South Pacific Board for Educational Assessment
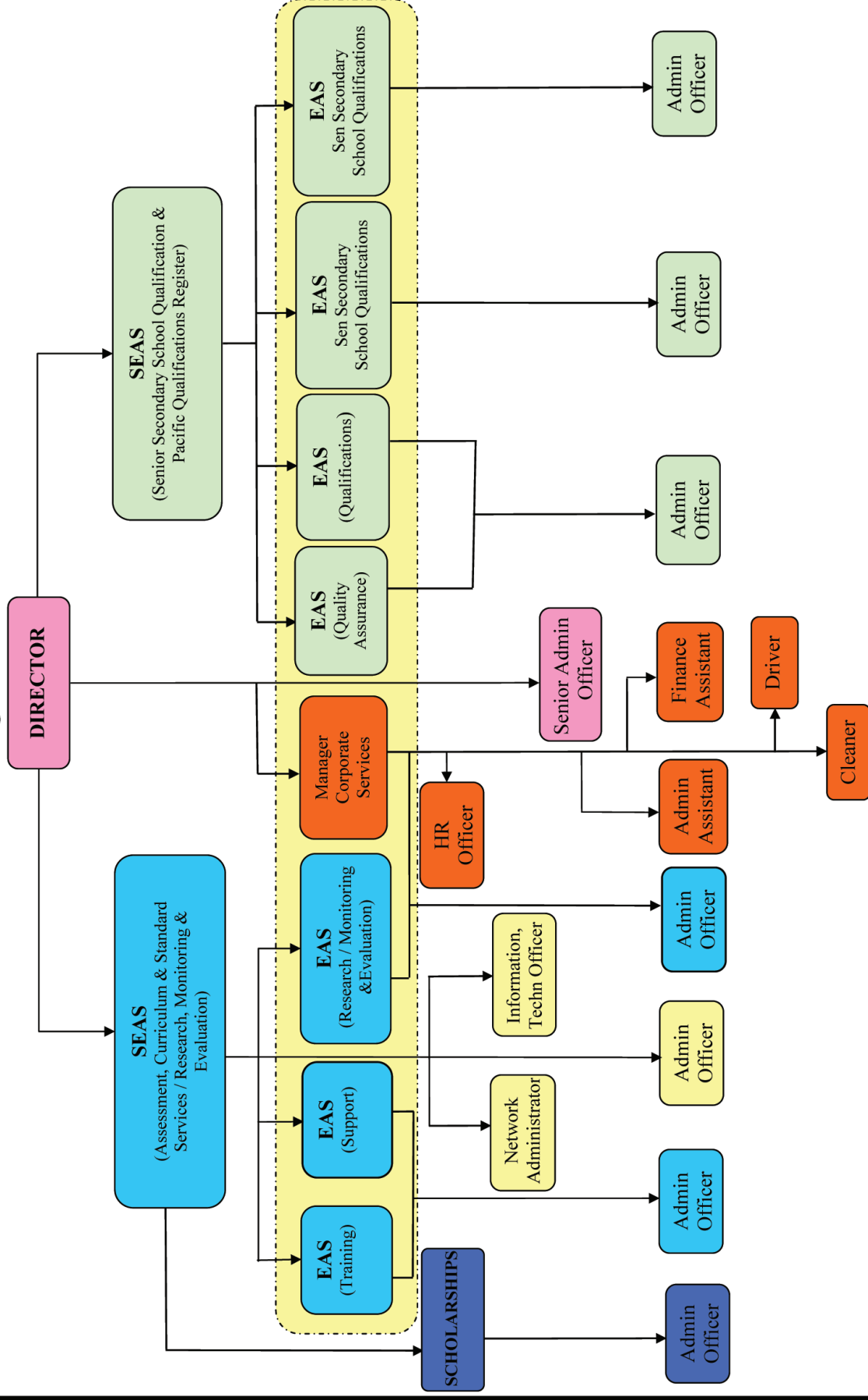
SOUTH PACIFIC BOARD FOR EDUCATIONAL ASSESMENT

SPBAE

Strategic Plan
2010 - 2012

"Looking after learners of today and tomorrow"

$\mathcal{C}$ontents

SPBEA Organisation Structure

DIRECTOR

SEAS
(Assessment, Curriculum & Standard Services / Research, Monitoring & Evaluation)

SEAS
(Senior Secondary School Qualification & Pacific Qualifications Register)

EAS
(Training)

EAS
(Support)

EAS
(Research / Monitoring & Evaluation)

Manager Corporate Services

EAS
(Quality Assurance)

EAS
(Qualifications)

EAS
Sen Secondary School Qualifications

EAS
Sen Secondary School Qualifications

Senior Admin Officer

HR Officer

Network Administrator

Information, Techn Officer

SCHOLARSHIPS

Admin Officer

Admin Officer

Admin Officer

Admin Officer

Admin Officer

Admin Officer

Admin Officer

Admin Officer

Finance Assistant

Admin Assistant

Driver

Cleaner

$\mathcal{F}$oreword

2010 will see the South Pacific Board for Educational Assessment (SPBEA) celebrate thirty years since its inception in 1980. It was initially established within the compound of the then South Pacific Commission (SPC) in Nabua, Fiji.

Over its thirty years, SPBEA services to its member countries, has grown from just the administration of external examinations that replaced the New Zealand Examinations such as the University Entrance (1989) and the University Bursaries Examinations (2004). SPBEA assisted Pacific Countries in nationalizing the School Certificate Examination. The Pacific Senior Secondary Certificate (PSSC) and the South Pacific Form Seven Certificate (SPFSC) have met Pacific Island Countries (PICs) needs for facilitating country selection of their candidates from end of secondary into further educational opportunities; and certifying the completion of secondary education, particularly given the fragility of the resource base of the PICs education systems.

SPBEA's platform and field of expertise is Educational Assessment. SPBEA has strengthened its member countries' National Examinations and Assessment Units through training and ongoing support of personnel, strengthening and development of their Assessment systems, providing a template for the development of National Assessment Frameworks, training of teachers in various assessment methodologies, and developing educational monitoring and evaluation instruments in the areas of basic literacy, numeracy and life skills.

In 2005, Forum Ministers of Education agreed that SPBEA coordinate the development and maintenance of a Pacific Qualifications Register. An Accreditation Unit was eventually established in 2009. This addition gives SPBEA a much broader mandate in education and educational assessment in the Pacific. The PQR must be supported by a robust Quality Assurance Framework for enhancing international equivalence and recognition of Pacific Qualifications against internationally accepted standards.

January 2010 will see SPBEA initially becoming a stand-alone unit within SPC (now the Secretariat of the Pacific Community); and later become part of a Division within SPC as determined by our Pacific Leaders. This potentially will increase the number of countries, and hence the diversity of educational systems, SPBEA will work with.

This Strategic Plan for 2010 to 2012 has anticipated this development and the challenge for SPBEA is to continue to work smarter and remain just as effective as it has always been.

