



PACIFIC ISLANDS FORUM SECRETARIAT

PIFS(06)FEDMN.04

EDUCATION MINISTERS MEETING

*Nadi, Fiji
26-27 September 2006*

SESSION TWO

**REVIEW OF IMPLEMENTATION OF THE FORUM BASIC EDUCATION
ACTION PLAN**

This paper, prepared by the Forum Secretariat, reviews regional progress in the implementation of the Forum Basic Education Action Plan and suggests further actions for the consideration of Ministers.



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Summary brief

SESSION 2: REVIEW OF IMPLEMENTATION OF THE FORUM BASIC EDUCATION ACTION PLAN

Purpose

This paper reviews regional progress in the implementation of the Forum Basic Education Action Plan (FBEAP).

Background

2. The FBEAP was developed within the context of the Education for All initiative, with the goal of achieving universal and equitable participation and achievement and to ensure access and equity and improve quality and outcomes. The Ministers requested that the Forum Secretariat be mandated to facilitate the implementation of the Forum Basic Education Action Plan.

3. The Pacific Regional Initiative for the Delivery of Basic Education (PRIDE) is the major mechanism for implementing the FBEAP. The key focus of PRIDE is on education sector planning with the view to improve the capacity of Pacific ACP States to effectively plan and deliver quality basic education through formal and non-formal means. PRIDE will also focus on improving the coordination of donor inputs to assist countries to implement their plans. Several cross-cutting issues contained in the FBEAP, such as gender and good governance, are included in the implementation of PRIDE.

4. In the review of the FBEAP in January 2004, the Ministers of Education agreed to initiate a biennial stocktake of progress in the implementation of the FBEAP at the national as well as the regional level. The implementation and progress of PRIDE also forms a fundamental component of the FBEAP stocktake exercise. The first stocktake exercise was undertaken in September 2004 and included information provided through the stocktake survey, from desk studies and with further input and final verification from

the National PRIDE Coordinators. The final Stocktake Report was tabled at the Education Ministers' meeting in Apia, Samoa in May 2005.

5. The theme for the Education Ministers' meeting in 2005 was technical and vocational education and training or TVET as it is commonly known, which is often seen as a solution to the rapidly increasing number of youths in the Pacific region, many of whom leave school before achieving their potential. The Ministers acknowledged and ensured their support for a regional study on skills development, funded by the ADB, which would analyze the strengths and weaknesses of the TVET system and identify strategies for improving the TVET sector.

6. This review provides an update of FBEAP regional initiatives that have been on-going and recently implemented in 2005.

Issues

7. The 2002, 2004 and 2005 review of the implementation of the Forum Basic Education Action Plan is outlined in paper PIFS(05)FEDMA.04(a).

8. A matrix is attached as Annex 1 that identifies key areas of the Action Plan and their implementation. Ministers' attention is drawn to the elements of the Plan (as identified in the attached matrix) that are to be implemented at the national and regional level.

9. Ministers' are asked to consider the outcomes and recommendations resulting from the review of the FBEAP that was undertaken in 2006.

Recommendations

10. Ministers may wish to consider:

- a Noting the progress on the implementation of the FBEAP at a regional level, especially the PRIDE Project;
- b Requesting a comprehensive national stocktake be presented at the next Forum Education Ministers' Meeting;
- c Requesting the Forum Secretariat to progress work on Civics Education;
- d Noting the draft Pacific protocol on Teacher Recruitment to develop appropriate and ethical codes of conduct and adopting it at the national level where appropriate;
- e Note progress on the ADB Regional Skills Development Study;
- f Note progress on the Pacific Qualifications Register; and
- g Note the results of the report on Pre-university Qualifications.



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EDUCATION MINISTERS MEETING

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REVIEW OF IMPLEMENTATION OF THE FORUM BASIC EDUCATION ACTION PLAN

Purpose

This paper reviews progress in the implementation of the Forum Basic Education Action Plan and suggests further actions for the consideration of Ministers. It highlights the regional FBEAP activities that are currently being implemented. A matrix is attached that identifies key areas of the Action Plan and their implementation.

Background

2. In 2001, Ministers of Education of Forum Island countries met in Auckland, New Zealand as directed by the Forum Economic Ministers to consider issues related to human resource development in the Forum region. The Ministers noted that while basic education is a priority in the region, this has not resulted in economic development. While recognising that some countries have made significant progress, and that the severity of problems with basic education varies significantly between countries, it appears that significant gains could be made through Forum members sharing their experiences, success and failures in basic education. Ministers noted the potential for sharing resources, particularly for inputs into basic education system across the region.

3. As such, the Forum Basic Education Action Plan (FBEAP) was developed within the context of the Education for All initiative, with the goal of achieving universal and equitable participation and achievement and to ensure access and equity and improve quality and outcomes. The Ministers requested that the Forum Secretariat be mandated to facilitate the arrangements to bring about the implementation of the Forum Basic Education Action Plan.

4. The Pacific Regional Initiative for the Delivery of Basic Education (PRIDE) is the major mechanism for implementing the FBEAP. The key focus of PRIDE is on education sector planning with the view to improve the capacity of Pacific ACP States to effectively plan and deliver quality basic education through formal and non-formal means. PRIDE will also focus on improving the coordination of donor inputs to assist countries to

implement their plans. Several cross-cutting issues contained in the FBEAP, such as gender and good governance, are included in the implementation of PRIDE.

5. In the review of the FBEAP in January 2004, the Ministers of Education agreed to initiate a biennial stocktake of progress in the implementation of the FBEAP at the national as well as the regional level. The implementation and progress of PRIDE also forms a fundamental component of the FBEAP stocktake exercise. The 2004 Stocktake Report was tabled at the Education Ministers' meeting in Apia, Samoa in May 2005. The next stocktake exercise will be undertaken in 2006 with the final report tabled at the 2007 Ministers' meeting.

6. The theme for the Education Ministers' meeting in 2005 was technical and vocational education and training (TVET), which is often seen as a solution to the rapidly increasing number of youths in the Pacific region, many of whom leave school before achieving their potential. The Ministers acknowledged and ensured their support for a regional study on skills development, funded by the ADB, which would analyse the strengths and weaknesses of the TVET system and identify strategies for improving the TVET sector especially in relation to the employment situation in member countries.

7. This review provides an update of FBEAP regional initiatives that have been on-going and recently implemented in 2005.

