Pacific Regional Education Framework Monitoring, Evaluation and Learning Plan with Theory of Change

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Educational Quality and Assessment Programme

Original text: English

Cover photo: Zhiyad Khan, Pacific Community

Contents

Abbreviations

APTC	Australia-Pacific Training Coalition (implementing agency – IA)
CPD	Continuous Professional Development
CROP HRD WG	Council of Regional Organisations in the Pacific Human Resources Development Working Group (part of PacREF governance)
DFAT	Department of Foreign Affairs and Trade, Government of Australia
ECE	Early Childhood Care and Education
EMIS	Education Management Information System
EQAP	Educational Quality and Assessment Programme (part of SPC – IA)
ESD	Education for Sustainable development
FEdMM	Forum Education Ministers' Meeting (part of PacREF governance)
ICT	Information and Communications Technology
IoE	The Institute of Education (part of USP – IA)
MDGs	Millennium Development Goals
LEG	Local Education Group
MEL	Monitoring, Evaluation and Learning
MFAT	Ministry of Foreign Affairs and Trade, Government of New Zealand
OOS	Out of School
PacREF	Pacific Regional Education Framework, 2018–2030
PEDF	Pacific Education Development Framework (previous Education Framework)
PFU	PacREF Facilitating Unit (part of USP – coordinating agency)
PHES	Pacific Heads of Education Systems (part of PacREF governance)
PTAFE	Pacific Technical and Further Education
QAF	Quality Assurance Framework
RGs	Regional Goods
SC	Steering Committee (part of PacREF governance)
SDGs	Sustainable Development Goals
SPC	The Pacific Community (IA)
STEM	Science, Technology, Engineering and Mathematics
TA	Technical Assistance
TOC	Theory of Change
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation (IA)
UNICEF	United Nations Children's Fund (IA)
USP	The University of the South Pacific (IA)
USP Ed	The University of the South Pacific Education

Acknowledgements

The Pacific Regional Education Framework Monitoring Evaluation and Learning plan (PacREF MEL), endorsed in Niue in April 2019, is the result of collaboration between the Pacific Heads of Education Systems (PHES). This revised version is the outcome of a collective effort between implementing agencies and development partners and approved by the Steering Committee (SC) to establish the theory of change based on the four policy areas as defined in the Pacific Regional Education Framework (PacREF).

This MEL plan would not have been possible without the invaluable contributions of several incredibly passionate and supportive professionals[1] representing the following agencies:

- Australian Pacific Training Coalition (APTC);
- Educational Quality Assessment Programme (EQAP) of the Pacific Community (SPC);
- Pacific Islands Forum Secretariat (PIFS);
- PacREF Facilitating Unit (PFU);
- United Nations Educational Scientific and Cultural Organisation (UNESCO);
- United Nations Children's Fund (UNICEF);
- The Institute of Education at the University of the South Pacific (USP IoE);
- The University of the South Pacific Education (USP Ed); and
- Pacific Technical and Further Education at the University of the South Pacific (PTAFE)

The experiences, support and expertise of these individuals and agencies were critical to the development of this MEL framework. The design process also provided a unique opportunity to weave together diverse perspectives into something concrete, and their continued support throughout the design phase is commendable.

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[1] Professionals who participated in the PacREF workshop embraced Fono as the governance framework for PacREF, a concept that emphasises the importance of working collectively and learning together through dialogue and collaboration.

PacREF monitoring, evaluation and learning plan with theory of change

Key documents

Pacific Regional Education Framework 2018–2030: *Moving Towards Education 2030*

PacREF theory of change

Four policy areas of PacREF theory of change

PacRef overall results framework

Introduction

Purpose of this plan

It is essential to track implementation of all agreed activities and outputs systematically in order to ascertain the effectiveness of a wide and diverse range of educational programmes. Having a clear process to track activity implementation and related outputs provides insight into programme efforts and demonstrates – through data – whether or not the efforts have had a measurable impact on expected outcomes. This data, then, helps determine which activities require amendment and determines future efforts.

The document translates the importance of the monitoring evaluation and learning (MEL) framework for learning and accountability in the work of the Pacific Regional Education Framework (PacREF). It forms the basis for modifications of interventions and assessments of the quality of activities being conducted. Further, MEL provides the necessary data to guide strategic planning, design and implement programmes and projects, and allocate, and re-allocate resources in more efficient and effective ways.

Implementation of this plan will provide an ongoing assessment of the impact of PacREF outputs on national educational programmes across the Pacific region.

The plan details the steps that will be taken to track activities, measure their impact and learn from stakeholder experiences during the process. These steps are based on the standard monitoring procedures of the Pacific Community (SPC), adapted to the PacREF stakeholders and context and to the anticipated requirements of the potential development partners.

PacREF partnerships

PacREF requires regional institutions (Australian Pacific Training Coalition [APTC], Educational Quality Assessment Programme [EQAP], United Nations Educational Scientific and Cultural Organisation [UNESCO], United Nations Children's Fund [UNICEF], and the University of the South Pacific [USP]) to embed PacREF-sponsored activities within their business plans. In adherence with standard business practices, the institutions formed partnerships with national governments and other national and regional institutions to achieve the desired outputs/outcomes of each PacREF programme strategy and activity.

Revised MEL Plan Design

A key decision reached between the implementing agencies and development partners was to re-organise the theory of change into key policy areas and to maintain the vision of the Pacific leaders embedded in the PacREF document. This amendment necessitated rearranging activities under the four policy areas: Quality and relevance; learning pathways; student outcomes and wellbeing; and the teaching profession.

Based on the Pacific context and approach, the implementing agencies embraced Fono as the governance framework for PacREF, a concept that emphasises the importance of working collectively and learning together through dialogue and collaboration.

PacREF programme causal effect (quality and relevance, learning pathways, student outcomes and wellbeing, the teaching profession)

Policy area 1 — Quality and relevance

Curriculum review and development	**Relevant curriculum**
Quality assurance frameworks	
Out-of-school children	**Inclusive learning**
Second language acquisition	
ICT for education	**Responsive learning**
Tertiary programme review	
Training needs analysis	
Regional infrastructure standards	**Quality learning environment**
Education management information systems	

Policy area 1

Policy area 1 — Quality and relevance

Policy area 2 — Learning pathways

Enabling policy environment	Recognition of prior learning
	Staircasing and multileveling
	ICT for education
Vulnerable participation	Second chance and alternative pathways
	Inclusive education pathways
School readiness	ECE programme review
	ECE regional models
Alternative post-secondary pathways	Career education programmes
	TVET provision models

Policy area 2

Policy area 2 — Learning pathways

PacREF

Policy area 4 — Teaching profession

Policy area 4

Teacher professional competencies	**Trained and certified teachers**
Code of ethics	
Management training	**Professional development and learning**
Working conditions	**Status of teaching profession**
Marketing of teaching	
Teaching unions	
Pre-service training programmes	**Responsive teacher education**
In–service training programmes	

Policy area 4 — Teaching profession

Policy area 3 — Student outcomes and wellbeing

Policy area 3

Policy area 3 — Student outcomes and wellbeing

Literacy and numeracy	Information and digital literacy
	Assessment for learning
	Teacher literacy and numeracy training
Student participation and successful learning	Early intervention programme
	Positive learning environment
	Child safety and wellbeing
Social skills	Life skills learning
Employment opportunities	Core competences and employability
	Careers education
	Adult literacy research

The PacREF programme

Over a three-phased, 12-year period, the PacREF seeks to operationalise commitments by member states to raise the quality of education across the Pacific, to enhance learners' education outcomes, and to produce high-quality graduates who are able to contribute economically and socially to their communities. The four key policy areas of the PacREF provide an organising structure to show how the identified strategies will lead to outcomes within those policy areas, ultimately leading to the overall goal of the framework. The PacREF programme diagram (pages 13–14) represents this visually.

The PacREF recognises and promotes the contribution of regional agencies, actively encouraging the application of regional standards and South-South cooperation. Through partnerships and a commitment to regionalism, the PacREF can deliver sustainable, affordable and high-quality technical support, tools and services that are accessible to all Pacific countries. Collaboration and cooperation among national education systems and regional institutions are critical to the success of the PacREF.

Member state ownership

During Phase I (2021–2023), PacREF's investments are designed to add value to the tools and services provided to national education systems by regional agencies (APTC, EQAP, UNESCO, UNICEF and USP). These outputs, however, are not sufficient to achieve the changes envisioned through the PacREF. To achieve the outcomes articulated in the PacREF, it is most critical that member states assume ownership of the process and actively participate in the ongoing implementation and integration of the national plans and actions.

Identification of Priorities

While the PacREF includes multiple actions across the four policy areas, member states determine what to do first and how. As such, the member states identified the priorities for each stage of the development process (Pacific Heads of Education Systems [PHES] meetings, SWG meetings, specific requests to member states) and continue to refine and update priorities (March 2019, PHES 2019) to ensure the engagements under the PacREF are supported fully by all stakeholders.

Engagement of member states

Member states serve as change agents in Phase I of PacREF in three distinct ways, as outlined below.

- For each activity undertaken within the plan, member states can choose to integrate the activity into their national education plans and priorities, supporting the achievement of the outputs and medium-term gains substantively by giving them priority and status within their respective national plans.

- For each regional effort outlined in the plan, member states collectively serve as the developers and implementers of regional standards. Through their engagement in regional and sub-regional efforts to articulate and elaborate regional standards reflective of Pacific contexts, cultures and diversity, member states help lead implementation of the standards in national systems.

- As Pacific education experts, member states are called upon under the plan to share their expertise and understanding of Pacific education with their fellow members through PacREF-facilitated South-South cooperation, contributing to the sustainability of change in systems across the region through reliance on one another in lieu of reliance on external supports.

Phase I: Targets and outputs

Although the PacREF is a 12-year framework, the first four-year phase sets forth specific targets and outcomes that will help stakeholders track progress towards the overall outcomes, identify the impact of the short-term outputs and learn from the lived experience of implementing the PacREF to inform subsequent activities and efforts under the framework. In Phase I, PacREF does not identify numeric targets for region-wide gains, assuming that each member state will have national performance targets based on national priorities and efforts. Rather, the PacREF programme focuses Phase I activities on achieving three targets that can be applied both nationally and regionally:

- Establish upward trends in the percentage of preschool children assessed as school-ready when they enter primary school, and in age appropriate levels of literacy and numeracy at the primary level;

- lay the foundations necessary to ensure that upward trends can be established in the number of appropriately qualified and well-prepared secondary and post-secondary (further education, tertiary and technical and vocational education and training [TVET]) graduates; and

- improve inclusiveness, student wellbeing and the maintenance of Pacific languages, values and traditions.

Given the importance of inclusiveness and student wellbeing within the third target, attention to gender, disability, social inclusion, equity and marginalised groups is woven throughout the PacREF and will be articulated at each level of MEL.

Collective accountability

To achieve the outcomes of Phase I, regional agencies will partner with one another and with member states to produce the identified outputs collaboratively, track progress towards the outcomes and hold one another accountable for roles and commitments agreed to under each planned activity. Each group of stakeholders is responsible for their own participation, particularly in ensuring that people are assigned to relevant roles and engaged at all levels of work and that solid communication within and between members of stakeholder groups is facilitated. Each stakeholder group is expected to benefit from successful PacREF implementation in specific ways, although there may be additional unarticulated benefits.

Stakeholders

Under the PacREF, impact will be measured among four key stakeholder groups, as outlined below.

- Students: With successful implementation and achievement of the medium-term goals, the impact on students will be apparent in the overall improved learning outcomes and improved student welfare.

- Teachers: The achievement of the outputs and medium-term goals will result in a teaching force in the Pacific that is better prepared and supported to meet the needs of students.

- National education systems: The national education systems will reflect the impact of the PacREF in their increased capacities to utilise regional tools and services, and to develop and assess their own systems, improving the relevance of all levels of the system.

- Regional agencies: Successful implementation of the PacREF will strengthen regional agencies and enable them to provide tools and services more effectively across the region.

Outputs to achieve medium-term gains in the four policy areas

Medium-term gains identified under each of the four policy areas will be realised through achievement of specific outputs associated with each policy area. While some policy areas are more closely connected to specific stakeholder groups, all policy areas are integrated *across all* stakeholder groups as opposed to the linear connections between stakeholders, as the PacREF theory of change graphic implies.

