



The Status of Pacific Education 2021

To achieve better quality data, the Pacific Community (SPC) has invested in the re-development and enhancement of Education data instruments that can lead to the production of high-quality education statistics. A key strategy is to assist PICTs to implement and maintain education data is by supporting coordination and development of national policies, conducting data quality assessments, and providing advice and technical support on the enhancement of Education Management Information Systems (EMIS) and other national education databases.

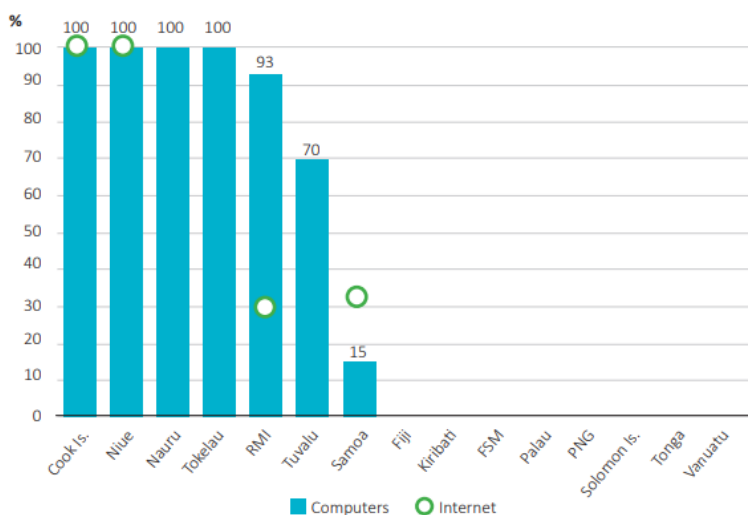
[The status of Pacific education report](#), that is compiled by SPC’s Educational Quality and Assessment Programme (EQAP), is primarily designed to provide the Pacific’s education ministers, senior executives and policy and planning directors, and development partners with regular overviews of progress related to education. This report also includes emerging issues and challenges that are common to most, if not all, Pacific island countries and territories (PICTs).

This report also serves as an important source of official statistical information that can be used by various education organisations and communities, including heads of education, education strategic planning and policy makers, school leaders, teachers, and parents who are interested in tracking the progress of national education systems in relation to the meeting of the intended outcomes at the national level, of the Sustainable Development Goals (SDG 4) and the Pacific Regional Education Framework (PacREF).

From 2018 to 2030, the PacREF will assist national education systems across the Pacific region to address the persistent challenges of improving learning outcomes and preparing students for continued education or work. Emphasis during the first four years of PacREF (Phase 1) is on improving the delivery of the combination of services that will ensure that the Pacific’s school systems are able to offer children with access to high-quality early childhood education and basic education, and to ensure that children progress from their primary education having mastered age appropriate cognitive and non-cognitive skills.

Find below some snippets from the 2021 Status of Pacific Education report:

1) School Facilities - Primary school with access to computers and internet. Source: UIS



Only half of PICTs reported data on their primary school facilities for information communications and technology (ICT). The lack of regular reporting on school facilities by many countries is a significant issue for monitoring progress towards improving the quality of schooling in the Pacific region.

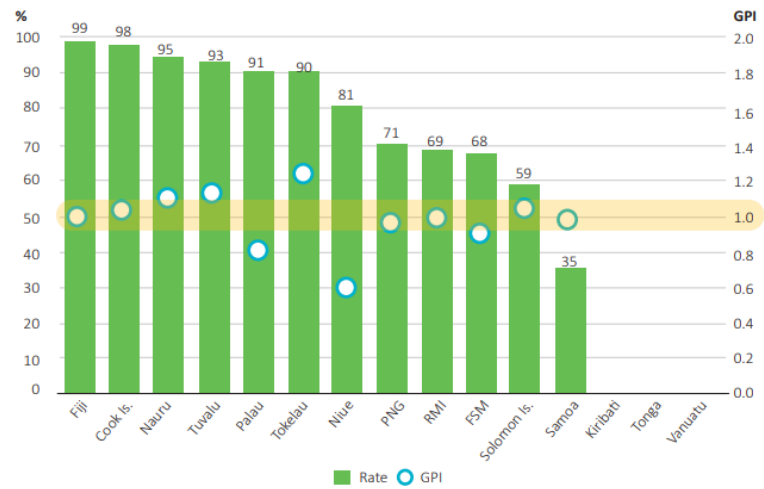
Of those countries that reported data on ICT facilities, most indicated that all primary schools had access to computers for teaching purposes, though few had access to the internet. Given the fast changing environment for ICT in

education, there is an urgent need to monitor the use of ICT in the classroom, especially during the COVID-19 restrictions and the subsequent economic recovery. The number of students per computer is an indicator that could be calculated from data provided by PICTs.

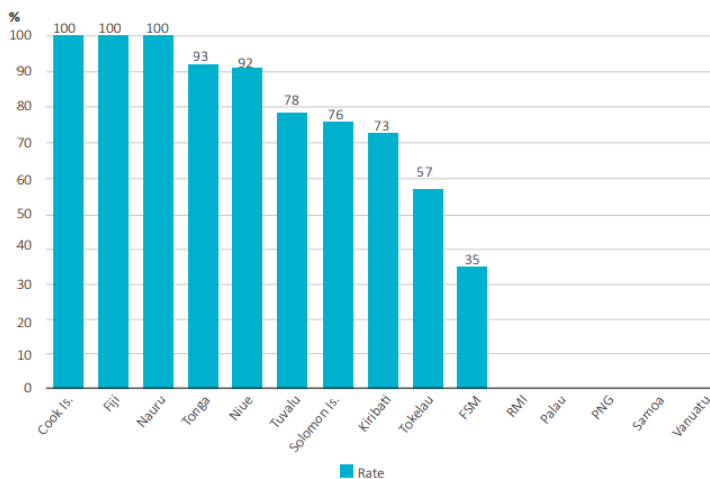
2) Participation rate one year before official primary age. Source: UIS

Half of the reporting countries have a high level of participation in pre-primary education with more than 90 per cent of children attending early childhood education in the year before they started school. The high level of participation in early childhood education has significant implications for policy and planning in the region.

There is a need for further study into the extent to which attendance at early childhood education contributes to better student outcomes.



3) Trained teachers in primary education. Source: UIS



Trained teachers play a key role in ensuring the quality of education that is provided. Ideally, all teachers should receive adequate, appropriate and relevant pedagogical training in order to teach at the relevant level of education. This indicator measures the share of the teaching workforce that is pedagogically trained.

This indicator is defined as the percentage of teachers in primary and secondary education who have received at least the minimum of organised pedagogical teacher training, which is required for teaching at the relevant level.

4) Regional student-teacher ratio. Source: UIS.

Based on available information, the regional supply of teachers in primary and secondary education continues to be sufficient to meet the regional benchmarks for student-teacher ratios. At the primary level, there is a continuing decline in the number of students per teacher and the overall ratio is currently 24 students per teacher.

However, there has been an increase in the overall student-teacher ratio in secondary education with an average ratio of 15 students per teacher. Disaggregating the student-teacher ratio by location is important to show the extent of overcrowding that is common in urban schools and in rural schools with multi-grade teaching.

