The 22nd Consultation Meeting of the Pacific Heads of Education Systems (PHES)

Tanoa International Hotel
Nadi, Fiji

11-12 October 2017
Preface

The 22nd Consultation Meeting of the Pacific Heads of Education Systems (PHES), 2017 held at the Tanoa International Hotel, Nadi, Fiji, from 11 to 12 October 2017, brought together 47 professionals from 17 Member-States of the UNESCO from across the Pacific to share their experiences, to learn from one another and to debate the future development of their education sectors. A wide range of participants attended the conference: PHES, other officials of the ministries of education, researchers, development partners, regional organizations and the United Nations’ Organizations. The conference was structured around plenaries and small, facilitated workshops and presentations to allow all participants to enter into practical discussions. With speakers from among the development partners, the meeting provided particularly interesting opportunities to dialogue.

The meeting was a key activity for UNESCO Office for the Pacific States, both as an established meeting, normally held every biennium meeting, and as an introduction of the proposed regional education framework to a wider network of professionals interested in approaches and direction for the future of education in the Pacific. It also helped to look into the realities of challenges that the PHES face and to learn from the diversity of experience that they brought to the meeting.

Feedback from the meeting was positive. Participants enjoyed and valued the opportunity to network and to work together. There are also other qualitative feedback, all of which are annexed to this report.

On behalf of everyone involved in organizing the meeting, UNESCO would like to express our sincere thanks to the Government of Fiji for being the gracious host, in particular, the Permanent Secretary for Education, Heritage and Arts, Mr. Iowane Tiko, for steering the direction; the Pacific Islands Forum Secretariat; the Small Working Group of the PHES; Fiji National Commission for UNESCO; the resource persons; the officials of the ministries / departments of education; and most importantly the PHES or their nominated representatives, namely, Mr. Andrew Tabelual, Ms. Birtha Togahaim, Mr. Claude Tupou, Ms. Gail Townsend, Mr. Iowane Tiko, Mr. James Bosamata, Mr. Jesse Dick Joe, Mr. Junior Aleta, Ms. Karo Neeti, Mr. Kanchi Hosia, Ms. Karoline Afamasaga-Fuata’i, Ms. Mariam Gaiyabu, Mr. Neaki Letia, Mr. Wayne Mendiola, and Mr. Wesley Lakain. When we organized the meeting, one of our collective prime aims was to let the discussions be led by the PHES. The PHES themselves, the development partners, resource persons and chairpersons of the sessions from among the PHES, regional, UN and other international and regional multilateral organizations played a key role in actualizing it.

UNESCO would also like to thank Niue for volunteering to be the host of the 23rd Consultation Meeting of the Pacific Heads of Education Systems to be held in 2019. We are looking forward to the next meeting and in the meantime, we continue to share our knowledge and learn from one another.
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Introduction

1. The Pacific Heads of Education Systems (PHES) meetings are held on average every second year prior to the Forum Education Ministers Meeting (FEdMM). Each of the Pacific Island countries take turns in hosting the meeting in partnership with UNESCO. The previous meeting was held in Port Vila in 2015 hosted by UNESCO and the Government of Vanuatu. In the interim period, a small working group has been setup comprising heads if education systems of Vanuatu, Solomon Islands, Fiji, Cook islands and Palau to monitor the process of implementing the outcomes of the previous meeting.

2. In 1999, the Pacific Forum Leaders recognized the need for greater relevance in the school curriculum by matching students’ skills acquired through the formal education system to the actual needs of the work place.

3. The need to meet this demand prompted Forum Education Ministers to meet and support the outcomes of Forum Economic Ministers related to the human resources needed to promote economic development and reform.

4. The Pacific Heads of Education Systems meeting is consultative and a meeting of regional heads of education systems coming together every two years to consult through high level dialogue on policy issues facing regional and national education systems and strategizing on the most effective ways to resolve the issues together.

5. The Pacific Islands are a region of small island developing states with rich and diverse backgrounds. In addition, there are many commonalities and development challenges both unique to individual countries and common to all. Isolation, travel difficulties, geographical isolation, small and vulnerable economies, a great diversity of languages and changes as a result of climate change all contribute to the challenges faced by educators. These common challenges are best addressed by seeking regional solutions by working together through closer cooperation and collaboration. The ‘Pacific Plan’, which guided the development of Pacific countries, was reviewed in 2013 and formed the basis of a new public policy process, the “Framework for Pacific Regionalism”. The Forum Basic Education Action Plan (FBEAP) was the first regional education plan, which was later revised as the ‘Pacific Education Development Framework’ (PEDF) 2009 to 2015.

6. The 17 Sustainable Development Goals approved by the United Nations General Assembly and adopted by countries on 25 September 2015, have provided new regional and global policy and directions, which impact on education both in terms of national and regional education plans at all levels. The goal of SDG 4 is to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. It is as a result of this, and the commitment of the Incheon Declaration on the Education 2030 agenda, that the PEDF is being reviewed
and will be reformed as a new Regional Education Framework (REF).

7. The 2014 FEdMM meeting recognized the importance of revisiting and realigning goals for education to support education systems to meet the needs of the Pacific post 2015. These included the need to emphasise the following issues as key Pacific priorities in terms of education:
   - Education is central to sustainable development and needs to be a standalone SDG in the post 2015 agenda
   - The new SDG on education includes access to secondary and tertiary level of education
   - There needs to be an emphasis on skills development through TVET and Non Formal Education.

8. As a result of these issues discussed at the FEdMM meeting in 2014 and the PHES meeting in 2015, followed by three small working group meetings in 2016 and 2017, the following thematic topics were decided on to focus the meeting papers for subsequent meetings. These thematic topics are:
   - Literacy and numeracy: Tonga as the lead country supported by EQAP, USP, the University of Auckland, the World Bank and UNICEF
   - Skills Development and Pathways: The Cook Islands and the Solomon Islands as lead countries supported by USP, APTC, SPC, UNESCO and UNICEF
   - The Teaching Profession in the Pacific: Fiji as the lead country supported by UNICEF, COPE and the USP

9. The focus for the thematic areas will be on quality and relevance with an emphasis on student learning pathways, skills development and pathways and teacher development.
**PHES Meeting Objectives**

10. The meeting objectives were to:

   (i) Discuss the report of the review of the Pacific Education Development Framework (PEDF)

   (ii) Consider the outcomes of the Small Working Group discussions on the following:
       a. development of a new Regional Education Framework (REF) and its linkages to the SDG4 and Education 2030 agenda
       b. FEdMM agenda

   (iii) Discuss updates on various education projects undertaken in the region.

   (iv) Discuss reports from donors and development partners on their proposed support to regional education.

**Participants**

11. In attendance were heads of education systems from Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Republic of the Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tuvalu and Vanuatu.

   Also in attendance were representatives from development partners, regional and international agencies namely: DFAT, MFAT, Asian Development Bank, GIZ, Pacific Community, Pacific Islands Forum Secretariat, UNESCO Apia Office, UNESCO Bangkok Office, UNICEF, UNFPA, University of the South Pacific and World Bank.

   In total there were 47 participants including 19 country representatives and 28 participants from Development partners. A list of participants is attached in Annex 1.
Summary of presentations and discussions

Pacific Heads of Education Systems met for its 22nd consultation meeting together with development partners and the following narratives detail the presentations, discussions and outcomes that were agreed upon.