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Tautapilimai Levaopolo Tupae Esera
Late Board Chair
(Chief Executive Officer - Samoa Education)

*I*ntroduction

2010 to 2012 will be an interesting and challenging period for the South Pacific Board for Educational Assessment (SPBEA). Everyone is recovering or trying to recover from the global economic downturn of 2009 with its own interesting effects. The Forum Ministers of Education have agreed on a new focus for the Pacific Educational Development Framework (PEDF) with a theme of *'Quality Education for all in Pacific Island countries'*. Each Pacific Island country is rising to the challenges of educational reform within the globalised society and are at various stages of reviewing their primary and secondary curricula to make them more outcomes based, relevant to their context, with the underlying rationale of improving the achievement of educational outcomes by their students. At the same time, attempts are being made to put in place national assessment policy frameworks that better serve the curriculum aims; have the confidence of all educational stakeholders; are more transparent; are relevant to identifying achievement of learning outcomes and produce valuable information for improving both student learning and the quality of teaching.

As determined by our Pacific Leaders, SPBEA will become part of the Secretariat of the Pacific Community (SPC) beginning January 2011. This potentially will broaden SPBEA's scope of work from its regular nine member countries to include thirteen new and very diverse countries that adopt differing systems of education. Some are affiliated to the French social and educational system, some to the American system and some are very closely affiliated with the New Zealand educational and qualifications system.

At the time of writing, there is uncertainty about the nature of a new division that might house SPBEA. It is essential that over the next few years the direction of SPBEA energies are seen as dovetailing into the overall goals and objectives of the new division as a whole. Until those goals and objectives are identified it is necessary for SPBEA to continue with its strategic developments in line with the direction it has received through PEDF, MDG, EFA, FEDM and by consultation with member countries through their requested work programmes.

SPBEA's new position within the SPC is an opportunity to gain benefits to enhance its capabilities. The benefits to the SPBEA were highlighted in the presentation by the Director- General, SPC in the June 2008 issues meeting of the SPBEA Board. These benefits will need to be more carefully and fully explored during the early years of the merger.

While the focus to date has often been on what benefits will be gained by the SPBEA from the merger with SPC, what has not been articulated perhaps as sharply, has been the potential benefits that will be brought by the SPBEA to the SPC. These include; the education standards monitoring role that the SPBEA provides across the Pacific, where data and research is seen as critical to making informed educational decisions; the gathering and reporting on student achievement data across the region (albeit at a limited level of the schooling sector); and the capability, for example, to use these data gathering and analytical skills at other levels of the schooling continuum.

Another function, not always as well recognised, is the educational training role provided by the SPBEA for teachers and educational administrators. While this may be seen as the SPBEA operating within a narrow sphere of influence, the 'washback' effect of the educational assessment system ensures a much wider reach than might be initially realized. The focus, for example, on the uses

of *assessment for learning* has at its heart an empowerment of the student to take greater charge of their own learning. This pedagogical strategy is very easily adopted at all levels of schooling and assists in the improvement of the educational outcomes for children at the basic education level.

A further component of the SPBEA work is its curriculum-support capability. This is often not seen in the focus on the assessment prescription of each subject. What perhaps is not realised is the implicit and sometimes very explicit curriculum design skills, exhibited by subject specialists, that lead to the assessment prescription.

The current educational focus for the SPC has shown the importance of community education, non-formal education, and increasingly a focus on the technical education and training sector. This is recognised and included within this strategic plan.

For years SPBEA has been attempting to shift the form of technical support to its member countries from that of 'hands-on' training, to one of advice and support. It is unfortunate that this is often difficult to achieve in practice; the reason being linked to the discontinuity of trained officers in posts carrying responsibilities in those areas for which they have been trained. In those member countries with less fragile staffing arrangements, a greater amount of transition from training to support and advice has been possible. However, in several countries, the desire for sustained capacity building continues to be a problem outside the control of SPBEA.

The development and administration of the Pacific Qualifications Register will incorporate standard setting and educational monitoring and evaluation activities as well as quality assurance of all post-school education and training activities within the Pacific. An adjunct to the establishment of the PQR is an inevitable change in the range of collaborations that SPBEA has within member countries. Historically, collaboration has been confined to Ministries of Education and to the schools operating under those ministries. The PQR however, will necessitate the establishment of links with National Qualifications Authorities, Technical Colleges, and possibly Employers and the Business sectors.
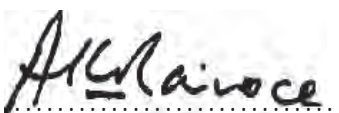
In drafting this plan the Secretariat faced a major challenge. It is not just a set of priorities for SPBEA that is being put in place, but, in the areas of assessment, curriculum and standards, also priorities for the early years of a new division within SPC.

Given the inherent uncertainties, it is proposed that this Strategic Plan be regarded as an 'Interim Strategic Plan', whose life will extend for the period that lapses prior to the full goals of the proposed new division being established.

This Strategic Plan will then become part of a larger plan developed jointly by the officers in the new division of which the SPBEA will be part. It is the beginning of a journey in which the SPBEA can, while operating within its current mandate, explore the synergies that can be found from operating within a larger organization to bring enhanced educational outcomes to the Pacific states and territories. This plan ensures that the current services will still be delivered but the Board will

need to be open minded about what enhancements can be provided to the SPBEA through its integration within SPC. What the SPBEA brings to the SPC is essentially an organization with a strong educational assessment foundation, but at its heart a genuine interest and desire to improve the quality of children's learning. This is entirely transferable to the SPC and will provide a key part of the mission and vision of the new division.

In spite of the changes and challenges, SPBEA through this Strategic Plan hopes to maintain, and wherever possible enhance, the quality of service to its Pacific countries thereby ensuring that the quality of education in the Pacific Region continues to improve and paves the way for each country to further develop its most important asset, its people.

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Director

SPBEA Senior Management Team

Anaseini Raivoce
Director

Lemalu Lafi Sanerivi
Senior Educational Assessment Specialist

Pacific Qualifications Register
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Assessment, Curriculum, Stadards,
Research Monitoring & Evaluation
and
Scholarships

$\mathcal{O}$ur $\mathcal{V}$ision

> The *Pacific Authority* on the use of assessment for the enhancement of learning.
>
> The *Pacific Repository* for academic and professional standards and qualifications

$\mathcal{O}$ur $\mathcal{M}$ission

In the period 2010 to 2012, SPBEA is committed to the following:

Improvement in the quality of student learning
- through the provision of technical support to build capacity within a framework of robust systems
- through the use of assessment to monitor and evaluate performance in literacy, numeracy and life skills
- through improving teacher competency and effectiveness
- by supporting and strengthening National Educational assessment Systems

Custodian of quantitative and qualitative educational data on behalf of PICs
- by strengthening National Educational Assessment and Management Information systems, and thereby
- promoting research-based educational assessment initiatives, and for use as a basis for decision making

Providing a quality service through
- delivering a rigorous system of Senior Secondary School Qualifications
- facilitating international equivalence and recognition of Pacific Qualifications
- assisting PICs in the establishment and strengthening of National Qualifications Agencies

Our Key Values

SPBEA's mandate is articulated directly by the Forum Education Ministers, Chief Executives and Permanent Secretaries of Education systems of the region. Service is to be driven by a vision of desirable impact upon the education systems of member countries, as indicated by student achievement. All services, while tailored for maximum impact, will embrace the following values and philosophies:

- Respect for the autonomy and priorities of each Pacific Country's educational system
- Research-based developments and decision making
- Cultural and political sensitivity
- Transparency, flexibility and accountability
- Client and stakeholder satisfaction

Strategic Focus

- Impact on Education across the region through the development of improved levels of skill in the use of classroom assessment.