Participating countries and regional agencies working together to develop, test and implement tools and mechanisms across all four policy areas will achieve the identified medium-term gains. While each participating countries is able to decide where to focus time and energy under the PacREF according to its respective national priorities, the iterative process of identifying priorities is contributing to the collaborative ownership of the PacREF.

Outputs to achieve medium-term gains in quality and relevance:

OP QR 2.1	Non-cognitive skills relevant to Pacific learners are regionally identified.
OP QR 2.2	Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out.
OP QR 2.3	Support for strengthening teacher practice in the inclusion and assessment of non-cognitive skills is planned and delivered.
OP QR 3.1	Curricula, programmes and pedagogy are revised to be learner-centred and inclusive.
OP QR 4.1	Quality assurance frameworks and school guidelines for learning environments are in place.
OP QR 4.2	Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.

Outputs to achieve medium-term gains in learning pathways:

OP LP 1.1	Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of early childhood education (ECE).
OP LP 1.3	Policies, plans and relevant TVET models that incorporate the use of information and communication technology (ICT) to broaden opportunities in the labour market for learners.
OP LP 2.1	Inclusive education programmes and pathways with appropriate educational opportunities for teachers and teaching assistants are implemented.
OP LP 3.1	An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific.
OP LP 3.2	Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed.
OP LP 4.1	Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified.
OP LP 4.2	Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.

Outputs to achieve medium-term gains in student outcomes and wellbeing:

OP OW 1.1	Learner-centred early intervention programmes are in place to mitigate risks to student achievement.
OP OW 1.2	Equitable and extensive access to early intervention programmes is available.
OP OW 1.4	Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction.
OP OW 1.5	Education systems are developed and adapted according to assessment results, and teachers and learners use assessment results to improve learning.
OP OW 2.1	Systems to identify and address the needs of students at risk are developed and implemented.
OP OW 2.2	Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices.
OP OW 2.3	Measures that demonstrate success at different levels of education are identified.
OP OW 3.1	Audit access and capacity to use technology meaningfully across the curriculum to respond to life realities.
OP OW 3.2	Teacher training and professional learning and development programmes are in place to support the use of ICT across the curriculum.
OP OW 3.3	Health, wellbeing, resilience and adaptation skills-based programmes are in place to support learners' holistic development through cross-curricular approaches.

Outputs to achieve medium-term gains in the teaching profession:

OP TP 1.1	Teacher professional standards/competencies are regionally defined and understood.
OP TP 1.3	Teacher continuous professional development is implemented at all levels of education.
OP TP 2.1	Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards.
OP TP 2.3	Teacher education institutions and programmes meet requirements for international/regional recognition of teacher education qualifications.
OP TP 3.1	School leadership domains are applied to evidence-based, strategically focused professional development and learning (PDL) to improve learning outcomes for students.
OP TP 3.2	Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students.

PacREF Results Framework

The PacREF Results Framework forms the basis to design MEL through implementation of the PacREF activities. It illustrates how the agreed outputs will help achieve specific outcomes and, in turn, contribute to the realisation of regional goods. Moreover, it sets parameters to measure progress and success over agreed timelines.

The results framework, as tabulated in Annex 1, is comprised of 15 output and medium-term indicators which help monitor progress against mid-term gains towards achieving the overall long-term goals. More importantly, it presents a consistent approach to identify meaningful gains towards achievement of regional goods and services.

Enhanced Cooperation and Collaboration

In addition, a separate set of indicators is generated to capture that effective cooperation and collaboration (Annex 2) between implementing agencies, civil society organisations (CSOs), participating countries and the PacREF governance. Key to this is the clear understanding of the roles each stakeholder plays to ensure efficient and effective implementation of PacREF activities to the achievement of the intended outcome.

The matrix on effective cooperation and collaborations seeks to ensure that all stakeholders are organised and equipped to implement collaborative efforts at all levels (policy, acquisition, and operations) to address set priorities. There is a shared common commitment to implementation success, and there is confidence in and reliance upon the relevant capabilities of each agency. Each agency understands how it benefits from effective cooperation and collaboration and recognises that collaborative strategies may need to be revisited at regular intervals in response to budgetary and political changes. There is a general spirit of commitment to maintain uniform awareness throughout implementation and all stakeholders are consistently informed.

Finally, the critical importance of data collections and making sense of the data elicited through enhanced cooperation and coordination outline is a great learning platform. At the implementation level, important lessons learned will need to ensure there is appropriate documentation of processes and reports in order to share with all stakeholders. The partnership between PFU and EQAP plays a critical role to communicate learning to all stakeholders working together to achieve a common goal.

The PacREF Overall Results Framework

Long-term goal: The Pacific's education systems raise learning outcomes and create graduates able to contribute economically and socially to their communities.	
Impacts	
Students Better learning outcomes Increased attention to student wellbeing	**Teachers** Better prepared and better supported
National systems Increased ability to access and utilise regional goods and services, regional standards and country-to-country cooperation Increased system capacity to develop and assess teacher competencies, school quality, student pathways and learning outcomes Improved relevance and quality at all levels of the system, linkages between each level, including between TVET and employers Increased ability to carry out, and derive benefits from, performance oversight monitoring	**Regionalism** Strengthened regional institutions Improved and extended goods, services and reach Sustainable gains in regional outputs in all subsectors Capture, share and invest in new learning

Regional goods, services or standards	**Area 1 Quality and Relevance**	
	QR RG 1	Regionally identified and agreed definition(s) of non-cognitive skills
	QR RG 2	Regional guideline for the review of curriculum, programmes and pedagogy to be learner-centred and inclusive
	QR RG 3	Quality assurance frameworks in place for quality school learning environments
Mid-term	**MT QR 1**	Curricula are grounded in Pacific cultures, languages and identities aligned to country contexts.
	MT QR 2	Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes.
	MT QR 3	Education programmes and curricula in the Pacific region are delivered with learner-centred pedagogy supportive of the rights of learners.
	MT QR 4	Learning environments to support quality learning, inclusive of policies, guidelines, physical space, resources, educators and community engagement are in place in all classrooms at all levels of education.
Expected progress end of phase 1: Detailed information is provided in the Quality and Relevance Results Framework.		
Outputs	**OP QR 2.1**	Non-cognitive skills relevant to Pacific learners are regionally identified.
	OP QR 2.2	Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out.
	OP QR 2.3	Support is planned and delivered to strengthen teacher practice in the inclusion and assessment of non-cognitive skills.
	OP QR 3.1	Curricula, programmes and pedagogy are revised to be learner-centred and inclusive.
	OP QR 4.1	Quality assurance frameworks and school guidelines for learning environments are in place.
	OP QR 4.2	Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.
Expected progress end of phase 1: Detailed information is provided in the Quality and Relevance Results Framework.		

Regional goods, services or standards	**Area 2 Learning Pathways** **LP RG 1** Regional policy guidelines for the governance, management, quality assurance, financing, and programme development of ECE **LP RG 2** Regional framework for the domains of home-to-school transition **LP RG 3** Regional framework identifying learning pathways from ECE to adulthood Pacific Skills Portal Regional Pacific Skills Dialogue/Summit
Mid-term	**MT LP 1** School-based decision-making is supported by a rights-based policy environment inclusive of all impacted stakeholders' voices that allows for flexibility and facilitation of learning. **MT LP 2** Our most vulnerable, including those most affected by climate change and rising sea levels, and under-served learners, increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces. **MT LP 3** Families and schools support the transition of the child from home-to-school allowing the youngest learners to benefit fully from the learning programme. **MT LP 4** Multiple learning pathways are defined for different levels of achievement.
Expected progress end of phase 1: Detailed information is provided in the Learning Pathways Results Framework.	
Outputs	**OP LP 1.1** Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of ECE. **OP LP 1.3** Policies, plans and relevant TVET models incorporate the use of information and communications technology (ICT) to broaden opportunities in the labour market for learners. **OP LP 2.1** Inclusive education programmes and pathways are implemented alongside appropriate education opportunities for teachers and teaching assistants. **OP LP 3.1** An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific. **OP LP 3.2** Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed. **OP LP 4.1** Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified. **OP LP 4.2** Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.
Expected progress end of phase 1: Detailed information is provided in the Learning Pathways Results Framework.	

Regional goods, services or standards	**Area 3 Student Outcomes and Wellbeing (OW)** **OW RG 1** Waka Learning Hub is utilised by in-service teachers to improve literacy instruction **OW RG 2** Pacific Islands Literacy and Numeracy Assessment (primary) **OW RG 3** Regional assessment at lower secondary aligned to Sustainable Development Goal (SDG) 4.1.1
Mid-term	**MT OW 1** Learners at defined stages of education demonstrate progressive shifts in their mastery of literacy and numeracy skills. **MT OW 2** Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes. **MT OW 3** Pacific children's resilience and skill-sets are enhanced and strengthened to enable them to embrace the opportunities and address the challenges that they will encounter in life.
Expected progress end of phase 1: Detailed information is provided in Student Outcomes and Wellbeing Results Framework.	

Outputs	OP OW 1.1	Learner-centred early intervention programmes are in place to mitigate risks to student achievement.
	OP OW 1.2	Equitable and extensive access to early intervention programmes is ensured.
	OP OW 1.4	Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction.
	OP OW 1.5	Education systems, teachers and learners draw on assessment results to improve learning.
	OP OW 2.1	Systems to identify and address the needs of students at risk are developed and implemented.
	OP OW 2.2	Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices.
	OP OW 2.3	Measures that demonstrate success at different levels of education are identified.
	OP OW 3.1	Audit access and capacity to use technology meaningfully across the curriculum to respond to life realities.
	OP OW 3.2	Teacher training and professional learning and development programmes are in place to support the use of ICT across the curriculum.
	OP OW 3.3	Health, wellbeing, resilience and adaptation skills-based programmes are in place to support learners' holistic development through cross-curricular approaches.

Expected progress end of phase 1: Detailed information is provided in Student Outcomes and Wellbeing Results Framework.

Regional goods, services or standards	**Area 4 Teaching Profession (TP)**	
	TP RG 1	Regional teacher competency standards
	TP RG 2	Regional accreditation and recognition of teacher education programmes
	TP RG 3	Regional standards and qualifications in school leadership
	TP RG 4	Regional framework for continuous professional development
Mid-term	**MT TP 1**	Contextualised teacher competency standards and assessment tools, continuous professional development systems, quality assurance frameworks, minimum service standards and the regular assessment of performance of institutions against regional standards are applied across the Pacific.
	MT TP 2	High-quality, comprehensive teacher preparation is ensured throughout the Pacific for teachers at all levels of education.
	MT TP 3	High-quality systems are in place and school management is well-prepared to support teaching and learning practices and to facilitate improved student learning outcomes.
Expected progress end of phase 1: Detailed information is provided in the Teaching Profession Results Framework.		
Outputs	**OP TP 1.1**	Teacher professional standards/competencies are regionally defined and understood.
	OP TP 1.3	Teacher continuous professional development is implemented at all levels of education.
	OP TP 2.1	Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards.
	OP TP 2.3	Teacher education institutions and programmes meet requirements for international/regional recognition of teacher education qualifications.
	OP TP 3.1	School leadership domains are applied to evidence-based, strategically focused Professional Development and Learning (PDL) to improve learning outcomes for students.
	OP TP 3.2	Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students.
Expected progress end of phase 1: Detailed information is provided in the Teaching Profession Results Framework.		

Regional goods, services, or standards

	Regional goods	Status (The progress derived through monitoring will be indicated in three main stages – Planned/On track/Achieved)
Area 1 Quality and Relevance		
01	RG 1 – Regionally identified and agreed definition(s) of non-cognitive skills	
02	RG 2 – Regional guideline for the review of curriculum, programmes and pedagogy to be learner -centred pedagogy and inclusive	
03	RG 3 – Quality Assurance Frameworks for quality school learning environments	
Area 2 Learning Pathways		
04	LP RG 1 – Regional policy guidelines for the governance, management, quality assurance, financing, and programme development of ECE	
05	LP RG 2 – Regional framework for the domains of home-to-school transition	
06	LP RG 3 – Regional framework identifying learning pathways from ECE to adulthood	
07	LP RG 4 – Pacific Skills Portal	
08	LP RG 5 – Regional Pacific Skills Dialogue/Summit	
Area 3 Student Outcomes and Wellbeing (OW)		
09	OW RG 1 – Waka Learning Hub	
10	OW RG 2 – Pacific Islands Literacy and Numeracy Assessment (primary)	
11	OW RG 3 – Regional assessment at lower secondary (aligned to SDG4.1.1)	
Area 4 Teaching Profession (TP)		
12	TP RG 1 – Regional teacher competency standards	
13	TP RG 2 – Regional accreditation and recognition of the Pacific's teacher education programmes	
14	TP RG 3 – Regional standards and qualifications in school leadership	
15	TP RG 4 – Regional framework for teachers' continuous professional development	

The principle of regional goods and services within the PacREF context implies implementing agencies working with the participating countries to achieve common goals and address Pacific-wide challenges. The monitoring of the regional goods, services or standards will be scrutinised throughout the three levels of MEL and essentially how it is contextualised to the local participating countries.

