

Pacific Regional Education Framework (PacREF) 2018 - 2030: *Moving Towards Education 2030*



PACIFIC ISLANDS
FORUM SECRETARIAT

Acronyms

APTC	Australia-Pacific Training Coalition
CPD	Continuous professional development
CROP HRD WG	Council of Regional Organisations in the Pacific Human Resources Development Working Group
DFAT	Department of Foreign Affairs and Trade (Government of Australia)
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
EQAP	Education Quality and Assessment Programme
ESD	Education for Sustainable Development
FEdMM	Forum Education Ministers' Meeting
GCE	Global Citizenship Education
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IoE	Institute of Education (at the University of the South Pacific)
MDGs	Millennium Development Goals
MEL	Monitoring, Evaluation and Learning
MFAT	Ministry of Foreign Affairs and Trade (Government of New Zealand)
OOS	Out-of-School
PacREF	Pacific Regional Education Framework (2018-2030)
PEDF	Pacific Education Development Framework
PFU	PacREF Facilitating Unit
PHES	Pacific Heads of Education Systems
PHES-SWG	Pacific Heads of Education Systems-Small Working Group
PIFS	Pacific Islands Forum Secretariat
PILNA	Pacific Islands Literacy and Numeracy Assessment
PQAF	Pacific Quality Assurance Framework
PQF	Pacific Qualifications Framework
PRQS	Pacific Register of Qualifications Standards
PRC4ECCE	Pacific Regional Council for Early Childhood Care and Education
QAF	Quality Assurance Framework
SDGs	Sustainable Development Goals
SoE	School of Education (at the University of the South Pacific)
SPC	Secretariat of the Pacific Community
STEM	Science, Technology, Engineering and Mathematics
TA	Technical Assistance
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USP	University of the South Pacific

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Meg Taylor, DBE

Forum Leaders' Pacific Vision promotes peace, harmony, security, social inclusion, and prosperity where all Pacific people can lead free and healthy lives. The Framework for Pacific Regionalism represents the Forum Leaders ongoing political commitment to work together as one region in order to achieve this vision.

In 2017, Forum Leaders endorsed The Blue Pacific Narrative as the core driver of collective action for advancing the Leaders' Pacific Vision. This narrative reaffirms our shared ownership of the Pacific Ocean and the connection of all Pacific peoples with their natural resources, environment and livelihoods, and aims to harness their shared ocean identity, geography and resources to drive positive socio-cultural, political and economic development.

The adoption of the Pacific Regional Education Framework (PacREF) 2018 – 2030 by Forum Education Ministers in 2018, outlined a transformative and sustainable regional education agenda aligned with global agendas such as the Sustainable Development Goals (SDGs) particularly SDG4, the education goal and Education 2030: Incheon Declaration on Education for All Framework for Action.

The PacREF's four key policy areas of Quality and Relevance, Learning Pathways, Students Outcomes and Wellbeing and Teacher Professionalism will support the Forum Leaders' Pacific Vision over the next twelve years.

It promotes the underpinning values of human rights, gender equality and inclusion embedded in the Pacific Leaders Gender Equality Declaration (PLGED), Pacific Platform for Action on Gender Equality and Human Rights and Pacific Framework for the Rights of Persons with Disability (PFRPD) and the Framework for Resilient Development in the Pacific (FRDP).

The PacREF builds upon the successes and lessons learned from its predecessor the Pacific Education Development Framework (PEDF), the achievements of Millennium Development Goal (MDG) 2 and the global goals of Education for All (EFA) campaigns, which ended in 2015.

The commitment by regional institutions such as The University of the South Pacific (USP) and the Educational Quality Assessment Programme (EQAP) of SPC, as well as partner agencies UNESCO, UNICEF and the Australian

Pacific Training Coalition (APTC) towards PacREF will provide a sustainable and affordable mechanism for its implementation.

Country leadership by the Pacific Heads of Education Systems (PHES), through a Small Working Group (SWG), has been a key feature in the development of the PacREF. Their commitment to this work, which is key to country ownership of PacREF by the PHES, is acknowledged. Further, USP's leadership for implementing the PacREF, and organising future Education Ministerial meetings will be of critical importance.

As we move from policy development to practical implementation, USP as the Chair of the Council of Regional Organisations in the Pacific (CROP) Human Resource Development Working Group, is best positioned to ensure the best education outcomes for our Pacific people is facilitated and achieved.

Meg Taylor, DBE
Secretary General,
Pacific Islands Forum Secretariat

Foreword | Vice - Chancellor & President, USP



Professor Rajesh Chandra

One of the major impediments for social and economic development in the Pacific has been the low levels of education, in particular the lack of adequate access to quality tertiary education and the concerning levels of numeracy and literacy at early childhood, primary and secondary levels. Quality education and training are fundamental to enhancing capacities of the Pacific Islands people towards the knowledge and technology-driven societies and economies they aspire to, and to ensure their ability to maintain and sustain their societies and cultures.

Education plays a key role in global, regional and national level mandates, as exemplified through the priorities under the Sustainable Development Goals (SDGs); the Framework for Pacific Regionalism (FPR); the Blue Pacific; and the National Development Plans of the respective Pacific Island Countries (PICs). In order to support the vision of the Pacific Islands Forum Leaders on education, the Forum Education Ministers, in May 2018, endorsed the “Pacific Regional Education Framework, Moving Towards Education 2030” (PacREF). This twelve year (2018-2030) Framework emphasises four key principles including Quality and Relevance, Learning Pathways, Student Outcomes and Well-being, and Teacher Professionalism.

The Framework, developed by the Pacific Heads of Education System (PHES), promotes equitable access to high quality education by all Pacific Islanders with a view to further enabling us to effectively deal with the development challenges facing the Pacific region and encourages inclusivity and opportunities for equal access to informal, primary, secondary and tertiary education and training. In particular, it focuses on the issue of quality of education outcomes and the importance of working co-operatively in the region and beyond.

The University of the South Pacific (USP), in its role as a higher education provider and a regional integration organisation, strives to enhance capacities and skills amongst people through provision of quality tertiary education, research, innovations, entrepreneurship and promotes regional cooperation and integration. USP is committed to enhancing quality of teachers across the Pacific region and creating pathways for all individuals to have access to quality education and training by not only embedding attributes for employability, but also fostering innovation and entrepreneurship. It is also committed

to working co-operatively with national governments, development partners and all other stakeholders involved in education. There is also a strong commitment from USP to expand educational research and to provide evidence-based support for implementation and evaluation of educational policies and projects.

Being an active member of the Council of Regional Organisations of the Pacific (CROP), USP is the lead agency for the Human Resource Development (HRD) and the Information Communications Technologies (ICT) Working Groups. As such, PacREF is well recognized and provided for in the priorities and commitments of the University, as reflected in the new USP Strategic Plan 2019-2024.

The University is delighted to play a pivotal role in the implementation of PacREF as an implementing partner along with other partnering agencies. Such partnership and collaboration among regional players in the area of education is a reflection of the commitment and dedication towards enhancing quality of education and skills in the Pacific, which is a common public good. The support of the Global Partnership for Education (GPE); Australia’s Department of Foreign Affairs and Trade (DFAT) and New Zealand’s Ministry of Foreign Affairs and Trade (MFAT) towards the implementation of the Framework is greatly acknowledged.

