemented in 50% of participating countries	Intermediate Outputs (regional) N/A **Intermediate Outputs** (country Recommendations and findings available for national use and/or adaptation)	Source of data PHES meeting outcomes and/or CPEM meeting outcomes **Frequency of data collection at source:** Annual **2021 Baseline** N/A	Mid-Phase 1 Target: Home to school transition framework drafted for consultation

Achieved by the end of first MEL reporting Period (June 2022):
Yet to commence

Key Output Indicator: Tools and processes to identify and capitalize on opportunities to improve home to school transitions are developed

Intermediate Output Indicator: Community-school connectedness rubric is developed for presentation to the PHES-SC by 2022	Intermediate Outputs (regional): • Regional tool developed to collect school readiness data, • Mechanism for regional assessment of school readiness **Intermediate Outputs (country):** • National tool developed to collect school readiness data in each country, • Preliminary school readiness reports	Source of data: PHES meeting outcomes and/or CPEM meeting outcomes **Frequency of data collection at source:** Annual **2021 Baseline:** Study primarily conducted in contributing countries	Mid-Phase 1 Target: Community-school connectedness rubric drafted for consultation

Achieved by the end of first MEL reporting Period (June 2022):
- Initiated the development of employment pathway survey templates
- The Pacific Skills Portal continues to provide an opportunity for engaging national stakeholders to develop or strengthen TVET policies.
- IoE has started to collect data to revise Professional Certificate in Education Policy and Planning (PCEPP).

Intermediate Output Indicator:	Intermediate Outputs (regional):	Source of data:	Mid-Phase 1 Target:
School intake process rubric(s) is/are developed for presentation to the PHES-SC by 2022	• Regional tool developed to collect school readiness data, • Mechanism for regional assessment of school readiness **Intermediate Outputs (country)**: • National tool developed to collect school readiness data in each country, • Preliminary school readiness reports	Ministries' annual reports **Frequency of data collection at source:** Annual **2021 Baseline:** Study primarily conducted in contributing countries	School intake process rubric(s) drafted for consultation

Achieved by the end of first MEL reporting Period (June 2022):
- Preliminary cohort rates calculated. Next step is to socialize the project with the countries in December 2022 and January 2023 for part two of the data collection.

Intermediate Output Indicator:	Intermediate Outputs (regional):	Source of data:	Mid-Phase 1 Target:
Student level transition rubric(s) is/are developed for presentation to the PHES- SC by 2022	• Regional tool developed to collect school readiness data, • Mechanism for regional assessment of school readiness **Intermediate Outputs (country)**: • National tool developed to collect school readiness data in each country, • Preliminary school readiness reports	Ministries' annual reports **Frequency of data collection at source:** Annual **2021 Baseline:** Study primarily conducted in contributing countries	Student level transition rubric(s) drafted for consultation with contributing countries • Developed by UNICEF Presented to PHES-SC

Achieved by the end of first MEL reporting Period (June 2022):
- Action plan with a timeline for accomplishment of all activities completed. This work will culminate in the completion of the program and teacher's guide.
- Program development team formed.

Key Output Indicator: Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified			
Intermediate Output Indicator: Countries (and learning providers) with data available to track individual students within and between multiple learning pathways by 2023	**Intermediate Outputs (regional):** N/A **Intermediate Outputs (country):** • Student ID from K1 to graduation developed in student management systems of each identified countries • Student tracking exercise initiated through the development of tracking instruments	**Source of data:** Ministries' annual reports / EMIS **Frequency of data collection at source:** Annual **2021 Baseline:** Ministries' annual EMIS reports	**Mid-Phase 1 Target:** Tracer report mechanism designed or piloted in contributing countries

Achieved by the end of first MEL reporting Period (June 2022):
- Status in 15 countries: 5 countries have submitted final draft; 1 country using new template has submitted; 4 countries have submitted and is under review; 1 country using new template has not submitted; 4 countries will not submit drafts

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Policy Area: Student Outcomes and Wellbeing (OW)

Long term goal:
Learners at all levels of education achieve their full potential

Intended 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 to be developed	RG 9 - Waka Learning Hub RG 10 - Pacific Islands Literacy and Numeracy Assessment (primary) RG 11 - Regional assessment at lower secondary (aligned to SDG4.1.1)

Outcome Indicator:
Learners at defined stages of education demonstrate progressive shifts in mastery of literacy and numeracy skills

Intermediate Outcome Indicator: Pacific Islands Literacy and Numeracy Year 4 and Year 6 results, and as available, lower secondary (will be developed progressively) results demonstrate increased mastery of literacy and numeracy	**Source of data:** PILNA Report **Frequency of data collection at source:** Every 3 Years **2021 Baseline:** Year 4 - PILNA 2018, Year 6 PILNA 2018, no baseline at present for lower secondary