PacREF theory of change

The overall PacREF theory of change model below outlines the causal linkages in the intervention between the outputs and the medium-term and long-term outcomes.

Impact level

Long-term Goal PACREF
The Pacific's education systems raise learning outcomes and create graduates able to contribute economically and socially to their communities.

Impact Students
- Better learning outcomes.
- Increased attention to student welfare.

Impact Teachers
- Better prepared and better supported.

Impact National Systems
- Increased ability to access and utilise regional goods and services, regional standards and country-to-country cooperation.
- Increased system capacity to develop and assess teacher competencies, school quality, student pathways and learning outcomes.
- Improved relevance and quality at all levels of the system, linkages between each level and the subsequent, including between TVET and employers.
- Increased ability and benefits from, performance oversight monitoring.

Impact Regionalism
- Strengthened regional institutions.
- Improved and extended goods and services and reach.
- Sustainable gains in regional outputs in all subsectors.
- Capture, share and invest in new learning.

Long-term Goal QR
High-quality, relevant programmes are provided to learners at all levels of education.

Impact QR
All learners are provided with a safe and supportive environment, within which they are offered high-quality learning opportunities that are meaningful, valuable, inclusive and future-focused.

Long-term Goal LP
Learners' needs are met through a broad range of programmes and delivery modalities.

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

Long-term Goal OW
Learners at all levels of education achieve their full potential.

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

Long-term Goal TP
The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability.

Impact TP
Competent, qualified and certified teachers and school leaders who are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.

Intermediate Outcomes

Medium-term Gains QR
- QR 1 — 1 Curricula are grounded in Pacific cultures, languages and identities aligned to country contexts.
- QR 2 — 2 Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes.
- QR 3 — 3 Education programmes and curricula in the Pacific region are delivered with learner-centred pedagogy supportive of the rights of learners.
- QR4 — 4 Learning environments that support quality learning, inclusive of policies, guidelines, physical space, resources, educators and community engagement are in place in all classrooms at all levels of education.

Medium-term Gains LP
- LP 1 — 1 School-based decision making is supported by a rights-based policy environment inclusive of all impacted stakeholders' voices that allows for flexibility and facilitation of learning.
- LP 2 — 2 Our most vulnerable, including those most affected by climate change and rising sea levels, and underserved learners increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces.
- LP 3 — 3 Families and schools support the transition of the child from home-to-school allowing our youngest learners to fully benefit from the learning programme.
- LP4 — 4 Multiple learning pathways are defined for different levels of achievement.

Medium-term Gains OW
- OW 1 — 1 Learners at defined stages of education demonstrate progressive shifts in their mastery of literacy and numeracy skills.
- OW 2 — 2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes.
- OW 3 — 3 Pacific children's resilience and skill-sets are enhanced and strengthened to enable them to embrace the opportunities and address the challenges that they will encounter in life.

Medium-term Gains TP
- TP 1 — 1 Pacific-wide application of contextualised teacher competency standards and assessment tools, continuous professional development systems, quality assurance frameworks, minimum service standards and the regular assessment of performance of institutions against regional standards.
- TP 2 — 2 High-quality comprehensive teacher preparation throughout the Pacific at all levels of education.
- TP 3 — 3 High-quality systems in place and school management is well-prepared to support teaching and learning practices and to facilitate raising the levels of student learning outcomes.

Regional/Cross-national Level Outputs

Outputs QR
- QR 1
  - 1.1 Curriculum language policies are in place at all levels of education.
  - 1.2 Pacific-wide curricula and education programmes respond to the diverse values, cultures, traditional knowledge and skills of the region.
  - 1.3 Communities are actively involved in implementing cultural components of the curriculum.
- QR 2
  - 2.1 Non-cognitive skills relevant to Pacific learners are regionally identified.
  - 2.2 Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out.
  - 2.3 Support for strengthening teacher practice in the inclusion and assessment of non-cognitive skills is planned for and delivered.
- QR 3
  - 3.1 Curricula, programmes and pedagogy are revised to be learner-centred and inclusive.
  - 3.2 Tools are developed to measure learner-centred pedagogy taking into account the rights of learners, gender equity and inclusiveness.
  - 3.3 Teacher training and professional development programmes are implemented to support learner-centred pedagogy.
  - 3.4 Learning environments and infrastructure are adaptable to different learner needs and outcomes.
- QR4
  - 4.1 Quality Assurance Frameworks and school guidelines for learning environments are in place.
  - 4.2 Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.

Outputs LP
- LP 1
  - 1.1 Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of ECE.
  - 1.2 Evidence-based policy recognises and mitigates challenges and risks associated with the transition of learners, on different learning pathways.
  - 1.3. Policies, plans and relevant TVET models incorporate the use of ICT to broaden opportunities in the labour market for learners.
- LP 2
  - 2.1 Inclusive education programmes and pathways with appropriate education opportunities for teachers and teaching assistants are implemented.
  - 2.2 The use of ICT as a tool to access education, including inclusive education and for the provision of differentiated learning pathways are leveraged and expanded upon.
  - 2.3 Appropriate curriculum materials addressing current and relevant situations in the Pacific are developed to support inclusive learning.
- LP 3
  - 3.1 An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific.
  - 3.2 Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed.
- LP 4
  - 4.1 Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified.
  - 4.2 Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.

Outputs OW
- OW 1
  - 1.1 Learner-centred early intervention programmes are in place to mitigate risks to student achievement.
  - 1.2 Equitable and extensive access to early intervention programmes is available.
  - 1.3 Specific teacher training resources focused on literacy and numeracy instruction are in place and accessible.
  - 1.4 Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction.
  - 1.5 Education systems, teachers and learners use assessment results to improve learning.
  - 1.6 Appropriate learning resources to support literacy and numeracy are provided.
- OW 2
  - 2.1 Systems for identifying and addressing the needs of students at risk are developed and implemented.
  - 2.2 Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices.
  - 2.3 Measures that demonstrate success at different levels of education are identified.
- OW 3
  - 3.1 Audit access and capacity to use technology meaningfully across the curriculum to respond to life realities.
  - 3.2 Teacher training and professional learning and development programmes to support the use of ICT across the curriculum are in place.

Outputs TP
- TP 1
  - 1.1 Teacher professional standards/competencies are regionally defined and understood.
  - 1.2 Teacher performance management systems are implemented at all levels of education.
  - 1.3 Teacher continuous professional development is implemented at all levels of education.
- TP 2
  - 2.1 Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards.
  - 2.2 Teacher education institutions and programmes meet national accreditation requirements.
  - 2.3 Teacher education institutions and programmes meet requirements for international/regional recognition of teacher education qualifications.
- TP 3
  - 3.1 School leadership domains are applied to evidence-based, strategically focused Professional Development and Learning (PDL) to improve learning outcomes for students.
  - 3.2 Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students.

Assumptions *

Assumptions **

Feedback Loops, Monitoring, Evaluation and Knowledge Exchange

Overall Assumptions for Impact: (1) GPE's partnership model is able to leverage outputs at each level of its theory of change, leading to the achievement of identified results. (2) Improved planning, monitoring and inclusive policy dialogue, when combined with improved financing, lead to stronger educational systems focused on equity and learning.

Country-level Assumptions: (1) GPE partners work together effectively at the country level around nationally owned sector plans and goals. (2) Developing country partners create effective and inclusive mechanisms for policy dialogue, including participation of civil society and teachers. (3) Developing country partners increase domestic financing for education.(4) Developing country partners prioritise the creation, use and sharing of reliable and disaggregated education sector data for evidence-based planning and monitoring.

Global-level Assumptions: (1) All partners commit to the GPE partnership model and participate in monitoring, knowledge exchange and advocacy for GPE goals. (…) to the GPE and to the education sector in GPE partner countries increase. (3) Board adopts a realistic and achievable implementation plan for the achievement of GPE's strategic goals.

The theory of change for the four policy areas presented in the subsequent pages specifically show logical relationship and sequential flow from output to the achievement of the long-term goals within these policy areas.

QUALITY AND RELEVANCE THEORY OF CHANGE

Outputs	Medium-term gains	Impact	Long-term goal
1.1 Curriculum language policies are in place for all levels of education. 1.2 Pacific-wide curricula and education programmes respond to the diverse values, cultures, traditional knowledge and skills of the region. 1.3 Communities are actively involved in implementing cultural components of the curriculum. 2.1 Non-cognitive skills relevant to Pacific learners are regionally identified. 2.2 Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out. 2.3 Support for strengthening teacher practice in the inclusion and assessment of non-cognitive skills is planned for and delivered. 3.1 Curricula, programmes and pedagogy are revised to be learner-centred and inclusive. 3.2 Tools are developed to measure learner-centred pedagogy taking into account the rights of learners, gender equity and inclusiveness. 3.3 Teacher training and professional development programmes are implemented to support learner-centred pedagogy. 3.4 Learning environments and infrastructure are adaptable to different learner needs and outcomes. 4.1 Quality Assurance Frameworks and school guidelines for learning environments are in place. 4.2 Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.	1 Curricula are grounded in Pacific cultures, languages and identities aligned to country contexts. 2 Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes. 3 Education programmes and curricula in the Pacific region are delivered with learner-centred pedagogy[1] supportive of the rights of learners. 4 Learning environments to support quality learning, inclusive of policies, guidelines, physical space, resources, educators and community engagement are in place in all classrooms at all levels of education.	All learners are provided with a safe and supportive environment, within which they are offered high-quality learning opportunities that are meaningful, valuable, inclusive and future-focused.	High-quality, relevant programmes are provided for learners at all levels of education.

LEARNING PATHWAYS THEORY OF CHANGE

Outputs	Medium-term gains	Impact	Long-term goal
1.1 Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing and programme development of ECE. 1.2 Evidence-based policy recognises and mitigates challenges and risks associated with the transition of learners, on different learning pathways. 1.3 Policies, plans and relevant TVET models that incorporate the use of ICT to broaden opportunities in the labour market for learners. 2.1 Inclusive education programmes and pathways with appropriate education opportunities for teachers and teaching assistants are implemented. 2.2 The use of ICT as a tool to access education, including inclusive education and for the provision of differentiated learning pathways, are leveraged and expanded upon. 2.3 Appropriate curriculum materials addressing current and relevant situations in the Pacific are developed to support inclusive learning. 3.1 An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific. 3.2 Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed. 4.1 Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified. 4.2 Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.	1 School-based decision making is supported by a rights-based policy environment inclusive of all impacted stakeholders' voices that allows for flexibility and facilitation of learning. 2 Our most vulnerable, including those most affected by climate change and rising sea levels, and underserved learners increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces. 3 Families and schools support the transition of the child from home-to-school allowing our youngest learners to fully benefit from the learning programme. 4 Multiple learning pathways are defined for different levels of achievement.	All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential.	Learners' needs are met through a broad range of programmes and delivery modalities.

STUDENT OUTCOMES AND WELLBEING THEORY OF CHANGE			
Outputs	**Medium-term gains**	**Impact**	**Long-term goal**
1.1 Learner-centred early intervention programmes are in place to mitigate risks to student achievement. 1.2 Equitable and extensive access to early intervention programmes is available. 1.3 Specific teacher training resources focused on literacy and numeracy instruction are in place and accessible. 1.4 Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction. 1.5 Education systems, teachers and learners use assessment results to improve learning. 1.6 Appropriate learning resources to support literacy and numeracy are provided. 2.1 Systems for identifying and addressing the needs of students at risk are developed and implemented. 2.2 Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices. 2.3 Measures that demonstrate success at different levels of education are identified. 3.1 Audit access and capacity to use technology meaningfully across the curriculum to respond to life realities. 3.2 Teacher training and professional learning and development programmes to support the use of ICT across the curriculum are in place. 3.3 Health, wellbeing, resilience and adaptation skills-based programmes are in place to support learners' holistic development through cross curricular approaches.	1 Learners at defined stages of education demonstrate progressive shifts in their mastery of literacy and numeracy skills. 2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes. 3 Pacific children's resilience and skill-sets are enhanced and strengthened to enable them to embrace the opportunities and address the challenges that they will encounter in life.	All learners acquire the knowledge, skills, values and attributes to enable them to contribute to their families, and communities and to nation-building.	Learners at all levels of education achieve their full potential.