- Assessment, Curriculum and Standards Unit will provide leadership to Pacific communities in the development of sustainable educational assessment practices that meet National and Regional targets.

- Assessment, Curriculum and Standards Unit will seize the opportunity for focusing on outcomes-based assessment as curriculum developments lead to documents that are outcomes focused.

- Senior Secondary School Qualifications will provide high quality, internationally recognised senior secondary school qualifications through the use of quality management systems that assure validity, fairness, comparability and equitability of qualifications.

- Pacific Qualifications Register and Scholarships will develop and maintain an internationally recognized Register of Pacific Qualifications benchmarked against international standards, and provide quality scholarship services to its clients.

- Research, Monitoring and Evaluation Support Unit will develop and implement a cluster of databases to support national education sector-wide monitoring and evaluation initiatives that provide information for educational decision-making in the Pacific region.
- Corporate Services will support the Board in achieving its Mission through stable and effective administrative systems and efficient management of its People, Physical and Financial Resources and Consultancies

$\mathcal{B}$ackground

Since its establishment in 1980, the range and volume of services provided by SPBEA has increased. While the provision of assessment services is still a core function of the Board, a number of regional initiatives in education were also directed to SPBEA for facilitation and management. These new initiatives reflect the impact of emerging needs of the member   countries, and the changes and reforms taking place across the Pacific Region and beyond.

SPBEA has a range of responsibilities to the countries; and these are executed by a variety of methods, dependent upon the nature of the work. The focus of each of these SPBEA services, is the use of educational assessment to improve the quality of education in countries.

The two regional senior secondary school qualifications administered by the Board, are currently being offered in Kiribati, Nauru, Solomon Islands, Tonga, Samoa, Tuvalu and Vanuatu. Other services provided include assessment for learning (AFL); development of regional benchmarks for monitoring literacy, numeracy and life skills standards; development of teacher competency modules; and the development of the Pacific Qualifications Register.

A significant development currently taking place in the region is the move towards repositioning and realigning TVET to respond to the shift in demand for technical and related qualifications, and as a response to the continuous outflow of skilled and qualified Pacific people through migration. On the one hand, SPBEA is expected to facilitate and support the development of national systems that will enable the provision and award of quality assured education and qualifications. On the other hand, the Board is also expected to assist in the development and implementation of a system that will facilitate the Temporary Movement of Natural Persons (TMNP) under the Pacific Island Countries Trade Agreement (PICTA).

The 2010 – 2012 Strategic Plan outlines the goals, objectives and strategies that the Board is committed to pursuing, enabling it to support the development and maintenance of educational standards in the Pacific; the generation, storage and dissemination of quantitative and qualitative educational data; and the provision of qualifications services.

To achieve the above, SPBEA will work closely with National Education Ministries, National Qualifications Agencies, regional and international organizations and all relevant stakeholders.

The plan not only provides the framework for programme activities from 2010 to 2012 but will more importantly become the guide for implementation of strategies, management, monitoring, evaluation and reporting over the next three years.

The Pacific Context and Challenges

In 2001 a symposium of Pacific Education Ministers identified two basic concerns relating to, lack of ownership of Education, and an absence of a clearly articulated vision for education, nationally and regionally. Both are related and intertwined. To a large extent the MDGs and EFA have provided a focus for education that was previously lacking. There is also an ever increasing Pacific focus provided by FEdMM, their PEDF initiative, and the process by which decisions are implemented.

Nevertheless, issues are both complex and evolving, thereby requiring better understanding and consistent monitoring. Fortunately, where concerns remain they are generalizations; not about particular countries, situations or variations within states.

As a neutral and independent regional body, SPBEA has always been mindful of the "ownership" issue relating to any regional or national policy and always tries to have extensive consultation with stakeholders whenever a new programme is about to be implemented.

In response to increased demands for its services, SPBEA has expanded its mandate of educational assessment and training services to include monitoring of national and regional educational standards; teacher competencies; safekeeping and processing of key educational data; and provision of qualification services.

Educational assessment and training is underdeveloped in most member countries. In its capacity as regional advisor in educational standards, SPBEA has been encouraging countries to adopt new forms of assessment such as Assessment for Learning (AfL). At present, many schools rely heavily on traditional summative forms of assessment (Assessment of Learning) and these are still valid tools for teachers if used appropriately. AfL practices, when used correctly, enhance the relationship between pupils and teachers, actively involve students, provide feedback to adjust teaching and learning, and help create an environment where errors are accepted as a route to understanding. In response to requests by country leaders, SPBEA has implemented National Monitoring Programmes in six countries to establish literacy and numeracy baselines and to monitor progress in these areas.

In order to carry out this work more effectively, SPBEA has recognised the need for fast, cost effective, secure and reliable communications with all stakeholders. Traditional methods such as mailbags, post and faxing are still an important part of our routine but are all proving more and more expensive and unreliable. The expansion of the internet into PICs is allowing us to explore faster means of communication to enable a better delivery of our services.

With the increasing call for improving the level of Basic Education across the Pacific Region, the level of competency of teachers has been identified as crucial. Moreover, isolation, lack of resources and lack of support, all make teaching in remote islands challenging, irrespective of experience. In an effort to improve education quality, SPBEA, in cooperation with UNESCO and UNICEF, is developing teacher competency modules to help up-skill teachers, who are often required, as a result of local staff shortages, to take up a teaching post without having been through the re-

quired training process. Similarly, partnerships have been established with respect to monitoring and evaluation, teacher standards, and monitoring of life skills. These arrangements extend well into the term of this current strategic plan.

SPBEA is also alert to the fact that bilateral arrangements exist between member countries and donor agencies; often initiatives that impinge on the area of educational assessment. Wherever possible, SPBEA will strive to establish links with such bilateral arrangements in order to ensure that continuity and sustainability are reinforced. The proposed EGRA initiative of the World Bank and USAid, is an example of overlapping interests in a particular domain.

The two regional qualifications that are managed by SPBEA continue to grow, though that growth is unlikely to be sustained into the future. The first year of this strategic plan will see the first stage in the nationalization of the PSSC qualification. This signals a preparedness for countries to assume aspects of training, monitoring and moderation that have until now been undertaken by the SPBEA secretariat. It should be noted that countries will not all move at the same pace through the process of nationalization; this being indicative of differences in country capacity.

