# PACIFIC ISLANDS FORUM SECRETARUAT

## The Pacific Education Development Framework - Monitoring and Evaluation Framework – Proposed Indicators

| Subsector | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
|---|---|---|---|
| *SSE1: Early Childhood Care and Education (ECCE)* | **Access & Equity**: Expansion; Improve access, equity & inclusion particularly for vulnerable and disadvantaged children<br><br>**Quality**: Implementation of comprehensive quality ECCE programmes grounded in local languages and culture<br>*Development of*:<br>◆ Learning and standards for ECCE curriculum.<br>◆ Good quality teaching and learning resources.<br>◆ ECCE teacher training regionally and nationally.<br><br>*Improvement* in remuneration and conditions for teachers.<br><br>**Efficiency & Effectiveness:**<br>*Development* of coherent and holistic national policy and planning frameworks.<br>*Clarification* of government role and responsibilities.<br>*Establish* coordinating bodies at national level to provide leadership for development of the sector.<br>*Establish* strong cross- sectoral partnerships with relevant ministries and NGOs.<br>Increase community participation | Countries plan and implement well supported nationally and regionally coordinated good quality ECCE programmes which are delivered by qualified and trained teachers and are accessible to all sections of the community | ✓ Increase in capacity [teachers, plant &equipment] of X%.<br><br>• % of ECCE centres which meet national Minimum Quality Service Standards (in terms of facilities, curriculum use, community based management etc)<br><br>• % of qualified/certified ECCE teachers (as defined by national guidelines)<br><br>✓ A X% increase in enrolment of which X% are vulnerable and disadvantaged children.<br><br>• Enrolment rates (gender/area/ minority groups etc)<br><br>• Caregiver/child ratio<br><br>• Gross Enrolment Rate in ECCE programmes (3-5 years old)[1]<br><br>• Net Enrolment Rate in ECCE programmes (3-5 years old)<br><br>• % of new entrants to Grade 1 who have attended some form of organized early childhood development programme[2] |

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[1] EFA Indicator

[2] EFA Indicator

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| | | | ✓ Professionally assessed and validated programmes sensitive to local cultures and languages <br><br> ✓ Teaching & learning; resources & standards; salary and service conditions of teachers demonstrate improvement through qualitative assessment methodologies. <br><br> • Adequacy and quality of teaching and learning resources <br> • % of teachers paid by government <br><br> ✓ National ECCE policies and planning frameworks are in place with clear roles & lines of responsibilities between government and coordinating cross-sectoral bodies. <br> • Clarity of roles amongst stakeholders <br> • Availability of integrated costed ECCE policy <br> • Existence of curriculum guidelines on ECCE <br> • EMIS system incorporates ECCE indicators <br> • % of education budget allocated to ECCE programmes |

| Subsector | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
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| *SSE 2: Formal School Education (Primary and Secondary)* | **Access**:<br>The achievement of universal basic education.<br><br>Reducing dropout and increasing retention rates.<br><br>Continued development of opportunities for flexible open and distance learning.<br><br>**Equity**:<br>An increase in girls' participation  in upper secondary;<br><br>Development of research strategies to improve the educational performance of boys;<br><br>Development and implementation of cost-effective strategies for service delivery to remote and outer island communities.<br><br>**Quality**:<br>FEdMM endorsed (2006) Partnership involving UNESCO, UNICEF,SPBEA in developing regional benchmarks in literacy, numeracy and life-skills.<br><br>Comprehensive curriculum review and redevelopment (including development of curriculum and assessment frameworks)<br><br>An emphasis on language and culture and a rethinking of education policy and practice.<br><br>*Physical learning environment:* upgrading of classrooms which provide a sub-standard educational environment for teaching and learning.<br><br>Strengthening of initiatives in promoting the active involvement of the school community in the affairs of schools in order to enhance the quality of facilities<br>and teaching-learning resources | The achievement of universal basic education for boys, girls including marginalized populations through an emphasis upon community, national and regional collaboration | ✓ UBE achieved as measured by The Global Monitoring Report<br>• Net enrolment rate in primary & secondary education<br>• Primary net enrolment gains<br>• Proportion of students starting grade 1 who reach last grade of primary<br>• % of un-admitted children of official admission age<br>• % of late and early starters<br>• Promotion rate by grades (%)<br>• Repetition rates by grades<br>• Graduation rate (primary/secondary)<br>• Transition rate from primary to secondary<br><br>✓ X% increase in girls' participation<br>• Boys vs girls' enrolment rates<br><br>✓ X% increase in research studies into boys' performance.<br>• Boys vs girls' academic performance<br><br>✓ Participation from remote island communities is increased by X%<br><br>✓ Published polices and frameworks generated by coordinating bodies at |