TEACHING PROFESSION THEORY OF CHANGE			
Outputs	**Medium-term gains**	**Impact**	**Long-term goal**
1.1 Teacher professional standards/competencies are regionally defined and understood. 1.2 Teacher performance management systems are implemented at all levels of education. 1.3 Teacher continuous professional development is implemented at all levels of education. 2.1 Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards. 2.2 Teacher education institutions and programmes meet national accreditation requirements. 2.3 Teacher education institutions and programmes meet requirements for international/regional recognition of teacher education qualifications. 3.1 School leadership domains are applied to evidence-based, strategically focused Professional Development and Learning (PDL) to improve learning outcomes for students. 3.2 Education authorities provide support to schools to engage and connect with communities to improve learning outcomes for students.	1 Pacific-wide application of contextualised teacher competency standards and assessment tools, continuous professional development systems, quality assurance frameworks, minimum service standards and the regular assessment of performance of institutions against regional standards. 2 High-quality comprehensive teacher preparation throughout the Pacific for teachers at all levels of education. 3 High-quality systems in place and school management that is well-prepared to support teaching and learning practices and to facilitate raising the levels of student learning outcomes.	Competent, qualified and certified teachers and school leaders who are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.	The teaching profession is supported and empowered through opportunities for continuous development, shared understanding and accountability.

Monitoring, evaluation and learning

With a clear focus on strengthening policy, building knowledge and capacity to change institutional and individual behaviours, and improving students' outcomes, the PacREF programme will adopt a three-level approach to MEL. At each level and across all three levels, stakeholders will use a learning lens through which to analyse, interpret and respond to the results. Indicators of progress towards achievement targets will comprise a combination of quantitative indicators, measurable change trends against baselines, qualitative evidence of changes in behaviour across a variety of levels and evidence of responsive behaviour guided by evidence and lessons learned.

While EQAP is tasked with leading the MEL of the PacREF, a truly functional MEL programme is the shared responsibility of all stakeholders. Member states and regional agencies will provide evidence from their own MEL plans and reporting mechanisms to support the reporting of progress towards Phase I targets and outputs. The PacREF Facilitating Unit (PFU) will coordinate collation and reporting of monitoring data while EQAP will facilitate learning events, evaluation activities, collection and analysis of data and reporting of progress, impact, lessons learned and success stories throughout the life of the programme.

As is the case in any undertaking of the magnitude of the PacREF, there are multiple pathways and activities that can be implemented to achieve intended outcomes. While every effort is made to identify specific activities, strategies and participating countries to ensure the work is properly resourced and timed, change is inevitable. While change can be disruptive, it can also provide information that leads to lessons learned as the programme matures and, as such, changes will be captured, well documented and become part of the analysis and reporting cycle within the MEL processes.

Monitoring, evaluation and learning: Level 1

The first level of **monitoring** is one of compliance and tracking and is primarily undertaken by the regional agencies with support from the PFU. As activities are agreed upon and funded via the PacREF, implementing agencies will undertake monitoring and reporting on those activities as part of their own routine MEL of their respective business plans. Partnership agreements and funding agreements entered into under the PacREF will be tracked and agencies will report against those as required by the agreement terms and conditions. Each agency will submit a short template-based annual summary of their PacREF-based activity to the PFU who will consolidate the summaries into an annual report to the Council of Regional Organisations in the Pacific Human Resources Development Working Group (CROP HRD WG) that will be shared upwards through the governance structure. Reporting on cross- cutting considerations (e.g. gender, disability, social inclusion, equity and attention to marginalised groups within PacREF) will be included substantively at Level 1 as each agency reports on the areas under its respective system of MEL and will also be addressed as part of the broad themes in Levels 2 and 3.

This process will help ensure that the PacREF programme is implemented as scheduled and that issues related to implementation are identified and addressed as early as possible. Issues requiring immediate attention from the CROP HRD WG will be brought to the attention of PFU outside the reporting cycle.

Development of the summary template for use in reporting will be undertaken collaboratively by a group inclusive of the stakeholders who will use the template: implementing agencies; the PFU; EQAP MEL staff; and funding partners. The collaborative approach, while more time-consuming initially, will help ensure that the templates are well-understood, agreed by all and fit-for-purpose.

Evaluation at the first level will include analysis of the monitoring data to identify commonalities or trends in both adherence to, and deviation from, plan. Through the evaluation process, stakeholders will be asked to identify what has changed, the reason for the changes, and what has been undertaken in response to changes in their respective plans. If there are financial implications, agencies will provide alternate plans for the funds in alignment with the agreements in place.

Learning will occur at the agency level and be articulated in the template summary. Overall learning from an overview perspective will be identified by the PFU in their collation of reporting and subsequently shared with stakeholders through the reporting mechanisms outlined in the governance structure. Lessons that can be used to improve planning and implementation in the next cycle/year of implementation will be shared and, where possible, tracked as part of the next round of MEL.

Monitoring, evaluation and learning: Level 2

The second level of the MEL involves continuous formative assessment by EQAP's monitoring specialists of the impact of the PacREF programme on Pacific education. The formative assessment centres around six objectives that are articulated in the PacREF:

- Pacific countries are actively engaged in all aspects of the PacREF programme through their education systems;

- knowledge generated during implementation of the PacREF programme is documented and shared;

- PacREF initiatives result in individual and systemic behavioural change;

- policies and practices within Pacific education systems facilitate use of the tools and services supported by the PacREF programme;

- a wide range of Pacific countries engage in, and benefit from, opportunities for South-South cooperation; and

- learning outcomes trend upwards, both in terms of percentages of populations being targeted (teachers, students) and of levels of attainment.

The **monitoring** component of the second level MEL involves working directly with member states to provide honest and open feedback regarding implementation of PacREF activities and the immediate and longer-term impacts of their implementation. The data collected will be both quantitative and qualitative and will come from a variety of sources that can be used to corroborate one another and to triangulate findings from the monitoring exercises. Because the engagement of each member state with the PacREF activities will differ and because the contexts across the member states are diverse, the monitoring component of level 2 will be contextualised and individualised for each member state.

Evaluation at the second level will involve the member states and regional agencies coming together to review the body of data collected through the monitoring phases of both Level 1 and Level 2 MEL activities and engage in discussions about the data. It is at this stage that an evaluation of the cross-cutting considerations (e.g. gender, disability, social inclusion, equity and attention to marginalised groups) can be explored in the context of PacREF implementation and impact. The stakeholder group, facilitated by EQAP, will use a consensus model to rate the performance of the PacREF implementation across the various outcomes and activities, and those ratings and the detail that underpins them will form the basis for reporting at level 2.
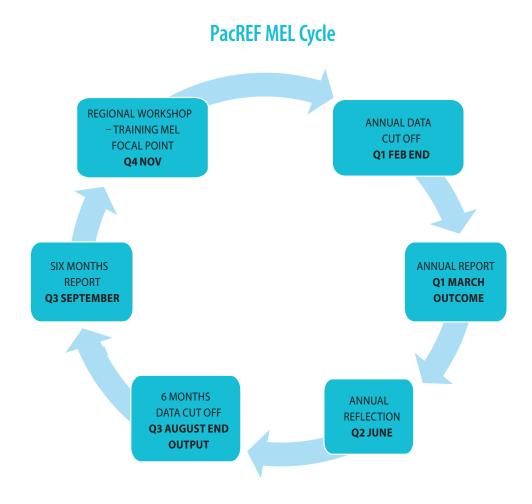
The **learning** component of level 2 will occur in conjunction with the evaluation process. Member states and regional agencies will collaborate to articulate findings from the data collected and make mutually agreed, actionable recommendations as to how to respond to the findings and address challenges identified through the processes. These recommendations could include corrective action plans to bring work back on track, strategies to remove barriers and facilitate better engagement or identification of significant issues requiring the attention and possible intervention of higher levels within the governance structure. The learning discussions and outcomes will add detail and direction to the content of reports at level 2.

Monitoring, evaluation and learning: Level 3

In the third level of MEL, the focus is on accurate and timely reporting on the performance of Pacific Education Systems. The sharing of system performance data on key regional and international measures (e.g. for Sustainable Development Goal 4 [SDG4] reporting) between member states will form the basis for this level of **monitoring**. To aid this effort, EQAP will facilitate a series of topic-specific learning events over the course of the PacREF that are designed to ensure that knowledge and good practice are shared widely. UNESCO Institute of Statistics (UIS) is a key partner in the capture, validation and analysis of system performance data. The practice in gathering education data has traditionally included gender data. Additional data may need to be collected and member states supported in defining data terms and collecting the data to be able to report on disability, social inclusion, equity and attention to marginalised groups and gender.

The **evaluation** component of Level 3 MEL is predicated upon the sharing of data between member states during the monitoring phase with the EQAP MEL team and with development partners, and ensuring that both quantitative and qualitative gains in system performance are well recorded, analysed and understood, as this will help ensure the sustainability of gains made. In this phase, stakeholders will be facilitated through the use of quantitative indicators as proxies for measurement against the outcomes of the PacREF. Taken together with the Level 1 and Level 2 monitoring information, a well-rounded picture of progress towards outcomes, including impact and level of implementation, will be generated.

In the **learning** phase of Level 3 MEL, stakeholders will examine challenges faced in the collection, validation and reporting on education data and will facilitate the sharing of experiences among member states with respect to tools, processes and mechanisms that worked well, challenges faced and ways in which challenges were addressed. The lessons coming out of this learning phase form the substance of recommendations for revision to processes and actions in the next rounds of MEL.

PacREF MEL Cycle

REGIONAL WORKSHOP – TRAINING MEL FOCAL POINT **Q4 NOV**

ANNUAL DATA CUT OFF **Q1 FEB END**

ANNUAL REPORT **Q1 MARCH OUTCOME**

ANNUAL REFLECTION **Q2 JUNE**

6 MONTHS DATA CUT OFF **Q3 AUGUST END OUTPUT**

SIX MONTHS REPORT **Q3 SEPTEMBER**

Monitoring and evaluation plan

	Q1 January—March	Q2 April—June	Q3 July—September	Q4 October—December
2021		**Mid-year reflection workshop** • Training and update of the MEL focal point • *15 countries/1 PacREF MEL focal point* • Workshop report • Graphic and editing		
			Six-month report covering January–June 2020 progress report to the PHES via SC, CROP HRD WG, LEG, CSO Forum, FEdMM Graphic and editing	
				Annual regional MEL workshop • 15 countries/2 *representatives – senior/PacREF MEL focal point* • IA fono
2022	**Annual report: 2021** PHES via SC, CROP HRD WG, LEG, CSO Forum, FEdMM			
	Monitoring visit March–April • Design and data collection • Semi structured interview guide (Wansolwara/talanoa) • Focus group discussions • Survey and questionnaire results • Direct/indirect observations • Stories – Sharing of best practice • Media stories		**August—September**	
		Mid-year reflection workshop • Training and update of the MEL focal point • *15 countries/1 PacREF MEL focal point* • Workshop report • Graphic and editing		
			Six-month report covering January–June 2021 progress report to the PHES via SC, CROP HRD WG, LEG, CSO Forum, FEdMM Graphic and editing	
		Mid-term review (independent)		
				Annual regional MEL workshop • *15 countries/2 representatives – senior/implementation officer* • Workshop report • Graphic and editing
2023	**Annual report: 2022** PHES via SC, CROP HRD WG, LEG, CSO Forum, FEdMM Graphic and editing			
		Mid-year reflection workshop		

PacREF Facilitating Unit and Educational Quality Assessment Programme coordination on monitoring, evaluation and learning activities

Monitoring will consist of continuous or periodic review and surveillance of activities with respect to management and the implementation of the workplan and budget. This will help ensure all required actions are proceeding as planned. Monitoring and evaluation will take place at four levels, outlined below.

1. **Activity execution**: Implementing agencies will concentrate on the management and supervision of all the activities covered in their respective programmes seeking to improve efficiency when needed in order to improve the overall effectiveness of activity implementation. It is a continuous process, which will collect information about the actual implementation of activities compared to those scheduled in the annual workplans (including the delivery of quality outputs in a timely manner), identify problems and constraints (technical, human and resources), make clear recommendation for corrective actions, and identify lessons learned and best practices.