The coordination and provision of scholarship services among the Pacific Island Countries is often hampered by local issues and subject to interference from the public at large. SPBEA's coordination of the scholarship programme for the PICs has provided member countries with an impartial, affordable and trouble free service that has enhanced the rich relationships that already exist between the Board and its members. International donors play an important role as sponsors of Further Education, either through direct scholarships or by funding National scholarship schemes. They have, over the years, had a positive influence on the establishment of clear selection criteria for scholarship awards.

The current arrangement for scholarship screening delivery is through memoranda of understanding in which SPBEA undertakes the provision of scholarship services to whichever agency contracts the service. The growth in demand for this service raises the question "Should a Scholarship Unit be established within the range of SPBEA core functions"?

PICs along with SPBEA have large databases of educational information that need to be utilised in order to improve monitoring and evaluation of educational standards. This information database should be strengthened for informed educational decision-making. SPBEA can improve the data management of its two Senior Secondary Examinations to facilitate trend analysis of student performance by country, island and by school. This information will provide better support to meeting the educational needs and requirements of its member countries. At the country level, there is a dire need to better integrate educational assessment databases to trace student achievement of educational outcomes from Primary level, to that level when students exit the school system. At present, this data is very fragmented, with each year's data, or each set of assessment data, being treated as an unconnected, isolated database, despite the same software being used from year to year.

Following a FEdMM decision in 2004, SPBEA has established a Qualifications Unit to develop and maintain a Pacific Qualifications Register (PQR). This is aimed at improving the transparency, access, progression, comparability and quality of qualifications in relation to the labour market and the demands and requirements of society. The concept of the PQR takes into account the recognition of qualifications and professional competence offered by the member states of the Forum. Benefits for our small member states include; improved ease of credit transfer; increased stakeholder confidence; improved networking between quality assurance and qualifications agencies; and the establishment of appropriate benchmark standards for the recognition of overseas education programmes. Some member countries have declared their intention to develop their own National Qualifications Register (NQR) and National Qualifications Framework (NQF), and are at different stages in that development. The intention is to have a seamless integration between the PQR and individual NQRs in order to respect each country's National integrity as well as facilitate mobility of Pacific Island workers into regional and global labour environments.

SPBEA and partner initiatives to improve learning output in Pacific classrooms

In-service teacher modules

Teacher handbook

Standardised testing of literacy, numeracy and life-skills

Assessment resource tool for teaching and learning ARTTLe

Development of teacher standards and competencies

Community awareness of literacy, numeracy and life-skills

Strategy for monitoring and improving teacher effectiveness SMITE

*A*ssessment, *C*urriculum and *S*tandards *U*nit

Priorities

The priorities over this 2010 – 2012 period are:

- Assessment framework in countries is aligned to the curriculum framework
    - Improve the standards of literacy and numeracy in primary schools in the Pacific
    - Improve the teacher standards and teacher competencies in PICs
    - Respond to member countries' annual educational assessment training needs,

- Proactively work with countries on identified national gaps in the area of educational assessment by:
    - developing the level of assessment literacy within member countries
    - training officers in member countries in order to meet required educational assessment needs where there is minimal capacity.
    - supporting member countries with regards educational assessment needs where there is some capacity.
    - advising member countries with regards educational assessment needs where there is adequate capacity.

- Engage with providers of TVET, pre-school and non-formal education, in order to establish best educational assessment practices in these sectors of education.

- Flexibly change priorities if deemed necessary

ACS prides itself on being able to respond quickly and positively to planned and ad hoc educational assessment needs of member countries.

Goal

To help the Pacific communities develop sustainable educational assessment practices that meet National and Regional targets, and which are reflected by improvements in student achievement.

Objective 1

Offer training to increase capacity in educational assessment practices that lead to sustained improvements in student achievement in Pacific Island Countries.

Objective 2

Offer support to promote national, cooperative and professional development activities that lead to sustainable use of best practices in educational assessment in Pacific island countries.

Objective 3

Offer advice that will lead to national self-reliance in all targeted areas of educational assessment in Pacific Island Countries.

Outputs and Key Performance Indicators

> **Objective 1**
> *Offer training to increase capacity in educational assessment practices that contribute to sustained improvements in student achievement in Pacific Island Countries.*

Output 1.1
Continued entrenchment of Assessment for Learning as a strategy for improving student achievement.

Key Performance Indicators
Evidence of increasing uptake by teachers of AfL within classroom practice

Output 1.2
Collaborating with development partners to develop assessment modules for the Certificate in Teaching Competency.

Key Performance Indicators
All modules of Teaching Competency Certificate assigned to SPBEA are developed, trialed and used by national teacher training institutions by 2012.

Output 1.3
Training in the use of assessment tools that identify suitable intervention strategies.

Key Performance Indicators
80% of member countries use SPBEA recommended assessment and intervention tools within their national systems by 2012.

Output 1.4
Ongoing National educational assessment training, support and advice in response to needs/requests by member countries.

Key Performance Indicators
Requests for support on educational assessment continue to increase and with a trend towards requests for advice rather than training.
Evidence available of provided training, support or advisory services.

Output 1.5
Continued in-country training following implementation of National Literacy, Numeracy and Life Skills programmes in targeted countries, with repeated national testing at appropriate intervals.

Key Performance Indicators
2nd stage of the national monitoring programme shows some improvement in student achievement levels.

Output 1.6
Coordinate, with all national governments, and on-going support from educational partners (UNESCO/UNICEF), the development and implementation of National and Regional benchmarks and baselines for Literacy, Numeracy and Life skills. Donor support for this work is already indicated by AusAid.

Key Performance Indicators
Implementation of the national, and regional benchmarks and baselines, completed in countries that request this service.

Output 1.7
Community awareness programme in Literacy, Numeracy and Life-Skills.

Key Performance Indicators
Awareness campaign is fully implemented in targeted countries.

Output 1.8
Best practice, in educational assessment for TVET, Preschools, and Non-formal sectors, is developed and implemented.

Key Performance Indicators
Best practice educational assessment in targeted countries.

Objective 2
Offer support to promote national, cooperative and professional development activities that lead to sustainable use of best practice in educational assessment in Pacific Island Countries.

Output 2.1
Establish a cost effective, sustainable and user friendly online communication network to link up Assessment Units and schools in Pacific Island Countries to facilitate remote support.

Key Performance Indicators
Communication system, using suitable online network, is trialed and appropriate follow-up planned and implemented in targeted countries.

Output 2.2
Begin the process of establishing an online databank of educational assessment resources, including SPBEA training that will be recorded on Camtasia.

Key Performance Indicators
Online data bank created and used as a "dynamic" resources centre.

Objective 3
Offer advice that will lead to national self reliance in all targeted areas of educational assessment in Pacific Island Countries.