USP is gratified by the confidence of the Forum Education Ministers in entrusting the University with the responsibility for the implementation of PacREF. The University will also organise the Ministers of Education Meetings. Both these responsibilities were previously coordinated by the Pacific Islands Forum Secretariat (PIFS). The transition of these responsibilities to USP is based on the rationale that it serves as the lead for the CROP HRD Working Group. The University is grateful to the Forum Secretariat for its work in coordinating these in the past and for working closely with the University in the transition arrangements. The University also appreciates the continuous support of UNESCO towards promoting access to education and related initiatives in the Pacific.

The University is committed to ensuring that the spirit of cooperation amongst the respective partnering agencies is promoted and sustained for a robust implementation of PacREF. It is further dedicated to working closely with the PICs in enhancing the quality of primary, secondary and tertiary education across the Pacific, through improved learners’ education outcomes and training of high quality graduates, who will be better positioned to contribute economically and socially towards the development of their communities.

**Professor Rajesh Chandra
Vice Chancellor and President,
University of the South Pacific**

Introduction

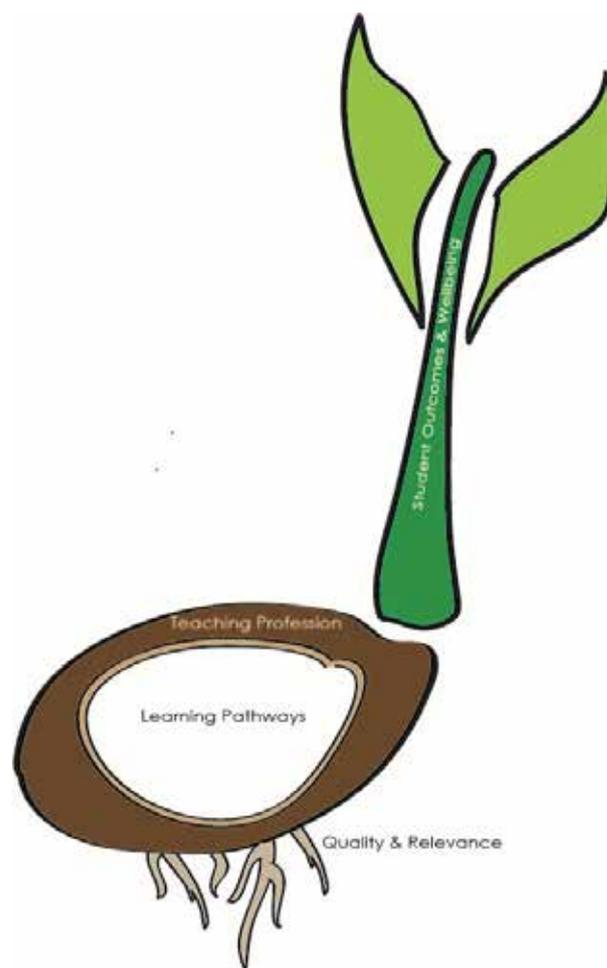
In 2014, Forum Leaders endorsed a Pacific Vision that supported and promoted peace, harmony, security, social inclusion, and prosperity, so that all Pacific people can lead free and healthy lives. *The Framework for Pacific Regionalism* represents the Forum Leaders' political commitment to regionalism as a means to achieving this vision. Four principle objectives underpin this commitment: sustainable development, economic growth, strengthened governance systems and institutions, and security for all.

In 2017, Forum Leaders endorsed *The Blue Pacific* as the core driver of collective action for advancing the Leaders' Pacific Vision. This narrative reaffirms the shared ownership of the Pacific Ocean and the connection of all Pacific peoples with their natural resources, environment and livelihoods, and aims to harness their shared ocean identity, geography and resources to drive positive socio-cultural, political and economic development.

To support the Forum Leaders' Pacific vision, the "Pacific Regional Education Framework, Moving Towards Education 2030" (PacREF) prioritises action on quality and relevance, free learning pathways, and the teaching profession that will maximise sustainable gains in student learning outcomes and well-being.

The PacREF promotes a human rights approach to education and seeks to empower Pacific Islanders fully enjoy, without barriers, the benefits of education. It recognizes the disadvantages faced by some groups and communities in accessing opportunities to education. Some of these vulnerable groups include girls, young women, youth, persons with disabilities, rural communities and minority groups. The Framework aligns with the *2012 Pacific Leaders Gender Equality Declaration* in striving towards gender parity in informal, primary, secondary and tertiary education and training. It also supports the *Pacific Framework for the Rights of Persons with Disabilities 2016-2025* and responds to its goal of expanding early intervention and education of children with disabilities.

The PacREF seeks to promote fully inclusive learning opportunities. Over a three-phased twelve-year period, the PacREF seeks to operationalise commitments by Member



States to raise the quality of education across the Pacific, to enhance learners' education outcomes, and to produce high quality graduates who are able to contribute economically and socially to their communities. It recognises the serious performance challenges that Pacific education systems face and offers an integrated set of tools and mechanisms to help Pacific countries meet their education objectives.

The PacREF recognises and promotes the contribution of regional agencies and actively encourages the application of regional standards and South-South cooperation. It promotes a robust monitoring of progress including the tracking of performance trends against national, regional and international indicators. Through **partnerships** and a commitment to **regionalism**, the PacREF will deliver sustainable, affordable and high quality education goods and services that are accessible to all Pacific countries.

Collaboration and cooperation among national education systems and regional institutions are critical to the success of the PacREF.



The PacREF provides a means for identifying and understanding similarities and differences across the region. It offers organizing mechanisms for sector planning, reporting and collaboration, and it provides development partners with an understanding of where the region’s resourcing priorities lie. It supports activities that are **politically feasible and technically sound** and that have a high probability of producing the desired outcomes.

The Pacific Regional Education Framework is driven by **six principles**:

1. Regionalism and mutually beneficial partnerships
2. Application of evidence to policy and practice
3. Efficiency in the use of resources
4. Equity in access and opportunity

5. High quality and relevant inputs
6. Sustainable and high quality outcomes

Engagement with communities will reflect the recognition that every Pacific Islander is a stakeholder in education.

The **four key policy areas** of the PacREF are:

1. Quality and Relevance;
2. Learning Pathways;
3. Student Outcomes and Wellbeing; and
4. The Teaching Profession

Policy Area 1:

Quality and Relevance

Policy Objective:

High quality, relevant programmes are provided for learners at all levels of education.

Goal:

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.

Outcomes:

(i) Curriculum and programmes are embedded in the Pacific context that reflect Pacific values, cultures, traditional knowledge and skills that draw on the land that we live and exist upon and the ocean that surrounds and bind us all.

(ii) Learning is inclusive of cognitive and non-cognitive development.

(iii) Curriculum and programmes, with appropriate pedagogy are inclusive, rights-based, promote gender equality, flexible and responsive to innovation and change and are adaptable to new learning opportunities.

(iv) Quality learning environment that supports learning at all levels of education.

Proposed Strategies:

Phase 1 Priorities

- Review, develop and resource inclusive curriculum that is grounded in culture, language and identity, as well as being aligned to country circumstances, and that supports a holistic approach to learning.