2. **Activity performance**: Performance evaluation will assess the activity's success in achieving its objectives. All activities will be monitored by PFU through annual monitoring and impact reports. Activity achievement will be evaluated after the first year of activity execution and at the end of the activity (mid-term) through an independent evaluation.

3. **Impact evaluation**: The impact of all activities will be monitored continuously by EQAP.

4. **Mid-term review:** A mid-term review will be conducted to determine progress made towards achievement of outcomes and will identify corrective actions, with respect to:

    i.   the effectiveness, efficiency and timeliness of the project implementation;

    ii. the effectiveness of implementation and partnership arrangements;

    iii. issues requiring decisions and remedial actions;

    iv. achievements and lessons learned;

    v.   whether the activity is on track with respect to achievement of the expected results; and

    vi. any mid-term corrections and/or adjustments to the workplan, as needed.

PacREF MEL main activities	2021				2022				2023			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Training and update of the MEL focal point				Workshop				Workshop				
Presentation of six-month progress report			Report				Report				Report	
Annual monitoring report	Report				Report				Report			
Annual reflection event		Workshop				Workshop				Workshop		
Mid-term review						Mid-term review						

KEY: Workshop ▪   Presentation of report ▪   Mid-term review ▪

Reporting

Under the PacREF, the diversity of stakeholders necessitates some diversity in reporting to meet the various needs. The MEL reporting for Level 1 will be collated by the PFU and shared through the governance structure as outlined in the framework itself. This report will also help inform Level 2 reporting as it will provide contextual information around implementation efforts that will help stakeholders understand the factors influencing the implementation levels and the impact of those activities.

The Level 2 MEL will be collated and reported by EQAP and facilitated by the PFU, and it will provide stakeholders with a more in-depth understanding of how the various activities under the PacREF are progressing towards meeting the broad-based achievement targets as well as the specific thematic outcomes of the PacREF. The reporting on the Level 2 MEL will provide those involved in governance with the information needed to guide the PacREF implementation in the short-term and look to the next phases of the plan.

The Level 3 MEL reporting will be more traditional in nature in that it will be largely focused on ensuring that valid, reliable and up-to-date datasets from the Pacific region are regularly reported in order to fulfil regional and international commitments and expectations. The information coming out of the reports will also inform discussions and decisions taken within the Level 2 MEL as the data provide the quantitative proxy indicators that can signal change in a system over time.

The reporting of MEL under the PacREF will include some traditional reporting mechanisms (e.g. print or online [PDF] documents) but can also be more responsive to stakeholder needs. The options include but are not limited to interactive databases, dashboards, and infographics. The underlying principle is to ensure the information needed to inform decisions and that the PacREF has the desired impact over time. To that end, the media and modality of reporting will evolve as the partnerships mature and the work progresses. Initial reporting will focus more on baselines and initiation of work and partnerships while later reporting will shift to implementation, impact and sustainable change.

Section 1 of the Annual MEL Report will include a summary of PacREF activities and emerging issues. The performance histories, the compilation of lessons learned, and the impact of assessment evaluation will make up section 2. In addition, the overall PacREF update with reference to SDG4 will be covered in section 3 of the report.

The objective of the reporting template, in Annex 3, is to allow implementing agencies to report on progress in the implementation of the "programme" to which GPE or MFAT contributes. This information will allow PFU in partnership with EQAP to assess and analyse whether the programme is on track to achieve its objectives or whether remediation is needed.
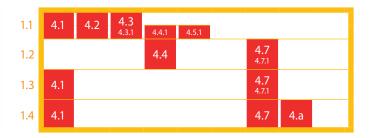
PacREF Indicators

Determination of quantitative indicators for the PacREF is an ongoing process that depends on a number of factors. Attention needs to be given to the types of information currently available, the data that might reasonably be collected, the value of specific indicators in reporting on PacREF outputs, and the frequency of data collection. Stakeholders also will need to come to a consensus on what is most important to them. As a starting point, the MEL group from the regional agencies have been considering the relevant SDG4 indicators for PacREF priority areas, as illustrated below.

Alignment of PacREF to the sustainable development goals

Area 1 Quality and Relevance
1.1   Relevant curriculum
1.2   Broad-based learning
1.3   Responsive learning
1.4   Quality learning environment
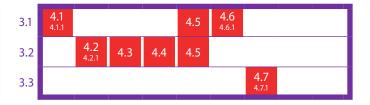
1.1	4.1	4.2	4.3 (4.3.1)	4.4.1	4.5.1		
1.2				4.4		4.7 (4.7.1)	
1.3	4.1					4.7 (4.7.1)	
1.4	4.1					4.7	4.a

Area 2 Learning Pathways
2.1   Enabling policy environment
2.2   Inclusive participation
2.3   School readiness
2.4   Learning pathways

2.1	4.1	4.2	4.3	
2.2	4.1	4.2		4.5 (4.5.1)
2.3		4.2 (4.2.2)		
2.4		4.2	4.3 (4.3.1)	4.4 (4.4.1)

Area 3 Student Outcomes and Wellbeing
3.1   Literacy and numeracy
3.2   Improved system-wide outcomes
3.3   Social skills

3.1	4.1 (4.1.1)				4.5	4.6 (4.6.1)
3.2		4.2 (4.2.1)	4.3	4.4	4.5	
3.3					4.7 (4.7.1)	

Area 4 Teaching Profession
4.1   Qualified, certified, competent teachers
4.2   Professional development and support of teachers
4.3   Professional and social status of teachers

4.1	4.c (4.c.1)
4.2	4.c (4.c.1)
4.3	4.c (4.c.1)

Sustainable Development Goal 4

4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1   Universal primary and secondary education
4.2   Early childhood development and universal pre-primary education
4.3   Equal access to technical/vocational and higher education
4.4   Relevant skills for decent work
4.5   Gender equality and inclusion
4.6   Universal youth literacy
4.7   Education for sustainable development and global citizenship
4.a   Effective learning environments
4.b   Scholarships
4.c   Teachers and educators

Data flow and data management

The flow of data and information through all levels of MEL will be critical to the success of both the PacREF and the MEL plan. Measures are being put in place at EQAP and at USP to ensure that the communication and reporting remains robust among all stakeholders. Initial discussions between EQAP and USP are contributing to regular, close collaboration between the PFU and MEL teams. Within EQAP, the MEL work will be supported by a team of officers providing for continuity and sufficiency of available resources at all times.

Member states and regional agencies also have a role to play in the flow of information and will be part of the collaboration at each step of the process. This will mean the investment of person-time in each stakeholder entity.
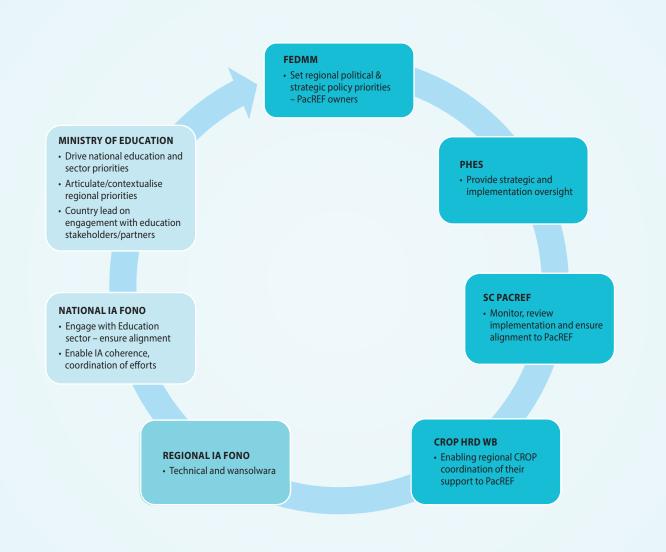
Storage and Analysis

The UIS, in conjunction with SPC, is proposing to develop a Pacific regional data collection instrument to collect the specific data required both for monitoring the PacREF and for regional reporting on progress made towards achieving SDG4 targets. The data collection mechanism will be developed as a single point of entry for national education data from Pacific countries and will be used to provide required data for both regional and international data collections. Regional partners (SPC, Pacific Islands Forum Secretariat [PIFS]) will develop and implement a data collection strategy to monitor and evaluate education progress of the PacREF using the regional data collection mechanism.

PacREF governance structure

The RELATIONAL structure – situating the implementing agency's Fono

The Fono-Wansolwara governance structure, agreed through the updated IRP, recognised the need to address MEL collectively. With respect to the Pacific context and approach, Fono ensures support through dialogue, close association and cooperation between implementing agencies, development partners, Pacific governments and education stakeholders. Guided through Fono, EQAP in collaboration with PFU, shall coordinate and collate MEL reports. The MEL component involves working with implementing agencies and Pacific governments to provide feedback on the implementation of PacREF activities and their subsequent impact over the mid and long-term.

FEDMM
- Set regional political & strategic policy priorities – PacREF owners

PHES
- Provide strategic and implementation oversight

SC PACREF
- Monitor, review implementation and ensure alignment to PacREF

CROP HRD WB
- Enabling regional CROP coordination of their support to PacREF

REGIONAL IA FONO
- Technical and wansolwara

NATIONAL IA FONO
- Engage with Education sector – ensure alignment
- Enable IA coherence, coordination of efforts

MINISTRY OF EDUCATION
- Drive national education and sector priorities
- Articulate/contextualise regional priorities
- Country lead on engagement with education stakeholders/partners

Annex 1. Results framework

The framework shifted the focus towards the achievement of results. The results framework for the four policy areas illustrates how the activities implemented at both the regional and country level help achieve development goals and outcomes for participating countries. It also sets out parameters for measuring progress and success from the output level to the achievement of regional goods, services, or standards.

Indicators with readily available data are tagged high feasibility as data source is consistently captured in most countries. Indicators highlighted in gold are the 15 mid-term and output indicators, which have a high feasibility rating and are clearly defined with well-documented data sources that will be monitored in Phase 1. The remaining indicators highlighted in blue, albeit still part of the results framework, will be utilised during the Phase 2 assessment, evaluation, and learning.

1.1 Quality and relevance

QUALITY AND RELEVANCE RESULTS FRAMEWORK

LONG-TERM GOAL	High-quality, relevant programmes are provided for learners at all levels of education.
IMPACT	All learners are provided with a safe and supportive environment, within which they are offered high-quality learning opportunities that are meaningful, valuable, inclusive and future-focused.
REGIONAL GOODS, SERVICES, OR STANDARDS TO BE DEVELOPED	**RG 1** Regionally identified and agreed definition(s) of non-cognitive skills **RG 2** Regional guideline for the review of curriculum, programmes, and pedagogy to be learner-centred pedagogy and inclusive **RG 3** Quality Assurance Frameworks for quality school learning environments

MID-TERM (2025)

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT QR 1 Curriculum grounded in Pacific cultures, languages and identities aligned to country contexts.					
MI QR 1 Increase proportion of teachers who uses and are confident with the incorporation of Pacific cultures, languages, and identities in their classrooms	Ministries' annual reports and internal tracking data for teacher performance management at ECE, primary and secondary levels	Annual	0	Inclusion of teaching of local languages and cultures as curriculum perspectives	Local languages and cultures included as curriculum perspective
MT QR 2 Non-cognitive skills, relevant to individual contexts, have been identified by countries and incorporated into learning and assessment programmes.					
MI QR 2 Non-cognitive skills incorporated into the curriculum and assessment programmes by 2025: 50% of the contributing countries 25% of total participating countries	Ministries' annual reports and internal tracking data for curriculum development and assessment	Annual	0	PHES-SC endorsement of non-cognitive skills definition	Adoption of the non-cognitive skills definition

