

Summaries of Reports from Pacific Island Nations

Introduction

The Institute of Education of the University of the South Pacific regularly holds consultations at which the IOE's current and future priorities, and its planned activities in the USP member countries, are reviewed by permanent secretaries/directors of education in the region. In April this year, such a consultation was held at the Laucala Campus, to which representatives of donor agencies and sister regional bodies were also invited. The theme of this Advisory Seminar and Donors' Meeting was "Forging partnerships for the enhancement of educational quality in the South Pacific".

The *Pacific Curriculum Network* editorial team is pleased to publish the country reports. They provide our readers with up-to-date data on what the situation is in each country with regard to the present school system, current aid programmes and initiatives requiring aid in the future.

1. COOK ISLANDS

Background Information

34 schools, 4657 students (2001); 93% enrolment at 13 years, 82% at 14 years, 70% at 15 years

Current Aid Programmes

1. NZODA Education Support Project - teachers in NZQA accredited secondary schools, NZ advisors/curriculum developers (mainly senior secondary, expanded in 2002 to include Teachers' College, reading,

primary schools and distance education); in-service training, workshops, attachments, twinning with NZ schools;

2. UNESCO PP Home Education and Associated Schools Project;
3. AVI Primary and secondary teachers;
4. NZODA Human Resource Development – overseas long-term study / regional / short term training awards; in-country training / apprenticeships; Hospitality and Tourism Training Centre Courses;
5. AUSAID Regional study awards; and
6. Private sector management training.

Initiatives Requiring Aid

1. Teacher qualifications

Pre-service Training

Review of the Teachers' College curriculum and the development and incorporation from overseas, of relevant courses/qualifications aligned with international standards (accreditation/cross-crediting), delivery by distance mode to the outer islands, and capacity building of Teachers' College staff to contribute to the development and implementation.

The new curriculum and courses will not only strengthen pre-service training but will also address the needs of current teachers who lack formal teacher training and qualifications.

Short and long term strategies to ensure staffing of secondary schools and the recruitment and retention of new secondary school teachers.

2. Curriculum Development/In-service Training

Capacity building of Curriculum Advisers (current and potential) in curriculum framework issues, subject specific issues,

curriculum research and writing skills, efficient and effective methodologies for upskilling teachers, and monitoring and evaluating training outcomes.

External expertise/networks required to develop Visual and Performing Arts, Health, Physical Education and Well-Being, Marine Studies and to analyse issues regarding “academic” vs “vocational” education and “technology” vs “technical” education.

3. *Community Support*

Capacity building of Ministry staff and support materials to assist parents to help their children, especially with basic literacy and numeracy.

4. *Language Achievement*

Improving English teaching and learning in the outer islands through long-term, school-based, expatriate teachers/advisers.

Improving Cook Islands languages through writing, grading and printing of Maori dialect readers and junior primary school texts/resources.

5. *Special Needs Education*

Networking with, and visits by, regional specialists in special needs education to improve capacity building, student diagnoses and preparations of individualized education programmes.

Employment in the outer islands of long-term, school-based, expatriate teachers to identify at risk students, and teacher training programmes for multi-level teaching.

6. *Senior Secondary School Access*

Development of relevant senior secondary school courses deliverable by distance to outer islands students, including improved electronic communications.

Capacity building of outer islands teachers in using computer software and maintaining hardware.

Building school houses to improve recruitment of teachers to the outer islands.

7. *Education Management Capacity*

Capacity building of education personnel

in policy development, strategic planning, performance management etc. through networking and secondments of regional education management experts to work short-term in-country with personnel on specific projects.

2. **FIJI**

Background Information

The full-time school population is 212,550. There are 550 pre-schools, 711 primary schools, 156 secondary schools, 45 school-based vocational centres, 4 teacher training colleges and 19 special schools.

There are 5005 primary school teachers, and 2419 civil servant secondary school teachers.