Day 1 (Wednesday 11th October 2017)

Opening Session

12. The master of ceremony, Ms. Tupou Lesivakadua of Fiji’s Ministry of Education, Heritage and Arts, called the meeting to order. Mr. Joseva Gavidi of the Western Regional Education office of the Ministry of Education welcomed the participants on behalf of the Fiji government and Ministry of Education.

13. The UNESCO Director for the Pacific States, Ms. NISHA, welcomed Pacific Heads of Education Systems and participants to the PHES meeting as well as extending her gratitude to the host country for hosting this biennial consultation. She emphasized the importance of SDG4 and how it goes beyond the average understanding of Education for All, and places learning, inclusion and equity at the core of the global education discourse. She wished delegates fruitful dialogues that promote shared exchanges that will see the integration of SDG4’s ideals into national and regional education planning.

14. Mr. Shiu Raj, Policy Director (Economic Governance Programme, PIFS), conveyed to participants the warm greetings from The Secretary General of the Pacific Islands Forum Secretariat, Dame Meg Taylor. He commended the work of the PHES Small Working Group in developing the Regional Education Framework (REF) and reminded member countries of their commitments to regionalism priorities such as efforts to address the impacts of climate change and support resilient development, focus investments in information and communications technology (ICT) and labour mobility.

15. Mr. Iowane P Tiko, Fiji’s Permanent Secretary for Education, delivered the Keynote address for the host country. On behalf of Fiji’s Prime Minister Mr. Tiko welcomed delegates to Fiji and highlighted the solidarity of the Pacific Islands Community in their shared values, strengths, commitment to teamwork and resilience. To advance the regional frameworks that will guide the region’s collective work in expanding access to high quality education, Mr. Tiko expressed his hopes for discussions over the next two days to focus on building links and networks that will help each
other by speaking up on what has worked and what has not.

**Introductory Session**

**Meeting Chairman:** Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts, Government of Fiji

16. Before introductions of attending Pacific delegates, the meeting chairman requested to participants that the focus of conversations and discussion of the meeting were to be driven by PHES country representations. He asked development partners and other participants to put on notice to the Chair any contributions or interventions to make as discussions are to flow more from country Heads of Education Systems.

Delegates from the 15 Pacific island countries represented introduced themselves before the Chair called for the Pacific heads if any amendments needed to be done to the meeting agenda. No changes were necessary and all 15 heads voted to adopt the Agenda as presented.

**Session 1: Review of Pacific Education Development Framework (PEDF) Report**

**Session Chairman:** Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts, Government of Fiji

17. Mr. Filipe Jitoko of the Forum Secretariat presented the report of the review of the Pacific Education Development Framework (PEDF). The review was conducted by a group of consultants and was completed in April 2017. The report highlighted key findings of the review in accordance to its terms of reference. Three major components of the review that were highlighted in the presentation were:

- The engagement by countries with the PEDF.
  - No sharing of information on PEDF outside of those who go to the meetings
  - Limited knowledge of indicators – important for monitoring and evaluation
  - Multiple pathways for TVET
  - Definitions of teacher qualifications varied across the region with a need for consistency

- The effectiveness of the PEDF in supporting national education development.
  - The PEDF provided a regional mechanism to coordination and support education programmes in countries.
  - Multiple education approaches to TVET
  - Lack of capacity of M&E Systems in PICs

- status of education management information systems (EMIS) in the region
  - Quality varies in many countries.
  - Limited coverage of data and functionality within PICs.
Characteristic of Pacific EMIS is one-way information flow. Lack of reporting back to schools and stakeholders.

18. The review made ten recommendations for consideration particularly in any consideration for a future regional education framework.
   i. Clear communication strategies needed for reporting the substance, relevance and processes for any future iteration of the PEDF
   ii. Designated clear roles and responsibilities for implementation and reporting
   iii. PIFS personnel to coordinate and implement R1 and 2 by coordination support beyond the FEdMM and PHES including liaison with National Heads of Divisions to ensure greater awareness of regional education frameworks.
   iv. Alignment of future reporting and tracking requirements with national and international reporting requirements
   v. If there is to be a new M & E process, adequate time is required for discussing progress with Ministers and other key personnel
   vi. Clear communication strategies needed for reporting the substance, relevance and processes for any future iteration of the PEDF
   vii. Alignment of the PEDF with APAC reporting requirements
   viii. Prioritise TVET in any new regional education framework harmonized with labour mobility strategies
   ix. Strengthening EMIS personnel and systems
   x. Any new education framework to act as dynamic mechanism for sharing best practices and for south-south collaboration.

19. In the discussions, it was suggested that recommendations should be linked to national education priorities/systems. There was also discussion on the one-way flow of information and how to improve on use of EMIS data. Countries identified this as a major issue and need to work together to improve the system. The chair assured participants that both the review report and presentation for this session would be made available to all participants by the end of the second day of the meeting.

Session 2: The Regional Education Framework (REF): Purpose, drivers and structure

Session Chairman: Mr. Iowane Tiko,
Permanent Secretary for Education,
Ministry of Education, Heritage, and Arts,
Government of Fiji

20. Ms. Gail Townsend, Secretary of Education, Cook Islands, on behalf of the PHES Small Working Group, gave a short recap of the 2015 PHES
discussions relating to any new regional education framework to replace the PEDF.
She expanded on the premise of what Pacific countries wanted in a new framework and these included;
  o Offers a comprehensive approach to raising education quality in the Pacific
  o Allows all countries to engage and participate from where they are now
  o would support Pacific engagement with Education Agenda 2030
  o would be assessed and monitored regularly to ensure continued relevance
  o Support south-south cooperation
  o Ensure a more efficient and effective use of resources
  o support labour mobility

21. The road to achieve this goal was to envision a plan that was structured by themes instead of sub-sectors as previously noted. In this mode, all sectors can be approached through the themes but also encourages seamless systems rather than silos. The four identified themes are;
   i. Quality and relevance
   ii. learning pathways
   iii. student outcomes and wellbeing (look also at soft skills)
   iv. The teaching profession.

22. PHES noted the absence of baseline indicators for regional education with previous frameworks and the importance of recognizing the status of education in the region and where countries are at in order to be able to effectively assess the impact of any new education framework. The need to align the new REF with national education sector plans and SDG4 was also emphasized.

23. Participants went through an exercise of how well their national education strategic plans, the draft REF and SDG4 targets are aligned. Participants shared in small groups’ areas where they were well aligned, areas where additional support would be needed and where significant input was required to address the gaps. Each group then identified opportunities for regional approaches through both south-south collaboration and regional institutional/agency programmes as modalities.

