SECRETARIAT OF THE PACIFIC COMMUNITY

EDUCATION, TRAINING AND HUMAN DEVELOPMENT DIVISION

Strategic Plan

2014–2016

CONTENTS

1. INTRODUCTION

This is the first integrated strategic plan for the Education, Training and Human Development (ETHD) Division, covering its three programmes, Human Rights – Regional Resources Rights Team (RRRT), Secretariat of the Pacific Board for Educational Assessment (SPBEA) and the Human Development Programme (HDP).

The plan also clearly links the division's vision and mission to the new Corporate Strategic Plan 2013–2015 and takes into consideration the priorities at national and regional level, inclusive of global commitments by SPC member countries as well as Millennium Development Goals (MDGs) and the post-2015 development agenda.

The ETHD Division recognises the centrality of people – children, students, young men, young women, people with disabilities, mothers, job seekers, the rural and urban poor, the cultural producers, men and women – in development programming, and how their needs and entitlements should drive the development agenda. It also recognises that these different groups have different vulnerabilities and contributions to development and that development challenges will impact them differently. Likewise, it recognises the disparity in development levels among Pacific Island countries and territories, which poses implementation challenges for the programmes. Finally it recognises the tremendous cultural diversity and wealth of the region, which have not been tapped sufficiently to ensure development programming and policy is contextualised and meaningful to Pacific peoples.

The ETHD Division's strategic plan focuses on higher-level outcomes for each of the three programmes and outlines the vision, mission, objectives and results for the three year period 2014–2016. Further information on detailed activities will be provided through individual programme annual workplans and reports. The joint country strategy process will continue to contribute to the determination of country priorities.

The division's activities predominantly contribute to the key development outcomes pertaining to sustainable human and social development as outlined in SPC's Corporate Strategic Plan (2013–2015) and in the minimum development indicators. However it must be noted that gender, education, culture and human rights cut across all key development outcomes, including sustainable economic development and sustainable natural resources and environment management and development.

2. BACKGROUND

The Education, Training and Human Development Division is in its third year of operation. When it was established in 2011, it brought together the Secretariat of the Pacific Board for Educational Assessment (SPBEA) and four programmes from the former Social Resources Division: the Community Education Training Centre (CETC), the Regional Rights Resource Team (RRRT), the Regional Media Centre (RMC) and the Human Development Programme (HDP).

In response to the recommendations of the Independent Expert Review (IER) of SPC in 2012, RMC was downsized and transferred to the Director-General's office in January 2013, and CETC will be closed, with its community development programme to be transferred to the University of the South Pacific (USP) in January 2014.

The IER also recommended that:

A study led by SPC should be quickly executed to determine SPBEA's future role in regional assessment and to identify how it can effectively work to improve educational quality in the Pacific, while maintaining a clear focus on performing its core activities to an international standard and also extending its relevant services to Francophone members, further noting that the review of SPBEA should be carried out with the participation of members.

The review of SPBEA has been completed, and the next steps will be to look at an implementation plan and schedule, focusing on improving the quality of education. Recommendations include expanding the mandate of SPBEA to include curriculum development, with the inclusion of technical and vocational education and training (TVET) and the Pacific Certificate of Applied Leaning (PCAL) alongside non-vocational mainstream courses; and designating the Pacific Register of Qualifications and Standards (PRQS) as a core function of SPBEA to ensure credibility of Pacific qualifications and referencing of qualifications from national authorities against a common framework.

3. PACIFIC CONTEXT AND CHALLENGES

According to the Asian Development Bank (ADB) human development indicators (September 2013), gains experienced in the Pacific region over the past two decades continues to be unequal, with some groups being left out of development gains. While the Pacific continues to have high fertility rates, these present challenges for small economies, resulting in lack of access to basic goods and services including adequate health care, employment and education, leading to increased hardship in affected communities (ADB 2013). Uneven access to resources is a cause for concern not only due to its impact on livelihoods, but also due to its potential impact on peace and security as evidenced by events over the past decade. There needs to be continuing recognition that countries are at different levels of development, and human development issues are broad-based and interrelated. The United Nations Development Programme (UNDP) Human Development Index (2012) placed most Pacific Island nations in the middle range in terms of human development, with only Papua New Guinea and Solomon Islands in the low category. The following summary of the context and challenges of human development in the Pacific covers the five main issues relevant to the current focus of the ETHD Division.

3.1 Economic growth

Economic growth in the Pacific region has been mixed, with some countries experiencing high levels of growth – in particular resource rich countries – and others either stagnating or experiencing lower growth rates. Over the last five years, Pacific economies mostly recorded low rates of growth, and in three cases they recorded economic contractions (ADB 2013).Economic growth was impacted by a number of natural disasters as well as the global economic crisis, which negatively affected the level of export and growth, the level of remittances, export commodity prices and the tourism sector.

High levels of unemployment, especially amongst youth, are also a major issue for many Pacific Island countries, and the potential security implications of this phenomenon have been recognised and given priority. Pacific Island countries have very high populations of young people; 41% of the total population in Marshall Islands is in the 0–14 age range, and all Pacific countries have over 27% of their population in this range (ADB 2013).

Economic policy and design continue in most cases to exclude the potential contributions of women, youth, persons with disabilities and rural and local communities in the development process, resulting in lost opportunities. There continues to be emphasis on urban development and services, although these

generally also remain inadequate and do not resolve inequality, which is evident in the rise in rates of urban poverty in several countries. At the same time rural populations in countries such as Solomon Islands, where only 20% of the population are considered to be 'urban' have been left behind (ADB 2013).

The culture sector has great potential to contribute to the economy through cultural tourism, handicrafts production, creative industries, agriculture, food and medicine and fisheries. Its contribution needs to be fully recognised and properly valued, and it should be integrated into development policy as it reaches both rural and urban communities. Development programming and policy should also take account of the cultural understandings and abilities of local communities in order to create more equal and balanced outcomes.

3.2 Sustainable development

Sustainable development, with core interdependent and mutually reinforcing pillars including social development, economic development environmental protection, gender equality and cultural diversity and sustainability, has been put at the fore in the post-2015 development agenda discussions on how best to continue the fight to eradicate poverty and transform economies.

