UNICEF Pacific’s Education Programme
Mid Term Review

Ensuring Children’s Rights to, in, through Education
Mid Term Review: Process & Contributions

- **Consultation meetings** in Solomon Islands; Vanuatu; Kiribati and with regional partners (PIFS, USP, SPBEA, UNESCO, COPE)
- **2011 Education Preparatory Budget** meeting in Vanuatu & meeting with AusAID, NZAID Pacific Education Advisors
- **Regional Education Advisory** visit: May 19-26
- Continued **review and reflection** within Education Programme team
- Informed by:
  - **Secondary baseline** review in Kiribati and Vanuatu in 2008/2009-noting EMIS level data available against 75% of core indicators
  - **Review** of Education in Emergency cluster response in Samoa (May 2010)
  - **Education Statistical Digests**: 2007; 2008; 2009
  - **UNESCO/UNICEF** EFA Update for the Pacific (May 2010)
  - ‘**Emerging issue’** papers: “The Impact of the Economic Crisis on the Education Sector in the Pacific” (February 2010); “Climate Change and Children in the Pacific” Scoping Study; “Children with Disability” Study (draft)
What has Changed since 2007/2008?
An Updated Situation Analysis
Development of & engagement with National Education SWaP’s in Kiribati, Vanuatu, Solomon Islands

Pooled partner sector funding arrangement in Vanuatu (8 million USD 2010)

2010 Sector Budget cuts- 24% Kiribati; 35% (10) Solomon Islands

Extension of “basic education” to include early childhood and junior secondary levels (Vanuatu; Solomon Islands)

Greater investment within MoE’s on data management & planning
Policy/Systems: In 2007, no ECE policy/standards nor any national ECE curriculum in tier one countries. Since 2008, a pre-school year is mandated within the definition of basic education in Vanuatu and the Solomon Islands. Least amount of budget allocated to ECE sub-sector (0.1% in Vanuatu in 2009). ECE increasingly recognised by MoE’s as a strategy to increase Net Intake Rate in primary education.

Services:
- Equity issues: access of those from poorest quintile- poorest quintile 10% less likely to have children in ECE opportunities (Vanuatu)
- Most extensive gov’t ECE provision prior to 2008 was in the North Pacific, with significant budget allocations to Head Start Programmes in RMI, FSM.
- Lack of trained ECE providers (only 7 to 10% qualified in Solomon Islands)
Situation Analysis: Access to Free Primary Education

- **Early Achievers**: Kiribati (albeit fall from 95 to 93%)

- **Regressing**: Marshall Islands, Cook Islands, Fiji, Vanuatu (from 90.5 to 81.6%)

- **Overall Gender Parity** in Pacific Region (although 0.96 for SI)

School Fee Abolition initiative introduced in Solomon Islands in 2009 and initiated in Vanuatu in 2010. School Grants are an increasingly prominent strategy to increase enrollment in basic education.
Situation Analysis: Educational Quality and Outcomes

- An Inefficient System characterised by:
  
  **Low Primary Completion Rates**: Solomon Islands dropped to 76% in 2008 and Vanuatu remained at 73.2%.

  **High Repetition Rates**: Average 16% repetition rate in grades one to three in Vanuatu. Officially only 1.9% repetition rate in Kiribati - but challenge of automatic promotion.

  **Low Literacy and Numeracy Outcomes**: Only 28.1% students completing primary school in Solomon Islands found to be literate (2008). In Kiribati, at the class four level in English literacy - 43% of children showed little or no evidence of achieving the learning outcomes appropriate for that level. For Kiribati literacy and numeracy, the figures were 25% and 53%, respectively.
Quality Standards
• Disparate quality school standards which are neither enforced nor tied to school budgeting processes.
• Facilities which do not meet minimum infrastructure standards. In Kiribati, 92% of schools do not have appropriate toilet facilities for boys and girls (2009)

Teachers
• Teacher Competency: Up to 50% of unqualified/uncertified primary teachers in Solomon Islands and Vanuatu
• Teacher Absenteeism/Time on Task: Many children are not receiving the 850-1000 hours per year required.

Parental Engagement
• Insufficient parental engagement: Limited support to children’s attendance (Vanuatu) and the impact of lower levels of adult literacy (Solomon Islands)
Programme Performance Review
**Outcome 1: Education Sector Programming and Policy Development**

at national and regional level draw from a rights based approach to ensure equitable provision of quality education

Output 1: Child centred, evidence based **basic education policies**
- **ECE Policy** in Kiribati endorsed by government and ECE Policy in Vanuatu drafted
- National **language policy** that includes and promotes the use of vernacular language drafted in Solomon Islands following extensive provincial consultations
- **Education in Emergency Preparedness Plan** developed by MoE Vanuatu
- Increased **policy formulation capacity** of Vanuatu MoE

Output 2: Implementation of **education standards and policies**
- **National CFS Standards** developed for each focus country (supported by multi-sectoral national CFS Steering Committees)
- 43 schools (37 primary and 6 Community High Schools) have been **rebuilt/renovated** in Western & Choiseul Provinces, ensuring the return of 5,752 students to school.
- **CFS Baseline and Evaluation** initiated (Vanuatu)
Outcome 2: 10% more children transition to a 7th year of formal education, or its non formal equivalent