24. The following feedbacks were noted from discussions by the breakout groups;

**Group 1**

*Learning Outcome*
- Use of PABER tool
- Need improvements in Literacy/Numeracy
- Individual student diagnostic reporting (PILNA) – information to student and family

*Improvement to Education systems*
- Comprehensive data for informing curriculum interventions
- EMIS – opportunity for south-south cooperation
- Modality of budget support
• Interagency data sharing to ensure informed decision making

Relevance and Quality of Education
• Review current regional framework and see where they can be strengthened in alignment to the new REF
• Add context of the community as environment for the “coconut”
• Parents become “assessment literate”
• Inclusive education

Teaching Profession
• Look at teacher training – are teachers ready for the classroom?
• Policy intent to classroom practice
• Three tier PD for teachers – national/cluster/school
• Teacher upgrade and development
• ICT in education - using technology to enhance classroom tools for teaching and learning
• Early childhood – specialist teacher training
• Teacher education and training

Group 2

Teaching Profession
• Teacher competency and skills – ECE to Tertiary

Regional interventions/initiatives
• Policy at regional level?
• Donor round table - talk and align, don’t overlap
• GPE – possibility to leverage country assistance to regional level
• Alignment of bilateral to regional initiatives

• Regional agency assist at country level on interventions requested
• Use of data to support schools and classrooms (useable and understood)
• Systems approach – not silo e.g. literacy improvement and teacher development go together
• Two way flow of data
• Value added – alignment.
• Connection between national and regional
• Use of donor and regional resources

Development Partner presentation
25. Mr. Tony McGee, Director of Pacific Education Advice for Australia’s Department of Foreign Affairs and Trade (DFAT) from Canberra, gave an overview of DFAT’s Strategy for the Pacific. He noted that for the first time a whole of government approach is taken and there is now a clear and long-term strategy outlining policy priorities for Australia’s engagement with the Pacific. The new priorities are based on assessment of benefits to Pacific islands, which has also incorporated Pacific countries’ feedbacks. These priorities were announced at the Pacific Island Forum Leader’s meeting held in Apia in September. Hence, the priorities will influence the support that DFAT will provide to education in the Pacific.

26. One key highlight is the introduction of a Pacific Labour Scheme, which will enable many Pacific island workers to take up low and semi-skilled opportunities in rural and
regional parts of Australia for up to three years. Hence the importance and refocus on skills development and supporting of national education systems, to help ensure students acquired core cognitive and non-cognitive skills and provide graduates with the skills and attributes required for productive employment.

27. DFAT is currently developing a new Education sector strategy that would strengthen alignment of education assistance to the Pacific with its new priorities. Mr. McGee stressed how critical it is for this strategy’s objectives to align with and complement Pacific Island Countries and regional priorities. The key to success is in working closely together with a focus on collective action and strengthening partnership. Mr. McGee emphasised the importance of working with and through the Pacific’s political and technical leadership in particular the PHES. This will not only strengthen support for regional approaches but also improve alignment between Regional and bilateral programmes. The REF is an important element as it outlines a regional agenda that complements Pacific national efforts.

28. Comments by participants included queries on the need to align DFAT’s assistance with TVET development and fostering of soft skills. It was noted how fragmented education systems in the Pacific were and a need for bottom-up approach to capacity building.

29. The chair noted that Pacific nations needed to step up and ask/write proposals to Donors for assistance highlighting the gaps and their needs in order to develop and improve their education systems.

Session 3: Monitoring the REF: Integrating REF and SDG 4 into National Monitoring

Session Chairman: Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts, Government of Fiji

30. The Education Quality & Assessment Programme (EQAP) of the Secretariat of the Pacific Community (SPC) and UNESCO Institute of Statistics (UIS) provided a joint presentation on efforts towards integrating REF and SDG 4 into National Education Monitoring and Decision-making. The presentation covered the following:
- data requirements for the REF thematic areas;
- education indicators relating to REF;
- data sources for SDG4 and REF;
- country trends and challenges; and
- partnerships and collaboration

31. An example of how EMIS developments need to integrate data across the education sector was provided by Palau. The meeting noted the need to integrate SDG4 and REF indicators into national education sector plans to facilitate
reporting at national, regional and international levels.

32. There was much interest and queries from delegates on what progress had been made on data collection and indicators for the M&E Framework that was developed for PEDF. A query was made on whether existing regional indicators would be continued in the new REF incorporated with those of the SDGS. SPC commented that all Pacific countries are at different levels of achieving the indicators. Progress is been made with countries reporting according to their own data and standardization is happening. SPC will be hosting a summit in November with the aim to address some of these issues. It is also important for countries to complete surveys and share data as this was essential for setting baselines. Baselines cannot be set if all countries did not share their data. USP reiterated that this was important, as baselines were previously unknown.

33. Countries were interested in the alignment of national indicators through to regional and international indicators for ease of reporting needs. Samoa’s delegate queried if an existing mapping as was done for the EMA can be customized per country. SPC indicated that they were happy to include Samoa into the group discussions.

34. The chairman asked delegates if they had any questions on what donors can provide to assist PICs. Vanuatu commented that further discussions should be held on what kinds of regional initiatives can be done, for example, standardizing EMIS across the region. The chairman upheld that a need to discuss more with development partners on ways to facilitate implementation stages.

35. Vanuatu suggested that a concept or design on the new REF M&E should be considered. Cook Islands commented that perhaps this could be put onto the agenda for the SPC summit in November and have it as an outcome for the meeting. SPC confirmed that this was on the agenda for that particular meeting.

Session 4: FEdMM 2018

Session Chairman: Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts, Government of Fiji

36. The Policy Director (Economic Governance Programme) of the Pacific Islands Forum Secretariat, Mr. Shiu Raj gave an update on the current regional reforms on the rationalization of meetings and implications for the discussions on the regional education programme. He expanded on PIFS’s proposed plan to examine its own functions and activities to warrant alignment with the needs of its member states as well as ensure efficiency given the decreasing pool of available funding for regional organisations and such activities. The question was put to PHES members on whether PIFS was necessarily the best organization to facilitate Education meetings for
the region, as there are many others in the education field, who are proficient or just as equally able to perform this role. Mr. Raj requested and encouraged PHES members to give feedback on this issue.

37. The Forum Secretariat’s Social Policy Adviser, Mr. Filipe Jitoko provided details on the draft agenda for the next Forum Education Ministers Meeting (FEdMM) and the working procedures. The proposal is to have one day of PHES before the start of FEdMM to finalize the REF and papers for the ministers. Two days of FEdMM to follow with the first day dedicated to presentations of key papers and status of Pacific education and the second day will be on deliberation of decisions on the new REF.

38. PHES agreed to the continuation of the PHES Small Working Group in supporting the work on the development of the new REF, and requested that PIFS continue to facilitate these meetings, including securing of resources for the convening of these meetings. PHES members noted the convening power of PIFS, and its role as the premier regional policy agency. Therefore, PHES urged continued engagement of PIFS in supporting the coordination of regional work on education and skills development frameworks, and requested PIFS to facilitate the convening of the FEdMM and PHES meeting, back to back with the USP Council meeting in May 2018. This will allow for the new REF to be finalised, including the associated monitoring and evaluation framework. The convening of future FEdMMs and associated work related to regional education frameworks and the roles of various agencies will be discussed at the next FEdMM.

39. Delegates queried on progress in the development of discussions papers, as time is passing quickly. PIFS replied that the small working group did discuss the development of papers but the resolved to await the development of the new REF to base approaches to the papers.