Key challenges to sustainable development efforts in the Pacific region include: (i) geographic isolation and the resultant high cost of transportation, which impede growth in trade and tourism and raise the cost of goods and service; (ii) small size and limited resources; (iii) growing populations; (iv) high rates of emigration; (v) limited capacity (human resources) and its impact on the absorptive capacity of countries; (vi) vulnerability to climate change and natural disasters, and their impact on infrastructure, utilities, food security and water supply; and (vii) dependency on fossil fuel, with its continuing price increases and links to overseas development.

Increasing levels of poverty and hardship continue to be a serious challenge, with an estimated one in four living below the average national basic needs poverty line. Growing poverty is evidenced by difficulties accessing water, sanitation, shelter and health care. These situations of hardship exacerbate existing social tensions and gender inequalities such as domestic violence and delinquency. According to the ADB (2013), 'Government spending on health, as well as on social security and welfare, increased as a percentage of GDP in most Asia-Pacific economies since 2000.' The ratio of government expenditure on these services increased in more than 60% of the economies for which data are available for at least 11 years since 2000. Still, spending on health in the Pacific was equivalent to less than 2% of GDP in 2012 or the latest year, compared with about 4% in Australia and 7% in Japan (ADB 2013).

In the area of healthcare, non-communicable diseases (NCDs) account for 70% of deaths in the Pacific, and constitute the greatest source of disease burden and economic and social cost. This burden continues to grow. NCDs affect 50-year-olds who are in their prime in terms of qualifications, knowledge and skills (professional class) and who are major actors in development policy. According to the World Bank Report, 'The Economic Costs of NCDs in the Pacific', if nothing is done to reduce the risk of chronic disease, an estimated USD 84 billion of economic production would be lost from heart disease, stroke, and diabetes between 2006 and 2015 in the 23 low- and middle-income countries accounting for around 80 per cent of chronic disease mortality (World Bank 2012).

Mental health is an increasing problem; with suicide a significant cause of youth deaths. Lack of access to reproductive health information contributes to adolescent pregnancy and high rates of sexually transmitted infections, and all of these factors increase vulnerability to HIV. Continued improvement

and access to high-quality health care, including education and information, are essential in effecting vital generational behavioural changes.

Although traditional forms of social protection have continued to provide support to family members, recent trends have indicated that this protection has been affected by changes brought about by rapid urbanisation, emigration and increasing monetisation of economies. Social protection should therefore be a priority and draw on both organic and introduced systems of protection.

Core cultural values, activities and language continue to remain strong and evolve as the environment changes. They can preserve social cohesion and also facilitate and strengthen the development process. They are also at the heart of Pacific peoples' resilience and ability to pull together in times of difficulty, but they must be sustained and supported through development policy and programming to ensure strong communities.

3.3 Good governance

Despite continued support to progress good governance standards, governance continues to be a challenge for many Pacific Island countries and territories (PICTs). Given the direct links between governance, economic growth and development, sustained levels of support and monitoring are required. Governance is generally weakened through overemphasis of the executive arm of government and under-representation of women in the political sphere. The lack of coherence between organic political institutions and thinking, which emphasise consensus, and introduced systems, which thrive on oppositional politics, also weakens governance. Inclusive participatory consultative processes will close the gap between communities (urban and rural) and national governments. Political will, backed with technical expertise and funding, is required to progress the work on legislation, institutional review and/or reform. Measures and systems need to also be put in place to hold leaders accountable, reduce potential abuse and mismanagement and provide impetus to progress in human development.

3.4 Human security/human rights

Human security relates to the protection of the rights of individuals and communities to live in an environment free from fear, conflict and violence, and to live their lives based on their own priorities and world views. It is a fundamental human right and is a prerequisite for peace building, and sustainable development and economic growth. Several factors impact human security in the Pacific, including: unsustainable management of natural resources; destructive and polluting agricultural and mining practices; overharvesting of forests, coastal fisheries and other non-renewable resources; increasingly insecure access to land in some areas, particularly for women and youth; natural disasters (earthquakes, tsunamis, cyclones) and climate change; rising crime rates; urban overcrowding; inadequate food production; lifestyle diseases and poor nutrition; inadequate health services for a growing population; and a general disregard or undervaluing of cultural diversity and know how. By 2050, it is estimated that there will be two million people in the Pacific over the age of 60, and this will have related burdens in terms of the level of health care and the rising rate of disability, as well as resources to maintain the level of well-being of the aged population. This will impact rates of poverty at individual and household levels as well as contributing to rising health expenditures for families and governments. Other threats include border controls and transnational crimes such as illegal trafficking of drugs and people.

Improvements to human security are linked with the provision of basic human rights and require human rights-based responses. The ability to provide basic human rights, which enhance development in the Pacific, is characterised and limited by the following main issues:

- The Pacific has the lowest levels of ratification and compliance with human rights standards globally.
- Levels of violence against women are amongst the highest in the world (67+%) according to the family safety surveys undertaken in the region.
- Legislation to address violence in the home and towards women and children is outdated in the majority of Pacific Island countries.
- Discriminatory legislation that prevents women from accessing economic rights impedes economic development in the region.
- There is an absence of fully functioning institutions guaranteeing integrity, such as ombudsman's offices and human rights commissions, at both the national and regional levels; Samoa is the sole Pacific nation that has an emerging national human rights institution that is seeking compliance with international standards.
- State integrity mechanisms including the courts and the police are weak in many sectors; access to justice remains a key issue in the region.
- It is estimated that people with disabilities in PICTs are amongst the poorest and most marginalised members of society. Major issues relating to disability include negative attitudes/lack of accessibility/discrimination, lack of legislation, lack of resources, and lack of disability-related data.
- There is a lack of integration of cultural rights in development policy and programming.

3.5 Education

Pacific Island countries place great value on education, and it is a tool to empower people to take possession of their livelihoods and well-being. Education is vital for development. A lot of progress has been made in Pacific education through increased student access and retention, and regular review of curricula to ensure greater relevance to countries' priority development needs, but contextualised learning still needs a greater focus, so that students are able to learn about their own histories and languages and develop new skills through arts and cultural education. Additionally, the level of development in education varies from country to country depending on a series of factors, including the level of human and financial resources.