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP QR 2.1 Non-cognitive skills relevant to Pacific learners are regionally identified.								
OI QR 2.1.1 Regionally identified and agreed definition of non-cognitive skills endorsed through PHES-SC by 2021	Regional outcomes and framework for understanding NCS in ECE (considerations of curriculum, assessment, teacher practice)	NA	Pacific Heads of Education Systems meeting outcomes and/or FEdMM meeting outcomes	Annual	0	Regional definition of non-cognitive skills defined	PHES-SC endorsement of non-cognitive skills definition	Non-cognitive skills definition agreed by contributing countries
	Non-cognitive skills relevant to ECE outcome level in the Pacific regionally identified.	Non-cognitive curricular developed ECE level outcomes and piloted at sub-national and national levels						
OUTPUT: OP QR 2.2 Non-cognitive skills are explicitly incorporated into all levels of curricula and appropriate methods of assessment set out.								
OI QR 2.2.1 Learning and assessment programmes on non-cognitive skills evidenced in the curriculum and assessment policies and practice	Non-cognitive skills relevant to Pacific learners at basic education outcome level regionally agreed and piloted Report of regional meeting to share good practice from the use of learning materials developed in Samoa on family life education and improved employability	Non-cognitive curricular developed with student at basic education level outcomes and piloted at national level Learning materials developed with focus on Pacific identity for peaceful societies through family life education and improved employability in Samoa for developing a regional good	Ministries' annual reports and internal tracking data	Annual	0	Survey result	Incorporation of non-cognitive skills for 25% of total participating countries	50% of contributing countries incorporate non-cognitive skills in the curriculum
OUTPUT: OP QR 2.3 Support for strengthening teacher practice in the inclusion and assessment of non-cognitive skills is planned for and delivered.								
OI QR 2.3.1 Indication of cognitive and non-cognitive skills in the implementation of teacher continuous professional development programmes and pre-service courses	NA	Strengthened teacher capacity and practice in the inclusion and assessment of NCS in ECE	Ministries' annual reports Internal tracking data for teacher performance management at ECE, primary and secondary levels Teacher education institution annual reports	Annual	0	Survey result	Incorporation of non-cognitive skills in teacher development – 25% of total participating countries	50% of the contributing countries incorporate non-cognitive skills in teacher training

QUALITY AND RELEVANCE RESULTS FRAMEWORK

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT QR 3 Education programmes and curricula in the Pacific region are delivered with learner-centred pedagogy supportive of the rights of learners.					
MI QR 3 Professional standards are increasingly informed by different cultural contexts in the Pacific region	Country survey Ministries' annual reports	Annual	0	Development of professional standards based on the local context	Context informed professional standards

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP QR 3.1 Curricula, programmes and pedagogy are revised to be learner-centred and inclusive.								
OI QR 3.1.1 Number of participating countries with learner-centred curriculum and programmes in place	Regional review and support	Recommendations and findings available for national use and/or adaptation	Desk review	Annual	0	Desk review report	Development work on the leaner centred curriculum	Learner-centred approach implemented

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT QR 4 Learning environments to support quality learning, inclusive of policies, guidelines, physical space, resources, educators, and community engagement are in place in all classrooms at all levels of education.					
MI QR 4 Quality learning environment standards are in place by 2025 and well-supported through community engagement by 2025	Ministries' annual reports Internal tracking data on school development	Annual	Number of schools improved by the communities	Community engagement framework in place	2021: Community engagement framework drafted 2023: Framework accepted and in place 2025: Framework well-supported through community engagements

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP QR 4.1 Quality assurance frameworks and school guidelines for learning environments are in place.								
OI QR 4.1.1 Number of participating countries with quality assurance framework in place in each country of the Pacific region	Regional report for Ministers' Meeting	NA (unless ministers make requests for individual follow-up outside other planned activities)	National qualification authority annual report	Annual	Number of countries with quality assurance frameworks	Survey report	Development work on the QA framework	Quality assurance framework developed
OUTPUT: OP QR 4.2 Educators at all levels of the system use quality assurance frameworks to inform decisions and guide practice.								
OI QR 4.2.1 Number of participating countries with established mechanism in place to implement quality assurance frameworks	Review report shared at regional forums.	Increased national capacity to utilise QS in ECE	National qualification authority annual reports	Annual	Number of countries implement-ting quality assurance frameworks	Desk review report	Development work on the quality assurance framework	Quality assurance framework developed

1.2 Learning pathways

LEARNING PATHWAYS RESULTS FRAMEWORK

LONG-TERM GOAL:	Learners' needs are met through a broad range of programmes and delivery modalities.
IMPACT:	All learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential.
Regional goods, services, or standards to be developed	LP RG 1 – Regional policy guidelines for the governance, management, quality assurance, financing, and programme development of ECE programmes LP RG 2 – Regional framework for the domains of home-to-school transition LP RG 3 – Regisonal framework identifying learning pathways from ECE to adulthood LP RG 4 – Pacific Skills Portal LP RG 5 – Regional Pacific Skills Dialogue/Summit

MID-TERM (2025)

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT LP 1 School-based decision making is supported by a rights-based policy environment inclusive of all impacted stakeholders' voices that allows for flexibility and facilitation of learning.					
MI LP 1 A mechanism is in place in the first year of implementation (2021) for consultative decision making and policy dialogue with stakeholders to effectively guide inclusive learning	Ministries' annual reports PRIEF taskforce report	Annual	0	Establishment of stakeholders' forum or body at regional level and national level	Stakeholders forum established

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 1.1 Nationally contextualised regional tools are in place for the governance, management, quality assurance, financing, and programme development of ECE.								
OI LP 1.1.1 Participating countries contextualise the regional draft policy guidelines for the development of quality ECE in their countries by 2022	Regional Review report – findings on policy and data for inclusion	National level use of tools and national contextualisation ECE sub-sector analysis at national level	Ministries' annual reports Primary UNICEF Report	Annual	Number of countries with contextualised ECE policy guidelines	Development work on the ECE policy	ECE policy in place for 25% of total participating countries	ECE policy in place for 50% of the contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 1.3 ICT policies, plans and relevant TVET models for industry and the labour market are available to broaden opportunities for learners.								
OI LP 1.3.1 An annual curated list of models of TVET programmes relevant to the labour market to train young people for the world of work by the end of Phase 2			Ministries' annual report APTC Annual Report	Annual	0	Desk review report	Draft models developed for trial and piloting	Draft TVET models piloted in 50% of the contributing countries

Indicator			Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT LP 2 Our most vulnerable, including those most affected by climate change and rising sea levels, and underserved learners increasingly participate in a wide range of appropriate learning activities in safe and inclusive spaces.							
MI LP 2 Programmes are in place to support vulnerable and underserved learners by 2025			Ministries' annual reports NGOs' reports	Annual	Number of countries with programmes in place	Program in place for 25% of the participating countries	Program in place for 50% of contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 2.1 Inclusive education programmes and pathways with appropriate education opportunities for teachers and teaching assistants are implemented.								
OI LP 2.1.1 Accommodation and guidelines included in Ministries' policies to address teachers' needs (flexible to provide opportunities for teacher assistants)	Regional Review report – findings on policy and data for inclusion	All countries involved in consultation process for policy review Recommendations and findings available for national use and/ or adaptation (individual country activity in LP 2.1.2)	Ministries' annual reports	Annual	TBD – Degree of flexibility in current policies and plans versus practice: identify in a gap analysis	Desk review report	Framework in place: 25% of total participating countries	Framework in place: 50% of the contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI LP 2.1.2 Inclusive education programme incorporated in school plans	NA	Identified country develop costed Inclusive education strategy (continuing from policy review in LP 2.1.1)	Ministries' annual report Internal tracking data on school development	Annual	0	Desk review report	Programme in place: 25% of total participating countries	Programme in place: 50% of the contributing countries
OI LP 2.1.3 Inclusive education planning and guidelines in place at ministry and school levels	NA			Annual	0	Desk review report	Guidelines in place: 25% of total participating countries	Guidelines in place: 50% of the contributing countries

Indicator		Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT LP 3 Families and schools support the transition of the child from home-to-school allowing our youngest learners to fully benefit from the learning programme.						
MI LP 3 A 10% increase of children entering grade 1 with at least one year of ECE participation by 2025		Ministries' annual reports – ECE/EMIS	Annual	Percentage of 2019 Year 1 students who have participated in at least 1 year of ECE	A 5% increase over the baseline for participating countries	A 5% increase over the baseline

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 3.1 An evidenced-based framework defining the domains of home-to-school transition is developed for the Pacific.								
OI LP 3.1.1 A framework for the domains of home-to-school transition is finalised and endorsed by education leaders in 2023		Recommendations and findings available for national use and/ or adaptation	Pacific Heads of Education Systems meeting outcomes and/or FEdMM meeting outcomes	Annual	0	Home-to-school transition framework drafted for consultation	PHES endorsement of home-to-school transition framework	Endorsed home-to-school transition framework implemented in 50% of contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 3.2 Tools and processes to identify and capitalise on opportunities to improve home-to-school transitions are developed.								
OI LP 3.2.1 Community-school connectedness rubric is developed for presentation to the PHES-SC by 2022	(i) Regional tool developed to collect school readiness data (ii) Mechanism for regional assessment of school readiness	(i) National tool developed to collect school readiness data in each country (ii) Preliminary school readiness reports	Pacific Heads of Education Systems meeting outcomes and/or FEdMM meeting outcomes	Annual	Study primarily conducted in contributing countries	Community-school connectedness rubric drafted for consultation	PHES-SC endorsement of home-to-school transition rubric	Endorsed home-to-school transition rubric implemented in 50% of contributing countries
OI LP 3.2.2 School intake process rubric(s) is/are developed for presentation to the PHES-SC by 2022	(i) Regional tool developed to collect school readiness data (ii) Mechanism for regional assessment of school readiness	(i) National tool developed to collect school readiness data in each country (ii) Preliminary school readiness reports	Ministries' annual reports	Annual	Study primarily conducted in contributing countries	School intake process rubric(s) drafted for consultation	PHES endorsement of school intake process rubric(s)	Endorsed school intake process rubric(s) implemented in 50% of contributing countries
OI LP 3.2.3 Student-level transition rubric(s) is/are developed for presentation to the PHES-SC by 2022	(i) Regional tool developed to collect school readiness data (ii) Mechanism for regional assessment of school readiness	(i) National tool developed to collect school readiness data in each country (ii) Preliminary school readiness reports	Ministries' annual reports	Annual/ Lead agency	Study primarily conducted in contributing countries	Student level transition rubric(s) drafted for consultation with contributing countries Developed by UNICEF Presented to PHES-SC	PHES endorsement of student level transition rubric(s)	Endorsed student level transition rubric(s) implemented in 50% of contributing countries

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT LP 4 Multiple learning pathways are defined for different levels of achievement.					
MI LP 4 National education policies and sector strategies define and recognise multiple learning pathways supported by national data and information to inform tracking and reporting on learning pathways and achievement by 2025	Ministries' annual reports/EMIS	Annual	TBD – Incorporation in current policies and plans versus practice: identify in a gap analysis	Policy design process in place	Gathering of national tracing data addressed in country level policy

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 4.1 Measures that demonstrate scaffolded holistic achievement at different levels of formal and informal education are identified.								
OI LP 4.1.1 Participating countries report transition rates by level including at: Primary to secondary: 100% ECE to primary: 75% Tertiary and TVET: 50%	NA	Student ID from K1 to graduation developed in student management systems of each identified country Student tracking exercise initiated through the development of tracking instruments	Ministries' annual reports/ EMIS	Annual	0	Survey result	Transition rates incorporated in the reports for 25% of the total participating countries	Transition rates incorporated in the reports for 50% of the contributing countries
OI LP 4.1.2 Participating countries report on progression of students, including at: Primary to secondary: 100% ECE to primary: 75% Tertiary and TVET: 50%	NA	Student ID from K1 to graduation developed in student management systems of each identified country Student tracking exercise initiated through the development of tracking instruments	Ministries' annual reports/ EMIS	Annual	0	Survey result	Report in place – 20% of participating countries	Report in place – 30% of contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI LP 4.1.3 Number of countries and learning providers with data available to track individual students within and between multiple learning pathways by 2023	NA	Student ID from K1 to graduation developed in student management systems of each identified country Student tracking exercise initiated through the development of tracking instruments	Ministries' annual reports/ EMIS	Annual	0	Tracer report mechanism designed or piloted in contributing countries	Tracer report mechanism transitioned in phase by all participating countries	Tracer report mechanism transitioned in phase by all contributing countries
OUTPUT: OP LP 4.2 Multiple pathways are clearly defined in a regional framework and contextualised and articulated in national policy and sector plans.								
OI LP 4.2.1 TVET programmes are accredited under national qualifications frameworks by the end of Phase 2			National qualification authority annual reports	Annual	0	Desk review report	Increase in the number of TVET programmes accredited	Increase in the number of TVET programmes accredited
OI LP 4.2.2 TVET programmes are recognised by the end of Phase 2			National qualification authority annual reports	Annual	0	Desk review report	Increase in the number of TVET programmes accredited	Increase in the number of TVET programmes accredited