Regional Implementation of the FBEAP

8. Several regional initiatives are currently underway. These initiatives have been undertaken through multi-sectoral discussions and collaborative efforts among key stakeholders, such as through the CROP Human Resource Development Working Group. The 2002, 2004, 2005 review of the implementation of the Forum Basic Education Action Plan are included in paper PIFS(06)FEDMA.03.

PRIDE

9. The Pacific Regional Initiatives for the Delivery of (Basic) Education (PRIDE) Project is in its third year of implementation. The PRIDE Project Team will present an overview of the progress of the PRIDE Project.

10. A Mid-term Evaluation of the PRIDE Project has been recently undertaken. NZAID will provide an overview of the outcomes of this Mid-term evaluation.

ADB Regional Skills Development Technical Assistance Project

11. The ADB regional skills development study that was approved by Ministers at their meeting in 2005 is underway. Thirteen countries that are members of both the ADB and the Pacific Islands Forum are participating.

Domestic consultants have been contracted by the ADB to do initial studies in each country. A team of international consultants is studying six of these countries in more depth.

12. A progress report on this project has been provided by the ADB and will be presented by the Forum Secretariat. This is available as paper PIFS(06)FEDMN. 04(a).

Australia Pacific Technical College initiative.

13. AusAID will report on the Australian Pacific Technical College in Session 7 of this meeting.

Regional Qualifications Register

14. Work by the Secretariat of Pacific Community (SPC), Commonwealth of Learning (COL) and the Pacific Association of Technical Vocational Education and Training (PATVET) on an inventory of institutions and courses in TVET commenced in 2005 with a preliminary inventory produced by COL in January 2006. PATVET now has an office at SPC that has continued this work and it reports that the inventory framework is complete and 70% of the total data requested from the 15 member countries of PIFS and PATVET combined has been received. A log of every registered institution will be available by the target date with additional information on those institutions forthcoming.

15. The specified data set covers basic information on TVET resources in the Pacific (institution contact details, number of TVET students/staff, accreditation standards, highest TVET qualification offered per institute, TVET programmes available, and qualifications awarded.) Outstanding data is yet to be received from four countries. A website to house and present the inventory, along with other regional TVET initiatives, is under construction and will be managed by PATVET. The inventory will be the first step in the process of formulating a regional qualifications register (RQR) which will be carried out in phases.

16. As directed by Ministers in 2004, the Forum Secretariat has entered into discussions with the South Pacific Board for Educational Assessment (SPBEA) about the feasibility of the SPBEA undertaking the design and development of a regional qualifications register.

17. The first phase will be the convening of sub-regional meetings, the outcomes of which will determine whether it would be feasible to continue with the process of formulating the register. The outcome of the first phase will determine the implementation of the second phase. A proposal for the development of the RQR has been submitted to AusAID, which has indicated its agreement in principle to funding this initiative. It is envisioned that the project should start as soon as funding is secured and will be implemented over five years.

Regional Entrepreneurship and Financial Education project

18. The Forum Secretariat organised a Regional Entrepreneurship Education Workshop in Fiji in April 2005 for senior education officials. The theme for the workshop was “Towards an Entrepreneurial Society in the Pacific”. Outcomes from the workshop included advocating for further research in the region in the area of entrepreneurship education, developing of a regional resource base, developing policy, curriculum and related teaching materials at national levels and seeking assistance from regional and international agencies in developing and strengthening entrepreneurship education.

19. At their 2005 meeting, Forum Education Ministers agreed that further research should be undertaken in order to progress the introduction of Enterprise Education in schools in Forum Island countries.

20. A UNDP project called the “Entrepreneurship and Financial Education in the Curriculum” (EFEC) project is in direct response to the directive of the Forum Education Ministers. The pilot project introduces Entrepreneurship and Financial Education in the school curriculum. The formal education system reaches a majority of Pacific Islanders and will be the vehicle to instil these life skills in school leavers. The overall objective of the project is to develop the entrepreneurial characteristics of school leavers and improve their financial literacy. The acquired knowledge and skills will make them more productive during their adult live.

21. The pilot phase period is from 2006 to 2008. During this period one country will actively participate in developing and introducing entrepreneurship and financial literacy into the existing curriculum subjects in secondary schools. Entrepreneurship and Financial Education is not introduced as a new subject but as a modification to existing subjects. The project will be evaluated in 2008. The evaluation and achievements of the pilot project are expected to lead to the regional implementation of Entrepreneurship and Financial Education in the School Curriculum in all Pacific Islands countries from 2009 onwards.

22. The project is managed by the UNDP Pacific Sub Regional Centre and implemented in partnership with Ministries of Education, curriculum developers, teachers’ training colleges, pilot schools, teachers, specialists, and relevant educational assessment organisations.

23. The International Labour Organisation (ILO) Office for the South Pacific has developed a draft project proposal entitled ‘Pacific Regional Programme on Entrepreneurship Education Curriculum Development in Forum Island Countries’ and is currently seeking funding and partners for implementation. Discussions are ongoing with different countries on this proposal.

24. The ILO is currently implementing various projects relating to entrepreneurship and poverty alleviation in several FICs. It has incorporated Youth Employment and

Entrepreneurship Programmes in ILO's Decent Work Country Programmes (DWCP) National Plans of Action in its six Pacific member states. The ILO's entrepreneurship education packages 'Know about Business' and enterprise start-up 'Start your own Business' packages have been adapted to the context of some individual countries including in South and South East Asia. ILO is keen to implement these in further countries.

Regional Disability Programme

25. The Forum Secretariat, in association with Disabled Persons International, Oceania Sub-office (DPI), Pacific Disability Forum (PDF) and the Economic and Social Commission for Asia and the Pacific, Pacific Operations Centre (UN-EPOC) convened a Pacific Regional Workshop on Disability at the Tanoa International Hotel in Nadi from 01 – 04 August 2005. Outcomes of the workshop included the need for a Disability Coordination Officer position to be established at the Pacific Islands Forum Secretariat. This position has been established and the Disability Coordination Officer commenced work in August 2006 and will oversee the coordination and monitoring of disability related programmes and activities in the region.

Special Needs Teacher Training Degree Programme

26. Following discussions between the Forum and the University of the South Pacific (USP), USP has agreed to develop and deliver a degree programme in the area of Special Needs Teacher Training for in-service and pre-service teachers. The Special Needs Teacher Training Degree programme has been approved by the USP's Academic Committee. It is envisioned that two courses will be offered either in the 2nd semester of 2006 or early in 2007. Modules will be offered via distance education and face-to-face mode.