Output 3.1
Offer up-to-date assessment advice in the light of Regional and National curriculum changes.

Key Performance Indicators
80% of member countries use assessment practices recommended by SPBEA

Output 3.2
Implementation of national assessment frameworks.

Key Performance Indicators
All member countries are implementing, or are close to implementing, a national assessment framework by 2012.

Output 3.3
Analyse SPBEA data to offer advice on suitable intervention strategies.

Key Performance Indicators
National and Regional data analysis reports are provided and discussed with countries. These provide information at the school, district, national and regional levels, and advise on relevant intervention   strategies.

Reporting, Monitoring and Evaluation

A strong focus will be the measuring of the impact of training on the work of country officers, and modifying training as appropriate. Quality assurance processes will be carried out on all training.

The M&E will be maintained in three main sources:
1. The actual workshop reports (including an evaluation of the training and how it will impact on the participants' work)
2. A database of the personnel who attended the workshops with an analysis of the impact of the training on their work.
3. Quality Assurance report of the training.

Annual Reports of the ATS activities will be tabled at the Board's AGM.
• Partnership and Resources:
• National Governments
• UNESCO, UNICEF, USP, UPNG
• National teacher training institutions (KTC, VITE, SICHE, NUS, TIOE etc)
• CDUs, EAUs and Schools

$\mathcal{S}$enior $\mathcal{S}$econdary $\mathcal{S}$chool $\mathcal{Q}$ualifications

Priorities

The priorities over this 2010 – 2012 period are:
- Continue to produce high quality, internationally recognized qualifications that respect the diversity of students and their future pathways
- Consolidate and maintain quality management and quality assurance processes that govern the annual examination cycle
- Strengthen links between the Unit, the schools and the country agents
- Liaise with local Ministries to ensure a smooth transfer of the administration of the PSSC qualification to local Assessment and Examination Units.

Goals

Provide high quality, internationally recognised senior secondary school qualifications through the use of quality management systems that assure validity, fairness, comparability and equitability of qualifications.

Objective 1
The timely production of quality high standard examination papers, in both PSSC and SPFSC qualifications, which validly and fairly assess the subject prescriptions

Objective 2
Secure effective and efficient operation of the internal assessment component for the two qualifications by ensuring that assessment tasks and results are valid, fair, reliable, comparable, and are timely.

Objective 3
Maintain and review high quality management systems to consolidate validity, fairness and equitability of assessment components comprising the qualifications; and to strengthen capacity of local assessment and examination units in the use of quality management systems.

Objective 4
Ensure that an effective and planned transfer of the administration of the PSSC qualification, proceeds at a rate commensurate with the capacity of member countries.

Outputs and Key Performance Indicators

> *Objective 1*
> The timely production of quality high standard examination papers in both PSSC and SPFSC qualifications which validly and fairly assess the subject prescriptions

Output 1.1
Exam papers; are produced in a timely manner; are free of errors, have layout of a high standard; and printing of high quality.

The Unit will continue to produce quality exam papers by coordinating the movement of papers through their developmental stages from examiners, moderators and checkers until they go through the in-house check to eliminate any possible error, and to ensure that layouts are of a high standard. High quality printing will be secured through close collaboration with the printers.

Key Performance Indicators
17 PSSC and 14 SPFSC error-free exam papers of high quality are produced.
31 exam papers meet all timelines through their development, printing, packing and dispatch to Agents.

Output 1.2
Establish and maintain a pool of competent examination writers, moderators and checkers in both qualifications.

To sustain the high standard of the two qualifications, there is a need to establish and maintain a pool of competent exam writers, moderators and checkers to produce quality, valid and fair examinations. Subject experts are identified from different countries in the region for training, and training is focused mainly on good assessment practice, and matching test items with prescription learning outcomes.

Key Performance Indicators
Pool of trained assessment writers and moderators is established
Assessment developments and moderation processes are completed in a timely manner.

Output 1.3
Coordinate, administer and record results of external assessment on the database in an efficient, accurate and timely manner.

For quality results, several processes including exam supervision and marking are strictly controlled and coordinated. Manuals for these processes are reviewed from time to time for further improvement. Liaising with country agents ensures smooth progress of processes involved, until the marks are sent in electronically and loaded onto ATLAS. The marks go through integrity checks before they are processed and ready for official release to stakeholders.

Key Performance Indicators
Reduced percentage of marking errors
Reduced number of students' results changed through reconsideration.
Exam marks of all subjects entered by set timelines.
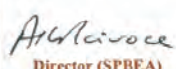
QUESTION 4: **ECONOMIC DEVELOPMENT - PRIMARY PRODUCTION** (15 marks) *back of this certificate*

a) Define primary production.

_____

_____

Study the six photographs of different types of primary producti then answer questions b) to f).

Fig. 7: *Types of primary production*

b) Match the following titles with the appropriate photograp

Extractive primary industry

Extensive pastoral farming

Shifting cultivation

Large-scale commercial arable far marks)

c) State TWO inputs into the agricultural system shown in D

_____ and _____

d) State TWO outputs of the agricultural system shown in E

_____ and _____

e) Photograph C was taken in Canada, where more and more make ethanol (a biofuel) instead of being used as cattle fe change will affect world food prices.

_____

_____

f) Describe ONE advantage and ONE disadvantage of comm in developing countries in tropical areas.

Advantage: _____

Disadvantage: _____
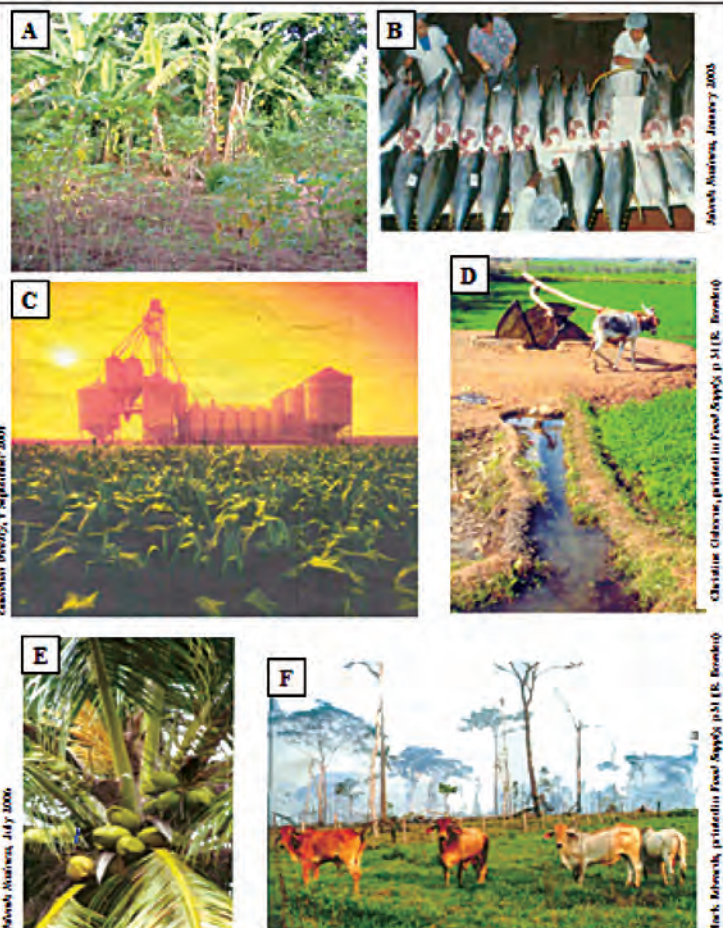
17

Output 2.1
Manuals, processes, checklists and clear guidelines for all contract people are in place.