There have been gradual but important shifts in emphasis in educational assessment, and it is important for these shifts to be reflected in the work at the regional and national level. In addition, there are several ongoing challenges, including the need to address the three strategic goals of education outlined in the Pacific Education Development Framework: (i) to achieve universal and equitable participation in and access to Pacific education and training (access and equity), (ii) to improve the quality and outcomes (quality), and (iii) to achieve efficient and effective utilisation of resources ensuring balanced and sustained development of Pacific education systems (efficiency and effectiveness). The competing human and financial demands of meeting the strategic goals have often meant that quality is compromised.

In 2010, Pacific Leaders reaffirmed the priorities of the Pacific Plan and stated that education should 'focus on efforts on increasing literary and numeracy rates in selected Pacific Island countries.' In 2011, Leaders further reaffirmed their commitment to raising educational standards, and welcomed the announcement from Australia and New Zealand that they would work to ensure that 75 per cent of Pacific children can read by the age of 10 by 2021.

A number of trends have been identified that also must be addressed:

- An increasing range of intervention and activities leading to an improvement in classroom achievement in general, and in literacy and numeracy in particular;
- Identification and evidence-based quantification of factors that impinge on quality education and student achievement;
- Consolidation of a quality assured mechanism for regional recognition of qualifications that facilitates opportunities for labour mobility; and
- An expansion of the use of information technology within examination systems, standards monitoring, and research.

High-quality education incorporates the provision of a safe and healthy context for learning, appropriate content that allows for growth and policies that encourage trained teachers to deliver appropriate twenty-first century curriculum content and to link the learning outcomes to national and local requirements.

The Pacific Islands Literacy and Numeracy Assessment (PILNA) instrument was used to set literacy and numeracy baselines using a regional sample of about 27,000 Pacific Island pupils completing four and six years of primary schooling in 2012 in 14 countries. All pupils who completed four and six years of primary education were target populations in the smaller countries, while a stratified cluster random sample of about 2000 pupils from each year level were taken in the seven larger countries. The key finding is that literacy and numeracy are in a dire situation across Pacific Island countries, with seven in every ten students (70.8%) who have completed six years of formal primary school failing to acquire the expected literacy skills specified in the Regional Benchmarks for Literacy and Numeracy, and five in every ten students (51.8%) failing to acquire the expected numeracy skills.

3.6 Gender equality

Gender disparities, in which women are disadvantaged in relation to men, continue to exist in virtually all areas of Pacific life: the highly gendered division of labour in which women do the bulk of unpaid domestic care-giving and food production work; attitudinal and structural barriers to equal participation in education, paid work, and public decision-making at all levels; and limited rights to own or inherit land, housing, property and other resources. Value systems that link masculinity with authority over women have contributed to the high rates of physical, emotional and sexual violence against women and girls found in recent Pacific studies, further reinforcing women's dependency and disempowerment. Some Pacific Island countries and territories have made progress towards greater gender equality and the empowerment of women. However, the pace has been slow and inconsistent, varying across the region, influenced by a web of intersecting, fluctuating and often conflicting factors, such as the heritage of centuries-old traditions, decades of colonialism and missionary influence, periods of armed conflict and the growing forces of modernisation, globalisation and climate change. The most powerful influence of all is political will. When leaders act on their commitments to build gender equality, by making the necessary investments in capacity building, policies, programmes, and action plans, as well as adequate resources to support implementation and accountability mechanisms, they galvanise the pace of progress (PIFS/SPC 2013). Civil society plays a key role in influencing progress in gender equality and countries with well established and active women's movements have seen milestones achieved as a result of their activism and support.

3.7 Cultural diversity

The Pacific is extremely culturally and linguistically diverse: it is home to one-third of the languages in the world. These languages provide a basis for cultural expression and hold a wealth of information related to biodiversity in the Pacific. Traditional agriculture, fisheries and food and medicine preparation have long provided Pacific people with sustainable food security and healthy lifestyles, and can continue to do so in the future. Traditional and contemporary crafts, arts (including music, dance and film) and cultural festivals can serve as a sustainable source of income and employment.

Cultural diversity is a source of creativity and personal and community well-being. Cultural and creative industries represent one of the most rapidly expanding sectors in the global economy, with a growth rate of 6.9 % in Oceania. Handicraft producers make up 17 per cent of Tonga's labour force. The Rio+20 United Nations Conference on Sustainable Development reaffirmed the potential of ecotourism and cultural tourism as a sustainable development tool. Cultural tourism, which relies on tangible and intangible cultural assets, accounts for 40 per cent of world tourism revenues. Globally, the tourism sector grew an average of 7 per cent per annum between 1998 and 2008, making it one of the world's fastest growing economic sectors. Thus there is great potential to further develop cultural tourism in the Pacific.

Culture has the continuing potential to provide healthy, inclusive, sustainable livelihoods in the Pacific. This needs to be recognised and well-reflected in policies and investments that support, protect and promote those aspects of Pacific cultures that make a positive contribution to the realisation of these and other sustainable development goals.

3.8 Disability

As noted in the Australian government publication *An Effective Aid Program for Australia* (2011), around 15 per cent of the world's population lives with a disability, and the majority of these people reside in developing countries. People with disabilities in the Pacific face numerous challenges affecting their capacity to live with dignity and enjoy equality. Discrimination, lack of access to basic services, and vulnerability to physical and sexual violence are routine examples of the human rights violations that disabled persons encounter.

RRRT works in partnership with both the Pacific Islands Forum Secretariat and the Pacific Disability Forum (PDF) to advance human rights for persons living with disability. Pacific Island governments are now increasingly giving attention to the Convention on the Rights of Persons with Disabilities, with several having signed the convention (Fiji, Federated States of Micronesia, Palau, Solomon Islands, Tonga), and Nauru, Cook Islands, Kiribati, Papua New Guinea and Vanuatu having ratified it. RRRT provides both national level support to governments and disabled peoples organisations, and regional training and awareness. The main support to disabled peoples organisations has been through the partnerships fostered with RRRT's country focal officers.

Support for disability rights cannot be provided without support towards adequate health care, education and employment. It is also critical that disability be considered in all efforts to address violence against women. It is estimated that women with disabilities are at greater risk of violence than non-disabled women, and this must be specifically considered in the process of legislative drafting to address continued violence against women and children.

4. SPC'S RESPONSE

The ETHD Division's response to the issues and challenges outlined above will be fully aligned to SPC's Corporate Strategic Plan 2013–2015.