Educational projects that are currently funded by Donor agencies

1. Associated School Projects (ASP) — UNESCO
2. Rural Education Infrastructure — EU
3. Textbooks for Rural Schools — AusAID
4. Pre-school resources — NZODA
5. BELS -CAPS Modules — UNDP, AusAID, UNESCO, NZODA, Unicef
6. Family Life Education — UNFPA
7. National Substance Abuse Council — WHO
8. GLOBE — U.S.A
9. Health Promoting Schools — MOE/MOH
10. Environmental Education — MOE (Live and Learn)
11. BEMTUP — AusAID
12. Values/Virtues Education

A statement of unmet needs which regional IOE projects might address:

1. Special Education - Improve Special Education by increasing resources for mainstream teaching and training of children with special needs.

2. Community Partnership - Strengthen community partnership by promoting the family as the primary educator.
3. Curriculum revision and provision of good resource material.
4. BEMTUP, co-ordinated by MOE
5. Teacher Training
6. TVET
7. ECE Strengthening

3. KIRIBATI

Administration and Policy Development

1. Educational initiatives requiring central initiative and leadership:
 - Review of the policy relating to the medium of instruction.
 - Initiatives for sharing materials, curricula and outcomes within Kiribati and with other PICs.
 - Enhanced capacity and coordination of METT, KTC and CDRC to provide pre- and in-service professional development for teachers.
 - strengthened 'skills in demand' programmes.
 - Response to an increasing and significant number of school-leavers and social issues affecting the young unemployed.
 - Improved status and commitment to senior secondary education.
2. Government/NGO/Community Relations to be improved
3. Management and Leadership to be improved
4. Curriculum Development Resource Unit
 - assess its value and functions;
 - obtain greater use of regional curriculum development and resources;
 - put in place a CDRC Strategic Plan to improve performance credibility and output;

- review all curricula, hold in-service training for curriculum writers, and pre- and in-service training for teachers to implement new curricula;
- increase the number of advisory visits to schools;
- add resources to the Teachers' Resource Centre;
- revise school radio programmes.

5. Examinations and Assessment – all aspects to be improved: quality and relevance, administration and management, presentation of examination papers, reinstating and upgrading the PILL tests.

4. REPUBLIC OF THE MARSHALL ISLANDS

Background Information

There are 79 elementary schools, 3 secondary schools, 40 private schools. Of the 51,000 total population, over 60% are school-age children. School attendance is compulsory for children between six and 14 years of age. Entry into secondary school (public) is selective, based on performance in the 8th Grade exit exam.

The Ministry of Education's Bureau of Curriculum and Instruction has ten specialists who visit and monitor the schools, carry out professional development training of teachers, write the curriculum, procure curriculum resources and material and administer the national exams at Grades 3 (the PILL Test) 6 and 8.

Current Aid Programmes

ADB provided a loan to develop a Strategic Plan for the Ministry of Education. Three of the Plan's goals are as follows: Goal 1 stipulates that the Ministry of Education continue to monitor the literacy

levels of the student population, in order to assess over time the effect of measures taken to improve the basic literacy and numeracy of school pupils.

Goal 2 states that measures to improve language development (including developing literacy skills) in all stages of primary schooling, but particularly in the early years, are given the very highest priority.

Goal 3 states that in its allocation of resources devoted to curriculum development, the Ministry of Education places high priority on materials and resources that will promote language development.

The implementation of the Plan has received the following assistance:

- BELS funding and TITLE 1 grant from USA helped to fund the trialling of the grade by grade scope and sequence documents in all subject areas.
- Pacific Resources for Education and Learning (PREL) assisted in the development of Marshallese language arts resources.
- TITLE 1 grant from USA is assisting the Ministry in a Leadership Development Project, a series of professional development activities for all private and public school principals.

It is expected that monetary assistance from Federal grants will either be cut off or reduced under the Bush Administration.

5. NAURU

Current Aid Programmes

1. AusAID Funding Allocation
 - Secondary Education Scholarships
 - Establishment of a Teacher Training Centre
 - Reconstruction of a Vocational Training Centre

- Counterpart Programmes with Australian Institutions
2. UNESCO-NZODASTEPS Project - This project provides assistance with teacher in-service training in teachers' own schools. A team of trainers and teachers works with the national requirements of schools in all respects, including curriculum content, internal and external examinations and all other aspects of school life. The project also provides assistance with school management for Principals, if such help is requested.
 3. USA The Tropical Western Pacific Program provides ARM (Atmospheric Radiation Measurement) climate change Teacher Workshops at various times.