Different assessment materials (e.g. IA Programmes and their marks, CAT materials), flow from school to SPBEA and vice versa at different times of the year. Different assessment processes and tasks (e.g. writing and moderating of CATs, verification and moderation visits) that require contracted experts are administered throughout the year. The manuals, guidelines and checklists secure consistency of work in a timely manner.

Key Performance Indicators
A high percentage of schools submitting IA materials in a timely manner.
A high percentage of schools receiving assessment materials from SPBEA in a timely manner.
Reduced number of follow-up activities after verification visits.

Output 2.2
Assist countries in ensuring that Internal Assessment materials and assessment tasks are valid, fair, reliable, and comparable, and are produced in a timely manner

Continue country IA workshops to bring to the attention of teachers, principals and agents, issues of the previous year; and continue training, especially new teachers, on developing good IA programmes and assessment tasks which best assess learning outcomes that cannot be assessed with pen and paper tests. Consolidate validity, reliability, fairness and comparability.

Key Performance Indicators
High percentage of IA Programmes approved at their first submission.
A reduced need to change student marks for projects and CATs during external moderation.
IA programmes are submitted in a timely manner.

Output 2.3
Results of internal assessment are coordinated, administered and recorded on the database in an efficient, accurate and timely manner.

There are processes and checklists in place to ensure accurate and timely receipt and recording of IA marks from schools and to secure accurate data entry for the IA component. Integral to these processes is close liaison with schools through coordinators and principals.

Key Performance Indicators
Countries report that a high percentage of schools are submitting IA marks in a timely manner.
All IA marks entered by due date.
Countries report a reduced number of applications for reconsideration.

> *Objective 3*
> Maintain and review high quality management systems to consolidate validity, fairness and equity of assessment components comprising the qualifications; and to strengthen capacity of local assessment and examination units in the use of quality management systems.

Output 3.1
All quality assurance and control systems for the effective operation of the qualifications are consolidated.

The operation manual is reviewed and all staff members are aware of their specific responsibilities. Regular meetings keep on track what has been achieved against timelines. The documents and manuals for various processes; verification, moderation, prescriptions etc., are reviewed from time to time. The procedures and criteria for contracted positions are clear.

Key Performance Indicators
Reports of regular meetings on set timelines recorded.
At least 85% of set timelines met.
Reduced number of complaints from schools and contracted personnel.

Output 3.2
Recognition of student achievement through reporting against learning outcomes is progressive.

There is identification of the learning outcomes that each exam item is based on, which enhances transparency. Learning with feedback is more direct and specific.

Key Performance Indicators
Examiners identifying learning outcomes that exam items are based on.
Quality factor document reviewed.

Output 3.3
Capacity of country assessment, examination staff and schools, is improved.

Key Performance Indicators
Increase in the number of schools complying with requirements.
Improvement in capacity of local assessment and examination staff

Output 3.4
Accreditation procedures for schools are well coordinated so that expected standards from schools are maintained.

QU aims at all schools having documentation and information including Rules and Procedures, and prescriptions at the beginning of the year, and update circulars during the year.

Need to coordinate meetings and visits to schools to ensure understanding and improvement of the   processes required, and briefing teachers with appropriate assessment requirements. Proper information on accreditation is supplied to schools. These activities are carried out in close collaboration with local   assessment and examination staff in order to ensure up-skilling.

Key Performance Indicators
The number of schools developing, and having in place, a Quality Assurance Manual, rises.
Decrease in the number of schools not achieving full accreditation.

Output 4.1
Each PSSC member country receives advice on the management of the complete PSSC cycle. This will be achieved by detailed induction programmes delivered by country visits in early 2010.

Key Performance Indicators
Details of country visits, with records of country officers receiving advice.

Output 4.2
Detailed plans are constructed by each PSSC member country which convey the timelines and scope of transfer of PSSC administrative responsibilities

Key Performance Indicators
Country plans are supported by SPBEA through a combination of training and advice.
Transition is closely monitored to ensure that no part of the exam cycle is threatened by inadequacy

Reporting, Monitoring and Evaluation

The M&E will be established through use of the following:
1. Workshop reports following the in-servicing of teachers on the handling of internal assessment programmes, (including an evaluation of the training and how it will impact on the participants' work)
2. Reports on verification visits to schools, which provide an evaluation of the handling of internal assessment programmes within schools, together with descriptions of input by SPBEA officers during the course of the visits.
3. Moderator reports that provide feedback on the performance of schools from a regional outcomes-defined perspective.
4. Reports of examiners and chief markers on the quality of regional examination papers and their administration.

The Pacific Qualifications Register

Priorities

Priorities over this 2010 – 2012 period are:
"To develop and maintain a Pacific Qualifications Framework and Register and provide technical support in the development and maintenance of each country's Qualifications Agency.

Goals

To develop and maintain an internationally recognized Register of Pacific Qualifications benchmarked against international standards.

Objective 1
Provide technical support to Pacific countries in the development and maintenance of each National Qualifications Agency

Objective 2
Develop and maintain a Pacific Qualifications Register and a Pacific Qualifications Framework.

Objective 3
Facilitate the portability of Pacific learning and the mobility of Pacific workers into the global work environment

Outputs and Key Performance Indicators

> _Objective 1_
> Provide technical support to Pacific countries in the development and maintenance of each National Qualifications Agency.

Output 1.1
The Accreditation Unit provides technical assistance to countries that are at varying stages in the development of their NQRs/NQFs.

Key Performance Indicators
NQF identifying qualification levels, and   quality assurance policies are complete and in operation in 90% of Pacific countries.
A number of viable links are established with in-country employer and business representatives.

A monitoring and quality audit mechanism is in operation for the NQRs, the functions and methods of which are known by Pacific countries.

Output 1.2
Member countries' National Qualifications Agencies and National Qualifications Frameworks established or are in the process of developing.

Provide support and guidance to member countries establishing their NQAs. For the countries that are already advanced in their development, SPBEA will work closely with them to register their qualifications on to the PQR

Key Performance Indicators
4 new NQAs/NQRs established.
Guidelines and policies for NQAs developed.
A handbook of Policies and Procedures is in existence and has been distributed to all countries.

Objective 2
Develop and maintain a Pacific Qualifications Register and a Pacific Qualifications Framework.

Output 2.1
Development of the PQR/PQF.