1.3 Student Outcomes and Wellbeing

STUDENT OUTCOMES AND WELLBEING RESULTS FRAMEWORK

LONG-TERM GOAL: Learners at all levels of education achieve their full potential

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

Regional goods, services, or standards to be developed	**OW RG 1** – Waka Learning Hub **OW RG 2** – Pacific Islands Literacy and Numeracy Assessment (primary) **OW RG 3** – Regional assessment at lower secondary (aligned to SDG4.1.1)

MID-TERM (2025)

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT OW 1 Learners at defined stages of education demonstrate progressive shifts in mastery of literacy and numeracy skills.					
MI OW 1.1 Pacific Islands Literacy and Numeracy Year 4 and Year 6 results, and as available, lower secondary (will be developed progressively) results demonstrate increased mastery of literacy and numeracy	PILNA Report	Every 3 Years	Year 4 – PILNA 2018, Year 6 PILNA 2018, no baseline at present for lower secondary	Increase over the current PILNA results for Years 4 and 6 for 25% participating countries	Increase over the current PILNA results for Years 4 and 6 for 50% of contributing countries
MI OW 1.2 Recorded progress in performance of learners as measured by national examinations	National assessment and examination results/reports	Annual	2019 national examination results	Increase over the current examination results for 25% of participating countries	Increase over the current examination results for 50% of contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP OW 1.1 Learner-centred early intervention programmes are in place to mitigate risks to student achievement.								
OI OW 1.1.1 Nationally defined programmes for early intervention in place to support ECE learners at risk of low achievement.	Findings of analysis shared regionally Analysis of link between ECCE participation and quality with later PILNA outcomes	NA	Country survey and/ or desk review	Annual	Number of countries with programmes in place	Desk review report	Increase over baseline for 25% of total participating countries	Increase over baseline for 50% of the contributing countries
OI OW 1.1.2 Nationally defined programmes for early intervention in place to support learners with special needs	Findings of analysis shared regionally							

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI OW 1.1.3 Nationally defined programmes for early intervention in place to support primary students at risk of low achievement.	Findings of analysis shared regionally	NA	National ministry annual reports/ country survey	Annual	Number of countries with programmes in place	Desk review report	Increase over baseline for 25% of total participating countries	Increase over baseline for 50% of the contributing countries
OI OW 1.1.4 Nationally defined programmes for early intervention in place to support secondary students at risk of low achievement.								
OUTPUT: OP OW 1.2 Equitable and extensive access to early intervention programmes is available.								
OI OW 1.2.1 Proportion of ECE learners participating in nationally defined programmes for early intervention.	Development of data collection mechanisms	Piloting data collection mechanism in countries	National Ministry annual reports EMIS Country survey Reports by imple-menting agencies	Annual	Percentage of learners participating	Desk review report	Increase over baseline for 25% of total participating countries	Increase over baseline for 50% of the contributing countries
OI OW 1.2.2 Proportion of learners with special needs participating in nationally defined programmes for early intervention.								
OI OW 1.2.3 P Proportion of primary learners participating in nationally defined programmes for early intervention.								
OI OW 1.2.4 Proportion of secondary learners participating in nationally defined programmes for early intervention.								

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP OW 1.4 Teachers (in-service and pre-service) access training specific to literacy and numeracy instruction.								
OI OW 1.4.1 Waka Learning Hub is increasingly utilised by in-service teachers to improve literacy instruction. **OI OW 1.4.2** Waka Learning Hub is increasingly utilised by in-service teachers to improve numeracy instruction.	Increased number of training opportunities for literacy and numeracy instructions focusing on Pacific based classroom resources for region	Increased number of training opportunities for literacy and numeracy focusing on instruction based on Pacific-based classroom resources specifically targeting 6 Pacific countries	Country survey Reports by implementing agencies National Ministry annual reports Country survey Reports by implementing agencies	Annual	Percentage of teachers participating per country	Increase over baseline	Increase over 2021 target for participating countries	Increase over 2021 target for contributing countries
OI OW 1.4.3 Waka Learning Hub is increasingly utilised by pre-service teachers to improve literacy instruction. **OI OW 1.4.4** Waka Learning Hub is increasingly utilised by pre-service teachers to improve numeracy instruction.			Teacher education institution annual reports Country survey Reports by implementing agencies		Percentage of pre-service teachers participating per country			
OUTPUT: OP OW 1.5 Education systems, teachers and learners use assessment results to improve learning.								
OI OW 1.5.1 National assessment data are analysed and increasingly used in instructional decision making/policy development.	2020 PILNA item developed for field trials	Administration of PILNA field trials to 13 countries	Country national assessment and examination reports	Annual	Number of countries using data in instructional decision making/ policy development	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries
OI OW 1.5.2 Assessment data (national and classroom) are analysed and increasingly used in instructional decision making	NA	National mechanism for capturing and analysing classroom-based assessment data to inform teacher development			Percentage of teachers using assessment for learning			

STUDENT OUTCOMES AND WELLBEING RESULTS FRAMEWORK

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT OW 2 Equitable improvements in student participation and success at all levels of education are achieved, with a focus on ECE, secondary and TVET programmes.					
MI OW 2 Well-disaggregated Gross Enrolment Rates in the identified sub-sectors	National Education Digests Stats reports EMIS	Annual	Current data on enrolment (2019)	Improvement in the data quality on GER	Improvement in the data quality on GER

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP OW 2.1 Systems for identifying and addressing the needs of students at risk are developed and implemented.								
OI OW 2.1.1 Countries have an effective system to identify and meet the needs of students at risk	Cohort survival rates, drop-out rates and re-entry rates are generated at a regional and sub-regional level	Cohort survival rates, drop-out rates and re-entry rates developed in EMIS for PICs and reported through education publications (e.g. annual reports and statistical digests) Review of EMIS at national level to establish need and capacity gaps in 7 countries (6 GPE-eligible countries plus 1 country)	National ministry annual reports Country survey	Annual	Number of countries with systems in place	Survey result	Increase over baseline for participating countries	Increase over baseline for contributing countries
OI OW 2.1.2 Countries have effectively implemented systems to identify and meet the needs of students at risk	Good practice for design and management of EMIS exchanged among partner countries in the region using SIDS-to-SIDS cooperation approaches		National ministry annual reports EMIS Country survey					
OUTPUT: OP OW 2.2 Learners and their families have the information and resources needed to make informed decisions about participation in education and career choices.								
OI OW 2.2.1 Countries have programmes that engage families and/or learners to make informed decisions on career and education choices	Regional report presented to PHES and FEdMM.	NA	National Ministry annual reports Country survey Reports by implementing agencies	Annual	Number of countries with programmes in place	Survey result	Increase over baseline for participating countries	Increase over baseline for contributing countries
OI OW 2.2.2 Number of families and learners engaged in programmes on career and education choices					Percentage of learners participating			
Output: OP OW 2.3 Measures that demonstrate success at different levels of education are identified.								
OI OW 2.3.1 Measurables that identify success for lower secondary are in place for all participating countries	Identify and confirm measures at lower secondary and areas to be assessed	Countries agree to the measures to be taken for lower secondary	National assessment and examination reports	Annual	2018 Examination results	Enhanced reporting in place	Collated report updated in the national EMIS for all participating countries	Collated report updated in the national EMIS for contributing countries

1.4 The teaching profession

TEACHING PROFESSION RESULTS FRAMEWORK

LONG-TERM GOAL: The teaching profession is supported and empowered through opportunities for continuous development, shared understanding, and accountability.

IMPACT: Competent, qualified, and certified teachers and school leaders who are current in their professional knowledge and practice. Teachers are supported, engaged, effective and committed to the holistic development of their students.

Regional goods, services, or standards to be developed	
TP RG 1	Regional teacher competency standards
TP RG 2	Regional accreditation and recognition of the Pacific's teacher education programmes
TP RG 3	Regional standards and qualifications in school leadership
TP RG 4	Regional framework for teachers' continuous professional development

MID-TERM (2025)

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1	Change expected in contributing countries by end of Phase 1
MT TP 1 Pacific-wide application of contextualised teacher competency standards and assessment tools, continuous professional development systems, quality assurance frameworks, minimum service standards and the regular assessment of performance of institutions against regional standards.						
MI TP 1 Professional standards are used to inform teacher practice, performance management, and teacher professional development	Ministries' annual reports Teacher education institution annual reports	Annual			Professional standards for teachers in use for 25% of participating countries	Professional standards for teachers in use for 50% of contributing countries
Ministries' annual reports and internal tracking data for teacher performance management at ECE, primary and secondary levels		Annual	Study primarily conducted in contributing countries		PHES-SC endorsement of renewed regional teacher standards	PHES-SC endorsement of renewed regional teacher standards

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP TP 1.1 Teacher professional standards/competencies regionally defined and understood.								
OI TP 1.1.1 A regional set of teacher professional standards is in place by 2022	Regional teacher competency standards and assessment tool developed and endorsed by Heads of System	NA	Pacific Heads of Education Systems meeting outcomes and/or FEdMM meeting outcomes	One time Endorsement	0	Renewed regional teacher standards drafted for consultation	PHES-SC endorsement of renewed regional teacher standards	PHES-SC endorsement of renewed regional teacher standards

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI TP 1.1.2 Increasing number of teachers and ministry staff trained in the use of the regional professional standards	NA	(i) National teacher competency standards and assessment tool developed and endorsed by the Ministry Senior Leadership Team (ii) Preliminary reports on teacher competency appraisals and teacher development plans	Ministries' annual reports and internal tracking data for teacher performance management at ECE, primary and secondary level	Annual	0	Training of teachers on the regional professional standards	Increase over 2021 for participating countries	Increase over 2021 for contributing countries
OUTPUT: OP TP 1.3 Teacher continuous professional development is implemented at all levels of education.								
OI TP 1.3.1 Number of professional development programmes completed by ECE teachers	Report identifies effective PLD from our region	Report identifies effective PLD from each country	Ministries' annual reports and internal tracking data for teacher performance management at ECE level	Annual	Based on current activities	Based on current activities and analysis of the subject/topic of the PD programmes in participating countries		Based on current activities and analysis of the subject/topic of the PD programmes in contributing countries
OI TP 1.3.2 Number of professional development programmes completed by primary and secondary teachers	Report identifies effective PLD from our region	Report identifies effective PLD from each country	Ministries' annual reports and internal tracking data for teacher performance management at primary and secondary levels	Annual	Based on current activities	Based on current activities and analysis of the subject/topic of the PD programmes in participating countries		Based on current activities and analysis of the subject/topic of the PD programmes in contributing countries
OI TP 1.3.3 Number of professional development programmes completed by TVET teachers	Report identifies effective PLD from our region	Report identifies effective PLD from each country	Ministries' annual reports and internal tracking data for teacher performance management at TVET	Annual	Based on current activities	Based on current activities and analysis of the subject/topic of the PD programmes in participating countries		Based on current activities and analysis of the subject/topic of the PD programmes in contributing countries
OI TP 1.3.4 Number of professional developments completed for tertiary teachers	Report identifies effective PLD from our region	Report identifies effective PLD from each country	Internal tracking data for teacher performance management at tertiary institutions	Annual	Based on current activities	Based on current activities and analysis of the subject/topic of the PD programmes in participating countries		Based on current activities and analysis of the subject/topic of the PD programmes in contributing countries