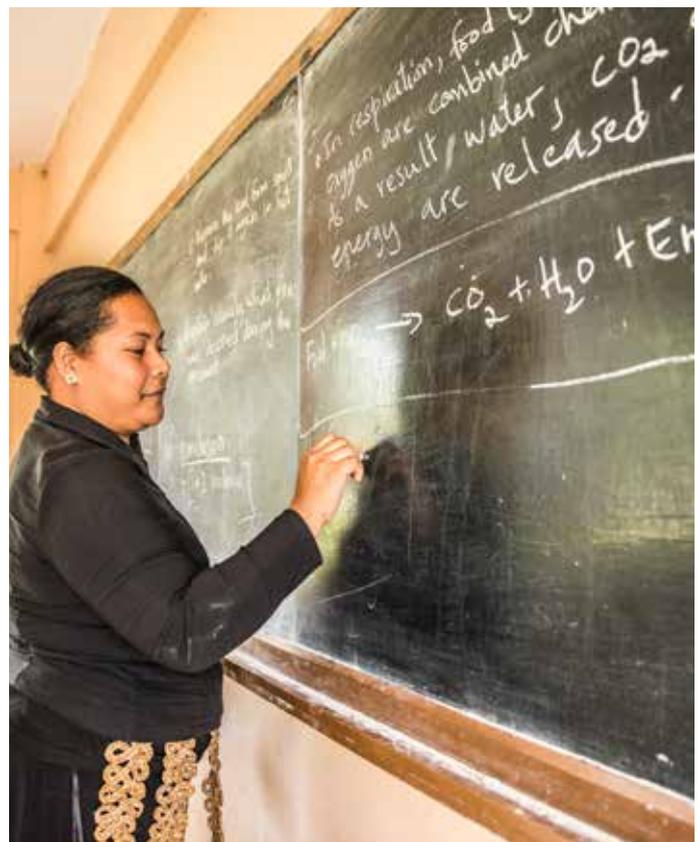
- Develop and implement regional Quality Assurance Frameworks (QAF) and School QAF Guidelines, including external validation for qualifications and programmes, recognizing the different contextual and historical backgrounds of education systems in the region.

- Establish quality learning environments through appropriate pedagogy, new technologies, enabling facilities and provision of student care by identifying contextualised interventions which ultimately support schools and teachers in their application.

- Improve learners' information management systems for better tracking of performance of learners through school leaver surveys, tracer studies and other similar surveys that will provide valuable data and information on the long-term outcomes and impact of education.

Priorities for latter part of Phase 1 and beyond

- Scope specialist programmes for both vernacular and second language acquisition, including relevant teacher development, learning programmes and resourcing.



- Integrate ICT into learning programmes to create effective and efficient new ways of learning.

- Research into the reasons and contexts that contribute to the high numbers of out-of-school children. In doing so, identify the barriers to education, and ultimately identify strategies for mitigations that will enable equitable access to education.

- Review tertiary programmes (certificate to post graduate) to provide future-focused opportunity for the individual learner, ensuring skills and higher education can meet the demands of the labour market and support economic development of individuals and communities.

Policy Area 2: Learning Pathways

Policy Objective:

Learners' needs are met through a broad range of programmes and delivery modalities.

Goal:

All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential.

Outcomes:

- (i) An enabling policy environment, which is rights-based with appropriate resourcing, for increased school-based decision-making and flexibility in the facilitation of learning.
- (ii) Our most vulnerable learners fully participate in a wide range of learning.
- (iii) Our youngest learners (pre-schoolers) are prepared to engage in formal schooling.
- (iv) Linked pathways between levels of schooling and beyond.

Proposed Strategies:

Phase 1 Priority Strategies

- Develop regional tools for the governance, management, quality assurance, financing and programme development of ECCE that may subsequently be contextualized at national levels.
- Support education systems to recognise and

mitigate challenges and risks associated with transitions in education and to ensure that national data allows for tracking and reporting on learning pathways and policy outcomes.

- Develop models for TVET that emphasize its value, relevance to industry and the labour market, and facilitate opportunities provided by ICT.
- Develop and implement second chance and alternative pathways with a focus on out-of-school children, girls, youths at risk and persons with disabilities.
- Implement inclusive education programmes and pathways that include special training for teachers/teaching assistants.

Strategies proposed for the latter part of Phase 1 and beyond

- Leverage and expand the use of ICT as an access tool to education, including inclusive education and the provision of differentiated pathways.
- Develop careers education programmes.
- Scope models of stair-casing and multi-levelling of courses and programmes of learning for learners, including mechanisms for the recognition of prior learning.



Policy Area 3:

Student Outcomes and Wellbeing

Policy Objective:

Learners at all levels of education achieve their full potential.

Goal:

All learners acquire the knowledge, skills, values and attributes to enable them to contribute to their families, communities and to nation building.

Outcomes:

- (i) Increased percentages of learners achieve expected levels of literacy and numeracy at all levels of education but particularly by the end of the primary cycle.
- (ii) Improved participation and success rates at all levels, especially in ECCE and secondary and TVET.
- (iii) Programmes developed and implemented that strengthen cognitive, non-cognitive and social skills in young people, recognizing “Pacific literacies”, ensuring their readiness for the challenges and opportunities they will encounter in life.

Proposed Strategies:

Phase 1 Priority Strategies

- Improve access to and use of early intervention programmes to mitigate risks to student achievement.
- Provide specific and sustained teacher training on literacy and numeracy.
- Build the awareness and capacity of students and teachers to continuously utilise assessment for learning.
- Support the development of a shared vision for “21st century skills” in a Pacific context that includes Pacific literacies - including but not limited to self,

physical, communication and financial literacy, and identify suitable processes to resource and implement life-skills programmes that develop learners’ core competencies and employability through cross-curricula approaches.

Strategies proposed for the latter part of Phase 1 and beyond

- Provide support for learners through access to learning support, counselling and engagement with social agencies.
- Develop and implement child protection policies in collaboration with relevant partners.
- Build the capacity of learners in the areas of information and digital literacy.
- Provide careers education and linkages to industry/work place readiness.
- Conduct research into adult literacy to inform national and regional decision-making and programme development.



Policy Area 4:

Teacher Professionalism

Policy Objective:

The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability.

Goal:

Competent, qualified and certified teachers¹ 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.

Outcomes:

- (i) All teachers and school leaders in the Pacific are qualified and skilled certified professionals who are able to demonstrate their competencies against approved standards.
- (ii) All teachers and school leaders are supported, through a range of modalities, in developing new skills and knowledge to create better outcomes for students.
- (iii) The teaching profession holds status in the Pacific leading to parents and the community having unreserved confidence in teachers and schools.

Proposed Strategies

Phase 1 Priority Strategies

- Strengthen understanding of teacher professional standards/competencies, teacher professional development, performance management systems and their translation into practice, including their assessment and evaluation, at all levels of education.
- Strengthen pre-service training programmes and develop regional mechanisms for the validation of teacher training programmes across countries.

- Develop regional standards for school leadership and sector management and provide professional development for school leaders and middle and senior managers with a focus on supporting teachers to meet the needs of students.



Strategies proposed for the latter part of Phase 1 or beyond

- Improve working conditions (physical, workload, remuneration) of teachers.
- Develop, continually update and promote a code of ethics for teachers and school leaders.
- Market and advocate for the teaching profession to attract and retain quality teachers.
- Support education leaders' collaboration with teacher unions and other community education stakeholders.

¹

The terms 'teachers' and 'school leaders' are inclusive of persons in those positions in all levels of education, regardless of the terminology used to designate their positions.

The PacREF Programme Phases²

The 12-year PacREF Programme is divided into three four-year phases to better facilitate high-level in-depth programme review by the Education Ministers at reasonable intervals – ministers will meet to review the PacREF Programme every two years, with every second meeting allowing them the opportunity to review the proposed program for the forthcoming four-year phase. Dividing the programme into distinct four-year phases also signals to the development partners that the education ministers are scheduling programme performance reviews to reflect the normal requirements associated with external financing. The adoption of a three-year rolling implementation plan process with a built-in requirement for annual updating reflects the need to utilise realistic planning timeframes while ensuring continuity within and between the PacREF’s three four-year phases.