40. The chair closed the final session for the day and asked UNESCO to finish the sessions with some last remarks. UNESCO Director, Nisha emphasized the importance of education meetings for the region. However, she also acknowledged the need for predictability in the funding to facilitate these meetings.
Day 2 (Thursday 12th October 2017)

Session 5: Pasifika Café Discussion

Session Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat

41. On the second day of consultation, Mr. Filipe Jitoko facilitated the Pasifika Café discussion, where participants were divided into four groups according to each of the thematic areas of the new REF. Each group spent one hour in discussions for each of the thematic areas before rotating until all the groups have rotated to all four themes. Each group discussion was facilitated by a member of the PHES Small Working Group and were supported by a number of agencies making presentations on the work they are involved in under each of the thematic areas. The purpose of the group discussions was to identify key issues under each thematic areas that lend themselves well to regional solutions. For each thematic area, the following issues were identified.

![Themes]

Presenters from the following organisations presented on specific topics within each thematic areas;

Theme 1 – Learning Outcomes

Facilitator: Mr. Scott Pontifex, EMIS Team Leader, SPC

<table>
<thead>
<tr>
<th>Discussion Topics</th>
<th>Presenters:</th>
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<tr>
<td>(I) PABER and PILNA: Towards Improved Student Learning Outcomes in the Pacific</td>
<td>- Dr. Michelle Belisle, Director, EQAP, SPC</td>
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<tr>
<td>(II) A review of ICT in Education development efforts in the Pacific</td>
<td>- Mr. Scott Pontifex, EMIS Team Leader, SPC</td>
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<td></td>
<td>- Mr. Gregory Keeble, Statistics Adviser, UNESCO (UIS)</td>
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Theme 2 - Skills Development and Pathways

Facilitator: Mr. Jessie Joe, Vanuatu

Discussion Topics
(I) Pacific Register of Qualifications and Standards
(II) Development of Skills Register for TVET and tertiary education graduates
(III) Pacific Open Distance Learning Framework

Presenters:
- Mr. Rajendra Prasad, EQAP, SPC
- Ms. Leuaina Hatier, National Programme Officer, UNESCO (UIS)
- Mr. Matai Tagicaki, Project Officer, Pacific Center for Flexible & Open Learning for Development, USP

Theme 3 – Teaching Profession

Facilitator: Mr. James Bosamata, Solomon Islands

Discussion Topics
(I) ECCE and Primary Teacher Competency Frameworks
(II) update on Professional Certificate in Education Policy and Planning
(III) CREATE Tuvalu REAP Study
(IV) Talking Books

Presenters:
- Ms. Gail Townsend, Secretary of Education, Cook Islands
- Dr. Seuila Johannson Fua, Director, Institute of Education, USP
- Mr. Ian Thomson, E-learning Fellow, School of Education, USP

Theme 4 – Quality & Relevance of Education

Facilitator: Mr. Andrew Tabelual, Palau

Discussion Topics
(I) Emerging needs for Family Life Education within the context of Lifelong Learning
(II) Education for Sustainable Development activities in the Pacific
(III) ICT for Better Education in the Pacific: implementing ICT4E programs

Presenters:
- Dr. Marija Vasileva-Blazev, HIV and Youth Specialist, UNFPA
- Ms. Jun Morohashi, Regional Coordinator, UNESCO Bangkok
- Ms. Chimi Thonden, Senior Education Specialist, ADB
- Dr. Hitendra Pillay, Consultant ADB

Development Partner presentation

42. Ms. Chimi Thonden, Senior Education Specialist from the Asian Development Bank (ADB) and ADB consultant Dr. Hitendra Kumaran Pillay, presented on the topic of ICT

“Education in the Pacific - How can ICT Better Promote Quality and Relevance”. Given that ICT can be a powerful facilitator to promote improved education services for students, particularly so in the context of the Pacific region. ADB
had commissioned a rapid assessment to attempt to capture some of the key learnings thus far in the Pacific with its purpose being to help Pacific education stakeholders and partners to think more strategically about how to engage in the ICT sector. Dr. Pillay highlighted and expanded on the below eight recommendations on advancing ICT for Education (ICT4E);

(i) Conduct upstream analytical work and feasibility studies.
(ii) Review national ICT4E policies.
(iii) Improve EMIS support.
(iv) Strengthen adoption and use of ICT for management applications in postsecondary institutions.
(v) Consider a regional approach to developing e-learning resources.
(vi) Develop and integrate ICT competencies for pre- and in-service teachers, and other education personnel.
(vii) Review USPNet and AARNet arrangements to improve efficiency and equity.
(viii) Adopt a sector approach for developing an ICT4E network.

43. Discussions were opened to participants with questions such as how important did each country viewed ICT4E in their own context and what areas of priorities would they foresee in how ICT can improve outcomes and education management in each nation.

44. Comments from the delegates included queries on what kind of support was available from donors in order to help the countries identify their problems and which activities to implement. The chair commented that even though Fiji’s EMIS has teething issues to go through, Fiji is very open to helping other Pacific nations with their EMIS in south-south collaboration. SPC added that they were happy to facilitate this work between Fiji and other Pacific countries.

Group Report Back (Plenary)

**Session Chairperson:** Dr. Karoline Afamasaga-Fuata'i Chief Executive Officer, Ministry of Education, Sports & Culture, Samoa

45. Each of the facilitators for the four thematic groups of the Pasifika Café presented a summary of identified issues and topics deliberated by the participants during the roundtable discussions. The summaries are as noted below;

**Theme 1 – Learning outcomes**

(i) **Guiding national assessment systems through regional initiatives and sharing of best practices.**

(ii) **Valuing opportunities for south-south collaboration across**

education policies and how that translate to learning and teaching (e.g. PABER)

(iii) **The dissemination, utilization and analysis of data to inform decision making at all levels (from classrooms to systems).**
Theme 2 – Skills development & pathways

(i) Development of a Regional Priority Framework for TVET from the minimum to the highest qualification level providing pathways through qualifications, certificates to higher qualifications.

(ii) The need to set up competency skills including soft skills for various categories of TVET programmes.

(iii) Education Management Information Systems to include information on TVET including student progress.

(iv) Development of TVET programmes in consultation with other relevant agencies and stakeholders e.g. Ministries of Labour, industries and employers.

Theme 3 – Teaching profession

(i) Alignment of teacher competency frameworks from ECCE through to Primary, timely review of the regional teacher competency framework so that it can be a developmental guide for countries and provide opportunities for south-south collaboration, for development and use of national standards; align national and regional teacher training institutions to the framework.

(ii) Support professionalization of teachers and teacher mobility.

(iii) Value of research and how it can inform implementation of the REF; recommend a regional research funding mechanism tagged to the REF with PHES setting the research agenda with the intent to inform the phases of the REF.

(iv) Building research capability in the countries.

Theme 4 – Quality and relevance

(i) Need for education to be rooted in the environment, family, community, traditional context and practices of Pacific island nations. This will provide the soil upon which to grow “REF coconut”.

(ii) Investigate ways countries can i) utilize ICT in learning and teaching ii) ensure technological digital literacy.

(iii) Use data (EMIS and other) to inform decisions with regards to curriculum and learning and teaching practices.

(iv) Curriculum integration (teacher capacity building, contextual resources).
Deliberation on Meeting Outcomes

Session Chairman: Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts, Government of Fiji

46. The chair read the outcome statement of the sessions from the 22nd PHES meeting. At the concluding session for the two days, the participants were given the opportunity to make comments and amendments to the summary of outcomes.