Output 3: Curriculum which imparts knowledge, attitudes and life-skills
- Development of national Early Learning Development Standards in Vanuatu

Output 4: Strategies for assessment, student follow up and transfer, educating children outside age cohort and out of school children and availability of teaching and learning resources coupled with training and workplace support
- Stock-take of primary teacher assessment practices undertaken in Solomon Islands & Vanuatu as a foundation
- Capacity building of over 45 primary teachers in Solomon Islands on establishment and utilisation of school libraries for improved learning outcomes.
- In-service teacher education course developed (UNESCO; SPBEA)

Output 5: Use of EMIS and data capturing mechanisms for efficient national and local level planning
- Support to national and regional EFA reporting jointly with UNESCO, through capacity development on “EFAinfo”
- National, revised “VEMIS at School” form developed for Vanuatu (incorporating child centred indicators from SMIS pilot)
## Programme Performance: Financial Analysis

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Planned Expenditure (OR &amp; RR)</th>
<th>Actual Expenditure (with RARP)</th>
<th>% Funds Spent Against Allocated</th>
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<tbody>
<tr>
<td>1: Education Sector Programming and Policy Development at national and regional level draw from a rights based approach to ensure equitable provision of quality education</td>
<td>2,080,000</td>
<td>1,420,840</td>
<td>Kiribati: 29%</td>
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<td>SI: 117%</td>
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<td>Vanuatu: 106%</td>
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<tr>
<td>2: 10% more children transition to a 7th year of formal education, or its non formal equivalent</td>
<td>3,787,500</td>
<td>3,379,166</td>
<td>Kiribati: 9.9%</td>
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<td>SI: 220%</td>
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<td>Vanuatu: 31%</td>
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Programme Performance Issues

1. Increasing shift in staff engagement from school level implementation to national fora (SWaP’s)
2. Limited involvement in areas more extensively covered by other Development Partners (eg curriculum)
3. Need for a Programme Results Framework which better mirrors Education Sector Strategic areas and more clearly defines UNICEF ‘niche’ areas
4. Change in strategy for Child Friendly Schools- mainstreaming dimensions and tools across national education system targets
5. Management of a large, complex school reconstruction programme
6. Overall, insufficient attention placed on utilisation of communication for behaviour change
7. Challenge of differing outputs and indicators across a ‘multi-country programme’ and limited congruence with National Education Sector Plans
Proposed Programme Results, Strategies and Staffing
Proposed Education Result Statements
2010-2012

1) **Children aged 3 to 5, especially those most disadvantaged, benefit from improved access to quality early learning opportunities.**

2) **Primary school aged children have access to schools which uphold minimum national quality standards, and which support student enrolment and retention to the end of the primary cycle.**

3) **Primary school aged children attain national numeracy, literacy and life-skills learning outcomes by the end of the primary education cycle.**

4) **Ministries of Education in 5 disaster prone PICs equip children and schools with the knowledge and skills to cope when disasters strike and lead the provision of education services in post disaster settings.**
Proposed Programme Strategies 2010-2012

1) Focus on Early Childhood Education and formal primary education, formally stepping away from junior secondary education in Kiribati

2) Defining indicators and targets which better align with regional frameworks (PEDF; MTSP) & national Education Sector Plans: KEIP (Kiribati); VERM (Vanuatu); NEAP (Solomon Islands)

3) Moving away from an ‘input’ focused approach to one of educational outcomes

4) Ensuring the consistency of outputs across the 4 CPAP’s

5) Investing in better understanding NFE sub-sector for recommendations to CPAP 2013-2017
Proposed Programme Strategies 2010-2012

6) Leveraging resources and change through continued engagement in education budgetary processes & SWaP’s (ie school grants)

7) Support to HIV & AIDS: information, skills and knowledge through schools (Family Life Education)- in one country by end 2012

8) Need to address findings of child protection baseline within education system- both at a school and systems level

9) More strategic utilisation of infrastructure betterment (including WASH) to influence policy and standards

10) Greater investment in capacity development of Provincial Education Offices and strengthening of their policy and oversight role
• Regularisation of *Education Specialist* in Solomon Islands (L3)- FT for a period of 2.5 years with the key objective of building capacity and strategic engagement within SWaP.

• Regularisation of *School Improvement Specialist* (L3)- FT for a period of 2.5 years with the key objective of mainstreaming CFS approach within national system.

• Establishment of an *Education Specialist* - FT, to support work in Kiribati and in Vanuatu (L3) with the key task of providing SWaP leadership in Vanuatu and support to the Kiribati Education Improvement Programme with AusAID. It is expected that funding for this position will come as OR funding from AusAID.

• Establishment of an *Education Specialist* (NOB) – FT, with the key objective of supporting additional outputs on learning achievement and Education in Emergencies.

• Consideration for *WASH in Schools Officer* (NOC)- FT to provided dedicated support to minimum standards and facility improvement (Solomon Islands)