Achieved by the end of first MEL reporting Period (June 2022):
- All countries have PILNA, including Fiji which was the last country to administer PILNA in April 2022. PILNA results are available for dissemination.
- Country reports produced and sent to the countries (Cook Islands, Fiji, FSM, Kiribati, Marshall Islands, Nauru, Niue, Palau, PNG, Samoa, Solomon Islands, Tonga, Tokelau, Tuvalu, Vanuatu) - yet to disseminate PILNA results in Tuvalu (country is on lockdown)
- Research is underway on the linkages between ECE enrolment and PILNA outcomes.
- EQAP is working with ACER to conduct a desk review and create country level consultations on lower secondary assessments. The first round of consultations has been completed.

Intermediate Outcome Indicator: Recorded progress in performance of learners as measured by national examinations	**Source of data:** National assessment and examination results/reports **Frequency of data collection at source"** Annual **2021Baseline:** 2019 national examination results

Achieved by the end of first MEL reporting Period (June 2022):
- PacREF countries are seeing improvements in Form 7 (Grade 12) exam results and there is an increase of students achieving merit level and higher from 2020-2021.

Key Outcome Indicator:
Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programs

Intermediate Outcome Indicator: Well-disaggregated Gross Enrolment Rates (GER) in the identified sub-sectors	**Source of data** National Education Digests / Stats reports / EMIS **Frequency of data collection at source** Annual **Baseline** **2021** Existing data on enrolments (base year will be 2019)

Achieved by the end of first MEL reporting Period (June 2022):
- Solomon Islands, Tonga, Samoa, and Kiribati are currently working on updating their EMIS, particularly in updating cohort survival, dropout, re-entry, and as well as children with disabilities data.
- EQAP is working on survival, dropout, and re-entry data.

Policy Area: Teaching Profession (TP)

Long term goal:
The teaching profession is supported and empowered through opportunities for continuous development, shared understanding, and accountability

Intended Impact:
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

Regional goods, services, or standards to be developed	RG 12 - Regional teacher competency standards RG 13 - Regional accreditation and recognition of the Pacific's teacher education programs RG 14 - Regional standards and qualifications in school leadership RG 15 - Regional framework for teachers' continuous professional development

Outcome Indicator:
Pacific-wide application of contextualized 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.

Intermediate Outcome Indicator: Professional standards are used to inform teacher practice, performance management, and teacher professional development:	Source of data: Ministries' annual reports/ Teacher education institution annual reports **Frequency of data collection at source:** Annual **2021 Baseline** N/A

Achieved by the end of first MEL reporting Period (June 2022):
• EQAP conducted a virtual regional consultation on the Regional Teacher Competency Framework to allow countries in the region to share their views about the current set of standards, and expectations on the outcome of the review.

Key Output Indicator:
Teacher professional standards and competencies regionally defined and understood

Intermediate Output Indicator: A regional set of teacher professional standards is in place by 2022	Intermediate Outputs (regional): Regional teacher competency standards and assessment tool developed and endorsed by Heads of System **Intermediate Outputs (country)** N/A	Source of data: PHES meeting outcomes and/or CPEM meeting outcomes **Frequency of data collection at source:** One time Endorsement **2021 Baseline:** N/A	Mid-Phase 1 Target: Regional teacher standards drafted for consultation

Achieved by the end of first MEL reporting Period (June 2022):
• In July EQAP conducted a regional consultation on the Regional Teacher Competency Framework. • Writing teams are confirmed. • A draft Teaching Standards document was circulated for the writing team's review, including a review by ACER. • December regional gathering scheduled. A proceedings paper is to be produced. • A revised set of standards quality assured by SPC Communications.

Key Outcome Indicator:
High quality comprehensive teacher preparation throughout the Pacific for teachers at all levels of education

Intermediate Outcome Indicator: Graduates of programs meet professional standards as beginning teachers / Teacher education programs are accredited and regionally/ internationally recognized by 2025	Source of data: National qualification authority/Teacher education institution annual reports **Frequency of data collection at source:** Annual **2021 Baseline:** N/A

Achieved by the end of first MEL reporting Period (June 2022):
• APTC broadly engages with national TVET providers in the provision of academic mentoring for TVET trainers. Mentoring is reflected in all APTC partnership arrangements and take the form of direct in-training mentoring, capacity

development support, peer to peer mentoring, or creating communities of practice. Examples of mentoring/capacity building partnership engagements are Fiji – with Fiji National University			

Key Output Indicator:
Teacher Education institutions and programs meets international/regional recognition of teacher education qualifications