Sustaining and enhancing human development in the Pacific continues to require an approach that builds on strengths and specificities of Pacific communities and strengthens their engagement with national institutions as well as with regional and global changes. The ETHD Division will play a role in addressing the challenges by offering a range of services, including:

- Policy advice and related institutional strengthening support;
- Support in drafting legislation;
- Training, capacity building and capacity supplementation;
- Technical assistance;
- Monitoring of standards;
- Advocacy;
- Improving the collection, analysis and dissemination of data on education, training and human development;
- Research and analysis;
- Strengthening and development of partnerships with all stakeholders, including civil society organisations (CSOs);
- Coordination, monitoring and secretariat support for regional commitments and institutions, e.g. Pacific Youth Council and Council of Pacific Arts and Culture;
- Provision and dissemination of information and best practices; and
- Practical knowledge and information on human development approaches.

4.1 Human Rights Programme – Regional Rights Resource Team (RRRT)

RRRT's primary clients are the national ministries and departments responsible for gender, welfare, health, police and justice; solicitor generals' offices; and CSOs, including disabled peoples organisations. RRRT will continue to provide technical services and training, policy and advocacy to governments and civil society to facilitate the establishment of mechanisms to enable them to observe human rights standards. RRRT has seven project areas: legislative lobbying and advocacy training; development of legislative implementation plans for Kiribati; HIV; disability rights; gender equality and the development of curriculum for the USP Diploma Programme; leadership governance; and human rights.

To respond to the need to ensure compliance with human rights standards – from legislation to policy and planning – RRRT will continue to provide training and capacity building in human rights compliance to a range of stakeholders, including judges and magistrates, members of parliament, lawyers, civil servants, and representatives of civil society.

4.2 Human Development Programme (HDP)

HDP's primary clients are the national ministries and departments responsible for gender, youth, and culture and CSOs. However, the integrated approach of the programme and its cross-cutting nature

require cross-sectoral work with other SPC divisions and national institutions such as national statistic offices and finance and planning ministries.

HDP will continue to provide policy review and development support to countries in the areas of gender, youth and culture through the development and delivery of targeted technical assistance, training, workshops, institutional support and case analysis. It will continue to work towards improving the collection, analysis and dissemination of statistics, data and information on culture, gender and youth. At the regional level, HDP will continue to work closely with relevant CROP (Council of Regional Organisations in the Pacific) agencies and other stakeholders including UN agencies to improve the human development focus in regional frameworks; provide leadership, coordination and secretariat support to the Council of Pacific Arts and Culture and the Pacific Youth Council, and support for the Festival of Pacific Arts; and improve monitoring and reporting, including for the Regional Cultural Strategy and for the Revised Pacific Platform for Action for Gender Equality and the Advancement of Women.

HDP will continue to draw on the whole of SPC's experience to support its multi-sectoral approach to identify relevant and emerging issues for research and analysis. Priority will be placed on developing mechanisms for including community-based organisations more systematically in the work of the programme. HDP will strengthen links and engagement with PICTs and international decision-making bodies and forums to ensure the interests of the Pacific Island region are well represented.

As the regional coordinating agency for a number of relevant international and regional commitments in the area of gender, youth and culture, HDP will continue to facilitate and contribute to relevant regional dialogue, networking and events such as the Council for Pacific Arts and Culture biennial meetings and the Triennial Conference of Pacific Women.

4.3 Secretariat of the Pacific Board for Educational Assessment (SPBEA)

SPBEA's primary clients are the national ministries of education and institutes of education (teachers colleges), primary and secondary school administrations, and students.

SPBEA will continue in its lead role under a cross-national approach to assessment studies in the region. Following its recent review, SPBEA will move beyond summative assessment to its use in benchmarking the quality of education. The pilot work in three countries with the Pacific Benchmarking for Education Results (PaBER) and Pacific Islands Literacy and Numeracy Assessment (PILNA) is an example of a current project that is evidence-based and government supported, and adopts a rigorous approach to comparative cross-national studies that takes into account cultural and local factors that influence student learning and teacher quality. Ministries, education systems, school leaders and teachers need to be provided with evidence-based descriptions of what is successful in raising local, systemic, national and regional levels of performance amongst teachers and students.

SPBEA will expand its mandate to include curriculum, teaching and learning, school leadership and technology; adjust the mode of delivery for all services, drawing from among capacity building, capacity support, capacity supplementation and capacity substitution; include curriculum development, with the inclusion of TVET and PCAL alongside non-vocational mainstream courses; and make PRQS a core function to ensure credibility of Pacific qualifications and referencing of qualifications from national authorities against a common framework.

4.4 Information and communications

The three programmes produce a range of reports and publications, including toolkits and technical manuals; posters; and policy documents for members in education, human rights, culture, gender and youth. The ETHD Division also has a website, and several email groups, including the Pacific Women's Information Network (Pacwin).

During the plan period, the ETHD Division's communications strategy, and specific programme communications strategies will be implemented to ensure target groups in member states, development partners and other strategic partners are effectively reached.

4.5 Cross-cutting issues

All three programmes in the ETHD Division focus directly on cross-cutting issues such as gender, human rights (including disability), youth outreach and education. Direct support is being provided where relevant towards national, regional and international efforts on several other cross-cutting issues.

4.5.1 Climate change

The adverse impacts of climate change are far reaching, and affect women and men differently. Due consideration should be given to these differences in order to develop effective climate change strategies. It has also been recognised that gender inequalities and the violation of human rights affect the ability of Pacific Island countries and territories to adapt to and mitigate different impacts of climate change. Climate change also impacts cultural heritage, including through the destruction of sites, relocation of communities whose knowledge of place, 'his/her stories' and cultural practices is lost. Climate change policy also needs to focus on traditional knowledge and know how alongside technical adaptation.

To date, technical input has been provided by HDP and RRRT to the development of a toolkit for climate change practitioners to support capacity building for mainstreaming gender into climate change activities. SPBEA has provided support to GIZ on an education curriculum on climate change for primary and secondary schools.

HDP and RRRT will support countries to further advance the multidimensional approach to climate change adaptation as recommended by the Pacific Beijing +15 review report, and for the incorporation of gender equality and human rights principles, and cultural knowledge in all areas of regional and global negotiations in relation to climate change.