| | Efficiency & Effectiveness:<br>Continued advocacy for closer collaboration between education and health at national and regional levels | | the national, regional and local levels.<br>• Literacy/ Numeracy rates of 15-24 years – old, women and men<br>• Teacher/pupil ratio (primary/ secondary)<br>• Compulsory education policy<br><br>✓ X% increase in curricula reviews<br><br>✓ Policies on language and culture in Formal Schooling published<br>• Language policy<br>• Language Commission<br>✓ X% of budgets allocated to infrastructure development announced |
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| **Subsector** | **Strategic Objectives** | **Outcomes** | **Performance Indicators 2012-2015** |
| *SSE 3: Technical & Vocational Education and Training (TVET)* | **Access and equity**:<br>Increased access to organized skills development education and training particularly for women & girls and geographically marginalized communities<br><br>**Quality**:<br>Enhanced quality of Skills development education and training through Linkages to labour markets; higher attainment levels at primary & secondary levels; competent and qualified instructors; upgraded equipment and teaching materials; certification & accreditation and monitoring and evaluation of outcomes<br><br>**Efficiency & Effectiveness:**<br>A more coordinated approach to skills development education and training including the informal sector through the rationalization of coordination at the national, regional and local levels and optimum resourcing levels. | A skilled workforce meeting labour market needs | ✓ X% increase in enrolments on skills development courses with demonstrable increases in participation of women, girls and marginalised communities<br>• % enrolment in formal school TVET courses<br>• TVET as an alternative pathway for learning<br><br>✓ Professionally assessed and validated skills development programmes<br>• Labour-market surveys conducted<br><br>✓ Plans and policies published jointly by coordinating bodies |
| *SSE4: Non-Formal Education* | **Access & Equity:** | Communities have | ✓ Publication of reviews on the |

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| *(NFE)* | Creation of pathways to non-formal education particularly for women and disadvantaged groups and establish links to the formal sector<br><br>**Quality**:<br>The development of quality assurance mechanisms for the non-formal sector<br><br>**Efficiency & Effectiveness**<br>Coordinating policies which are linked to national development strategies, private sector provision and the level of resourcing. | access to a range of opportunities which enhance their professional and leisure lives | provision of non-formal education with strategies to increase their number and participation rates<br>Access & equity:<br>• Increase in participation rate in NFE programmes<br><br>Quality:<br>• Number of NFE providers registered with the National Qualification Framework or Training Council<br>• Number of approved national certified NFE facilitators<br>• Ratio of instructors to participants at each NFE course<br>Efficiency & Effectiveness:<br>• Existence of NFE policy<br>• Clarity of country NFE structures<br>• Clarity of linkages between formal, non-formal and informal education systems |

| Subsector | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
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| *SSE 5: Teacher Development:*<br>*In-Service Education*<br>*Pre-Service Education*<br>*Enhancing the status of the*<br>*teaching profession* | **Access and Equity:**<br>Increased supply of trained teachers through well-resourced pre-service education and an increase in professional development through well resourced In-Service teacher education<br><br>**Quality:**<br>Enhanced quality assurance mechanisms with an emphasis on Pacific pedagogies<br>.<br>**Efficiency & Effectiveness**<br>Strengthen the status of the teaching profession and school leadership | A fully prepared, well respected teaching profession | ✓ X% increase in the number of trained teachers.<br>• Percent of Teachers Certified/Trained to countries' minimum standards<br>• % of untrained teachers as per national standards (primary/secondary)<br>• Standard of intake into teacher-training institution<br>✓ Reviews of the quality of education provision including assessments of school leadership and governance published<br>• Use of teacher and principal standards to measure teacher effectiveness<br>• Quality of teacher in-service training<br>• Existence of pre-service teacher training institution<br>• Level of teacher salary compared to overall civil service<br>• Teacher code of conduct and ethics<br>• Instruction hours for teachers<br>• Number of expatriate teachers in the country<br>• Strength of linkage between teacher training institution and Ministry of Education |
| *SSE 6: Systems Governance &*<br>*Administration* | **Efficiency & Effectiveness**<br>**Sector planning,**<br>Assistance where required with capacity development in education sector planning; policy development; research and policy analysis; performance indicator development; costing and development of | A system of governance and administration which is fit for purpose | ✓ X% of national budgets allocated to education<br>• % of education budget on salaries<br>✓ Donors adopted sector-wide |