47. In regards to Session 3, day 1, Samoa’s delegate raised the question whether to include in this session summary, a recommendation to the FEDMM to expand PILNA’s purpose going forward. Suggestion was made to include in PILNA phase 2 a programme that will generate individual students’ reports as was previously recommended in discussions held by PHES heads post PILNA results last year.

48. The question was posed by DFAT of who will be responsible for the monitoring of the proposed new Regional Education Framework and if a decision should be made for a regional organization such as SPC through EQAP to have this mandate. The chosen organization will then be accountable for monitoring of the new REF.

49. Session 4, Day 1: A query from the floor on the date of the next FEDMM, whether it was better to not state the month if the date of the meeting has not been agreed upon. Policy Director of PIFS clarified that from subsequent discussions held during this PHES meeting, it was tentatively proposed to take advantage of the Education Ministers being at the USP Council meeting in May, to set aside a date for the FEDMM meeting. PIFS clarified that no specific details in terms of the working procedures has been provided as this has yet to be discussed and will be confirmed at a later date. Dr. Akanisi noted that the venue for the USP Council meeting would be decided at the October meeting of Council.

50. The outcomes document was adopted by the meeting.

51. The dates and venue for the next meeting was then raised for members’ consideration. Niue expressed an interest in hosting the next PHES meeting but this will have to be cleared and approved for by Niue government before a final decision is made. The meeting agreed to the proposal from Niue.

52. Mr. Greg Keeble presented a summary of feedback and comments of the online evaluation of the 22nd PHES meeting. Participants’ comments and graphs of response rate are outlined in Annex 3 of this report.

Closing Session

53. The Permanent Secretary of Education, Fiji Ministry of Education, Heritage and Arts
thanked all the participants for their contribution to a successful PHES meeting.

54. The Director of UNESCO Office for the Pacific States thanked the Permanent Secretary of Education for chairing the meeting and his leadership. She thanked the Fijian people for their hospitality and the government of Fiji for accommodating and hosting of the PHES meeting given the absence of a nominated host country. She thanked all the PHES participants for their active participation and sharing in discussions. The Director also thanked the PIFS and UNESCO organizing team for their excellent organization of the PHES meeting.
Annex 1. List of participants

AUSTRALIA

Mr. Tony McGee
Director
Pacific Education Advice
Department of Foreign Affairs & Trade
Canberra, Australia

Mrs. Betty Jitoko
Senior Program Manager
Regional Education
Department of Foreign Affairs & Trade
Suva, Fiji

COOK ISLANDS

Ms. Gail Heather Townsend
Secretary of Education
Ministry of Education

Ms. Danielle Tungane Cochrane
Director, Planning and Development
Ministry of Education

FEDERATED STATES OF MICRONESIA

Mr. Wayne Mendiola Jr.
Assistant Secretary
FSM Department of Education

FIJI

Mr. Iowane Ponipate Tiko
Permanent Secretary
Ministry of Education, Heritage and Arts

Ms. Lesivakadua Seru Tupou
Secretary General Fiji Natcom
Ministry of Education, Heritage and Arts

Mr. Sunia Marayawa
Acting Principal Education Officer

KIRIBATI

Ms. Kaaro Harry Neeti
Permanent Secretary
Director of Education
Ministry of Education

REPUBLIC OF THE MARSHALL ISLANDS

Mr. Kanchi Hosia
Associate Commissioner
RMI Public School System

NAURU

Dr. Mariam Innuendo Gaiyabu
Secretary for Education
Ministry of Education

NEW ZEALAND

Ms. Amy McAteer
Principal Development Manager, Education Sustainable Economic Development Division, Pacific and Development Group
New Zealand Ministry of Foreign Affairs & Trade
Wellington, New Zealand

Mr. Jonathan Edward Rowe
Councillor (Development)
New Zealand High Commission
NZ Ministry of Foreign Affairs & Trade
Suva, Fiji
Ms. Surava Elaisa  
Development Programme Coordinator  
NZ Ministry of Foreign Affairs & Trade  
Suva, Fiji

NIUE

Ms. Richmond Birtha Wilma Togahai  
Director for Education  
Department of Education

PALAU

Mr. Andrew Tabelual  
Director of Education Administration  
Ministry of Education

PAPUA NEW GUINEA

Mr. Wesley John Lakain  
Executive Director – UNESCO (PNG)  
Department of Education

SAMOA

Afamasaga Dr. Karoline Afamasaga-Fuata'i  
Chief Executive Officer  
Ministry of Education, Sports & Culture (MESC)

SOLOMON ISLANDS

Mr. James Bosamata  
Deputy Secretary  
Ministry of Education and Human Resources Development

TOKELAU

Mr. Junior Thomas Aleta  
Director of Education  
Tokelau Department of Education

TONGA

Mr. Claude Temoanarau Tupou  
Acting Chief Executive Officer  
Ministry of Education and Training

TUVALU

Mr. Neaki Letia  
Director of Education  
Ministry of Education, Youth & Sport

VANUATU

Mr. Jesse Dick Joe  
Director General  
Ministry of Education and Training

COLLABORATING PARTNERS

ASIAN DEVELOPMENT BANK

Ms. Chimi Thonden  
Senior Education Specialist  
Asian Development Bank  
Philippines

Dr. Hitendra Kumaran Pillay  
Professor/ADB Consultant  
Queensland University of Technology  
Brisbane, Australia

GIZ

Mr. Daniel Gerecke  
GIZ Adviser on Climate Change and Education  
SPC/GIZ Focal Point for Kiribati  
SPC/GIZ Coping with Climate Change in the Pacific Island Region (CCCPIR) Programme  
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH  
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Mr. Apenisa Tagivetaua Tamani  
Education Officer – Climate Change  
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PACIFIC COMMUNITY

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Education Quality and Assessment Programme
Pacific Community
Noumea, New Caledonia

Mr. Rajendra Prasad
Team Leader Qualifications
EQAP
Pacific Community
Suva, Fiji

PACIFIC ISLANDS FORUM SECRETARIAT

Mr Shiu Raj
Director
Pacific Islands Forum Secretariat
Suva, Fiji

Mr. Filipe Jitoko
Social Policy Adviser
Pacific Islands Forum Secretariat
Suva, Fiji

Ms. Grace Chung
Administration Assistant
Pacific Islands Forum Secretariat
Suva, Fiji

Mr. Jerry Geoffrey Strudwick
PIFS Consultant
United Kingdom

UNESCO Apia Office

Ms. NISHA
Director of Office and UNESCO Representative to the Pacific States
UNESCO Office for the Pacific States
Apia, Samoa

Mr. Greg Keeble
Statistical Adviser
UNESCO Institute for Statistics
UNESCO Office for the Pacific States
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Ms. Leuaina Allison Hatier
National Programme Officer UIS
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Ms. Maki Katsuno-Hayashikawa
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UNICEF

Ms. Niki Abrishamian
Chief Education
UNICEF Pacific
Suva, Fiji
UNIVERSITY OF THE SOUTH PACIFIC

Dr. Akanisi Tiko Kedrayate Tabualevu
Dean – Faculty of Arts, Law & Education
The University of the South Pacific
Suva, Fiji

Mr. Matai Naisa Tagicaki
Project Officer – PACFOLD
Pacific Technical and Further Education (Pacific TAFE)
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Suva, Fiji

Dr. Seu'ula Johansson Fua
Director, Institute of Education
University of the South Pacific
Nuku‘alofa, Tonga

Mr. Ian Walter Thomson
Senior E-learning Fellow
The University of the South Pacific
Suva, Fiji

WORLD BANK

Ms. Thanh Binh Vu
Senior Education Specialist
The World Bank
Sydney, Australia
Annex 2. Meeting Outcomes Statement

The 22nd Consultation Meeting of the Pacific Heads of Education Systems (PHES)
Tanoa International Hotel, Nadi, Fiji
11-12 October 2017

Meeting Outcomes

Introduction

The 22nd Consultation of Pacific Heads of Education Systems (PHES) was held from 11 – 12 October 2017 at the Tanoa International Hotel, Nadi, Fiji. In attendance were heads of education systems from Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Republic of the Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tuvalu and Vanuatu.