Over the course of the PacREF Programme, the four regional agencies³ namely, EQAP, UNESCO, UNICEF and USP’s SoE, will strengthen those elements of their tools and services that assist Pacific education systems in areas:

- (i) where those systems’ capacities are weakest
- (ii) that are highly technical
- (iii) require advanced training or are politically sensitive:
 - a. curriculum
 - b. assessment
 - c. developing and monitoring service and performance standards
 - d. teacher policy, teacher training, teacher competencies, and teacher support; accountability
 - e. information management; and policy evaluation

During its first phase (Phase 1: 2019-22) the PacREF will:

- Strengthen the tools and services provided to national education systems by the four regional agencies (SPC’s EQAP, UNESCO, UNICEF and USP’s SoE).
- Strengthen appropriate region-wide minimum service standards, their contextualization and use by national education systems.
- Facilitate country-to-country (South-South) exchanges of effective policies and practices.

A key part of Phase 1 is to reinforce the contribution to regionalism by regional education agencies through establishing and embedding new ways of working with and among the agencies. The PacREF Programme will support strengthening the capacity and reach of each of the four agencies in their specialist technical areas and the partnerships between those agencies, national education systems and development partners around specific outcomes and the sharing of proven good practices. Phase 1 of the PacREF Programme squarely focuses on securing the foundations for a sustainable region-wide programme for quality enhancement⁴.

Over its latter two phases (Phase 2: 2023-26 and Phase 3: 2027-30) the PacREF will support a consolidation of gains made during its earlier phase(s) while tackling remaining and emerging issues as defined by the PHES and by FEdMM in 2022 and 2026, respectively.

Operationalising the PacREF

The strategies proposed within each of the four policy areas (see above) are those the Pacific Heads of Education Systems (PHES) consider necessary if the PacREF is to provide the technical and operational support they need to meet the most persistent challenges associated with raising levels of learning across the Pacific. While each of the strategies is important, only those of the highest priority in each policy area will be progressed during the first part of Phase 1.

² The PacREF is the Pacific Regional Education Framework, the PacREF Programme is the programme of strategies and activities in each of four policy areas (quality and relevance, learning pathways, student wellbeing and outcomes, and the teacher profession) that operationalises the PacREF.

³ In the PacREF regional agencies include the two ‘true’ regional institutions, USP and SPC, and two UN agencies that implement nationwide education programmes, UNESCO and UNICEF.

⁴ The PacREF Programme is designed to benefit all Forum countries and efforts will be made throughout the Programme to ensure that access to PacREF-financed products and services is afforded all Forum member countries.

The identification of the 16 priority strategies (see Policy Objectives, Goals, Intended Outcomes, and Proposed Strategies, above) reflects both the consensus among the PHES of the most pressing needs their systems are experiencing and the capacity of the four regional agencies to progress those strategies over the short to medium term. Annual reviews of implementation

- That where beneficial each education system will engage with the four regional agencies to develop, refine and utilise the tools, services and regional standards developed in the PacREF Programme.
- That the Pacific’s education systems will support



progress and of existing and emerging challenges by the PHES will shape the PacREF’s forward agenda and each annual iteration of the Three-Year Rolling Implementation Plan (see Governance, below)⁵.

While Pacific countries will integrate what they consider as the relevant parts of the PacREF Programme into their national education policies, programmes and practices, it is intended that the PacREF Programme be fully reflected in the business plans of the four supporting regional agencies and in development partners’ programmes, both regional and bi-lateral⁶. The endorsement of the PacREF Programme by the Pacific Education Ministers signals:

- That the Pacific’s education systems will broadly disseminate the PacREF, with ministers determining the extent of dissemination in their national education ministries and among national education stakeholders.

and participate in country-to-country (South-South) programmes to share effective policies and good practices.

- That Pacific’s education systems will prioritize and maintain a coordinated approach toward system performance M&E, PacREF Programme M&E and learning, and SDG related monitoring.⁷
- That regional agencies engaged in implementing the PacREF Programme should fully incorporate PacREF Programme activities into their business plans.
- That ministers and their heads of systems will encourage development partners to recognize that the PacREF articulates the region’s resourcing priorities and that they should support PacREF-based activities through their regional and bilateral programmes.

Each of the 16 Phase 1 strategies aligns with or is

⁵ Part 2 of the PacREF documentation includes the PacREF Three-Year Rolling Implementation Plan which lists the 16 priority strategies together with the activities necessary to implement those strategies, the intended outcome or product of each strategy, and identifies which regional institution will lead each activity.

⁶ Throughout the PacREF the term ‘business plans’ is used to describe the normal annual or multi-year planning and scheduling plans and documents used by EQAP, UNESCO, UNICEF and USP’s SoE.

⁷ The 12-year PacREF programme is aligned with the SDG4 Education 2030 mandate.

complementary to an activity that is already in the business plan of either EQAP, UNESCO, UNICEF or USP's SoE. The additional resources that the PacREF Programme brings to each of these agencies is intended not only to support the PacREF implementation but to substantially strengthen the value-add of their overall contribution across the Pacific.

To ensure that the PacREF Programme resources are maximised and that the technical strengths of the agencies are well-focused, and to minimise any duplication of effort, PacREF Programme partnerships will be formalised around each of the four PacREF policy areas. Each of these partnerships will include the agencies that will



work in that area, the national education systems that prioritise their participation in developing tools and support services in the area, and relevant development partners. These partnerships seeks to formally engage with programmes and entities, such as the Australia Pacific Technical College (APTC), that have made and are making significant contributions to Pacific education and training outcomes⁸.

While every countries' education system will be able to benefit from the output of each policy area partnership, they are not be expected to join every partnership. The PacREF Facilitating Unit (PFU) will maintain a PacREF website with the primary purpose of keeping national systems fully informed about the PacREF Programme and of how activities are progressing within each partnership.

End of Phase 1 Targets and Outputs

The PacREF does not identify numeric targets for region-wide gains in learning outcomes as it assumes that each national education system sets their own numeric performance and learning targets. There may be little meaning in consolidating national targets to form Pacific-wide goals – other than in those areas where regional benchmarks articulate minimum performance benchmarks (in PILNA, for literacy and numeracy, for example). Rather, the PacREF Programme focuses Phase 1 activities on achieving three broad-based high-level 'achievement' targets that apply both nationally and regionally:

- Establishing upward trends in the percentage of preschool children assessed as school-ready when they enter primary school, and in age appropriate levels of literacy and numeracy at the primary level.
- Laying the foundations necessary to ensure that upward trends can be established in the number of appropriately qualified and well-prepared secondary and post-secondary (further education, tertiary and TVET) graduates.
- Improving inclusiveness, student wellbeing and the maintenance of Pacific languages, values and traditions.

To meet these targets, the PacREF recognises the influence of many factors such as inputs from national programmes and development partner-funded programmes. However, the products of the PacREF Programme strategies will be particularly influential in meeting these objectives. This is because each is designed to produce tangible outcomes that will help address persistent shortfalls in national education programmes and to facilitate those systems consistently raising student outcomes over time.

8

It respect to the APTC, the PacREF recognizes the substantial contribution it has made to improving TVET outcomes across the region and sees APTC as a critical partner throughout PacREF period, especially as it evolves to become the Australia Pacific Training Consortium and focuses on the further strengthening of Pacific TVET institutions.