4.5.2 Food security

Food security is a basic human right and is also a health and development issue. Vulnerable groups, including women, children, the disabled and the aged, are more impacted when there are increases in the price of food, and when access to food is difficult. HDP and RRRT will support countries to ensure access to affordable and healthy food, whilst SPBEA will support curriculum development in this important area. Traditional methods of food production and preservation can be documented and trialled to ensure security in supply.

4.5.3 Non-communicable diseases

Support towards the campaign against NCDs can be provided through curriculum development, as well as other information and awareness sharing with the vulnerable groups.

4.5.4 Better data on human and social development

Issues of culture, gender equality, human rights and youth have been low priorities on national development agendas, tending to be regarded as 'soft' issues rather than serious economic and social concerns with critical connections to national development, democracy and peace, food security and climate change. Good evidence can change this view by showing how these issues impact development. This requires valuing what socio-economic and socio-cultural data can tell us and investing in research, analysis and improved social statistics more generally. We have seen the impact that good research on sexual and gender-based violence in a number of PICTs has had in terms of greater recognition of the issue and action to address this problem through improved legislation, services and more active community involvement. More evidence about the immediate and longer-term socio-economic benefits of investing in better social policy and a rights-based approach to development is needed, as well as better information on issues such as the contribution of culture to the economy, the situation of young people in the Pacific, and the value of unpaid work and non-financial resources and exchanges in national accounts.

5. GOALS, OBJECTIVES AND RESULTS

5.1 Overall goals of the division

The Goal of the ETHD Division is 'Pacific Island peoples are empowered to attain their development potential through education, gender equality, human rights, and culture.' This links directly to the corporate vision and mission. The ETHD Division's mission is to 'promote and support PICTs in the design, delivery and monitoring of social, education and development policies, programmes and services.'

Corporate vision: A secure and prosperous Pacific Community whose people are educated and healthy and manage their resources in an economically, environmentally and socially sustainable way

Corporate mission: To help Pacific Island people position themselves to respond effectively to the challenges they face and make informed decisions about their future and the future they wish to for the generations that follow

Sustainable economic development

Sustainable human and social development

Sustainable natural resources management and development

Human rights, legislative reforms

ETHD Division vision: Pacific Island peoples are empowered to attain their development potential through education, gender equality, human rights, and culture

Regional cultural strategy and framework

Gender mainstreaming, improved gender equality policies and programmes

Regional assessments and benchmarking for results

Regional qualifications and register framework

Enhanced development potential of PICT people in education, gender equality, human rights, culture, youth

5.2 Human Rights Programme (RRRT) goals, objectives and results

RRRT's vision is 'a socially just and equitable Pacific Islands society based on principles of human rights, democracy and the rule of law as the basis of development for Pacific peoples.'

Its mission is 'to provide training, policy advice and technical support to the Pacific governments and civil society to facilitate the establishment of mechanisms to enable them to observe human rights standards.'

RRRT's priorities during 2014–2016 will focus on four major practice areas:

Objective 1: Supporting policy- and decision-makers to comply with the human rights standards to which member countries have committed themselves

Result 1.1: Increase in knowledge and understanding of human rights standards by decision-makers, as evidenced by the numbers of decision-makers who have received and acted upon training, technical assistance and information

Result 1.2: Human rights compliant laws, policies and programmes are developed, as evidenced by the number of policies and laws developed and enacted

Result 1.3: Increase in regional discussion and discourse on human rights at the regional level, as evidenced by regional commitment

Objective 2: Supporting service providers such as civil servants, teachers, lawyers and police officers to help implement human rights obligations to which member countries have committed themselves

Result 2.1: Increase in knowledge and understanding of human rights governance and gender by service providers, as evidenced by the numbers of service providers who have received and acted upon training, technical assistance and information

Result 2.2: Greater access to human rights education through development of courses such as the USP Diploma in Leadership, Governance and Human Rights, as evidenced by increasing student numbers/requests for course development and training

Result 3.3: Service providers advocate for improved human rights services, as evidenced by increase in human rights-compliant legislation, policies, processes and directives

Objective 3: Supporting CSOs such as non-governmental entities in gaining access to human rights, and to assist them in complying with human rights standards to which their countries have committed themselves

Result 3.1: Increase in knowledge and understanding of human rights and good governance by civil society, as evidenced by the number of CSOs that have received and acted upon training, technical assistance and information

Result 3.2: Increase in CSO participation in human rights reporting, as evidenced by the number of CSO human rights reports developed, and increased involvement by CSOs in human rights mechanisms

Result 3.3: Government decisions are informed by civil society and collaboration between country focal officers, CSOs and government is strengthened. This is evidenced by stronger collaboration towards joint human rights goals

Objective 4: In partnership with the Pacific Islands Forum Secretariat, as well as other partners, examining the establishment of both national and regional human rights institutions in the Pacific

Result 4.1: Increased knowledge and understanding of human rights mechanisms by decision-makers and stakeholders, as evidenced by the number of partners and participants provided with information and training on national and regional human rights mechanisms

Result 4.2: Stakeholders advocate for the development of national and regional human rights mechanisms, as evidenced in the long term by implementation of national human rights institutions and a regional human rights mechanism

5.3 Secretariat of the Pacific Board for Educational Assessment (SPBEA) goals, objectives and results

SPBEA's vision is to enhance the quality of education and training for Pacific learners to realise the benefits of lifelong learning, and to ensure that learners of today and tomorrow are fairly assessed and supported

During the plan period, the focus will be on assessment as the key tool for monitoring learning, while acknowledging the importance of maintaining strong linkages with other enablers of learning in the classroom, including curriculum and pedagogy

SPBEA's mission: In the period 2014–2016, SPBEA is committed to providing timely and high-quality support to member countries towards improvement in the quality of student learning; provision of high-quality accreditation services; provision of senior secondary qualifications; use of qualitative and quantitative educational data; building capacity of institutions and systems to better monitor learning; and development of policies and strategies to facilitate the extension of SPBEA services to all PICTs

SPBEA's priorities during 2014–2016 are to continue the development and implementation initiatives already endorsed by governments and to support its member countries, including through the Pacific Education Development Framework. The principal areas within which SPBEA is promoting quality within education are:

Objective 1: Raising student achievement in literacy and numeracy

Result 1.1: Valid and reliable instruments developed and used by all to collect evidence on current situation with literacy and numeracy in the Pacific and in each country