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT TP 2 High-quality comprehensive teacher preparation throughout the Pacific for teachers at all levels of education.					
MI TP 2 Graduates of programmes meet professional standards as beginning teachers/ Teacher education programmes are accredited and regionally/internationally recognised by 2025	National qualification authority Teacher education institution annual reports	Annual	0	Teacher education programmes are progressing to be accredited and recognised regionally for all participating countries	Teacher education programmes are progressing to be accredited and recognised regionally for all contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP LP 2.1 Teacher preparation for all levels of education fits national contexts and ensures achievement of relevant teacher professional standards.								
OI TP 2.1.1 ECE programmes are aligned with the professional standards by 2025.	A working definition of 'quality' applicable to the Pacific. Pre-service curriculum in ECE teacher Education. Targeted fit-for-purpose workshops and training opportunities for ECE teachers in Kiribati, Samoa and Solomon Islands	A working definition of 'quality' applicable to the Pacific. Pre-service curriculum in ECE teacher Education. Targeted fit-for-purpose workshops and training opportunities for ECE teachers in Fiji, Vanuatu, Niue and Tokelau	Ministries' annual reports and internal tracking data for teacher performance management at ECE level	Annual	Number of programmes aligned	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries
OI TP 2.1.2 Primary and secondary programmes are aligned with the professional standards by 2025.	A working definition of 'quality' applicable to the Pacific. Pre-service curriculum in ECE teacher Education. Targeted fit-for-purpose workshops and training opportunities for ECE teachers in Kiribati, Samoa and Solomon Islands	A working definition of 'quality' applicable to the Pacific. Pre-service curriculum in ECE teacher Education. Targeted fit-for-purpose workshops and training opportunities for ECE teachers in Fiji, Vanuatu, Niue and Tokelau	Ministries' annual reports and internal tracking data for teacher performance management at primary and secondary levels	Annual	Number of programmes aligned	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI TP 2.1.3 TVET programmes are aligned with the professional standards by the end of Phase 2.	NA	Training materials which are fit-for-purpose and adaptable for the training of untrained teachers in Solomon Islands, Tonga and Tuvalu.	Ministries' annual reports and internal tracking data for teacher performance management at primary and secondary levels	Annual	Number of programmes aligned	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries
OI TP 2.1.4 Tertiary programmes are aligned with the professional standards by the end of Phase 2.		An increase in the number of trained/ qualified teachers at ECEC, Primary and Secondary school levels in Cook Islands, FSM, NIUE, Palau, PNG and Vanuatu	Ministries' annual reports and internal tracking data for teacher performance management at primary and secondary levels	Annual	Number of programmes aligned	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries
OUTPUT: OP TP 2.3 Teacher Education institutions and programmes meets international/regional recognition of teacher education qualifications.								
OI TP 2.3.1 Teacher education institutions meeting requirements international/ regional recognition	Regional Qualification for teachers developed, endorsed, and accredited regionally	Regional qualification for teachers delivered in countries by teacher training institutions National qualification authority Teacher education institution annual reports Annual	National qualification authority/ Teacher education institution annual reports	Annual	Number of institutions internationally/ regionally recognised	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries
OI TP 2.3.2 Teacher education programmes meeting requirements international/ regional recognition			National qualification authority/ Teacher education	Annual	Number of programmes internationally / regionally recognised	Desk review report	Increase over baseline for participating countries	Increase over baseline for contributing countries

Indicator	Source of data	Frequency of data collection at source	Baseline 2020	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
MT TP 3 High-quality systems and school management that is well-prepared to support teaching and learning practices and to facilitate raising the levels of student learning outcomes.					
MI TP 3 Increasing number of school leaders leading whole school improvement	EMIS Ministries' annual reports Education authorities annual report	Annual	0	School improvement framework implementation initiated in 25% of participating countries	School improvement framework implementation initiated in 25% of participating countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OUTPUT: OP TP 3.1 School leadership domains are applied to evidence-based, strategically focused professional development and learning (PDL) to improve learning outcomes for students.								
OI TP 3.1.1 School improvement plans are increasingly implemented in schools.	Development of the regional SMILE (Strategy for Monitoring and Improving Leadership Effectiveness) with reporting functions is ongoing.	Development of SMILE software for Tuvalu and Kiribati is ongoing. A sub-regional virtual workshop for Fiji, Samoa, Tonga, Solomon Is and Vanuatu completed QRT3 2020	EMIS/ Ministries' annual reports/ internal tracking data on school development	Annual	0	Number of schools implementing the school improvement plan	Increase over 2021 for participating countries	Increase over 2021 for contributing countries
OI TP 3.1.2 Number of school leaders increasingly undertake strategically focused PDL to improve learning outcomes for students	Strategically focused PLD for school leaders in country with specific and regional contextualised materials	Strategically focused PLD for school leaders in country with specific contextualised materials	EMIS/ Ministries' annual reports/ internal tracking data on school development	Annual	0	Survey report	Increase over 2021 for participating countries	Increase over 2021 for contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI TP 3.1.3 A regional leadership standard is in place by 2022	Feedback of countries on the Regional School Leadership Standards will inform the Regional workshop in 2022	Regional School Leadership Standards document is widely shared with countries. A series of cluster meetings (of four countries per cluster) are planned for 2021 to discuss and review the Regional Standards before the Regional workshop in 2022	Pacific Heads of Education Systems meeting outcomes and/or FEdMM meeting outcomes	One time Endorsement	0	Renewed regional leadership standard drafted for consultation	PHES-SC endorsement of renewed regional teacher standards	PHES-SC endorsement of renewed regional teacher standards
OUTPUT: OP TP 3.2 Education authorities provide support to teachers in schools to engage and connect with communities to improve learning outcomes for students.								
OI TP 3.2.1 Communities support for school improvement plans in place	Targeted PLD for educational planners with context-specific course materials and experience	Targeted PLD for educational planners with context -specific course materials and experience that would be applicable for use in Kiribati, SI, Tonga, RMI and Niue	Ministries' annual reports and internal tracking data on school development	Annual	0	Community awareness on the school improvement model	Implementation of the community support model for 25% of participating countries	Implementation of the community support model for 50% of contributing countries
OI TP 3.2.2 Number of advocacy undertaken with communities to support and actively engaged with school improvement plans			Ministries' annual reports and internal tracking data on school development	Annual	0	Community awareness on the school improvement model	Implementation of the community awareness for 25% of participating countries	Implementation of the community awareness for 50% of contributing countries
OI TP 3.2.3 Education authorities support school improvement plans in place for improving learning outcomes for students			Ministries' annual reports and internal tracking data on school development	Annual	0	Education authority's awareness on the school improvement model	Implementation of the Education authority's support model for 25% of participating countries	Implementation of the Education authority's support model for 50% of contributing countries

Indicator	Intermediate Outputs (regional)	Intermediate Outputs (country)	Source of data	Frequency of data collection at source	Baseline 2020	Target end of 2021	End of Phase 1 Target (2023)	Change expected in contributing countries by end of Phase 1
OI TP 3.2.4 Education authorities committed to support and actively engaged with school to implement improvement plans			Ministries' annual reports and internal tracking data on school development	Annual	0	Education authority's awareness on the school improvement model	Implementation of the Education authority's support model for 25% of participating countries	Implementation of the Education authority's support model for 50% of contributing countries
OI TP 3.2.5 Education authorities have improved application of guidelines for education sector planning			Ministries' annual reports	Annual	0	Education authority's awareness on the school improvement model	Implementation of the Education authority's support model for 25% of participating countries	Implementation of the Education authority's support model for 50% of contributing countries
OI TP 3.2.6 Education authorities have improved application of education sector analysis			Ministries' annual reports	Annual	0	Education authority's awareness on the school improvement model	Implementation of the Education authority's support model for 25% of participating countries	Implementation of the Education authority's support model for 50% of contributing countries
OI TP 3.2.7 Education authorities have improved application of education sector planning			Ministries' annual reports	Annual	0	Education authority's awareness on the school improvement model	Implementation of the Education authority's support model for 25% of participating countries	Implementation of the Education authority's support model for 50% of contributing countries

Annex 2. PacREF enhanced coordination and cooperation indicators

Objective	Indicators	Data collection	Data Source
Establish or improve cooperation mechanisms among key PacREF stakeholders	Fit-for-purpose cooperation mechanisms in place for coordinated efforts within duration of the PacREF: 1. Defined by IA Fono and confirmed by Steering Comittee by end of 2020 2. In place and tested as feasible by mid-2021 3. Verified as effective by end 2021	Wansolwara Framework, IA Fono, EQAP MEL	PFU IA Fono
	Annual advocacy events undertaken with development partners, Funding agencies and countries to support the achievement of PacREF's strategic goals and objectives. [Events to take place at PHES meetings, HRD WG meetings and at annual PBEQ.]	Development partners' report Funding agencies report Country focal points EQAP MEL	Development partners Funding agencies Countries supported
	Roles and responsibilities of the key PacREF stakeholders (IAs, development partners and funding agencies) are clearly defined (but flexible enough to be responsive to the changing needs within the PacREF): 1. Roles and responsibilities defined though stakeholder dialogue and agreed by Steering Committee by end of 2020 2. Stakeholder participation annually assessed against roles and responsibilities	Wansolwara IA Fono, IRP, EQAP MEL	PFU IA Fono
	Annual IAs and DPs reporting strengthened through clarity of roles, responsibilities, and accountabilities in PacREF processes	DPs report, IRP, EQAP MEL	PFU IA Fono
	Annual policy, technical and/or other information product developed and disseminated with funding or support from the agency fund, MFAT and/or GPE: 1. Template to be developed by PFU and approved by SC by end 2020 2. Annual distribution and feedback assessed prior to and during each FEdMM/PHES meeting	EQAP MEL, Submission to Sterring Committee, PHES and CROP HRD WG	PFU IA Fono
Establish enhanced mechanisms to promote cooperation between government and civil society through the Wansolowara framework	Six monthly joint reviews of implementation (opportunities and constraints) of PacREF activities.	IRP, EQAP MEL, Submission to PHES Interviews	PFU IA Fono NGOs SC
	Number of civil society members involved in joint planning and implementation of PacREF activities for Phase 1	Civil Society Organisation Forum	PFU CSOs
	PacREF monitoring established and functioning	EQAP MEL Submission to PHES Interviews	PFU IA Fono SC DPs

Objective	Indicators	Data collection	Data Source
To establish and strengthen Taskforce/ coalitions/ coordinating bodies on PacREF	Quarterly implementing agencies Fono meetings (with agenda that includes planning, designing, and reviewing progress on PacREF activities and promotes greater understanding and collaboration among implementing agencies	Meeting outcomes papers – IA Fono	PFU IA Fono
	CROP HRD WG meetings are held no less frequently than every six months to monitor, review, and ensure alignment to PacREF	Meeting outcomes papers – CROP HRD WG	PFU CROP HRD WG
	PHES meetings are held no less frequently than every six months to provide strategic and implementation oversight for PacREF and ensure national needs and challenges are consistently considered and reflected	Meeting outcomes papers no less frequently than every six months – PHES	PFU PHES UNESCO
	FEdMM meetings are held no less frequently than every 24 months in carrying out its oversight role and responsibilities to set, review and recommend regional political and strategic policy priorities for PacREF	Meeting papers – FEdMM	PFU FEdMM

Annex 3. PacREF reporting template

Summary of the programme for each policy area	
Name of programme	
Reporting period (from: month, day, year, to: month, day, year)	
Disbursed amount (cumulative)	
Programme approval date	
Programme effective/start date	
Programme closing date	
Revised programme closing date (in case of revision/extension)	

1 Programme implementation progress
1.1 Programme overview
Outline briefly the overall objective of the programme. If the programme is a co-financed/pooled programme, to which the MFAT or GPE contributes, briefly describe partners involved in the programme.
1.2 Major changes to the programme (if any)
Briefly describe the program revisions that took place during this reporting period, specifying the nature and dates of approval of these revisions.

2 Overall progress in programme implementation

2.1 Progress per component/sub-component

Describe significant progress made during the reporting period vis-à-vis outcomes and outputs planned for the reporting period per component/sub-component. Describe main activities undertaken and their achievements.

2.2 Progress on Results Framework and corporate results

Describe progress at the end of the reporting period.
Note: Attach the Results Framework, as outlined in the programme proposal, at the end of this report and report against the progress on achievement of indicator targets. When there is underachievement or/and overachievement, briefly describe the reasons.

2.3 Key partnerships and interagency collaboration

Describe the involvement of country-level partners (i.e. Local Education Group and others) in the monitoring of this grant and the sector, noting how and when the Local Education Group was updated on progress in the implementation of the grant.

2.4 Lessons learned

Describe any particular lessons learned, best practices, innovations, or any other point you may want to include in relation to the implementation of the programme.

2.5 Regional goods, standards, or services

If regional goods, standards or services were produced from the programme, briefly describe them and how they will be (or have been) disseminated or inform policy dialogue and initiate reform.

2.6 Future work plan

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period. This section will inform "Overall Progress" and "Status of Progress on Previously Raised Issues" sections in the next progress report cycle.

Programme name:	To be filled in by implementing agencies					
PacREF indicator	Indicator(s) as reported in Progress Report	ACTUAL: Progress reporting against each indicator	TARGET: Annual target for reporting period (non-cumulative)	TARGET: Target for next reporting period (non-cumulative)	Determination of target Please state clearly how the target was determined in a few sentences (e.g. target was pro-rated, discussed with government, determined by grant agent, etc.…)	Overachievement/ Underachievement: In case of overachievement/ underachievement or zero progress, please provide the reason. If you have other comments about your results, please state them briefly here.
		Progress reporting period:				