27. PRIDE is assisting with funding for consultants to develop these courses. The Forum Secretariat is seeking donor assistance to further fund the proposal.

Inclusive Education

28. UNESCO Pacific held a regional workshop on Inclusive Education in November 2005. Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion. There is special emphasis on removing barriers to participation and learning for girls and women, disadvantaged groups, children with disabilities and out-of-school children. Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs and is not a about how some learners can be integrated into the mainstream education system, but an approach of *transforming the system* so it will respond to the diversity of all learners. It involves changes and modifications in content, structures, processes, policies and strategies. Paper PIFS(06)FEDMN.04(b) outlines the key elements of Inclusive Education.

29. Samoa has been a UNESCO pilot country for inclusive education in the region, with four schools taking part. At least one 'special school' has been disbanded and children with disabilities have been absorbed into the wider school system. Although this has only been in practice for a short time, results are favourable so far. This is an example of good practice that other Pacific Island Countries may wish to learn from.

30. In the light of this global move towards Inclusive Education, the Forum Secretariat approached USP and requested that an Inclusive Education approach be taken to the development of its courses on Special Needs Teacher Training.

Pre-University Courses

31. During their meeting in 2005, Ministers recommended that the Forum Secretariat commission an independent body to conduct an independent benchmarking exercise to resolve the issue of the relative standard of both examinations and their grading systems.

32. A review was undertaken in January 2006 which focused on the comparison of the following qualifications from the perspective of their use to satisfy the entry requirements into the University of the South Pacific's degree programmes:

- The University of the South Pacific (USP) Foundation Programme,
- The South Pacific Form Seven Certificate (SPFSC),
- The Fiji Seventh Form Certificate (FSFC), and
- The National University of Samoa (NUS) Foundation Year Programme.

33. Overall, the consultants found that it was difficult to compare the four authorities' qualifications because of their significant differences in focus, which are reflected in individual subject prescriptions and examinations. However, on the basis of the evidence collected, only for English do these differences seem significant.

34. The report also highlights that while the Ministers of Education are concerned that the USP requirement of SPFSC English is too high, the consultants concluded from the evidence submitted that the general admission requirements into USP degree programmes, with regard to the USP/NUS Foundation, FSFC and SPFSC, are fair as they stand. Nevertheless, the admission requirements with regard to English should be reviewed for reasons that include the fact that the results of USP's English Language Skills Assessment (ELSA) testing during the first year of study indicate that a high proportion of students are being admitted into USP degree programmes with inadequate English to complete their qualifications.

35. A copy of this report is submitted as paper PIFS(06)FEDMN.04(c).

Pacific Protocol for Teacher Recruitment

36. Forum Education Ministers, during their meeting in Apia, Samoa in 2005, requested the Forum Secretariat to prepare a draft Pacific Protocol for the Recruitment of

Teachers to be tabled for discussion at the next Forum Education Ministers meeting in October 2006.

37. The issue of a possible protocol for teacher recruitment was raised as smaller FICs continue to need to recruit teachers from within the region. It was noted that the Commonwealth has recently developed such a protocol and that a Pacific protocol could be based on this, but should be more relevant to the needs of the region. Such a protocol would provide some measure of protection for teachers who are recruited within the region. While many teachers are recruited under bilateral agreements, such a protocol could provide a check-list of areas to be covered.

38. An overarching objective in the development of this draft Protocol is to be sensitive to the needs of recipient countries and the migratory rights of individual teachers. The Protocol does not propose that governments should limit or hinder the freedom of individuals to choose where they wish to live and work. However, the recruitment of teachers must not be detrimental to national education systems.

39. Therefore, the Pacific Protocol for Teacher Recruitment is intended to provide governments with a set of guidelines within which regional recruitment should take place. The Draft Pacific Protocol for Teacher Recruitment has been adapted from the Protocol for the Recruitment of Commonwealth Teachers that was adopted by Ministers of Education, in the United Kingdom in 2004.

40. The Draft Pacific Protocol is tabled as discussion paper PIFS(06)FEDMN.04(d).

Civics Education

41. A group of stakeholders including USP, UNDP, the New Zealand Electoral Commission and the Forum Secretariat is working together to advance the development of civics education in the Pacific. USP (PIAS-DG) is undertaking a desk review of relevant initiatives in the region and will, among other things, develop a central information and resource database / website of civics literature.

Database of Regional Activities

42. The Forum Secretariat has commenced on the formulation of a database on regional activities in education. The Forum Secretariat is also in the process of determining whether the database could be placed in the PIFS Website for information as well as to allow regional organisations responsible for HRD issues in the region to update the database.

Issues for Further Action

43. There is a need to ensure that the implementation of regional FBEAP activities is undertaken in close collaboration and consultation amongst all key stakeholders in the area of HRD in the region. This can be achieved through the presentation and discussion

of the FBEAP at national and regional meetings, workshops and consultations and networking by PIFS, USP, PRIDE and other CROP agencies involved in Human Resource Development programmes and activities. In this way, duplication of activities is avoided and the promotion of the Leaders' vision of regionalism is facilitated and fostered.

44. While the Forum Secretariat continues to oversee the implementation of regional activities, countries are encouraged to ensure that their commitment to implementing their national activities as outlined in the Matrix is fulfilled.

45. Ministers are encouraged to peruse the FBEAP and decide which activities in the FBEAP need to be revisited rather than suggesting additional activities unless these additional activities of utmost importance to the Ministers

46. The link between the FBEAP and PRIDE should continue to be highlighted when discussing either project. This will ensure wider promotion and dissemination of knowledge of both projects and promote a regional perspective on education.

47. Ministers may wish to consider:

- a. Noting the progress on the implementation of the FBEAP at a regional level, especially the PRIDE Project;
- b. Requesting a comprehensive national stocktake be presented at the next Forum Education Ministers' Meeting;
- c. Requesting the Forum Secretariat to progress work on Civics Education;
- d. Noting the draft Pacific protocol on Teacher Recruitment to develop appropriate and ethical codes of conduct and adopting it at the national level where appropriate;
- e. Note progress on the ADB Regional Skills Development Study;
- f. Note progress on the Pacific Qualifications Register; and
- g. Note the results of the report on Pre-university Qualifications.