Result 1.2: Literacy and numeracy baseline for the Pacific region (and countries) established and used as a basis for monitoring improvement in literacy and numeracy achievements

Result 1.3: Relevant and appropriate intervention policies and programmes in place in each country, based on evidence and focusing on the improvement of literacy and numeracy situation in each country

Objective 2: Improving teacher competency within the classroom

Result 2.1: Key competencies for all teachers (from early childhood to secondary) identified and used as basis for capacity building

Result 2.2: Strategy for improving teacher competency and effectiveness in classrooms throughout the Pacific, based on evidence collected, implemented in each country

Result 2.3: System in place in each country for ongoing monitoring and evaluation of performance of teachers with focus on improving level of competency

Objective 3: Establishing standards for teachers and principals

Result 3.1: Professional standards for both teachers and school principals (leaders) in place in each country

Result 3.2: Appropriate tools and instruments available to facilitate the collection of evidence on performance of teachers and school leaders, based on standards established

Result 3.3: Evidence collected on performance of teachers and school leaders used as basis for their ongoing development and improvement

Objective 4: Benchmarking factors contributing to quality in education

Result 4.1: Key factors influencing quality of education throughout the Pacific identified, as well as the nature of influence of each factor

Result 4.2: Relevant and appropriate tools and instruments used to collect evidence on extent (and causes) of influence of each factor on quality of education in each country

Result 4.3: Good practices and lessons learned from each country (and beyond) through benchmarking of evidence adopted as basis for improving quality of education in each country

Objective 5: Establishing a functioning framework and database of Pacific qualifications and standards

Result 5.1: International recognition and comparability of the Pacific register of qualifications and standards, including support of the Advisory Board

Result 5.2: Improved and upgraded capacity of national and regional accrediting agencies on quality assurance systems and processes

Result 5.3: Well established qualifications frameworks, including education and training systems in all Pacific Island countries

Objective 6: Providing high-quality internationally recognised senior secondary qualifications

Result 6.1: Quality of South Pacific Form Seven Certificate (SPFSC) maintained and improved, including reporting of students' achievement of learning outcomes

Result 6.2: Capacity of member countries' examination and assessment units strengthened in the assessment and reporting of learner achievement of learning outcomes

Result 6.3: New regional qualification in applied learning developed

5.4 Human Development Programme (HDP) goals, objectives and results

HDP's vision is 'to maximise the development potential of Pacific Island people in culture, and enhance the empowerment of women and young people.'

HDP's mission is 'to support Pacific Island countries and territories with the design and delivery of social policy, programmes and services.'

During the plan period, the programme will focus on several areas: gender as a cross-cutting issue, culture as an economic and social resource, more effective community-based approaches, implementation of the Pacific Youth Strategy 2013 and the Pacific Platform for Action on Gender Equality and the Empowerment of Women, the Forum Leader's Gender Equality Declaration, and the Regional Culture Strategy: Investing in Pacific Cultures 2010–2020. Emphasis will continue to be on developing initiatives that demonstrate an integrated human development approach in line with the broad goal and objectives of the programme.

HDP priorities during 2014–2016 are to enhance human development in PICTs by:

Objective 1: Fostering an integrated approach to human development at regional and national levels

Result 1.1: More effective culture and gender policy design and implementation in PICTs

Result 1.2: Human development issues reflected in existing and emerging regional sectoral strategies and approaches

Objective 2: Build national-level capacity to respond to human and social development needs

Result 2.1: Increased capacity to mainstream gender in PICTs

Result 2.2: Increased capacity for the implementation of the regional cultural strategy, including in the development and implementation of the cultural industries

Result 2.3: Increased capacity of national youth councils in the region

Result 2.4: Increased capacity to generate, compile and utilise data and information on culture and gender in PICTs for improved policy development, monitoring and reporting

Objective 3: Produce and disseminate information, including research, in multimedia forms to promote and support human development approaches

Result 3.1: Gender profiles developed and updated regularly for all PICTs

Result 3.2: Improved knowledge sharing on gender, culture and youth within the small island developing states and wider PICT networks for gender and culture and development

Result 3.3: Improved knowledge and sharing on the human development approach in the region through targeted research and the production and dissemination of information and resources

Objective 4: Strengthen and build partnerships and networks with community, faith-based and civil society groups to enhance their role in human development policy processes

Result 4.1: Civil society, community and faith-based organisations actively contributing to human development initiatives at regional and national level

Result 4.2: Improved coordination with CROP, international and regional non-governmental organisations (NGOs) and international agencies on human development

Result 4.3: Successful coordination and implementation of regional and international events on culture and gender, e.g. Triennial Conference of Pacific Women, Council of Pacific Arts and Culture meetings, and 12th Festival of Pacific Arts.

6. REPORTING, MONITORING AND EVALUATION

The ETHD Division reports regularly to SPC's governing bodies, the Conference of the Pacific Community and the Committee of Representatives of Governments and Administrations (CRGA), which provide the key directions for the division. Other sectoral meetings, such as the Forum Education Ministers' Meeting, Triennial Conference of Pacific Women, Council of Pacific Arts and Culture and Ministers of Culture play an important role in confirming these directions, identifying emerging challenges and providing feedback on the performance of the programme.

Annual progress reports and work plans are provided to the SPC executive and development partners. This is in addition to specific project reports and any special reporting that is required on a quarterly or six monthly basis.

As part of SPC's programme of regular reviews, the ETHD Division will be reviewed periodically. Evaluations will focus on results at the objective and output levels. It is planned that a reference group representing a range of stakeholders will provide guidance to the division as part of a broader SPC programme monitoring mechanism.

7. RISK AND RISK MANAGEMENT

The ability of the ETHD Division to efficiently and effectively implement its three programmes can be threatened by internal and external risks. It is therefore imperative that appropriate strategies are in place to address and/or mitigate these risks. The table below identifies, in order of priority, five main risk factors that could impact the division. Risks linked to funding/inadequate resources could have direct impact on the staff as well as on the number of activities that can be delivered to member countries. Currently, over 70% of the funding for ETHD is from project funds, and core functions are being funded from project funds, affecting the long-term sustainability of the service delivery. The other risk factors could also impact the effectiveness and efficiency of programme delivery.