Initiatives Requiring Aid

For Nauru to achieve its EFA Goal in priority 1, that is "Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills", it needs to address a number of problems. Due to limited human resource expertise we have requested IOE to assist with our needs by providing:

- pre-service and in-service teacher training programme outlines, and
- teacher trainers.

This would be more economical and beneficial for in-country training for ten teacher trainees on initial pre-service training than funding them for initial overseas training which is very costly.

In Nauru in the past ten years this training programme was conducted at the Pre-School level by one Australian teacher trainer, and it was successful. This was at a Certificate level for two years' training, integrating the USP Continuing Education courses and pre-requisites of 100-level compulsory courses for a teacher certificate.

If the Institute of Education could manage this as a regional project, especially for small island states who do not have an in-country teacher training programme, this would be a solution to the teacher shortage problem that is experienced. However, further overseas training can be continued for the most successful trainees training at degree level.

6. NIUE

Background Information

Niue has one primary school with 250 students and 18 teachers, and one high school with 236 students and 23 teachers.

Current Aid Programmes

NZODA funding for the **Niue Education Project** (1999-2002). The Dunedin College of Education is the Management Service Consultancy responsible for providing technical support for 4 subject areas: English, Maths, Science and Social Science. There are two major initiatives in the Project:

1. The adoption of the revised New Zealand curriculum. Three ECE teachers visited Dunedin schools last year as part of their in-service training, and visiting specialists work with ECE staff to develop principles and strands of the *Te Whariki* Curriculum.
2. The New Zealand Qualifications Framework, providing the key learning steps in the 4 subject areas, and supporting resources for children and teachers. Eight teachers have had attachment training with schools in Dunedin and at the College of Education.

An important aspect of the Project is the assessment of all curriculum areas in preparation for the National Certificate of Education Assessment that replaces the

School Certificate this year. The Project also addresses school management and includes long-term strategic planning, policy reviews and appraisal of related school systems. The establishment of the Education Management Team is a new development that involves four members of staff whose major role is to assist the principal to manage the school. A major objective of the Project is to produce vernacular resources for all levels. Niuean is an endangered language, with only 5,000 out of the 20,000 Niueans living in Auckland speaking fluent Niuean. Hitherto, Niuean Language has been a compulsory subject to Year 10, but this is extended to Year 11 this year and Year 12 next year, which requires a curriculum to be developed to meet NCEA requirements. A Language Commission will work with three members of the Education Department staff to develop a curriculum. To help with production of vernacular resources, three people will be working with NZ Learning Media.

Projects requiring assistance

1. The Education Department hopes to approach UNESCO and ask for assistance to fund a consultant to draw up a Project and Implementation Plan. This is in order to improve decision-making which is currently hampered by a lack of education statistics and management information.
2. Assistance, perhaps from IOE, is needed to improve basic literacy and numeracy skills.

7. SAMOA

Current Aid programmes

Donor agencies and governments continue to support the Department of Education's goal to achieve its objectives.

1. Institutional Strengthening Program — the goal is to strengthen the institutional

- capacity of the Department so that learning opportunities and outcomes for Samoan children will be substantially improved.
2. The Education Sector Project Asian Development Bank Loan undertook the upgrading of school facilities.
 3. The UNDP funded 'Augmenting Institutions for General Attainment' Project continues to improve the curriculum, language, literacy and the Samoa Primary Education Literacy Level (SPELL) programs. These improved programs are
 - Early Childhood Education
 - Special Needs Education
 - Language and Literacy
 4. AusAID funded Primary Education Materials Projects I and II.
 - Upgrade primary curriculum materials, teacher manuals, grammar texts, monolingual dictionary.
 - SPELL tests to measure literacy and language levels.
 - In-service training for teachers on the new student workbooks and teacher manuals.
 5. NZODA funded Secondary Curriculum and Materials Project.
 6. UNESCO funded CSI Samoa Project – Education for Sustainable Living. The aim is to produce resource books on mangrove ecosystems.
 7. SPBEA and GOS funded School Based Assessment Project. The aim is to train teachers in the use of classroom assessment techniques.
 8. WHO-funded Health Promoting Schools.
 9. UNESCO funded Associated Schools Project, the aim of which is to provide background material so that students can participate in national and international activities.
 10. UNESCO and NZODA-funded Supporting Teacher Education in Pacific Schools to assist with school-based in-service teacher education.
 11. ADB-funded Education Sector Project to emphasise equity of access to schools and the quality and efficiency of the Education Department.
 12. The Peace Corps Scholarship Scheme provides support to teachers furthering their studies at NUS, and the governments of Australia and New Zealand support the upgrading of curriculum materials.
 13. The Japanese government donated Print Shop equipment.