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| | medium term expenditure frameworks, particularly in small island states | | approaches to planning and aid commitment to the region.<br>• donor funding as % of total education budget |
| | **Donor harmonization and aid management:**<br><br>Effective management of donor resources in light of enhanced roles and responsibilities for the region under the *Paris Declaration*. | | ✓ Reviews of education management and operational practice undertaken with proposals for better coordination and clear lines of responsibility<br>• Number of reviews recently undertaken for improvement purposes |
| | **Finance for education**: Securing sustainable finance for education, rationalization of budgets and appropriate investment in all budget lines | | • Number of trained personnel in policy and planning<br>• Number of established forums with stakeholders |
| | **Monitoring & Evaluation and Education Management Information Systems (EMIS)**<br>Increased efficiency, capacity development in infrastructure and human resource and the functionality and sustainability of EMIS, | | ✓ Functional EMIS in place<br>• Number of trained EMIS personnel |
| | **Intergovernmental relations in education:**<br>Clear and effective lines of communication, roles and responsibilities | | • Frequency of submission of data to management |

| Cross Cutting Themes | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
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| *CCT 1: Language & Culture* | To develop language policies which provide a framework and mechanism for the maintenance and expansion of Pacific languages. | Student graduates from Pacific Island country education systems are sensitive to and knowledgeable about Pacific Island language and cultures | ✓ Policies and plans on Pacific language and culture published. |
| *CCT 2: Students with special educational needs & Inclusive education* | Equitable access to Pacific Island education systems for students with special educational needs and to create the conditions for them to benefit fully from their learning experiences. | Pacific Island education systems create open and equitable access to all students. | ✓ Policies and plans on access to education for SEN students published. |
| *CCT 3: Gender Equity* | To give an equal chance for girls and boys in education by addressing issues that inhibits access and progression. | Pacific Island education systems create open and equitable access to all | ✓ An X% increase of girls in secondary education<br>✓ An X% increase of girls in TVET |

| | | | students. |
| --- | --- | --- | --- |
| | | | ✓ Public information on the value of and to rights education for all published |
| | | | ✓ Literacy levels in the population published with policies to address shortfalls |
| | | | ✓ Policies to address the lagging educational performance of boys in primary and secondary education published |
| | | | ✓ Alternative education delivery strategies to address inhibiting geographical access issues published |

| Cross Cutting Themes | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
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| *CCT 4: Information & Communications Technology* | Address issues which inhibit access to ICT in the region including: computer literacy; access in rural communities; cost; power supply and policy deficiency. | A computer literate student population | ✓ Dialogue between Ministries, power companies and suppliers of ICT equipment to address issues that inhibit ICT provision commences. |
| | | | ✓ Policies addressing issues of ICT in education written and published |
| | | | ✓ X% increase in teaching and administrative staff who have competency in ICT. |
| | | | ✓ X% increase in the number of courses where ICT is a major |

| | | | component |
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| **CCT 5: Education for Sustainable Development** | To establish in what ways Education can contribute to raising awareness about the challenges the region faces to its eco systems and the effects of climate change | The role of education in ESD issues in the region is clarified | ✓ Strategies on how education can contribute to awareness about the effects of climate change and challenges to ECO systems are formulated.<br><br>✓ Plans for the integration of ESD issues into curricula are written. |
| **CCT 6: HIV & Aids** | Identify the effects of HIV/Aids and STDs have on education and develop strategies to alleviate the challenges | The challenges that HIV/Aids and STDs have on education systems are fully understood and strategies to alleviate their effect developed | ✓ An assessment of the state of preparedness of schools to support those affected by HIV/Aids is undertaken<br><br>✓ An audit of the extent of inclusion of HIV and AIDS prevention into formal school curricula is completed<br><br>✓ HIV/ AIDS into education sector planning is mainstreamed. |

| Cross Cutting Themes | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
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| **CCT 7: Youth** | Develop strategies for the education of out-of-school youth | Out-of-school youth have access to alternative means to education | ✓ Existence of government structures at national level to coordinate youth activities is identified<br><br>✓ Existence of alternative pathways for out of school youths or 'second chance' opportunities are identified<br><br>✓ Existence of qualification systems that gives recognition to achievement through a |