FORUM BASIC EDUCATION ACTION PLAN IMPLEMENTATION

(Shaded rows are primarily regional activities)

Activity:	Year	FEdMM DECISION	IMPLEMENTATION	
Basic Education			ACTIONS	STATUS
Delivery and Resourcing of Basic Education	2001	<p>Ministers identified an urgent need to address the provision of education to deliver better quality development and education outcomes, which has implications for the whole process of education, and requires policy, planning, and resources to achieve improvements in:</p> <ul style="list-style-type: none"> • the competence and confidence of teachers with relevant skills and knowledge; • curriculum programmes; • the quality and relevance of teaching materials; • teaching methods and learning styles; • school management and culture; • the relationships with communities and stakeholders; • the quality of school buildings; • assessment procedures, which should be valid and reliable; <p>the participation of all stakeholders in the planning and delivery of education.</p>	Liaison with development partners [USP, SPBEA and other CROP agencies and working groups, UNESCO, UNICEF, UNDP, donors and NGOs] as appropriate.	PRIDE
Regional Context:	2001	<p>Ministers noted that while basic education has been a priority in the region, this has not been turned fully into effective action. While recognising that some countries have made progress, and that the severity of problems with basic education varies significantly between countries, it appears that significant gains could be made through Forum members sharing their experiences - both successes and failures - in basic education. Ministers also noted the potential for sharing resources - particularly for inputs into basic education system - across the region</p> <p>The goals set for basic education and the strategies to be followed therefore need to be well integrated with national planning policies and planning frameworks.</p>	Main focus of PRIDE	PRIDE
			Liaison with development partners as appropriate.	Main focus of PRIDE

National Context:	2001	<p>Ministers therefore agreed that there is an urgent need for each country, in line with national development goals and commitments, to improve basic educational planning, through clearly identifying desired basic educational outcomes and the learning needs of individuals and groups in that society. To this end it was further agreed that:</p> <p>(a) national planning for universal and equitable educational participation must take into account:</p> <p>(i) the cultural, moral social, political and economic contexts of education;</p> <p>(ii) the inter-relationships of the various levels of educational provisions and institutions.</p> <p>(b) in order to develop sound policy and planning frameworks it is essential to improve:</p> <p>(i) data and information collection and retrieval systems to provide accurate,</p> <p>(ii) timely, and relevant data for informed policy decisions;</p> <p>(iii) the capacity of national systems to develop coherent national educational plans through high level training of key personnel and strengthening of the human and material resources of planning units.</p>	Liaison with development partners as appropriate.	Main focus of PRIDE
		<p>Ministers agreed that education is the foundation for the process of economic and social development, and that a mechanism is required to ensure that the Pacific Vision and Strategies for Basic Education are actively pursued. Consequently Ministers recommend to Leaders that they meet on a regular basis.</p>	Appropriate preparations are put in place and completed on time. FEdMM convened in 2001, 2002, 2004, 2005	Next meeting planned for 2006
		<p>Ministers requested that the Secretariat be mandated to facilitate the arrangements to bring about the implementation of the Forum Basic Education Action Plan.</p>	<p>PIFS convenes CROP HRD working group to consider implementation actions and monitor/oversee stocktake.</p> <p>NZAID has funded the Human Resource Development Policy Officer (HRDPO) position to progress implementation of FBEAP.</p>	On-going implementation and monitoring of FBEAP

	2001	<p>(b) Pre-Service Teacher Education</p> <p>(i) That upgrading of pre-service training programmes, staffing and resources at the training institutions that is either in process or is being anticipated in most training institutions, be fully addressed as a matter of priority.</p> <p>(ii) That induction for beginning teachers is formalised involving teacher training institutions, CDUs, field staff and schools.</p> <p>(iii) That small island states that do not have their own training institutions consider establishing teachers' centres to be used for complementary training of local trainees who are undertaking USP and other institutions' extension courses in Education as a route to a teacher qualification. A substantive position of a co-ordinator of the teachers' centre be established and filled by a qualified teacher educator who would also supervise school-based training of trainees.</p> <p>(c) In-Service Teacher Education</p> <p>(i) That existing data bases be further utilised to generate teacher supply projections where necessary and plans be implemented to train all untrained teachers as soon as practicable.</p> <p>(ii) That upgrading programmes be considered for serving teachers who are found to be partially trained as assessed against the level of pre-service training currently being offered in most FIC primary training institutions.</p> <p>(iii) That intensive in-service courses targeting specific needs of teachers such as proficiency in English and skills in multi-class teaching be mounted in countries where teachers need such courses.</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>Liaison with development partners as appropriate.</p> <p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>Liaison with development partners as appropriate.</p>	<p>PRIDE</p> <p>Component two of PRIDE</p> <p>Refer to 2004 / 2005 National Stocktake of FBEAP</p>
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	2001	<p>(d) Classroom Teaching: In accordance with the local database on the conditions that exist in schools in terms of the quality of classrooms and physical facilities, attention be paid to upgrading those classrooms which are currently impoverished and provide a sub-standard educational environment for teaching and learning.</p> <p>(e) Community Support: That the current initiatives in promoting the active involvement of the school community in the affairs of the school be strengthened in order to enhance the quality of facilities and teaching-learning resources.</p> <p>(f) Towards Enhancing Professionalism in Teaching: That enhancing professionalism in teaching, whereby the profession is guided by the ethos, standards and ethics of the profession itself, be promoted as a long-term goal for enhancing teachers' capacity for managing changes and their identity as teachers.</p>		PRIDE workshop in November 2005 on teacher education relates to (f).
The Role of Assessment in Improving Quality in Education	2004	Ministers noted that standards based assessment founded on defined learning outcomes needs to be introduced at the school levels as well as nationally and that each country should develop an assessment framework, in line with its curriculum framework. Such a strategy should emphasise the role of assessment as one of enhancing teaching and learning. Ministers agreed to consider national assessment frameworks in line with the national curriculum framework.	Individual Forum members to initiate with assistance from SPBEA / PRIDE and others as appropriate and as requested.	<p>See National Stocktake Report</p> <p>Possible area for PRIDE sub-projects funding.</p> <p>Proposed UNESCO/ UNICEF/SPBEA work on regional benchmarking of educational standards relevant.</p>