Risk	Possible impact	Strategies to address and/or mitigate risk
Funding/inadequate resources	Core funding reduced due to overall reduction in funding or prioritisation of other technical areas; and/or Development partners reduce level of funding or pull out funding from programmes/projects due to change in government, change in policy and direction	RRRT programme is 100% project funded, and funding has been secured for the next four years; Project funding has been secured for other programmes including HDP and SPBEA; Long-term sustainability is the main issue
Uptake of policy and technical advice	Member states and/or organisation not taking up policy and technical advice	Engagement with member states, NGOs and other stakeholders are robust
Capacity issues	Retention/high turnover of staff and loss of senior, experienced staff; Insufficient capacity at national level; Competencies and skills: recruiting of the right skill mixes and quality staff; Insufficient numbers of technical staff in the gender and culture sections of the HDP mean that advisers cannot meet the demand for services at all levels: country, regional and national	Staff development programmes; Good engagement with staff members; Increased core funding allocation to these areas to recruit more core positions in these areas at professional levels
National responsibilities and lack of political support and local champions	National responsibilities not implemented, preventing the successful delivery of regional initiatives	Active programme to garner political support and to appoint and train local champions
Political instability	Impact on continuity and on the implementation of commitment	Contingency plan in place for options to minimise impact
Outdated laws/policies for some programmes	Impact on implementation of national, regional and global commitments	Continuous dialogue, and providing technical support towards amending laws and policies

8. PARTNERSHIP AND RESOURCES

The ETHD Division actively dialogues with governments, regional organisations, development partners, multilateral agencies, civil society and community-based networks, relevant private sector entities, academic and research institution and others. The achievement of the division's vision and mission will be contingent on how well it continues to engage with these entities to coordinate and complement/supplement service delivery and develop and enhance partnerships, as well as on the provision of technical and financial resources. ETHD will continue to engage with its partners to review frameworks, improve coordination and jointly design and implement programmes, as well as to mobilise additional resources.

9. LOGICAL FRAMEWORKS

9.1 Logical framework for ETHD Division – RRRT

Inputs	Activities	Outputs	Outcomes	Impacts
Objective 1: Provide capacity building in supporting policy and decision-makers to comply with human rights standards	Regional members of parliament (annually)	23 members of parliament provided with information/ capacity building annually	Members of parliament advance human rights-compliant policies and legislation in parliament	Increase in human rights-compliant legislative and policy change
	Regional judges and magistrates (bi-annually)	20 judges and magistrates provided with information/ capacity building annually	Judges and magistrates able to apply human rights in the courts and influence policy and laws	Increase in human rights cases in Pacific courts
	Regional lawyers (annually)	28 lawyers provided with information/ capacity building annually	Lawyers are able to use human rights in the courts	Increase in human rights-compliant legislative and policy change
	Technical assistance	25 people provided with information and capacity building	Increased knowledge of human rights standards in the work place	Increase in human rights-compliant standards and policies
	Training of civil servants	3 training workshops/year or technical assistance upon request	Senior civil servants/law reform commissions and ombudsman's offices able to apply human rights principles in policy/law reform	Increase in human rights and policy briefs and plans
	Universal Periodic Review training	1 training workshop/year as per Universal Periodic Review cycle	All states are able to submit a second round report to the UN Human Rights Commission for the Universal Periodic Review	2nd report reflects realistic plans to address key human rights issues agreed upon
	Reform of violence against women legislation	5 training workshops/year or technical assistance upon request	5 Pacific Island countries have violence against women/domestic violence bills and cabinet papers completed	Draft bills and cabinet papers are compliant with international best practices
	Research in new/ cutting edge human rights areas	At least one article or paper produced at RRRT/year	Articles/papers inspire regional discussions and lead discourse on human rights	At least one policy note/paper per year

	Advancing human rights-compliant legislative change/ human rights reporting; Disability, HIV, gender/climate change/human rights reports	1–3 interventions/year or technical assistance upon request	Pacific Island country governments are provided technical assistance when needed to ensure human rights-compliant policies and laws as well as development of human rights reports	At least 3 overdue human rights reports completed
	Pacific Human Rights Law Digest Volumes IV and V	Volumes IV and V printed and launched	Measure of human rights cases in Pacific courts; Digest influences policy-makers and judicial officials	Digest is used by judiciary, NGOs, students and others based on numbers of requests, hits on the website
	Communications and publications	Media releases, annual reports for SPC, case studies and stories of impacts documented	RRRT's work is well publicised and resources are readily available on the web; Evidence of good practices is documented	Feature articles in prominent media; at least 10 articles/ year; Case studies and stories documented and inserted into annual report for SPC
	Monitoring (all activities)	Follow-up to all training/ events; Collection of impacts and stories	RRRT's reports reflect the link between outputs and outcomes; Work is well publicised; Evidence of good practices documented	Stories documenting RRRT impact; RRRT case studies and impact tables prove link between outputs and outcomes
	Mid-term and final evaluations	1 independent external mid-term evaluation	RRRT's performance to be assessed beside AusAID's best practices	RRRT is measured on whether its outputs have lead to outcomes and on its: -cost effectiveness -documentation of impacts -management -transparency and accountability
Objective 2: Provide capacity supplementation to support service providers in implementing human rights obligations	Country focal officers (CFOs)	3 training workshops/ year	CFOs are effective in delivering training at the national level, monitor RRRT work and support work in violence against women, HIV, disability and other human rights issues	7 active CFOs in 7 Pacific Island countries; CFOs are fully trained, and trained as trainers; CFOs are skilled enough to document, prepare budgets and write policy

	Supporting national-level work for CFOs	CFOs deliver support to violence against women task forces, disability organisations/ government and NGOs	National actors are supported in key human rights areas through CFO training and assistance	Requests from national partners are honoured; CFOs are able to conduct national-level training and activities, as evidenced by plans/training and monitoring reports
	Training of service provider agencies	1–2 training workshops/ year upon request	Service providers are able to integrate human rights into their activities and plans	Number of requests; Integration of human rights curriculum/ materials into police, teacher/other training materials
	Professional Diploma in Legal Practice (PDLP)	2 X 2 week training in human rights and family law	All graduating lawyers receive human rights and gender training	All law graduates exposed to human rights; Law graduates maintain contact with RRRT, use RRRT materials
	Training for agency providing services on disability, HIV legislation, other human rights issues	Based on requests – 3 training workshops/ annum	Service providers able to write policy documents, human rights reports, advocate for improved human rights services	Participation in human rights coordination groups, requests for further assistance and mainstreaming human rights in training materials
	Regional lay magistrates	1 subregional training/ year	Regional lay magistrates are better able to consider protection orders, family law matters, domestic violence and discrimination cases at the local level	Increase in use of protection orders; New domestic violence legislation implemented; No complaints received from women's centres
	Human Rights Awards	Biennial event to recognise the work of Pacific human rights defenders	Increase media coverage and awareness of human rights work, provide incentive for human rights defenders	Increase in high-quality applications to the Human Rights Awards; Increase in 'hits' to the website providing information; Positive media coverage