Key Performance Indicators
Materials pertaining to the development of the PQR/PQF

Output 2.2
Develop templates for the Pacific Qualifications Register
Templates for the Pacific Qualifications Register have been developed and consulted with countries.

Key Performance Indicators
All countries consulted on the templates.
All member countries have been invited to consider the Quality Assurance and Qualifications criteria for accrediting programmes and qualifications for registration on the PQR.
There is 90% country consensus on the number of levels, level descriptors and definitions of qualifications on the Register.

THE PACIFIC QUALIFICATIONS REGISTER TEMPLATE	
ACCREDITED QUALIFICATIONS	**OTHER DOMAINS**
Doctorate Degrees	
Masters	
Bachelors (hons)	
Bachelors	Professional and Occupational Standards
Diploma	
Diploma	
Certificate	Traditional Skills Indigenous knowledge
Certificate	
Certificate	
Certificate	
Basic and Primary Education Regional Benchmarks	

Objective 3
Facilitate the portability of Pacific learning and the mobility of Pacific workers into the global work environment.

Output 3.1
Strengthen SPBEA capacity to facilitate qualification and professional standards recognition and equivalence to enhance mobility of learners and workers.

Key Performance Indicators:
Develop criteria and procedures for establishing qualification recognition from different education and training systems.

Develop a minimum set of criteria for all professions in collaboration with each country's professional associations.

Appropriately respond to qualifications and professional demands resulting from the temporary movement of persons in the global work environment.

Reporting, Monitoring and Evaluation

The PQR project has an in-built monitoring and evaluation programme which requires six-monthly progress reports to be submitted to the project donor AusAID. The reports respond to defined project indicators.

$\mathcal{S}$cholarship $\mathcal{U}$nit

Priorities

Priorities over this 2010 – 2012 period are:
An efficient scholarship processing service, while maintaining transparency and accountability to all stakeholders."

Goals

Provide quality scholarship services to its clients.

Objective 1
Establish a Scholarship Unit as a core key function of SPBEA that will address and maintain quality scholarship services to its members

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Output 1.1
A Scholarship Unit has been established as part of the Accreditation Unit to provide quality scholarship services to its members.

Key Performance Indicators
The Scholarship Unit as part of the Accreditation Unit is providing services for the AusAID scholarships in Fiji, Kiribati, Tuvalu, Solomon Islands, Samoa, FSM/RMI/Palau, and AusAID ALA scholarship for all Pacific Island Countries.

Reporting, Monitoring and Evaluation

The Scholarships contracted work is reported annually through its terminal reports to the scholarship underwriters.

*R*esearch, *M*onitoring and *E*valuation *S*upport *U*nit

Priorities

Priorities over this 2010 – 2012 period are:
- Provision of accurate information to member countries on the performance of students in relation to national and regional targets in regional qualifications
- Provision of accurate information on national standards of literacy, numeracy and life skills in relation to regional benchmarks
- Ensure that data will provide evidence for informed decision-making at all levels of the education system
- Focus Research, Monitoring and Evaluation efforts on the critical data-needs of member countries.
- Fill data gaps and establish baseline data for monitoring and evaluation of student's performance.
- Implementation of effective monitoring to document actions that should be   undertaken.

Goal

That SPBEA and her member countries develop and implement a cluster of databases to support national education sector-wide monitoring and evaluation initiatives to inform educational decision-making in the Pacific region.

Objective 1
Emphasise need for national research initiatives.

Objective 2
Support countries in the administration, processing and analysis of assessment data.

Objective 3
Support education sector-wide monitoring and evaluation as a regional initiative.

Objective 4
Prepare and maintain quality analytical reporting of SPBEA qualifications.

Objective 1
Emphasize need for national research initiatives.

Output 1.1
At least three countries are carrying out educational research which can be used to inform practice.

Key Performance Indicators
Improved collection and processing of primary data in targeted countries
Systematic analysis, and interpretation of data, using best practice.
Development of an infrastructure that integrates country data systems to the regional data system.

Output 1.2
Establishment and maintenance of a research platform through collection and storage of data.
Key Performance Indicators
Appropriate software is installed in Assessment Units of member countries
Technical support is available to member countries
Utilisation of website for information transmission
Work closely with member countries in data collection

Objective 2
Support countries in the administration, processing and analysis of assessment data

Output 2.1
An efficient, reliable and fast processing cycle

Key Performance Indicators
Updated and well maintained computer programs at SPBEA and in member countries
Online collection and dissemination of information (enrolment, mark entry, examination results etc)
Timely provision of analysis and reports based upon assessment data.

Output 2.2
Self reliance and self sufficiency of member countries in processing and analysis of examination and assessment data

Key Performance Indicators
Training of personnel to carry out processing and analysis of results
Customise ATLAS to suit country-specific needs.
Decreasing call upon SPBEA services for processing and analysis of country data.

Output 2.3
Automation of many routine operations of EAUs so that staff time can be spent on ensuring that data is reliable

Key Performance Indicators
Implementation of new ATLAS in all member countries by 2012
Training of personnel to carry out processing and analysis of results
Customise ATLAS to suit country-specific needs
Databases have integrity and reliability

Objective 3
Support education sector-wide monitoring and evaluation as a regional initiative.

Output 3.1
Indicators of all EFA goals can be calculated directly from cluster of databases

Key Performance Indicators
Analysis of data
Results and recommendations disseminated to stakeholders
Training with member countries and SPBEA research assistants conducted
Strategic reporting on issues together with recommendations

Output 3.2
Provide technical support for EFA, MDG and M&E activities.

Key Performance Indicators
Linkages of:
1. collection of primary data,
2. their processing and analysis, and
3. reporting for national and international audiences is realized, and reporting becoming a means rather than an end in itself

> *Objective 4*
> Prepare and maintain quality analytical reporting of SPBEA qualifications.

Output 4.1
Compiling and reporting on SPBEA qualifications and other monitoring activities.

Key Performance Indicators
Analysis of quantitative and qualitative data
Collect and prepare reports
Communicate with stakeholders

Output 4.2
Techniques for reporting and analysis of SPBEA database are applied to national data

Key Performance Indicators
Accurate, useful and timely reports are available at the national, education district and school levels.

Reporting, Monitoring and Evaluation

The quality of the work of the Research, Monitoring and Evalaution Unit will be reflected in feedback from end-users on the range of reports that the Unit produces during the course of the year.

These will include:
1. Reports based upon analysis of examination data, both from ATLAS and TITAN.
2. National reports based upon STALLIAN data derived from standardized testing in the areas of Literacy, Numeracy and Life-Skills.
3. Reports based upon SMITE data relating to teacher competency and teacher standards.