Activity :	Year	FEdMM DECISION	IMPLEMENTATION	
Developing Partnerships			ACTIONS	STATUS
	2001	Ministers recognised that although governments will continue as the major funder of basic education in order to protect access and equity, government funding alone will be insufficient to provide basic education for all. Greater participation by non-government partners can increase the level of resources available, and increase the relevance and effectiveness of the learning process.	Work through NSA Network	PRIDE ADB skills development project.
		Recognising that non-formal education (NFE) is an important strategy for development, Ministers agreed to address immediate NFE needs, including budgetary needs, by undertaking the following actions: (a) provide effective communications linkages between NFE, micro-enterprise and micro-financing initiatives. (b) establish a focal point (within the appropriate Ministry or department within a ministry) which has close partnerships with NFE providers. (c) provide an enabling environment by actively co-ordinating NFE initiatives. (d) develop clear and robust national policy on NFE. (e) support training at national and regional levels for NFE key personnel. (f) ensure effective evaluation and monitoring of NFE programmes.		
		In recognition of the partnership with civil society organisations (CSOs) and the private sector already in place in all Forum Island Countries in the provision and delivery of basic education, and to enhance the achievement of national, regional and international commitments, Ministers directed the Forum Secretariat, in association with other regional organisations and UN agencies, to document and quantify the contribution of civil society in the provision and delivery of basic education with the view to developing model enabling government/CSO partnership policies.	First Step undertaken during the first PRIDE Workshop in Lautoka, Fiji in September 2004. A two-day discussion with ASPBAE on the delivery Basic Education and the role of CSOs in this area.	Next phase to be undertaken 2005/2006.

Activity	Year	FEEdMM DECISION	IMPLEMENTATION	
Gender and Equity			ACTIONS	STATUS
	2001	<p>Ministers noted that a key issue is equitable participation and achievement, including for both girls and boys, those from rural and urban areas and other who are disadvantaged in current system delivery. The commitments made under the Dakar 2001 Education for All Framework for Action were also noted and to further these Ministers agreed:</p> <p>(a) Recognising and building on existing initiatives, and in fulfilment of existing commitments to the Pacific Platform for Action, the Convention on the Rights of the Child, the Convention for the Elimination of all forms of Discrimination Against Women (CEDAW), the Education for All(EFA) and the World Social Summit, to encourage their governments to undertake the following actions:</p> <p>(i) at the national level undertake gender analysis of education access and quality and use the findings to support education policy revision and to ensure allocation of resources in support of gender equal education;</p> <p>(ii) collaborate with Ministers for Finance and Economics to support gender analysis of budget processes in order to highlight ways in which government budgets can more effectively support sustainable and equitable education and HRD;</p> <p>(iii) encourage teacher training institutions to utilise existing regional and national services that are providing gender awareness training and data collection training;</p> <p>(iv) direct vocational and technical training institutions to provide data on enrolment and completion rates for men and women to government on an annual basis and encourage them to develop institutional gender policies in line with existing constitutional mandates and government commitments to gender equality; and</p>	<p>To implement at national level.</p> <p>Appropriate regional and international organisations to provide support as appropriate and as requested.</p>	<p>Vanuatu has undertaken a gender analysis of its education sector that could be used as a model.</p> <p>Possible area for PRIDE sub-project funding</p>

		<p>(v) review rules and regulations about treatment of students who become pregnant while in school and those with children to ensure they are not discriminated against under existing law.</p> <p>(b) Governments should consider other issues of equity, for example, access, socio-economic and variability as between rural and urban areas.</p>		
		<p>(c) Direct the Forum Secretariat to undertake the following actions in promoting equitable education policies:</p> <p>(i) Work with other regional and international agencies to develop quantitative and qualitative indicators and data categories to monitor equality in education.</p> <p>(ii) Devise strategies to include these indicators and categories in existing and new program activities such as household surveys and censuses across the region.</p>	<p>Coordinate and collaborate with key stakeholders who have an interest in this area SPC/SPBEA/USP/PRIDE/UNICEF/UNIFEM</p>	<p>To be actioned in 2005/2006.</p> <p>Will use the PRIDE Benchmarks as the starting point for further development of education indicators</p> <p>Consultant to undertake project</p> <p>Planned SPBEA /UNESCO work on developing regional benchmarks in education (links in with Pacific Plan).</p>

Activity :	Year	FEdMM DECISION	IMPLEMENTATION	
Teaching of Governance & Civics				
	2001	<p>Ministers emphasised the importance of encouraging children – as future adults – to participate fully in their societies, to which end basic education should address human rights, governance, the enhancement of Pacific heritages and participation in the global community. The curriculum should also encompass safety and well-being, including drug use and STD.</p> <p>While recognising that concepts of governance can be reinforced in formal basic education through traditional curricula, such as history and social studies, Ministers agreed that ensuring that curricula, teacher training and resources cover the relevant material would be a valuable adjunct to the work already undertaken by civil society. In this regard Ministers agreed that:</p> <p>(a) Education for governance needs widespread support to be effective and for the formal sector requires explicit government recognition. In this respect it is suggested that education for governance be incorporated into national educational development plans as a key policy for HRD and that the component activities be catered for and supported in the national education budget.</p>	<p>Activities in region include WSSD Type II Initiative; USP Governance Programme; Fiji Ministry of Education civics programme.</p> <p>To implement at national level.</p> <p>Appropriate regional and international organisations to provide support as appropriate and as requested.</p>	<p>Could come under PRIDE - Possible area for PRIDE sub-project funding.</p> <p>Possible area for PRIDE sub-project funding.</p> <p>PIAS-DG (USP) is currently looking into establishing a collection of materials in Good Governance.</p> <p>PRIDE On-Line Resource Centre can be utilized for this.</p>