Further Developments

National Curriculum Framework — review of assessment and the examination system.

8. SOLOMON ISLANDS

Current Aid programmes

1. BELS, UNDP Project on Secondary and Primary Management Training, World Bank Project, Primary Curriculum Project. All programmes were disrupted by recent political events.
2. Rescue projects 2000-2002

2000-2001

- NZODA — support towards secondary school operation grants.
- Republic of China — provided support to primary schools, training in regional institutions, maintenance and repairs in some secondary schools.
- EU — support towards training in regional institutions and ongoing support for non-formal education.
- AusAID — support towards supply of textbook packages for community high schools; sponsorship of medical students in PNG.
- DFID — support towards supplies for

primary schools; salary payment for teachers for part of 2001; strengthening of Inspectorate Department of the Ministry of Education.

- World Bank — through its Third Education Project assisted in infrastructure development in provincial secondary schools.

2002

- Republic of China — support towards training in regional institutions.
- EU — support towards secondary schools in the form of grants.
- NZODA — extra support towards in-country awards.
- DFID — continuing support towards primary schools' materials and strengthening of Inspectorate Department
- Canada Fund — support towards teacher training at USP.

Initiatives Requiring Aid

1. Capacity support, particularly towards the division responsible.
2. Early Childhood Education:
 - a) Community and Parental Support for ECE Programmes,
 - b) Development of ECE and curriculum guidelines.
3. Literacy Education
 - a) Training of National Trainers (concentrated language encounter) — R.I. project,
 - b) Training of Teachers in light-house schools in all provinces,
 - c) Story book writing,
 - d) More resource materials, stationery supplies for literacy and numeracy.
4. Teaching and Learning:
 - a) Classroom Assessment techniques,
 - b) Extension of PILL (1) and (2) to monitor standards,
 - c) Introduce Solomon Islands Standardized Test of Achievement (SISTA).

5. Curriculum Innovations for Life Skills.
6. Direct technical assistant support may be worth considering, particularly at a time when big cuts have been made of staffing in the Ministries. Donors are beginning to fund recruitment of qualified staff, especially accountants, to be directly involved in the management of funds and accountability.

9. TOKELAU

Background Information

There is one school on each of the 3 atolls. Each school has a pre-school level, a primary and a secondary level up to Year 10. For Form 5 (Year 11) all students attend one of the three schools. The Form 5 programme runs for five years on each atoll in turn.

Teachers are trained Samoa, Fiji and New Zealand. This year there are some VSA teachers.

The Education Department acknowledges the help of IOE tutors who visited Tokelau as part of the BELS programme and helped upgrade education development, and also thanks all the donors who have given equipment (TVs, photocopiers, teaching resources, computers etc) to upgrade education in Tokelau.

Local PTAs and the 3 Councils of Chiefs are very supportive of the schools.

Tokelaun and English are encouraged in the schools' policy, and Christian living is part of the curriculum; church personnel are involved in this spiritual development.

10. TONGA

Background Information

There are 118 primary schools with 16,812 students and 753 teachers, and 40 secondary schools with 14,159 students and 1,001 teachers. Primary education is compulsory.

Current Aid Programmes

- BELS —Tonga requests the programme be continued.
- Tonga Institutional Strengthening Project (TISP) funded by New Zealand Ministry of Foreign Affairs and aimed at training teachers to be effective teachers of literacy. TISP also assisted in the provision of a Post-graduate Diploma in Teaching.
- SPBEA has assisted in classroom and national assessment training.
- Japanese Grass Root Project, in partnership with the PTA, has provided funding to build primary school classrooms.
- New Zealand is assisting the building of a classroom and teachers' quarters
- Australia is assisting the building of a classroom and teachers' quarters.
- China has assisted the building of Ha'apai High School and committed to rebuilding Tonga High School.