2. Also in attendance were representatives from development partners, regional and international agencies namely; DFAT, MFAT, ADB, GIZ, Pacific Community, Pacific Islands Forum Secretariat, UNESCO Apia Office, UNESCO Bangkok Office, UNICEF, UNFPA, USP and World Bank.

3. The meeting was hosted by the Fiji Ministry of Education and funded by UNESCO Apia Office. Consultations were held with the Pacific Islands Forum Secretariat as part of the regional architecture for the Forum Education Ministers Meeting (FEdMM).

Day 1 (Wednesday 11th October 2017)

Opening Session

4. The meeting was called to order by the master of ceremony, Ms Tupou Lesivakadua of the Fiji Ministry of Education. Opening remarks were delivered by the following:

- Ms NISHA – UNESCO Director for the Pacific States
- Mr Shiu Raj – Policy Director (Programmes & Initiatives, PIFS)
- Mr Iowane P Tiko – Keynote address, Fiji Permanent Secretary Education & Arts.

Session 1: Review of Pacific Education Development Framework (PEDF) Report
4. The Forum Secretariat presented the report of the review of the Pacific Education Development Framework (PEDF) conducted by a group of consultants and completed in April 2017. The report highlighted key findings of the review in accordance to its terms of reference. Three major components of the review that were highlighted in the presentation were the engagement by countries with the PEDF, the effectiveness of the PEDF in supporting national education development and status of education management information systems (EMIS) in the region. The review made ten recommendations for consideration particularly in any consideration for a future regional education framework.

5. In their discussions, PHES noted the report together with its recommendations and for their consideration in the development of the new regional framework.

Session 2: The Regional Education Framework (REF): Purpose, drivers and structure

6. The session started with a short recap of the 2015 PHES discussions relating to any new regional education framework to replace the PEDF. PHES noted the absence of baseline indicators for regional education with previous frameworks and the importance of recognizing the status of education in the region and where countries are at in order to be able to effectively assess the impact of any new education framework. The need to align the new REF with national education sector plans and SDG4 was also emphasized.

7. Participants went through an exercise of how well their national education strategic plans, the draft REF and SDG4 targets are aligned. Participants shared in small groups areas where they were well aligned, areas where additional support would be needed and where significant input was required to address the gaps. Each group then identified opportunities for regional approaches through both south-south collaboration and regional institutional/agency programmes as modalities.

Session 3: Monitoring the REF: Integrating REF and SDG 4 into National Monitoring – a seamless process

8. The Education Quality & Assessment Programme (EQAP) of the Secretariat of the Pacific Community (SPC) and UNESCO Institute of Statistics (UIS) provided a joint presentation on efforts towards integrating REF and SDG 4 into National Education Monitoring and Decision-making. The presentation covered the following:

- data requirements for the REF thematic areas;
- education indicators relating to REF;
- data sources for SDG4 and REF;
- country trends and challenges; and
- partnerships and collaboration
9. An example of how EMIS developments need to integrate data across the education sector was provided by Palau. The meeting noted the need to integrate SDG4 and REF indicators into national education sector plans to facilitate reporting at national, regional and international levels.

10. A few questions were raised by delegates such as whether it would be appropriate to pose a recommendation to FEDMM to expand PILNA’s purpose going forward. The suggestion was made to include in the phase 2 of PILNA a programme that will generate individual students’ reports as was previously recommended in discussions by PHES post PILNA results last year.

11. The question was also posed as to who will be responsible for the monitoring of the proposed new Regional Education Framework and if a decision should be made for a regional organization such as SPC through EQAP to have this mandate. The chosen organization will then be accountable for monitoring of the new REF.

**Session 4: FEdMM 2018**

12. The PHES received and update on the current regional reforms on the rationalization of meetings and implications for the discussions on the regional education programme, including the agenda for the next Forum Education Ministers Meeting (FEdMM) and the working procedures.

13. PHES agreed to the continuation of the PHES Small Working Group in supporting the work on the development of the new REF, and requested that PIFS continue to facilitate these meetings, including securing of resources for the convening of these meetings. Noting the convening power of PIFS, and its role as the premier policy agency, PHES urged continued engagement of PIFS in supporting the coordination of regional work on education and skills development frameworks, and requested PIFS to facilitate the convening of the FEdMM and PHES meeting, back to back with the USP Council meeting in May 2018 to allow for the new REF to be finalised, including the associated monitoring and evaluation framework. The convening of future FEdMMs and associated work related to regional education frameworks and the roles of various agencies will be discussed at the next FEdMM.

**Day 2 (Thursday 12th October 2017)**

**Session 5: Pasifika Café Discussion Report Back:**

14. The session was facilitated by the Pacific Islands Forum Secretariat where the participants were divided into four groups according to each of the thematic areas of the new REF. The groups spent one hour discussions in each of the thematic areas before rotating until all the groups have visited all thematic areas. Each group discussion was facilitated by a member of the PHES Small
Working Group supported by a number of agencies making presentations on the work they are involved in under each of the thematic areas.

15. The purpose of the group discussions was to identify key issues under each thematic areas that lend themselves well to regional solutions. The following issues were identified for each thematic areas:

**Theme 1 – Learning outcomes**

(iv) Guiding national assessment systems through regional initiatives and sharing of best practices.

(v) Valuing opportunities for south-south collaboration across education policies and how that translate to learning and teaching (e.g. PABER)

(vi) The dissemination, utilization and analysis of data to inform decision making at all levels (from classrooms to systems).

**Theme 2 – Skills development & pathways**

(v) Development of a Regional Priority Framework for TVET from the minimum to the highest qualification level providing pathways through qualifications, certificates to higher qualifications.

(vi) The need to set up competency skills including soft skills for various categories of TVET programmes.

(vii) Education Management Information Systems to include information on TVET including student progress.

(viii) Development of TVET programmes in consultation with other relevant agencies and stakeholders e.g. Ministries of Labour, industries and employers.

**Theme 3 – Teaching profession**

(v) Alignment of teacher competency frameworks from ECCE through to Primary, timely review of the regional teacher competency framework so that it can be a developmental guide for countries and provide opportunities for south-south collaboration, for development and use of national standards; align national and regional teacher training institutions to the framework.

(vi) Support professionalization of teachers and teacher mobility.