Over the course of Phase 1, the PacREF Programme will produce the following outputs⁹:

To improve Quality and Relevance

- Contextualized tools to assist national systems to ensure the curriculum reflects and maintains our Pacific identity.
- Contextualized quality assurance frameworks including regional standards to assist national systems introduce and maintain institution (school) level quality assurance assessment.
- Contextualized tools to assist national systems embed broad-based improvements in teaching and learning through standardised, regularly assessed and continuous professional development that improve teacher competencies.
- National systems better informed and able to adjust their programmes based on evidence of students' pathways through their systems and beyond (post-graduation).

To improve Learning Pathways

- Contextualized tools to assist national systems ensure that ECCE programmes are quality assured and able to meet national school readiness standards.
- Contextualized tools to assist national systems improve cohort survival rates, lower drop-out and subsequent re-entry rates.
- Industry responsive TVET programmes and improved employer satisfaction with TVET graduates.
- Contextualized tools to assist national systems provide viable options for continued formal education and access to skills development for out-of-school children, young women and girls, persons with a disability and at risk youth.
- Contextualized tools to assist national systems ensure that institutional and classroom practices are inclusive.

To improve Student Wellbeing and Outcomes

- National systems employing tested tools and strategies to improve children's mastery of literacy and numeracy skills.
- A Pacific-wide large cadre of primary school teachers who have high levels of competency in literacy and numeracy instruction.
- Contextualized tools to enable system-wide continuous assessment of student learning and the shaping of lessons and programmes to address identified gaps in subject mastery.
- A regional understanding contextualised by country of non-cognitive skills, coherence between learning programmes and desired skill acquisition, and resource development to support delivery of programmes that prioritise non-cognitive skills.

To improve Teacher Professionalism

- Pacific-wide application of contextualized 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.
- High quality comprehensive teacher preparation throughout the Pacific for all levels of teachers.
- High quality systems and school management that is well-prepared to support teaching and learning practices and to facilitate raising the levels of student learning outcomes.

To help ensure that each of these outputs is embedded in national systems, the four agencies delivering the PacREF Programme will provide ongoing support through an appropriate combination of technical assistance, contextualized modules for continuous professional development of teachers and school leaders, evaluations, and knowledge sharing, learning opportunities. When appropriate, they will also facilitate South-South cooperation to share proven good practice.

⁹ As additional strategies and activities are added to the PacREF Programme over the years, additional outputs will be identified and produced.

To ensure that the PacREF Programme meets the needs of as many Pacific countries as possible and to ensure that available resources are maximised, the Programme will not support strategies and activities where the returns on investments are anticipated to be low or where they are expected to benefit, or predominantly benefit, a very small number of countries. However, this does not preclude PacREF from supporting sub-regional strategies where these would be beneficial.

Responsibilities of Pacific Countries

The PacREF Programme will help Pacific countries' education systems to improve their services and meet their objectives in three ways:

- (i) improve and expand the tools and support available from EQAP, UNESCO, UNICEF and USP's SoE
- (ii) assist education systems to contextualize regional service standards and to meet those standards
- (iii) support national systems as they assist one another to develop their capacities and adopt good practices

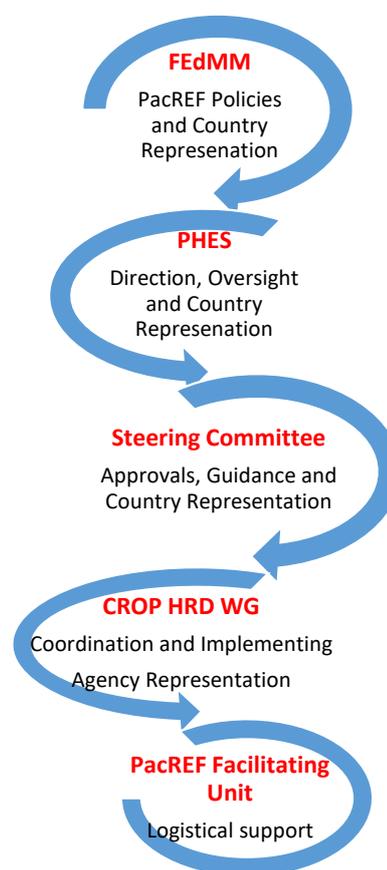
If the PacREF Programme is to meet these objectives, national education systems must play their part. Each country will identify the strategies of the Framework they find most relevant and participate in the partnership arrangements. Participation in a PacREF partnership requires a commitment to work with the regional agencies as they develop and strengthen their tools and support services. National systems will provide guidance to the regional agencies they form partnerships with to ensure that they develop and support solutions that are adequately specific to meet their needs, as it is essential that they provide national systems with tools and support services that are properly contextualized. National systems are expected to selectively view what each Phase of the PacREF Programme has to offer and to engage with the agencies implementing those strategies that most meet their needs.

Governance

The PacREF's governance structure is designed to ensure continued Pacific country ownership of the PacREF. The deep involvement of national education systems' management in the PacREF through their ministers and through the Pacific Heads of Education Systems (PHES) is intended to ensure that national needs and challenges are consistently considered and are reflected in the Programme.

The PacREF Governance Structure

The PacREF governance structure provides the political and technical framework for high-level and ongoing oversight and for day-to-day management of the



Programme while aligning with the emerging norm for the governance of Pacific regional programmes. The Forum Education Ministers Meeting (FEdMM), the Pacific Heads of Education Systems (PHES), the Steering Committee (SC), the CROP¹⁰ Human Resources Development Working Group (CROP HRD WG), and a

PacREF Facilitating Unit (PFU) under the office of the Vice-Chancellor & President, University of the South Pacific all have a significant management and coordinating role to play in ensuring that the PacREF programme consistently delivers high-quality services to the countries' education systems. The Pacific Islands Forum Secretariat (PIFS) as a member of the CROP HRD WG will provide the important linkage between regional education programmes and the Forum processes, a role it also plays with regional health and other social sector programmes within the region.

review plans for the latter two phases of the Programme. The University of the South Pacific in consultation with the PHES and host country (Chair) will organise the FEdMM.

Reporting to FEdMM, the PHES has the responsibility of ensuring that the PacREF Programme is implemented as intended. PHES members also have the responsibility of ensuring that both their system's needs are understood and are being addressed through the PacREF Programme wherever feasible and that country-level issues that



Overall responsibility for the PacREF rests with the Forum Education Ministers through FEdMM. By approving the PacREF and the PacREF Programme, FEdMM has committed to a regional education policy framework, agreed to both national and regional level monitoring of progress against that framework, to assist in assessing its effectiveness, and to confirming the objectives and direction of each Phase of the PacREF Programme. Commencing in November 2020, FEdMM will meet every two years to review the PacREF Programme. During its meetings in 2022 and 2026 respectively, FEdMM will

disturb the smooth implementation of the PacREF Programme are addressed promptly and efficiently. The PHES will meet biennial to review the PacREF Programme and to review and approve the CROP HRD WG's proposed updates of the PacREF's four-year rolling implementation plan and the budgets attached to those plans. The CROP HRD WG will ensure that the Outcomes Documents from each annual PHES meetings are adequate to allow each PHES member to comprehensively update their ministers and their ministries on PacREF Programme progress and the outcomes of PHES meeting. PHES meetings will be

convened by UNESCO in consultation with the Chair of the CROP HRD WG regarding the agenda and presentations.

A Steering Committee consisting of five members of the PHES will serve on a rotational basis, to be determined by PHES, and represent the PHES on all PacREF policy and programming matters in between PHES meetings. The SC will develop a communication strategy to report back to the full PHES following each of their meetings. The SC meetings will precede CROP Human Resources Development Working Group (HRD WG) meetings and will be organized by the PacREF Facilitating Unit.