| | | | ✓ range of assessment evidence reducing the rate of 'push outs' through examination |
| | | | ✓ failure are identified |
| | | | ✓ Existing policy interventions targeting youth issues are identified |
| | | | ✓ Establishment of TVET and NFE courses to address the needs of youth who have dropped out of formal education. |
| | | | ✓ Trained counselors in schools are introduced |
| | | | ✓ Opportunities for youths to have a voice in relevant development dialogue and decision-making are created. |

| Cross Cutting Themes | Strategic Objectives | Outcomes | Performance Indicators 2012-2015 |
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| *CCT 8: Poverty* | Identify barriers to participation in all education sectors and develop alternative access strategies | Participation in all education sectors is increased | ✓ School grant formula changed to reflect high/extreme socioeconomic disadvantage. |
| | | | ✓ School fees are not a barrier to access in basic education. |
| | | | ✓ Identification of education strategies to improve quality of education to the poor. |
| | | | ✓ Identify integrated cross sectoral approaches to address food security, health and housing issues. |

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| | | ✓ The findings of research, household surveys and studies on barriers to accessing education amongst the poor and isolated and marginalized groups are incorporated into policy.<br><br>✓ The effective contribution of education in development of National Poverty Reduction Strategies is identified. |

**Attachment 2**

**PACIFIC ISLANDS FORUM SECRETARIAT**  **PACIFIC EDUCATION DEVELOPMENT FRAMEWORK**

**MONITORING AND EVALUATION FRAMEWORK - WORK PLAN**

| | Activity | Year 2012 | | Year 2013 | | | | Year 2014 | | | | Year 2015 | | | | Cost estimate (FJD) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Qrt 3* | *Qrt 4* | *Qrt 1* | *Qrt 2* | *Qrt 3* | *Qrt 4* | *Qrt 1* | *Qrt 2* | *Qrt 3* | *Qrt 4* | *Qrt 1* | *Qrt 2* | *Qrt 3* | *Qrt 4* | |
| **1** | **Finalizing M&E Framework** | | | | | | | | | | | | | | | |
| 1.1 | Consultation on the M&E Framework - done online | | | | | | | | | | | | | | | |
| 1.2 | Workshop to finalise Framework - Nadi, Fiji | | | | | | | | | | | | | | | $ 170,000.00 |

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| 3.2 | Development of online M&E Capacity building course for coordinators & On-going training - consultation with USP | | | |
| 3.3 | Setup online PEDF website with a Community of Practice Zone | | | |
| 1.3 | Alignment of country M&E systems with PEDF M&E Framework | | | $ 15,000.00 |
| 2 | **Monitoring & Evaluation of the Framework's progress** | | | $ 488,000.00 |
| 2.1 | In-country assessments - measuring results and gaps | | | |
| 2.2 | Sub-regional workshops | | | |
| 2.3 | Regional workshop to consider FEdMM Report | | | |
| **3** | **Reporting** | | | |
| 3.1 | Reporting to FEdMM | | | |
| 3.2 | International reports MDG & EFA | | | |
| 4 | **Resources** | | | |
| 4 | **Recruitment & Contracting** | | | |
| 4.1 | Hiring of Project Officer   - 3 year appointment to assist PIFS Social Policy Adviser (3 years - 64kx3)) | **Full Time Appointment** | | $ 192,000.00 |
| 4.2 | Hiring of M&E Coordinator to assist in managing the project and provide strategic advice to the Social Policy Advisor [90 days per year*3= 270 days] | **4/5 Days per month plus 30 days in the region per year** | | $ 368,758.00 |

| 4.3 | Hiring of consulant to develop website, with Community of Practice Zone and assist in M&E Training [30 days in 3 years] | 5 days | 5 days | 5 days | 5 days | 5 days | 5 days | | $ 50,000.00 |
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| | **Sub-Total** | | | | | | | | **$ 1,283,758.00** |
| | Contingency @10% | | | | | | | | $ 128,375.80 |
| | **Total** | | | | | | | | **$ 1,412,133.80** |
| | | | | | | | | AUD | $ 763,271.00 |

Key

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| 🟥 | **Finalizing M&E Framework** |
| 🟦 | **Monitoring and Evaluation** |
| 🟨 | **Reporting** |
| 🟩 | **Resources** |