		<p>(b) National efforts in education for governance be extended to the wider community, through non formal education, and to assist in this:</p> <p>(i) That a first phase of advocacy and awareness programs be undertaken with key stakeholders in education to build partnerships, networking and linkages aimed at promoting basic education for good governance.</p> <p>(ii) That formal and non formal providers of basic education be represented on national curriculum advisory bodies to provide advice on social science and the means for incorporating a governance focus in the content and delivery processes.</p> <p>(c) The lack of information on which to build good curricula and resource materials has been noted and suggests:</p> <p>(i) That agencies such as UNDP, UNESCO, UNICEF and USP be encouraged to set up web pages containing basic source material on education for governance.</p> <p>(ii) That the Forum Secretariat or the USP establish a collection of printed source material on educating for good governance.</p> <p>(iii) That a training component on case writing be integrated into CSO capacity building programs so as to encourage the documentation of field experiences and practices relating to education for good governance.</p> <p>(iv) That a directory of expertise on basic education for good governance be compiled for purposes of strengthening networks and collaboration.</p>	<p>To implement at national level.</p> <p>Appropriate regional and international organisations to provide support as appropriate and as requested.</p> <p>Liaise with USP, PRIDE and UN agencies to develop index and database</p>	
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Activity	Year	FEdMM DECISION	IMPLEMENTATION	
Technical Vocational Education & Training (TVET)			ACTIONS	STATUS
	2001	<p>Ministers committed themselves to the following specific strategies:</p> <ul style="list-style-type: none"> • The promotion of different forms of secondary and vocational education. • To review the curricula of training centres and non-formal education programmes to match skills taught (outcomes) with the requirements for employment and livelihood in the traditional subsistence economy. • Develop non-formal education and work-based programmes in cooperation with civil society and the private sector • Promote the role of civil society in providing non-formal skills training. 	<p>Individual Forum members to initiate</p> <p>Liaison with development partners as appropriate.</p>	<p>Component two of PRIDE</p> <p>ADB project will provide analysis of need for vocational and non-formal education.</p>
		<p>Ministers noted that a high proportion of students in the education system do not, or are unable to, aspire to carrying on their education through to formal tertiary education, and that the needs of these students were not yet adequately catered for.</p> <p>Having noted the Report of the Technical/Vocational Taskforce on Education and Training in the Pacific Region, Ministers agreed:</p> <p>(a) That, in accordance with existing national provisions for TVET, governments should endeavour to raise the status of TVET in national education policies;</p> <p>(b) that governments should endeavour to include TVET as a priority in their national plans;</p>	<p>Regional review of TVET policy (2004) commissioned by PIFS.</p> <p>SPC/PIFS/PATVET regional consultation on TVET (2005)</p> <p>Theme of 2005 FEdMM PIFS Workshop on Entrepreneurial Education (2005) – follow up with ILO and UNDP to develop curriculum in Entrepreneurship education.</p> <p>Regional TVET Workshop to be convened by PRIDE in 2006</p>	<p>PRIDE.</p> <p>Work by SPC / COL / PATVET on Inventory on Institutions and Courses in TVET commenced in 2005-6 . (Draft completed, awaiting final report).</p> <p>ADB regional skills development study in 2005 will provide comprehensive analysis of demand and supply of skills.</p>

Pacific Association Of Technical and Vocational Training (PATVET)	2002	<p>Ministers welcomed the formation of a regional association of service suppliers for technical and vocational training, and agreed:</p> <p>(a) to recognise the Pacific Association of Technical and Vocational Education and Training (PATVET) as having a key contribution to make in reducing poverty in our countries;</p> <p>(b) to the establishment of a working committee to set up policy and procedures leading toward regional acceptance of qualifications and academic awards throughout the Pacific region, including Australia and New Zealand; and</p> <p>(c) that PATVET be invited to participate in the CROP Human Resources Development Working Group.</p>	Ongoing collaboration between PIFS, PATVET, SPC, SPBEA and Commonwealth of Learning.	<p>PIFS collaboration with PATVET has resulted in a regional review of legislation and policy on TVET and a tracer study in Samoa.</p> <p>Working Committee in place. Regional Consultation meeting conducted in 2005 as referred to in section 16</p> <p>PATVET member of CROP HRD Working Group</p>
	2005	<p>In 2002, the Ministers welcomed the formation of PATVET and agreed to recognise PATVET as having a key contribution to make in reducing poverty in our countries.</p> <p>PATVET reported to Ministers in 2004 and again in 2005, proposing recommendations that emanated from a regional workshop in TVET</p>		

Asian Development Bank – Regional study on skills development	2005	The Secretariat, on behalf of the Asian Development Bank, briefed Ministers on the ADB's proposed regional study on skills development. The Secretariat noted that this proposal was designed within the context of the FBEAP as well as the draft Pacific Plan, as TVET had been flagged as a priority area in the Plan. The Secretariat informed the meeting that against the backdrop of limited resources for TVET, the Secretariat had taken the approach of actively engaging with ADB in this exercise to ensure a positive result.	Forum Secretariat to execute ADB regional skills development study	Regional Study on Skills Development is underway.
Activity :	Year	FEdMM DECISION	IMPLEMENTATION	
Financing Education			ACTIONS	STATUS
	2001	These issues remain to be addressed and there is an urgent need for strong empirical research to identify the factors that are leading to good academic outcomes, and to reallocate financial resources to boost the efficiency and productivity of these factors throughout the education system. In this context the Ministers directed that the Forum Secretariat work with multilateral development institutions and other development partners to: (a) provide a synthesis of existing studies of financing education and analysis of other financing situations. (b) further examine issues in regard to recurrent cost funding, including consideration of the concept that at least 10% of education budgets should be devoted to non-salary expenses such as books and in-service training and mechanisms through which to achieve this. (c) analyse the implications of current and future funding capabilities and needs in education and exploring effective option for achieving effective delivery of and improved outcomes from education in the Pacific.	PRIDE Regional workshop on Financing Education in 2005.	PRIDE Paper presented at the 2002 FEdMM

		<p>Ministers noted that a number of problems faced by Forum Island countries could be addressed through:</p> <p>(a) improved co-ordination among donors, and between donors and stakeholders, including Forum island governments; and</p> <p>(b) finding ways to better merge and share work on the development of basic education within developed countries.</p>	Tuvalu Donor Coordination Meeting (2005)	PRIDE
		<p>Ministers welcomed the focus on human resource development in the regional strategy being developed for Economic Development Funding (EDF) under the Cotonou Agreement. For programmes at the regional level Ministers requested that the Pacific ACP National Authorising Officers and the Regional Authorising Officer take into account this Forum Basic Education Action Plan</p>	NAOs advised of outcomes of FEdMM and encouraged to give basic education priority using FBEAP as reference.	Regional funding under 9 th EDF to PRIDE.
<p>Basic education finance in Pacific Island Forum Countries</p>	2002	<p>Ministers recalled from their first meeting the importance placed on addressing issues concerning the financing of education. They welcomed the paper on this topic and noted the strategies presented for their consideration, especially in the context of external economic pressures on countries and the rationalising of the size of the public sector and political instability, which have reduced some national education budgets.</p> <p>Ministers agreed that they direct their officials to use the paper's funding framework and guidelines to review finance issues for purposes of annual budgeting and medium term and long term education sector planning. In addition they agreed that:</p> <p>(a) development partners be requested to support regional workshops and training to assist with financial reviews</p> <p>(b) the Forum Secretariat be directed to use national reviews for further regional assessments and upgrade of the regional review paper on financing education.</p>	To improve financing mechanisms at national level.	PRIDE 2005 workshop on financing education.