Reporting to the PHES through the Steering Committee, the CROP HRD WG will coordinate PacREF implementation with the Facilitating Unit. Essential tasks of the CROP HRD WG are ensuring the highest possible quality of service to member country education systems from the four regional agencies and PacREF's governance structure, and ensuring that all Pacific countries have access to the full PacREF Programme and to all PacREF products and services.

In practice, the PHES and CROP HRD WG will share responsibility for ensuring that the policies and technical programme that make up the PacREF is operationalized as intended by FEEdMM.

A PacREF Facilitating Unit under the Office of the VC, USP, will serve as the Secretariat to the CROP HRD WG, and as the full-time unit responsible to facilitate PacREF Programme operations of the four regional agencies. The PFU will also manage the logistics of South-South cooperation as agreed to by countries that is part of the PacREF programme. Further critical functions of the PFU include ensuring that *all* Forum member countries have full access to the PacREF Programme, maintaining a comprehensive PacREF website, supporting an independent reviews of the PacREF Programme every four years, supporting the CROP HRD WG and Steering Committee in the design process for subsequent Phases of the PacREF Programme, and the timely submission of those reviews and designs to the Steering Committee through the CROP HRD WG for their review prior to the submission of the documents to the PHES.

The VC USP will ensure that the PFU is professionally staffed by personnel experienced in multi-agency programme oversight and adequately supported by administrative staff. The PFU will consult with the USP School of Education (SOE) and Institute of Education (IOE) in the same way as other implementing agencies but will operate independently from the two institutions.

Governance meetings will be closely sequenced around an annual calendar to ensure efficiency and timeliness of



information sharing and decision making: CROP HRD WG meetings can be held in April and early October; PHES meetings biennially in late October and FEEdMM meetings every second May or November back to back with USP Council. There will be clear separation between the USP Council and FEEdMM meetings.

More information on the PacREF governance structure can be found in the Annex.

Monitoring, Evaluation and Learning

With a clear focus on strengthening policy, building the knowledge and capacity to change institutional and individual behaviors, and on improving students' outcomes, the PacREF Programme will adopt a three-level approach to Monitoring Evaluation and Learning (MEL).

At the first level, the monitoring of implementation and of compliance with PacREF partnership agreements will be completed as part of the routine business plan oversight and monitoring undertaken by each of the four regional agencies. This process will help ensure that the PacREF Programme is implemented as scheduled and that implementation related issues are identified and addressed as early as possible. Issues that require immediate attention from the Steering Committee will be brought to the attention of the CROP HRD WG and PFU. Each agency will submit a short template-based annual summary of their PacREF-based activity to the CROP HRD WG and the SC (via the PFU who will consolidate the four reports).

The second level of monitoring involves a continuous formative assessment by EQAP's monitoring specialists of the impact of the PacREF programme on Pacific education and the sharing of experiences. This will help to ensure that six objectives are met:

- That Pacific education systems have the opportunity to actively participate in all aspects of the PacREF programme.
- That the knowledge created during the implementation of the PacREF Programme is documented and shared.
- That systems and the behaviour of individuals change and improve as a result of the initiatives of the PacREF.
- That the policies and practices of education systems in the Pacific utilise the tools and services that are implemented by the PacREF Programme.
- That as wide a range as possible of Pacific countries engage in and benefit from opportunities for South-South cooperation.
- That learning outcomes trend upwards, both in terms of percentages of populations being targeted (teachers, students) and of levels of attainment.

In partnership with the CROP HRD WG, EQAP will deliver a series of topic-specific learning events over the course of the PacREF that are designed to ensure that knowledge

and good practice is shared widely.

The third level of the PacREF's MEL agenda is to assist Pacific education systems ensure that their performance is monitored and reported in an accurate and timely manner and that the data is understood by national policy makers and planners. Critical parts of this process are facilitating the sharing of system performance data on key regional and international measures (on SDG 4 indicators, for example) with a range of stakeholders (including development partners) and ensuring that both quantitative and qualitative information on system performance is well recorded, analysed in-country and their implications understood.

Where applicable, and employing a simple two-page template, EQAP will assist respective national systems to prepare an annual brief on their PacREF participation. These will be submitted to the Steering Committee, CROP HRD WG and financing partners.

EQAP will present annual reports on each of the latter two parts of the MEL programme to both the PHES and CROP HRD WG.

The Estimated Costs and Financing of the PacREF Programme

As many Pacific governments face serious difficulties in fully financing their preferred education programme, it is unrealistic to anticipate significant increases in funding to the sector and any increase in their ability to finance the PacREF programme. However, all are committed to increasing the efficiency of their education expenditures.

Development Partner (DP) Support to Pacific Education

Currently development partners who support education in the Pacific include local and international NGOs, UN agencies, and bilateral and multilateral agencies, with Australia's DFAT and New Zealand's MFAT providing the larger portion of DP support. In 2017-18, DFAT committed AUD 207 million to Pacific education (including both bilateral and regional programming); MFAT, NZD 21 million (including both bilateral and regional programming). Both DFAT and MFAT provide significant ongoing support to USP and EQAP. The operational costs associated with

UNESCO's 2017-18 Pacific education programme is USD 0.5 million, and UNICEF provides USD 3.5 million. The World Bank is executing an USD 8.5 million regional programme funded by GPE. The ADB has a USD 18.4 million program in the North Pacific, and it has also provided a USD 19million loan to USP.

PacREF Programme Phase 1 Estimated Costs

The estimated cost of Phase 1 of the PacREF Programme is FJD 22.6 million. Details of the EQAP, UNICEF, UNESCO and USP estimated PacREF Programme budgets are located in the PacREF Three-Year Rolling Plan Budget, 2019-2021 document. Over the course of the first three years of Phase 1, financing for South-South cooperation will grow from five to ten percent of PacREF implementing agencies' total costs. Programme management costs (the

documentation will reflect these understandings.

Financing the PacREF

Following FEdMM approval of the PacREF Programme, EQAP, UNESCO, UNICEF and USP's School of Education will adjust their current business plans to include the Phase 1 activities that FEdMM has approved. As most of the Phase 1 programme builds directly on activities already included in the business plans of the agencies, a limited amount of preparatory work for Phase 1 will begin in the third quarter of 2018 under the current funding arrangements of the respective agencies, as will some initial implementation. However, it is anticipated that each of the four agencies will require access to the additional financing for 2019 PacREF implementation during the fourth quarter of 2018.



PFU) are included in the budget summary in the Three-Year Rolling Plan Budget 2019-2021 document. The costs of governance meetings are included in the PFU budget, as is an independent evaluation in year 3.

In light of current capacity levels and ongoing commitments, the four agencies will initially only take on PacREF tasks that do not require a substantial short-term scaling-up of their in-house capacity. This reflects an understanding that their participation in the PacREF Programme will expand over the course of Phase 1 and into Phase 2 based on their performance and on the uptake of the PacREF products by national education systems. The detailed costs in Part 2 of the PacREF

In order to finance the PacREF Programme the region will look to both traditional and new development partners as it seeks the necessary investments. FEdMM supports a discussion between PIFS and the region's development partners (including DFAT, MFAT and Global Partnership for Education (GPE)) to confirm the steps that should be taken to prepare and submit the necessary proposals.

While it is expected that development partners will invest directly and indirectly in the PacREF Programme, it is understood that their continued commitment over the Programme's latter phases will be strongly influenced by the extent that the Pacific education systems adapt their current practices to take advantage of those elements

of the Programme that can most effectively enhance learning outcomes in their countries.