Objective 3: provide capacity building in supporting CSOs such as non-governmental entities in complying with human rights standards	Legislative lobbying training; 7 Pacific Island countries	Training in 5 countries/ year for NGOs + government partners	Joint advocacy plans developed to build skills in leadership and lobbying	Advocacy plans; Campaign materials developed; Case studies
	Support to Community Paralegals (CPs) and NGO partners	1 training/year – in 1 country: Vanuatu, Solomon Islands, Tonga, Tuvalu, Nauru, Samoa	Active CPs are supported and continue to build skills; CPs document impacts	Number of active CPs; Number of CP impacts
	Regional CSO Forum	1 regional CSO forum / annum	CSOs are provided with information and training on how to use human rights to advocate on key issues	Number of NGOs that submit reports to the Universal Periodic Review; Number of NGOs that write shadow reports; Number of NGOs that develop active human rights campaigns
	Support to civil society human rights reporting	Upon request – provision of support to assist NGOs to write their shadow or human rights reports – includes all NGOs and disabled peoples organisations	Increase in NGO participation in human rights reporting; NGO perspective informs government decisions	Increase in the number of Universal Periodic Review NGO reports and NGO shadow reports submitted
Objective 4: Provide capacity building and supplementation to assist states and civil society to examine the establishment of both national and regional human rights institutions in the Pacific	Information on regional human rights mechanisms (RHRMs)	Distribution of RRRT policy paper and information kit to regional meetings/ consultations	Increased knowledge on the range of human rights mechanisms and key features of an RHRM	Increase in hits on website on RHRM information; Increase in requests for information/training on RHRM; Requests for speaking/other events; ID of at least 5 Pacific policy-makers/ persons of influence who will lobby for the development of an RHRM

	Staff capacity building in all human rights skills and areas	2 x 1 week staff training in key skill areas/year; Staff and CFO training of trainers courses; Other training opportunities	RRRT staff are multi-skilled and effective at training, writing, and monitoring human rights	Improved training and reports emanating from RRRT; Improved data collection, stories, impacts and case studies; RRRT staff able to write media releases and articles; All trainers are certified trainers

9.2 Logical framework for ETHD Division – SPBEA

Inputs	Activities	Outputs	Outcomes	Impacts
Objective 1: Provide capacity building to target particular areas of needs in order for member states to deliver better quality education	Capacity building workshops for key assessment personnel in all aspects of assessment Capacity building for member states on benchmarking procedures Capacity building for member states on the role of research in providing evidence to inform intervention Capacity building for member states for accrediting of national qualifications	Capacity and expertise of local personnel in assessment, benchmarking, accreditation and research enhanced	Education authorities in member states provide better educational services to clients at the country level	Overall improvement in the quality of education in member states
Objective 2: Provide capacity support to key educational personnel in member states in areas where SPBEA has a comparative advantage	Advice to member states on developing national policy and assessment frameworks Provide technical assistance in areas where need has been identified, (e.g., processing of national examinations etc.)	Enhanced level of expertise of personnel within member states in areas with limited expertise Relevant and appropriate assessment policy frameworks developed and implemented	Member states implement assessment policies and collect evidence to monitor and evaluate the quality of education	Overall improvement in the quality of education in member states

	Provide advice on new approaches to monitoring of education quality (e.g. benchmarking, monitoring and evaluation)	Strategy for monitoring and evaluating education quality developed		
Provide capacity supplementation to member states, especially in implementing new initiatives	Assist member states in the implementation of regional and national initiatives in literacy and numeracy	Literacy and numeracy baselines established in members states	Member states use appropriate tools and instruments to collect evidence and use such evidence to monitor educational standards	Overall improvement in the quality of education in member states
	Assist member states in the development of educational quality standards and benchmarks	Educational standards in place in member states (e.g. teacher standards, principal standards etc.)		
	Assist member states in the development of tools and instruments to facilitate the monitoring of standards	Appropriate tools and instruments for monitoring educational standards at country level developed		
Provide capacity substitution to member states in areas of SPBEA's mandate where skills and expertise are lacking	Provide quality assured qualifications (e.g. Pacific Senior Secondary Certificate [PSSC], SPFSC and CAL)	Member states have access to quality assured qualifications	Member states use evidence from research to provide appropriate interventions aimed at improving education quality	Overall improvement in the quality of education in member states
	Develop assessment tools for member states to use in facilitating and implementing their assessment strategies (e.g., SMITE [Strategy for Monitoring and Improving Teacher Effectiveness], ARTTLe [Assessment Resource Tool for Teaching and Learning], STALLIAN [Statistical Tool for Analysis of Literacy, Life Skills and Numeracy], ATLAS [Assessment of Teaching and Learning Administration System], ATLAS+ etc.)	Assessment tools available in member states.		

	Developing strategies for conducting educational assessment research	Strategies for conducting educational research in place in member states		

9.3 Logical framework for ETHD Division – HDP

Objectives	Activities	Outputs	Outcomes	Impacts
Objective 1 Foster an integrated approach to human development at regional and national levels	Policy review and advice; Policy workshops; Development of guidelines and toolkits; Policy papers and briefs for regional meetings and dialogues	Gender and culture policies reviewed and updated/ strengthened; National and sectoral development strategies and frameworks include gender and culture perspective; Gender and culture included in regional frameworks for development (e.g. Forum Economic Ministers and Trade Ministers meetings and climate change)	Better integration of culture and gender perspectives into policy design and implementation in PICTs and regionally	Culture is better valued and gender equality is advanced in sustainable development efforts of PICTs and the region

10. REFERENCES

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