(vii) Value of research and how it can inform implementation of the REF; recommend a regional research funding mechanism tagged to the REF with PHES setting the research agenda with the intent to inform the phases of the REF.

(viii) Building research capability in the countries.
Theme 4 – Quality and relevance

(v) *Need for education to be rooted in the environment, family, community, traditional context and practices of Pacific island nations. This will provide the soil upon which to grow “REF coconut”.*

(vi) *Investigate ways countries can i) utilize ICT in learning and teaching ii) ensure technological digital literacy.*

(vii) *Use data (EMIS and other) to inform decisions with regards to curriculum and learning and teaching practices.*

(viii) *Curriculum integration (teacher capacity building, contextual resources).*

Closing Session

16. The Permanent Secretary of Education, Fiji’s Ministry of Education, Heritage and Arts thanked all the participants for their contribution to the PHES meeting.

17. The Director of UNESCO Office for the Pacific States thanked the Permanent Secretary of Education for chairing the meeting and his leadership. She thanked the Fijian people for their hospitality and the government of Fiji for accommodating and hosting of the PHES meeting given the absence of a nominated host country. She thanked all the PHES participants for their active participation and sharing in discussions. The Director also thanked the PIFS and UNESCO organizing team for their excellent organization of the PHES meeting.
Annex 3. PHES Meeting Evaluation 2017

**Meeting Administration**

1a. Were you satisfied with the how the meeting was facilitated?

If no please give your reasons: 1 response

The workgroup tasks were brought into for Heads of Educations to active participate in and this is a very new approach as before, the Heads of Education only sit to endorse for the FEDM forum of Ministers. Can this be reverted to its usual status?

1b. Were you satisfied with the organisation of the agenda?

If no please give reasons 7 responses

(i) Too short

(ii) Documents should have been shared beforehand

(iii) The agenda seems to have been unilaterally prepared and did not take into consideration the integrated approach advocated and supported by the PHES in Port Vila in 2015. By selecting specific projects to showcase in each of the themed areas the focus was artificially restricted and discussions ranging outside the very limited parameters were not forthcoming
(iv) Our cultural values and religious beliefs were never acknowledged as specially when we are working in our own Pacific context.

(v) But maybe more group discussions could have been good.

(vi) There was no discussion on the presentations for the themes.

(vii) The cafe was good but may be too long in 4 hours of discussions. Need a break and some movement around to keep people's minds from being overloaded and drained.

1c. Were you satisfied with the timing of the sessions?

![Pie Chart]

If no please given reasons: 4 responses

(i) Sometimes too many presentations on topics, too little time to discuss properly

(ii) Timelines were not realistic for the substance of the discussions and the size of the group. Scheduling a 4-hour morning with no tea break reflects a lack of understanding of the ways in which we function as human beings.

(iii) Lots of meetings taking place during September, October and November. Would have been good to schedule PHES directly after the earlier meetings held in Nadi (ECD Meeting) to make the most of travel arrangements - if this was possible.

(iv) maybe just more time for collaboration /discussions
2. Were there any aspects of the meeting administration you would like to have improved?

If yes please explain: 5 responses

(i) Be clearer with the expectations both to the presenters and to the group. Presenters were caught off guard by the format of the Pasifika Cafe and the participants were not provided with a good understanding of what they were being asked to come up with.

(ii) Day 2 group discussions... objectives of this were not clear

(iii) The ability to exchange ideas and sharing

(iv) A wrap, highlighting some conclusive decisions or direction would have been good

(v) Have the presentations sent out before discussions so can follow along

Meeting Schedule

3. How useful did you find the overall programme?

1=not very useful 5=very useful

![Bar Chart]
4. What sessions did you find useful? (tick all that apply)

5. What sessions would you like to have had further discussions? (tick all that apply)

6. What themes in the Pasifika Cafe did you find interesting?
7. What themes in the Pasifika Cafe would you like to have had further discussion? (tick all that apply)

Overall evaluation

8. Do you think the meeting achieved its objectives?

If no please give your reason: 4 responses

(i) I don’t know that we actually progressed anywhere closer to a new REF or a coordinated approach to education in the region

(ii) Although, difficult to say. Country agenda influenced the meeting objectives.

(iii) The roadmap for REF and agenda for FEdMM are still ot clear with no firm plan or agenda proposed.

(iv) What is the objective of the meeting, maybe this may be another point to have at the next meeting. Maybe set some outcomes at the beginning to get from the meeting.
9. Has the meeting helped you to understand the new Regional Education Framework?

If no please give your reason: 3 responses

(i) Still all we know are the four themes and that there will be a framework - we knew that in March. What is the framework going to actually look like, and what will it include?

(ii) We have critical inputs to inform REF

(iii) At this point, there were too many elements missing in the draft shared. Somewhat still not clearly

10. Has the meeting discussed adequately the FEdMM 2018 agenda?

If no please give your reason 5 responses

(i) Very little time has been given to this and it is still very fragmented.
(ii) The Ministerial meeting requires some more thinking about the technical issues raised in the 22nd PHES meeting.

(iii) Did not think it was really a discussion.

(iv) Still not sure how is this going to be determined

(v) What is the agenda to be put through to FEdMM?
11. Has the meeting discussed sufficiently the progress of various projects in the region?

If no please give your reasons 3 responses

(i) Only some projects, there are way more

(ii) Only those that were selected for presentation - what about all the other projects that are going on that didn’t get the “air time” that the few highlighted projects got?

(iii) Perhaps more country feedback

12. Has the meeting provided sufficient opportunity to discuss development partner proposals to support regional education?

If no please give your reasons: 3 responses

(i) All we heard was development partners asking countries how do you want us to support you. There were not any real proposals of support either regional or otherwise. But feel it was fine not to. The PHES discussions should not be influenced or swayed by what potential assistance maybe offered by donors.

(ii) This meeting saw the largest participation of the development partners. But this does not indicate that they are ready to support regional education. But their presence and interest
is a good sign. Thank you, UNESCO, for managing their inclusion and at the same time ensuring that the PHES drive the agenda and sessions.

(iii) Not enough discussion around what solutions/activities countries want and how DP can fund these.

**General Comments**

13. Please provide any other comments you would like to make about the meeting: 5 responses

(i) Thank you UNESCO, PIF and Fiji!

(ii) Thank you for organizing of PHES Convention

(iii) It is unfortunate that one of themes that was agreed in earlier small meeting of PHES, Pathways to Learning got changed to accommodate only skills development

(iv) I thoroughly enjoyed the Group Presentations and Discussions, interactive and people can speak freely as compared to a bigger gathering. Perhaps Donor Partners could collaborate more and share common areas with each other targeting country needs instead of top-down approach.