Intermediate Output Indicator: Teacher education institutions meeting requirements international / regional recognition	Intermediate Outputs (regional): Regional Qualification for teachers developed, endorsed, and accredited regionally Intermediate Outputs (country): Regional qualification for teachers delivered in countries by teacher training institutions	Source of data: National qualification authority/Teacher education institution annual reports **Frequency of data collection at source** Annual **2021 Baseline:** Number of institutions internationally/regionally recognized	Mid-Phase 1 Target: Desk review report

Achieved by the end of first MEL reporting Period (June 2022):
- The accreditation of regional qualifications for teachers contribute to achievement of RG 13 on having a regional accreditation and recognition of the Pacific's teacher education programs.
- Since 2008, 1296 Trainers from Pacific Island countries (491 Women; 5 PWD) have graduated with the Certificate IV in Training and Assessment. Ongoing activity.
- School leadership courses are being reviewed for retrofitting in Fiji, Samoa, RMI, and FSM.
- Educational authorities' policy and planning support is underway with the intention of developing an Education Policy and Planning Facility for Solomon Islands, Fiji, and Tonga
- School leadership evaluation tools and country level adaptation consultations have taken place in Kiribati, Tuvalu, and Samoa.
- A regional workshop where country representatives from 15 countries specializing, managing, and monitoring school leaders' standards will convene in a Regional Summit to review, verify, contextualize, and confirm the changes to the 2010 School Leadership Standards which will now be the revised Standards for school leaders from 2023 onwards.
- UNICEF has supported IIEP/GPE certification for Education Sector Planning Independent Appraisal for five Pacific Island educators. Independent appraisals of Vanuatu and Kiribati Education Sector Plans have been completed and Solomon Islands is underway.

ANNEX 4: PROJECT IMPLEMENTATION PROGRESS BY PROGRAM POLICY AREA

Policy Area and Primary Objective	Level of progress this reporting period	Brief description of the major activities undertaken
Quality and Relevance 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'	Satisfactory	To date, the Program has made progress on identifying regional non-cognitive skills relevant to Pacific learners. UNESCO was able to work with countries in identifying existing non-cognitive skills in the curriculum and determine which skills should be included in a regional approach. PacREF also made progress on creating learner-centered curriculum in ECE. UNICEF completed the ECE Status Report and reviewed and designed the scope for the ECE curriculum and quality standards framework. UNICEF has begun working with the Ministries of Education in Solomon Islands and Kiribati on identifying ECE quality standards. UNICEF is working with the Kiribati Ministry of Education in piloting eight ECE storybooks written in the local language.
Learning Pathways All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential	Satisfactory	To date, PacREF has created a mechanism for consultative decision making and policy dialogue on inclusive learning. UNICEF completed the Pacific Education Review on Inclusive Education and established the Regional Inclusive Education Taskforce on Inclusive Education. This body was endorsed by the Pacific Heads of Education Systems (PHES) to the Forum Education Ministers' Meeting (FEdMM) where membership was elevated to Ministerial level. PacREF also made progress on creating nationally contextualized regional review and planning tools for ECE. They supported Tonga, Fiji, and Tuvalu to complete an ECE Situation Analysis. PacREF provided technical support to the development of national Inclusive Education policies in Vanuatu and Tonga. EQAP collected EMIS questionnaires from all 15 participating countries which now resulted in data being made available for use in the development of student management systems in countries. And, the Program has continued to strengthen national education policies and sector strategies on multiple learning pathways. In this regard, the Pacific Skills Portal continues to offer an opportunity for national stakeholders to develop and/or strengthen TVET policies.
Student outcomes and Wellbeing All learners to acquire the knowledge, skills, values, and attributes to enable them to contribute to their families, communities and to nation building'	Satisfactory	To date, PacREF has made progress on contributing to learners demonstrating progressive shifts in literacy and numeracy skills. EQAP has supported countries to complete the Pacific Islands Literacy and Numeracy Assessment (PILNA) in 2021 with the Regional Report launched in September 2022.Country reports were sent to all participating countries except for Tuvalu which was being withheld due to Covid. A PILNA Main Study was completed by EQAP for all 15 participating countries and results shared at a webinar celebrating World Teachers' Day in October 2022. PacREF is also working to support the development of a lower secondary assessment tool, including a desk review and completion of the first round of consultations with countries. This activity should be completed in 2023. PacREF has also made progress on the use of learner centered early interventions to mitigate risks to student achievement. Research is currently underway showing the linkages between early childhood education enrolment and PILNA outcomes. PacREF support for teacher training is underway. The Waka Learning Hub is currently being established and has completed concept note, needs analysis, literacy, and numeracy training materials, etc., and has begun contextualizing materials for Tonga. USP IT is currently working on establishing the Hub and the literacy and numeracy materials will be accessed through the Hub. PacREF has made progress in supporting equitable improvements in student participation and success at all levels of education. The Ministries of