Initiatives Requiring Aid

- Establishment of the Institute of Higher Education.

11. TUVALU

Current Aid Programmes

- 1. ECE Projects** Canada Fund — 2 school buildings. UNICEF — shown support for in-country staff training, and is negotiating with Tuvalu government on curriculum development.
- 2. Primary Projects**
 - EU – has funded the construction of two schools, is currently funding two, and four more within six years.
 - France – funding for 20 classrooms and an admin. office at Nauti Primary School, ten more to come.
 - USA – three classrooms and school library.

- Rotary Club of Melbourne – eight computers each to two schools.
- Tuvalu Australia Support – review of primary schools curriculum and training of teachers to teach it.
- Teaching of English as a Foreign Language (TEFoL) qualification – training of 23 teachers and accreditation negotiation underway with Griffiths University.
- IOE – funding and support to purchase library books.

3. Tertiary

New Zealand and Australia sponsored 40% of pre-service scholarship awards in 2000-2001, 11% sponsored by CFTC, UK and others. USP funding for University Centre.

Initiatives Requiring Aid

1. Curriculum review and training of teachers is still a priority requirement for Early Childhood Education
2. Second speakers of English need attachment in English speaking countries to improve their competence in teaching English.
3. There is still a very pressing need to improve literacy skills. English and vernacular reading materials are very scarce. Funding support is needed for local primary book production in both English and the Vernacular, and training for local teachers (primary and secondary) in book production.
4. Support is needed to continue (a) the PILLS testing to monitor the literacy skills of pupils until we are satisfied with the literacy results, and (b) UNESCO's funding for the BELS components, which support literacy activities in the countries.

5. Funding is needed for an accelerated programme to provide the professional certification for the long serving untrained teachers in schools in Tuvalu and the region.

12. VANUATU

Current Aid Programmes

1. Australia
 - Senior Secondary Expansion
 - Junior Secondary Teacher Training.
 - INTV Strengthening
 - Internal and External Scholarships
 - Emergency Funds Earthquake Damage
2. China — Vila South Primary School
3. European Union —
 - JSS expansion
 - Emergency Funds Earthquake Damage
4. France —
 - Teachers
 - Internal and External Scholarships
 - Emergency Funds Earthquake Damage
5. Japan —
 - Primary Schools Construction
 - Internal Scholarships
6. New Zealand —
 - Curriculum Development .
 - Examinations
 - Management Training
 - Gender Analysis
 - Internal and External Scholarships
7. SPBEA — Examinations assistance
8. South Pacific Commission —
 - Solar panels for rural primary schools
9. Telecom Vanuatu —
 - Free Internet access to schools
10. UNESCO —
 - Furniture and Equipment
 - Training
11. UNICEF — ECE Pilot Project
12. United Kingdom —
 - EFA Technical Assistance

13. Vanuatu Government
 - Primary school construction
 - Training
 - Internal and external scholarships

Unmet Needs

- 1. Early Childhood Education:** Organization, Community support, Curriculum Development, Vernacular, Textbook production
- 2. Primary Education:** Curriculum Development, Textbook production, Head Teachers' Training, Advisors' Training, Teacher Inspection and Assessment, Examinations including PILL, ICT
- 3. Secondary Education:** Curriculum Development: Textbook production, Head Teachers' Training, Advisors' Training, Teacher Inspection and Assessment, Examinations, ICT
- 4. Teachers' College:** Review, Staff upgrading, ICT
- 5. Vocational and Technical Education:** National Training Council, Curriculum Development, Materials production, Teacher Training, Examinations, ICT
- 6. Sustainability:** MIS, Staff Training and Retention, ICT
- 7. Proposals for Regional Cooperation under the auspices of the IOE**
 - Literacy and Numeracy
 - Science Education in Primary Schools
 - Head Teachers' Training
 - Review of the Teachers' College curriculum
 - Education Management Information Systems
 - Re-Thinking Pacific Education
 - Technology Studies