Activity	Year	FEEdMM DECISION	IMPLEMENTATION	
Information and Communication Technology (ICT) for Education			ACTIONS	STATUS
	2001	Ministers noted that the development of information technology had greatly advanced the infrastructure available for the delivery of all education services, including in-service training of teachers, and urged that institutions involved in education services make greater use of this technology. However, Ministers noted that the cost of accessing this infrastructure is a serious impediment to widening its use and requested that their governments urgently implement the measures recommended by Forum Economic Ministers and Communication Ministers to address this issue.	Discussed at 2004 FEEdMM USP / JICA undertook a ICT Regional Workshop in January 2005.	The outputs of this workshop were the formulation of regional policies on curriculum, Finance, teacher training, universal access to IT. Theme of 2006 UNESCO Pacific Ministers of Education meeting ICT in education.
	2004	Ministers heard of the People First Network, an innovative approach to connectivity for remote, rural and underprivileged communities in Solomon Islands and how it has been applied to deliver education to remote island communities. They noted the utility of the technology and the immediate benefits to students and facilitators. Ministers called on their governments to more actively implement the Pacific Regional ICT Policy and Plan	Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested. USP / JICA undertook a ICT Regional Workshop in January 2005. The outputs of this workshop endorsed the need for the formulation of ICT policies on curriculum, Finance, teacher training, universal access to IT.	Possible area for PRIDE sub-projects funding. Theme of 2006 UNESCO Ministers of Education meeting.
Activity	Year	FEEdMM DECISION	IMPLEMENTATION	
Language			ACTIONS	STATUS
	2001	Ministers acknowledged the value of using the indigenous language as the language of instruction in the early years of education.	Liaison with USP and other CROP agencies and working groups, UNESCO, UNICEF, UNDP and NGOs as appropriate. Discussed at 2004 FEEdMM	Language Policy Workshop was conducted in February 2005 by IOE, USP in collaboration with the PRIDE Project

Language and Culture in the Pacific: Issues, Practices and Alternatives	2004	<p>Ministers recalled from their first meeting the importance placed on addressing issues concerning language and culture in the Pacific region. They</p> <p>(a) noted the contents of and suggestions in the paper provided by the USP concerning the inclusion of indigenous language and culture in Pacific education;</p> <p>(b) agreed to consider adopting national language policies as part of the education planning process; and</p> <p>(c) requested PRIDE to hold follow-up regional meeting on language policy and practice for senior education officials</p>	<p>Individual Forum members to initiate with assistance from PIFS and others as appropriate and as requested.</p> <p>A Language Policy Workshop conducted in February 2005 by IOE, USP in collaboration with the PRIDE Project</p>	<p>Component One of the PRIDE Project Possible area for PRIDE sub-projects funding.</p> <p>Summary of recommendations from Language Policy workshop forwarded to countries for implementation</p>
Activity	Year	FEdMM DECISION	IMPLEMENTATION	
Basic Education for Children and Youth With Disabilities			ACTIONS	STATUS
	2002	<p>Ministers recognised that the education of children and youth with disabilities remains one of the most serious challenges facing Governments in the Pacific region. Noting that education is a basic human right and that all children, including children with disabilities, have a right to education, and that the Asian and Pacific Decade of Disabled Persons has been extended for another decade (2003-2012), Ministers:</p> <p>(a) agreed to address the issue of access to education for children with disabilities, with a view to increasing the number of such children attending school and, within the context of each countries' situation and capacity and finance available, aim for a target of 75% of children with disabilities able to complete a full course of primary school by 2010;</p>	<p>PIFS to provide assistance as required</p> <p>National level action required</p>	<p>Will be partially addressed under PRIDE</p>

	2002	<p>(b) to assist in, and as part of, addressing this, agreed that national legislation, strategies, policies and plans for education should include specific targeting of those with disabilities, in the ways suggested in the issues paper (paragraph 44);</p> <p>(c) directed the Forum Secretariat, in collaboration with other regional organisations through the Council of Regional Organisations of the Pacific, to initiate and review regional training and curriculum development for the training of Special Needs teachers with the view to making recommendations on strengthening regional teacher training opportunities;</p> <p>(d) directed the Forum Secretariat in collaboration with other regional organisations, Asian Development Bank, World Bank, Japan and other donors, to explore the possibility of a regional programme to develop capacity that will provide inclusive education for children with disabilities in Pacific countries, the sharing of regional expertise, and provide examples of good practice.</p>	<p>PIFS has completed a regional review of policy and legislation</p> <p>Negotiations underway with USP and relevant stakeholders to develop special education courses to BEd level</p> <p>PIFS, ESCAP, ILO and DPI (Oceania) convened regional workshop in August 2005 for Government and NGO representatives on disability to progress action in this area.</p>	<p>Legislation and Policy Document available and can be used as a guide for FICs.</p> <p>USP agreement to introduce programmes in special education at BEd level – seeking funding. Will work with PRIDE on this.</p> <p>On-going discussions have taken place, with Japan and Asia Pacific Centre on Disability and other stakeholders</p> <p>New position of Disability Coordination Officer at Forum Secretariat will help with this activity.</p>
	2005	<p>The Ministers reaffirmed their commitment to improving education for children and youth with disabilities and further endorse the current initiatives underway to develop teacher education courses in Special Needs Education at the University of the South Pacific.</p>	<p>The Forum Secretariat is currently undertaking discussions with the School of Humanities now the Faculty of Arts and Law at USP on the possibility of designing and delivering a degree programme in the area of Special Needs Teacher Training for in-service and pre-service teachers.</p> <p>The Forum Secretariat is looking at donors to fund the proposal</p>	<p>The Special Needs Teacher Training Degree programme has been approved by the USP's Academic Committee. It is envisioned that 2 courses will be offered either in the 2nd semester of 2006 or early in 2007. Modules will be offered via distance education and face-to-face mode.</p>