(v) This meeting is an excellent example of a good collaboration between the PIF, UNESCO and the PHES. SPC's participation too has been good. It will be great if the development partners can support these organizations and the ministries of education in developing the education 2030 work in the Pacific. Apia team, good job.
Annex 4. PHES Meeting Schedule

The 22nd Consultation Meeting of the Pacific Heads of Education Systems (PHES)

Tanoa International Hotel, Nadi, Fiji,

11 to 12 October 2017

Meeting Schedule

Day 1 (11th October, 2017)

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<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Presenter/Facilitator</th>
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<tr>
<td>8:30 – 9:00</td>
<td>Registration</td>
<td>- MC: Ms. Lesivakadua Tupou, Secretary General, Fiji National Commission of UNESCO</td>
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<tr>
<td>9.00 - 9.30</td>
<td>Opening Session</td>
<td>- Mr. Joseva Gavidi, Divisional Education Officer, Western Division</td>
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<td>- Ms. Nisha, Director of Office and UNESCO Representative to the Pacific States</td>
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<td>- Mr. Shiu Raj, Policy Director (Economic Governance Programme), Pacific Islands</td>
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<td>- Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts</td>
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<tr>
<td>9.30 – 10.00</td>
<td>Group Photo, Refreshments</td>
<td>MC: Ms. Lesivakadua Tupou, Secretary General, Fiji National Commission of UNESCO</td>
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<tr>
<td>10:00 – 10:15</td>
<td>Introductory Session</td>
<td>Meeting Chairperson: Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage, and Arts, Government of Fiji</td>
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<td></td>
<td>- Lessons learned from review</td>
<td>Session Presenter: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>- What are the major lessons that we can draw from the review?</td>
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<td>- Q&amp;A</td>
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<td>10:45 – 12:30</td>
<td>Session 2: The Regional Education Framework: Purpose, drivers and structure</td>
<td>Session Chairperson: Mr. James Bosamata, Deputy Secretary, Ministry of Education and Human Resources Development, Solomon Islands</td>
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<td></td>
<td>- Presentation</td>
<td>Session Presenters: Mr. Gail Townsend, Secretary of Education, Cook Islands</td>
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<td></td>
<td>- National Reflection Exercise</td>
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<td>- Q&amp;A</td>
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Panel:
- Dr. Jerry Strudwick, Consultant to Pacific Islands Forum Secretariat
- Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat

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<th>Time</th>
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<tr>
<td>12.30 – 13.30</td>
<td>Lunch</td>
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<tr>
<td>13:30 – 14:00</td>
<td>Development Partner presentation</td>
<td><strong>Presenter:</strong> Mr. Tony McGee, Department of Foreign Affairs and Trade, Australia</td>
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</table>
| 14:00 – 15:00 | Session 3: Monitoring the REF: Integrating REF and SDG 4 into National Monitoring – a seamless process | **Session Chairperson:** Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat  
**Session Presenters:**  
- Mr. Gregory Keeble, Statistics Adviser, UNESCO Institute for Statistics, Samoa  
- Mr. Scott Pontifex, Team Leader, Regional EMIS Facility, Pacific Community  
- Mr. Andrew Tabelual, Director of Education Administration, Ministry of Education, Palau |
| 15:00 -15.30  | Afternoon tea                                             |                                                                                                 |
| 15:30 – 16:00 | Session 4: FEdMM 2017/18                                   | **Session Chairperson:** Mr. Iowane Tiko Permanent Secretary for Education, Ministry of Education, Heritage and Arts, Government of Fiji  
**Session Presenters:**  
- Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat  
- Mr. Shiu Raj, Policy Director (Economic Governance Programme), Pacific Islands Forum Secretariat |
| 16:00 – 17:00 | Closed meeting of National Commissions for UNESCO           | **Ms. Nisha, UNESCO Office for Pacific States**                                                  |
| 19:00 – 19:50 | Welcome Reception                                          | Hosted by:  
- UNESCO Office of Pacific States  
- Pacific Islands Forum Secretariat                                                          |
Day 2 (12th October, 2017)

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<th>Time</th>
<th>Agenda Item</th>
<th>Presenter/Facilitator</th>
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<tr>
<td>8:30 - 12:30</td>
<td><strong>Pasifika Café – Group Discussions</strong></td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>Theme 1 – Learning Outcomes</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>Theme 2 - Skills Development and Pathways</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>Theme 3 – Teaching Profession</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>Theme 4 – Quality &amp; Relevance of Education</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td></td>
<td><strong>Theme 1 – Learning Outcomes</strong></td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>- <strong>Discussion topics:</strong></td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(i) PABER and PILNA: Towards Improved Student Learning Outcomes in the Pacific</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(ii) A review of ICT in Education development efforts in the Pacific</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td><strong>Theme 2 – Skills development and pathways</strong></td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>- <strong>Discussion topics:</strong></td>
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<td>(i) Pacific Register of Qualifications and Standards</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(ii) Development of Skills Register for TVET and tertiary education graduates</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(iii) Pacific Open Distance Learning Framework</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td><strong>Theme 3 – Teaching profession</strong></td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(i) ECCE and Primary Teacher Competency Frameworks</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(ii) update on Professional Certificate in Education Policy and Planning</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(iii) CREATE Tuvalu REAP Study</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(iv) Talking Books</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td><strong>Theme 4 – Quality and Relevance of Education</strong></td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>- <strong>Discussion topics:</strong></td>
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<td>(i) Emerging needs for Family Life Education within the context of Lifelong Learning</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(ii) Education for Sustainable Development activities in the Pacific</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>(v) ICT for Better Education in the Pacific: implementing ICT4E programs.</td>
<td>- Facilitator: Mr. Filipe Jitoko, Social Policy Adviser, Pacific Islands Forum Secretariat</td>
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<td>Time</td>
<td>Session</td>
<td>Chairperson</td>
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<td>12:30 – 13:30</td>
<td>Lunch</td>
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<td>13.30 – 15.00</td>
<td><strong>Group Report Back (Plenary):</strong>&lt;br&gt;Theme 1 – Learning outcomes&lt;br&gt;Theme 2 – Skills development &amp; pathways&lt;br&gt;Theme 3 – Teaching profession&lt;br&gt;Theme 4 – Quality and relevance&lt;br&gt;General Discussion</td>
<td><strong>Session Chairperson:</strong>&lt;br&gt;- Dr. Karoline Afamasaga-Fuata'i&lt;br&gt;Chief Executive Officer, Ministry of Education, Sports &amp; Culture, Samoa</td>
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<td>15.00 – 15:30</td>
<td><strong>Development Partner presentation:</strong>&lt;br&gt;ICT for Better Education in the Pacific: Trends, Lessons, and Considerations</td>
<td><strong>Presenters:</strong>&lt;br&gt;- Ms. Chimi Thonden, Senior Education Specialist, ADB&lt;br&gt;- Dr. Hitendra Pillay, Consultant ADB</td>
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<td>15:30 – 16:00</td>
<td>Afternoon Tea</td>
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<td>16:00 -16.45</td>
<td><strong>Deliberation on meeting outcomes</strong>&lt;br&gt;- Finalisation of meeting outcomes&lt;br&gt;- Agreement on next meeting and themes&lt;br&gt;- Any other business&lt;br&gt;- Evaluation of meeting</td>
<td><strong>Meeting Chairperson:</strong> Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage and Arts, Government of Fiji</td>
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<td>16:45 – 17:00</td>
<td><strong>Closing session</strong>&lt;br&gt;- Closing remarks</td>
<td><strong>MC:</strong> Ms. Lesivakadua Tupou, Secretary General, Fiji National Commission of UNESCO&lt;br&gt;- Ms. Nisha, Director of Office and UNESCO Representative to the Pacific States&lt;br&gt;- Mr. Iowane Tiko, Permanent Secretary for Education, Ministry of Education, Heritage and Arts, Gov’t of Fiji</td>
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