Table 14: National Vernacular Literacy achievement levels Overall and by Gender based on 2007 administration

National Year 4 Vernacular Literacy		Gender	
Achievement Level	Overall	Female	Male
L3+	49	59	45
Lc	25	17	28

Table 14

NATIONAL YEAR 4 VERNACULAR LITERACY BY GENDER
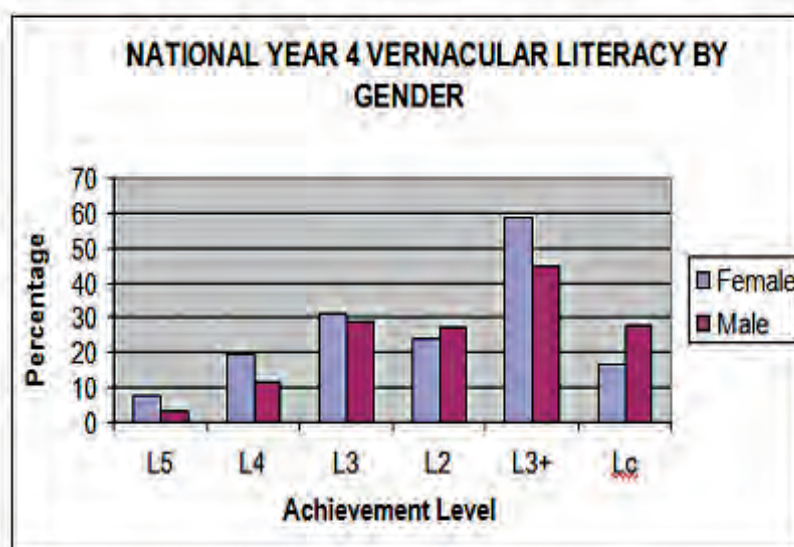
Graph 14

Extract from a country report on literacy

$\mathcal{C}$orporate $\mathcal{S}$ervices

Priorities

Priorities over this 2010 – 2012 period are:
- Providing administrative support systems which are responsive, transparent and meet best practice standards of quality.
- Providing fair and effective strategies to ensure that SPBEA attracts, recruits, retains the best people and continuously improves the skill level of staff so as to maximize productivity
- Ensuring systems are in place for efficient management of the Board's physical   resources
- Ensuring financial resources are safe and secure and there is the ready availability of financial information in a transparent, accountable and timely manner.
- Ensuring strategy in place for handling consultancy work for the Board, as well as consultancies delivered by the Secretariat
- Ensuring sound strategy for marketing services of the Board to clients

Goal

The Corporate Services exists to support the Board in achieving its Mission through stable and effective administrative systems and efficient management of its People, Physical and Financial Resources and Consultancies.

Objective 1
Administrative support systems which are responsive, transparent and meet best practice standard for quality.

Objective 2
Fair and effective strategy to ensure that SPBEA attracts, recruits, retains and enhances the skill level of staff so as to improve productivity.

Objective 3
Ensure system is in place for the efficient management of the Board's physical resources

Objective 4
Ensure financial resources are safe and secure, and ensure the ready availability of financial information in a transparent, accountable and timely manner.

Objective 5
Ensure strategy in place for handling consultancy work for the Board, as well as consultancies delivered by the Secretariat

Objective 6
Ensure sound strategy for marketing services of the Board to clients

Outputs and Key Performance Indicators:

Objective 1 - Vision Implementation
Administrative support systems which are responsive, transparent and meet best practice standards of quality.

Output 1.1
Organization structure for 2011 aligns with RIF

Key Performance Indicators
Organisation structure for 2011 aligned to RIF

Output 1.2
A healthy work environment which is conducive to stimulating productivity, strengthening communication and supports teamwork

Key Performance Indicators
Reduction in number of sick leaves taken during the year
Regular Team Building – to build cohesive work teams
Consultative communication – free flow of information

Objective 2 - People Care (Human Resources Management)
Fair and effective strategy to ensure that we attract, recruit, retain and enhance the skill level of staff so as to improve productivity.

Output 2.1
Fully harmonised terms & conditions of employment with CROP Agencies

Key Performance Indicators
All employees are on contracts
All contracts are fully harmonized with CROP terms & conditions
Participate in regular review and benchmarking to market of CROP remuneration and conditions

Output 2.2
Fair and effective strategy for staff appraisal and development is in place and used

Key Performance Indicators
Staff appraisals are done bi-annually, and in a tripartite forum (Director, Supervising officer, and Staff member)
Increased productivity measured independently on an annual basis
Training Needs-Analysis for support staff – external & internal, and liaise with ATS in delivery of in-house training programmes

Output 2.3
Communicate the RIF process to all Staff and act as intermediary for staff integration into new RIF organisation

Key Performance Indicators
Participate in RIF Change Management
Facilitate staff awareness sessions
Integrate staff contract remuneration and conditions to SPC conditions

Objective 3 - Physical Resources Management
Ensure system is in place for efficient management of the Board's physical resources

Output 3.1
Regularly review Fixed Assets Register and monitor efficiency of utilisation

Key Performance Indicators
Update Fixed Assets Register bi-annually
Implement an Asset Utilisation Policy – outline policy on asset acquisition, distribution, disposal and replacement of assets.

Objective 4 - Financial Resources Management
Ensure financial resources are safe and secure, and ensure the ready availability of financial information in a transparent, accountable and timely manner.

Output 4.1
Regularly review Cash Flow projections for the   entire planning period, and put in place a sound treasury system

Key Performance Indicators
Cash Flow at adequate levels to meet the Board's budgeted commitments on a monthly basis
Funds are deposited in currencies that are stable (to hedge against negative effects of foreign currency fluctuation)

Output 4.2
Produce timely report of Board's financial information accurately

Key Performance Indicators
Implement new finance software (MYOB) and populate with accurate data
Agreement with SPC on 2011 financial reporting format (and extent of financial integration)
Review Financial Policy and align to SPC, CROP and accounting best practice
Agreement with SPC on 2011 budgetary requirements – format, timetable and consolidation
Agreement with SPC on 2011 assets transfer (both Fixed and Cash Assets)

Output 5.1
Ensure all SPBEA external work has a written contract, and the terms of the contract are followed as agreed

Key Performance Indicators
Consultancy contracts to be properly costed and timed
QU contracts signed BEFORE start of job
Quality review process is in place to ensure zero error in contract terms
Invoice for ALL SPBEA external work when done, and ensure 100% payment compliance

Output 6.1
Identify SPBEA skills and expertise that can be marketed, and raise awareness of SPBEA services

Key Performance Indicators
Published on the web is a comprehensive SPBEA staff skill inventory listing
Published on the web is a "Can Do List" of services that SPBEA can offer to CROP Agencies, other Regional bodies and the global community
Facilitate funding of SPBEA pamphlets

Reporting, Monitoring and Evaluation

The quality of the work of Corporate Services will be reflected in feedback from end-users on:
1. financial records and reports prepared and submitted for use by the Director
2. financial records and reports prepared and submitted to auditors, and to the SPBEA Board
3. the maintenance of terms and conditions of staff
4. the maintenance of sound contractual arrangements for both long-term and short-term staff and consultants
5. up-to-date inventories of all SPBEA assets

Notes

Notes