Activity	Year	FEEdMM DECISION	IMPLEMENTATION	
Review of the FBEAP			ACTIONS	STATUS
	2004	<p>Ministers reviewed the FBEAP and noted the steps taken for its implementation. In particular they noted the progress made through the PRIDE project. In considering a proposal for a biennial stocktake, Ministers noted that this should not in itself detract from implementation, and that work on qualifications should not disrupt the delivery of education. The Ministers agreed to:</p> <p>(a) Initiate a biennial stocktake of progress of FBEAP at national and regional levels</p> <p>(b) Further development of a register of qualifications.</p>	<p>National FBEAP Stocktake undertaken in 2004. Report tabled at 2005 FEEdMM</p> <p>Ongoing collaboration between PIFS, SPC, SPBEA and UNESCO. Proposal for funding the development of a regional register of qualification undertaken</p>	<p>Stocktake report available</p> <p>National register and possible area for PRIDE sub-projects funding.</p>
	2005	<p>Ministers reviewed the Forum Basic Education Action Plan (FBEAP) and noted the steps taken for its implementation at both national and regional levels. It was noted that most elements of the FBEAP are contained in national education systems although there is substantial variation in access to information communication technology throughout the region. Areas where member governments could increase their involvement include early childhood education and education for children with special needs.</p> <p>At the regional level, it was noted that while the main vehicle for implementing the FBEAP is the PRIDE project, initiatives have been taken in several other areas including disability and special education; TVET, language policy and the regional qualifications register.</p>	<p>FBEAP be highlighted in all relevant discussions on social issues undertaken around the region</p> <p>Endorse the current initiatives underway to develop teacher education courses in Special Needs Education at the University of the South Pacific.</p>	<p>On going review of FBEAP with a regional review of activities undertaken 2005 / 2006 for presentation at the 2006 FEEdMM</p> <p>Proposal for funding for a special needs teacher training programme offering a degree in special education submitted to various donors without success</p>

		<p>Ministers agreed to:</p> <ol style="list-style-type: none"> Note the progress on the implementation of the FBEAP nationally and regionally, especially the PRIDE Project; Note the results of stocktake report on the implementation of the FBEAP at a national level; Note the capacity of the FBEAP to act as a powerful vehicle for inspiring collaborative efforts to identify, document and apply innovative Pacific responses to the challenge of ensuring that basic education serves as a critical element in building equity in education for development 		
Activity	Year	FEEdMM DECISION	IMPLEMENTATION	
Review of Pre-University Courses in the Pacific			ACTIONS	STATUS
	2004	<p>Ministers recalled previous discussion on the issue of pre-university courses at the December 2003 USP Council Meeting and the 2003 SPBEA annual meeting. They noted further that the USP Foundation courses were subject to a review, the outcomes of which were to be reported to the May 2004 meeting of the USP Council, and that the USP had accepted the South Pacific 7th Form Certificate, subject to setting specific course requirements.</p>	On-going liaison with PIFS/USP/SPBEA	Review undertaken in 2006 and draft completed. Review report to be presented at the 2006 FEEdMM
	2005	<p>Ministers expressed concern that the USP had not accepted several students who had passed the South Pacific Form Seven Examination, whereas those who had sat the USP's Foundation course appeared to gain easier access to the university. There is frustration over this issue as it has been ongoing for some time and has not been resolved.</p> <p>Ministers recommended that the Forum Secretariat commission an independent body to conduct an independent benchmarking exercise to resolve the issue of the relative standard of both examinations and their grading systems</p>	Forum Secretariat commission an independent body to conduct an independent benchmarking exercise	Final Report completed Findings of independent commission to be tabled at 2006 FEEdMM

Activity :	Year	FEdMM DECISION	IMPLEMENTATION	
Review of the Implementation of the Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) Project			ACTIONS	STATUS
	2005	<p>Ministers reviewed the progress on PRIDE, noting its substantial achievements since the last Education Ministers' meeting.</p> <p>Ministers reiterated that the FBEAP was the principal policy in education for the region and that PRIDE was the major vehicle for implementing this policy.</p> <p>Ministers noted with concern the slow progress in the development and submission of sub-projects and especially of the release of national sub-project funds and acknowledged that countries will need to be more proactive in the submission of national sub-projects for funding assistance</p>	<p>Endorse the benchmarks for education strategic plans; Note that support for TVET could be provided through PRIDE.</p>	<p>On-going achievements meeting logframe benchmarks</p>
Activity	Year	FEdMM DECISION	IMPLEMENTATION	
Entrepreneurial Education (EE)			ACTIONS	STATUS
	2005	<p>The Forum Basic Education Action Plan refers to the need to enhance employment opportunities and entrepreneurial education is seen as a part of this process. Ministers heard that entrepreneurial education has the potential to enhance job creation, thus alleviating the region-wide problem of youth unemployment.</p> <p>Ministers noted the need for integration of entrepreneurship education into the overall education curriculum.</p>	<p>Further research be undertaken in order to progress the introduction of EE into schools in FICs;</p> <p>The Forum Secretariat seek and develop a regional resource base for EE that can provide technical assistance to Members particularly through ILO, PRIDE and COL, among others.</p>	<p>ILO and UNDP are developing draft curricula – countries were asked to be part of pilot and many responded.</p>

			<p>Develop policy, curriculum and related teaching materials on the basis of locally conducted research, with regional assistance where required;</p> <p>Develop meaningful partnerships between Ministries of Education and the private sector; Seek assistance from other regional and international agencies in developing and strengthening EE; Conduct further research by local researchers in order to progress the introduction of EE into schools.</p>	<p>Individual countries to implement nationally</p> <p>Individual countries to implement</p>
Activity:	Year	FEdMM DECISION	IMPLEMENTATION	
Pacific Protocol for Teacher Recruitment			ACTIONS	STATUS
	2005	The issue of a possible protocol for teacher recruitment was raised as smaller FICs will continue to need to recruit teachers from within the region. It was noted that the Commonwealth has recently developed such a protocol. A Pacific protocol could be based on this, but should be more relevant to the needs of the region. Such a protocol would provide some measure of protection for teachers who are recruited within the region. While many teachers are recruited under bilateral arrangements, such a protocol could provide a check-list of areas to be covered.	Forum Secretariat to prepare a draft protocol for the next Forum Education Ministers meeting.	Draft Protocol to be tabled at the 2006 FEdMM