Lessons from the PEDF Experience

In designing the PacREF Programme the PHES Small Working Group (SWG) has responded to five particularly pertinent lessons drawn from the 2017 review of the Pacific Education Development Framework (PEDF):¹¹

- *The PacREF programme must be responsive and its targets realistic – the challenges it sets out to address must be shared by the region and the capacity to address those challenges must be present or able to be developed.*

The PacREF purposefully builds on the region's strengths (four established regional agencies that have a good track record of supporting national education systems) while addressing its challenges. The PacREF Programme prioritizes improving student outcomes by tackling critical shortfalls in services and by developing the capacities in national systems necessary to use the improved high quality and carefully contextualized tools and services that the four regional agencies will develop and support throughout the Programme.

- *Maintaining broad-based ownership helps to ensure effectiveness – the PacREF must demonstrably add value to each participating education system.*

In making a long-term commitment to systems and capacity development, the PacREF Programme is ensuring that gains made have every possibility of being consolidated at both the national and regional levels and that lessons, successes and experiences are effectively shared. By employing a thorough annual review process and employing a four-year rolling implementation plan approach that is overseen by the PHES, the PacREF Programme can continue to address the most critical of shared challenges while also reacting to emerging issues and service delivery shortfalls as they are identified.

- *A comprehensive communication strategy and*

high quality M&E programme are essential – the purpose must be widely understood within the region's ministries of education and it must be clear that participating in programme monitoring and evaluation will add value to national efforts to improve services and outcomes.

This lesson is reflected in three ways: through an initial wide-reaching dissemination of the PacREF Programme, through formal partnership agreements that include ministries of education, through its alignment with the ongoing programmes of four regional agencies that are committed to supporting the region's ministries of education, and through a comprehensive MEL programme that will ensure that PacREF Programme monitoring is embedded in recurrent performance monitoring in national systems, and that region-wide good practice is regularly and professionally disseminated.

- *Well-positioned needs-responsive investments are effective – two examples are the Pacific Islands Literacy and Numeracy Assessment (PILNA), the Pacific Regional Council for Early Childhood Care and Education (PRC4ECCE).*

The PacREF's overall investment strategy is to buy-in to and to substantially strengthen those regional programmes that Pacific ministries of education already see as essential to improving their services.

- *Sustained high-level attention by FE dMM and by development partners is critical – governance, implementation and oversight roles and responsibilities must be clearly articulated.*

PacREF's governance and management structure reflects the regional education architecture in that the programme is overseen by the CROP HRD WG, the Steering Committee, the PHES and the FE dMM. The membership of the HRD WG includes all the institutions involved in implementing the PacREF as well as the main development partners.

¹¹ The PEDF replaced the Forum Basic Education Action Plan of 2001 and the Pacific Regional Initiative for the Delivery of Basic Education (PRIDE) of 2004. The Review of the PEDF was commissioned by the Pacific Heads of Education Systems (PHES).

Annex

PacREF GOVERNANCE STRUCTURE TERMS OF REFERENCE

Preamble

The Pacific Regional Education Framework (PacREF) supports the Leaders' Vision that promotes peace, harmony, security, social inclusion, and prosperity, so that all Pacific people can lead free and healthy lives. The PacREF promotes a human rights approach to education and seeks to empower Pacific Islanders to fully enjoy, without barriers, the benefits of education. It recognises the challenges faced by some vulnerable groups and communities in accessing opportunities for education, including girls, young women, youth, people with disabilities, rural communities and minority groups.

2. The PacREF's governance structure ensures continued Pacific country ownership and oversight of the PacREF Programme and provides the support structure within the regional education architecture for national education systems to achieve the outcomes they are targeting. The leadership provided by Ministers of Education through their regional body, the Forum Education Ministers Meeting (FEEdMM) and through the Pacific Heads of Education Systems (PHES) will ensure continued country ownership of the PacREF Programme and its relevance to national education systems.

The PacREF Governance Structure

A. Forum Education Ministers' Meeting

3. Forum Education Ministers have overall responsibility for the PacREF policy and programming. All Forum Island Countries as members of the Forum Education Ministers Meeting (FEEdMM) will be included in the implementation of the PacREF Programme.

Responsibilities

- Ensuring that the PacREF Programme meets the shared objectives of the region and that it contributes in a significant, consistent and sustained way to raising Pacific learners' education outcomes and to producing graduates able to contribute economically and socially to their communities.
- Meeting every two years starting in 2020 to review the progress and effectiveness of the PacREF

Programme and to provide guidance on meeting existing challenges and emerging issues. The University of the South Pacific (USP) is responsible for organizing FEEdMM and will consult with PHES and chair of FEEdMM on setting of meeting agenda and theme. Whenever feasible FEEdMM to be held "back-to-back" with its Council meeting while ensuring the inclusion of all Forum member countries.

- During its meetings in 2022 and 2026, reviewing and approving plans for the latter two phases of the PacREF Programme.
- Providing direction or guidance to the Pacific Heads of Education Systems (PHES), the PacREF Steering Committee (SC) and the CROP Human Resources Development Working Group (HRD WG) in respect to PacREF Programme oversight and the high-level reporting of progress and addressing of emerging challenges.

B. Pacific Heads of Education Systems (PHES)

4. The PHES has responsibility for ensuring that the intention of FEEdMM in terms of PacREF policies and Programme are implemented accordingly.

Responsibilities

- Ensuring that the PacREF policies that support the Programme are translated into actionable activities and that the Programme is implemented as intended by FEEdMM.
- Ensuring that the PacREF Programme is comprehensively managed and monitored, and that its impact is assessed at a national level, using country's existing mechanisms.
- Keeping abreast of emerging issues and risks relevant to PacREF policies and programming, especially in relation to their own education systems.
- Meeting every year to review the progress of PacREF Programme implementation and to approve the Steering Committee-cleared PacREF Three-Year Rolling Implementation Plan and corresponding budgets.
- UNESCO will organize a formal PHES PacREF meeting after every two years.

- With the assistance of UNESCO, USP and partner agencies, be made aware of developments concerning effective education policies and practices across the globe.

- Facilitating South-South cooperation, especially intra-Pacific PacREF-supported South-South cooperation activities.

- Update their Ministers and their ministries on the outcomes of PHES meetings and of PacREF activities within their countries.

C. The Steering Committee (SC)

5. A Steering Committee (SC) consisting of five members of the PHES will serve on a rotational basis, to be determined by PHES, and represent the PHES on all PacREF policy and programming matters. The SC will develop a communication strategy to report back to the full PHES following each of their meetings and to the full PHES meeting. The SC meetings will precede CROP¹² Human Resources Development Working Group (HRD WG) meetings and will be organized by the PacREF Facilitating Unit.

Responsibilities

- Representing the full PHES on all matters concerning PacREF policies and programming – including the meeting of any PHES responsibilities (see above) delegated by the PHES to the SC.

- Providing Programme implementation guidance to the CROP HRD WG.

- On an annual basis, reviewing and clearing the CROP HRD WG proposed update of the PacREF Three-Year Rolling Implementation Plan.

- Ensuring that all participating countries have access to the full PacREF Programme and to all PacREF products and services.

- Reviewing progress on the PacREF agenda against the Three-Year Rolling Implementation Plan.

- Identifying emerging issues and advising both the PFU and CROP HRD WG.

- Approving a comprehensive PacREF

Communication Strategy, developed by the PFU, and monitoring the implementation of that strategy to ensure that awareness of PacREF policies and practices is widespread and PacREF public information regularly updated.