		Education in Solomon Islands, Samoa, and Kiribati are currently updating their EMIS, particularly in updating cohort survival, dropout, re-entry, as well as children with disabilities data. Requests for country support were received from Samoa, PNG, Tonga, and Vanuatu. In addition, PacREF is supporting countries to identify and address the needs of students at risk. For example, Tuvalu and Fiji are currently revising its Child Protection Policy. PacREF has also contributed to learners and their families having information about education and career choices. In this regard, PacREF has initiated demand-drive Skills Summits to strengthen TVET in-country.
Teaching Profession Competent, qualified, and certified teachers and school leaders who are current in their professional knowledge and practice'	Satisfactory	To date, PacREF is supporting the review of the regional teacher competency standards with review mechanisms set in place. Writing teams have been confirmed and a draft Teacher Standards document has been circulated for the writing team's review, including the review by ACER. The revised set of standards to be quality assured by SPC Communications. PacREF has also supported teacher continuous professional development. In Fiji, there have been extensive consultations to support teacher professional development in inclusive and early childhood education to gather information on how to strengthen pre-service teacher training in these areas. APTC has also provided foundational skills training in literacy and numeracy as upskilling required for TVET certification. In addition, over 454 TVET trainers have graduated with TVET Certificate IV in Training and Assessment. PacREF has supported the draft and contextualization of the GCSL courses for Fiji, Samoa, RMI, Chuuck in FSM, Kiribati, Tuvalu, Niue, Nauru, Vanuatu, and Palau. An educational authorities' policy and planning facility is being established in Solomon Islands supported by USP-IOE to train education policy and planners in the region. School leadership and evaluation tools consultations are underway in Kiribati, Tuvalu, and Samoa. Finally, PacREF continues to support education authorities to improve learning outcomes for students. UNICEF and USP-IOE have facilitated IIEP certification in ESP independent appraisal for five educators. Independent appraisals for Vanuatu and Kiribati Education Sector Plans have been completed, while Solomon Islands is underway

ANNEX 5: LIST OF CONTENTS OF THE 2022 STATUS OF PACIFIC EDUCATION

Below is the list of information to be included in the 2022 Status of Education Report – to be released at the CPEM in March 2023.

1. PacREF priority indicator availability in UIS database 2015-2021
2. Out of school rate for children of primary school age
3. Out of school rate for adolescents of lower secondary school age
4. Over-age students in primary education
5. Over-age students in lower secondary education
6. Primary schools with access to computers and Internet
7. Secondary schools with access to computers and Internet
8. Primary schools with access to basic drinking water and sanitation
9. Secondary schools with access to basic drinking water and sanitation
10. Adjusted net enrolment rate year before official primary age
11. Gross enrolment ratio in early childhood education
12. Total net enrolment rate in primary education
13. Gross enrolment ratio in primary education
14. Total net enrolment rate in upper secondary education
15. Gross enrolment ratio in secondary education
16. Youth enrolled in vocational education
17. Gross enrolment ratio in tertiary education
18. Students meeting minimum proficiency in year 6 literacy
19. Students meeting minimum proficiency in year 6 numeracy
20. Gross intake ratio to last grade of primary education
21. Gross Intake ratio to last grade of lower secondary education
22. Completion rate of primary education
23. Completion rate of lower secondary education
24. Population aged 25+ with upper secondary education
25. Population aged 25+ with post-secondary education
26. Teachers with minimum teaching qualifications in primary education
27. Teachers with minimum teaching qualifications in secondary education
28. Qualified teachers in primary education
29. Qualified teachers in secondary education
30. Student-trained teacher ratio in primary education
31. Student-trained teacher ratio in secondary education
32. Public expenditure on education as a percentage of total government expenditure
33. Public expenditure on education as a percentage of GDP
34. Out of school children of primary age
35. Out of school children of lower secondary age
36. ECE enrolment rates
37. Secondary net enrolment rate
38. Minimum proficiency in literacy
39. Minimum proficiency in numeracy
40. Trained primary teachers
41. Trained secondary teachers
42. Public education expenditure as percentage of total government expenditure
43. Public education expenditure as percentage of GDP
44. PacREF indicator progress wheel
45. Lower secondary complete rate: gender equity
46. Upper secondary complete rate: gender equity
47. Lower secondary complete rate: location equity
48. Upper secondary complete rate: location equity
49. Lower secondary complete rate: wealth equity
50. Upper secondary complete rate: wealth equity
51. Percentage enrolments of children with disability: gender equity
52. Out of school primary age children
53. Early childhood education net enrolment rate
54. Gross intake ratio to last primary grade
55. Primary trained teacher student ratio