D. National Systems

Responsibilities

- Identifying which of the PacREF Programme’s strategies are most relevant to them and to participate in the activities that progress those strategies.

- Providing the regional PacREF implementing agencies with the guidance necessary to ensure that they develop and support solutions that are adequately specific to meet individual country needs.

- Contextualising and using the available high quality regional tools, support services and regional standards shaped to address their expressed needs.

- Supporting and participating in South-South cooperation (the sharing of effective policies and practices).

- Monitoring, evaluating and learning from reform efforts and reporting on performance against PacREF-related indicators.

E. The CROP Human Resources Development Working Group (HRD WG)

6. The CROP HRD WG is tasked with the coordination of PacREF Programme strategies and activities and supporting strong and effective partnerships amongst the implementing agencies and that their outputs and/or products and the support services they deliver are of the highest possible quality and utility.

Responsibilities

- Ensuring that the guidance provided by the SC is effectively applied in a timely manner.

- Ensuring that implementation issues raised by the SC and/or the PacREF Facilitating Unit are addressed in a cooperative and timely manner.

- Submitting the annual updates of the Three-Year Rolling Implementation Plan to the SC for clearance.

- Promoting increased engagement with and the use of regional goods and services and regional standards.
- Supporting countries participating in South-South cooperation.
- Receiving and reviewing annual PacREF Programme Monitoring, Evaluation & Learning (ME&L) Reports from EQAP and submitting to the Steering Committee for endorsement.
- Reporting via the SC, to the PHES and to the FEDMM on the progress of PacREF implementation.
- Consulting with other regional and national education and training institutions in the design and implementation of the PacREF activities.

F. The PacREF Facilitating Unit (PFU)

7. The role of the PacREF Facilitating Unit (PFU) is to serve as the Secretariat to the CROP HRD WG and to assist the implementing agencies by facilitating PacREF Programme activities. The PFU will be established at the USP under the Office of the Vice Chancellor and President.

Responsibilities

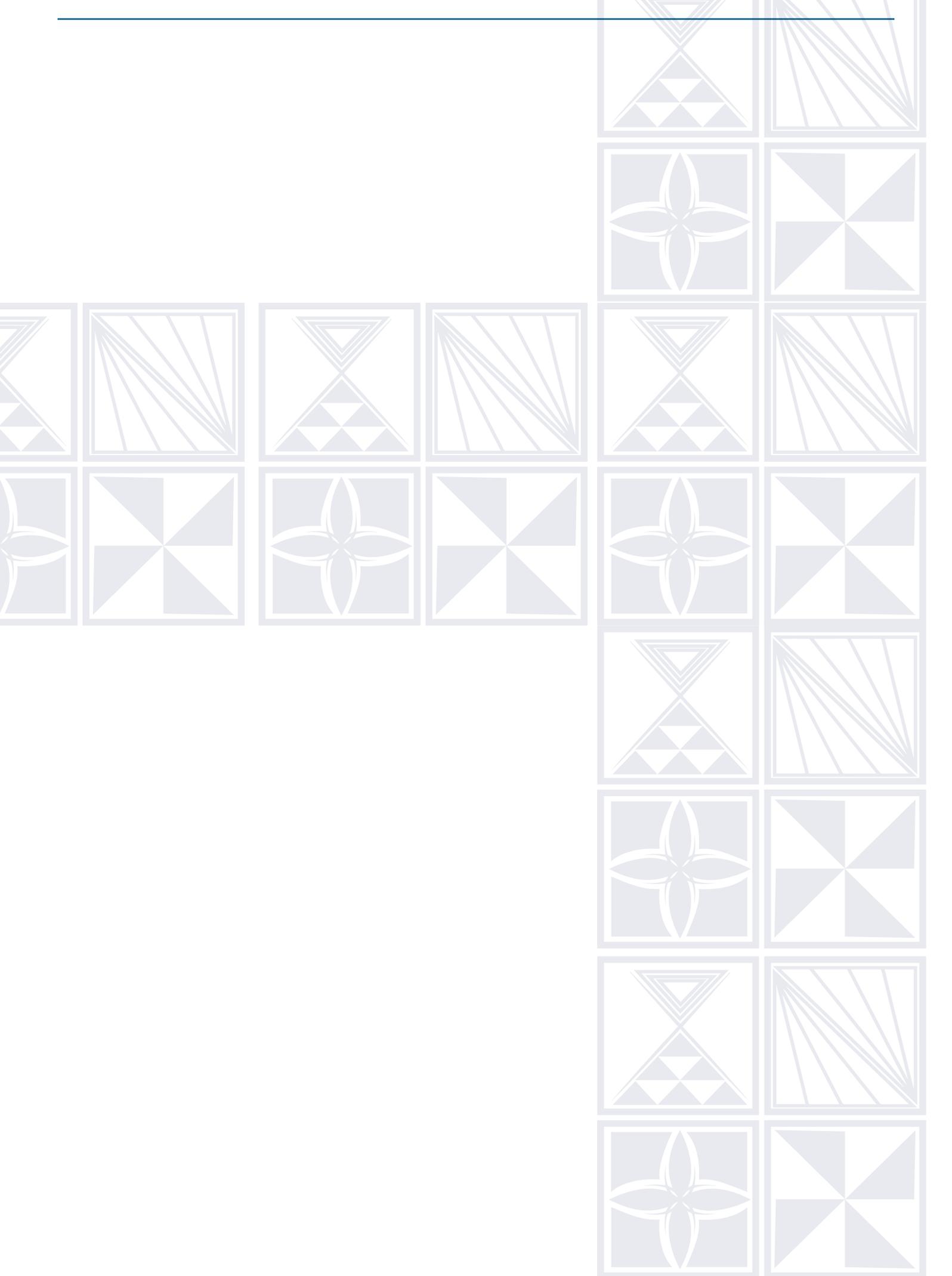
- Providing support to the PacREF implementing agencies and facilitating intra-Programme coordination and scheduling.
- Ensuring that **all** participating countries have full access to the PacREF Programme and the goods and services that it supports.
- Maintaining a comprehensive PacREF website.
- Hosting independent reviews of the PacREF Programme every four years.
- Hosting the design process for subsequent Phases of the PacREF Programme.
- Submitting, via the CROP HRD WG, in a timely manner, annual updates of the Three-Year Rolling Implementation Plan, commissioned independent reviews, and PacREF designs to the SC for its clearance, prior to the submission of the documents to the full PHES.

- Responding in a timely manner to members of FEDMM, PHES, and the SC in respect to any enquiry concerning the PacREF Programme, its implementation or its oversight.
- Tracking progress on PacREF activities against the Three-Year Rolling Implementation Plan and assisting regional agencies and national education systems to address Programme implementation issues in a timely and cooperative manner.
- Supporting countries participating through the PacREF Programme's South-South cooperation activities.
- Promoting increased engagement with and the use of regional goods and services and regional standards.

Development Partners (DPs)

8. In support of the PacREF Programme, Development Partners (DPs) are requested to:

- Form a DP Forum to support the PacREF.
- Support the Pacific's regional institutions in the production of high quality in-demand goods and services and regional standards essential to improving national education outcomes.
- Support countries participating in South-South cooperation and learning.
- Integrate and align bilateral and regional efforts – noting the FEDMM determined PacREF policies and supporting programme.
- Ensure their activities are coordinated and focused on the PacREF agenda where appropriate.





**PACIFIC ISLANDS
FORUM SECRETARIAT**