

## Briefing Note: Conference of Pacific Education Ministers (CPEM)

<b>To:</b>	Hon Jan Tinetti, Minister of Education		
<b>Cc:</b>			
<b>Date:</b>	13 March 2023	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1303751
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<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Recommended Actions

The Ministry of Education recommends you:

- note** the information provided in the briefing pack attached to support your hosting of the inaugural Conference of Pacific Education Ministers (CPEM), 20-22 March 2023 in Tāmaki Makaurau Auckland.
- note** that Deputy Secretary for Education, Isabel Evans and Secretary for Education Iona Hosted, will accompany you as part of the official New Zealand delegation on Monday and Tuesday respectively.
- note** that you are invited to contribute to one of the stakeholder roundtables on Monday 20 March, which will be run concurrently.
- note** that on Tuesday 21 March, you will assume the Chair as conference host, and provide the Ministerial Plenary speech (speech notes have been provided to your office).
- agree** to share the CPEM briefing pack with the Minister for Pacific Peoples and the Associate Minister of Foreign Affairs (Pacific Region) who will be involved in elements of the conference programme.

**Agree** Disagree / Discuss

## Proactive Release

1. **agree** that the Ministry of Education release this briefing following the conference, with information pertaining to the bilateral relationships with countries withheld under Section 6(a) of the Official Information Act as the information it contains may prejudice the international relations of the Government of New Zealand.

☒ Agree ☐ Disagree



Daniel Tasker  
**Senior Manager**  
**Te Pou Kaupapahere**

13/03/2023



Hon Jan Tinetti  
**Minister of Education**

17 /03/ 2023

[IN CONFIDENCE]



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education



Aotearoa 2023 Conference of  
**PACIFIC EDUCATION  
MINISTERS**  
20 - 22 March



**NEW ZEALAND**  
FOREIGN AFFAIRS & TRADE  
Manatū Aorere

*Briefing for the Aotearoa New Zealand Delegation*

**Hon Jan Tinetti**

**1<sup>st</sup> Conference of Pacific Education  
Ministers (CPEM)**

**Auckland, New Zealand  
Monday 20 March – Wednesday 22 March 2023**

**Iona Holsted**, Secretary for Education Te Tumu Whakarae mō te Mātauranga

**Isabel Evans**, Hautū Te Mahau Te Tai Raro (North)

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## Overview of programme

This is an indicative programme at 13 March 2023, there may be updates, a final hard-copy programme will be available on 17 March and in the conference app.

Monday 20 March 2023		
Time		Venue
07.50	<b>Suggested time for Minister to depart by car to be in position at Marae, if she has been welcomed to Ōrākei Marae previously.</b>  Travel time: approximately 25 minutes	
8.30-10.30	<b>Pōwhiri</b> <b>Official Welcome and Opening</b> <i>Followed by kai</i> <b>Attendees:</b> Minister Tinetti, Isabel Evans, Huia Welton, all delegates.	Ōrākei Marae 59B Kitemoana Street, Orakei, Auckland 1071  <i>Note media</i>
	<b>Transport to Aotea Centre</b>	20 minutes
11.00-12.30	<b>Pre-conference consultations: Roundtable Discussions</b>  <b>A. Multi-stakeholder roundtable discussions</b> <ul style="list-style-type: none"> <li>• <b>Roundtable 1: Education Quality and Relevance</b> <ul style="list-style-type: none"> <li>- Skills development and training (including vocational skills at secondary level and green skills)</li> <li>- Maintenance and revitalisation of indigenous languages; protecting and drawing on Pacific indigenous knowledge and pedagogies</li> <li>- Social emotional/non-cognitive skills to respond to rapidly changing contexts, labour markets.</li> </ul> </li> <li>• <b>Roundtable 2: Education Financing</b> <ul style="list-style-type: none"> <li>- Regional education governance – collaborative structures at national and regional levels, sustainable regional education financing, building strong country ownership of regional education programmes.</li> </ul> </li> <li>• <b>Roundtable 3: Building Resilience</b> <ul style="list-style-type: none"> <li>- Building resilient in Pacific communities</li> <li>- Learning continuity including tech-enabled learning (this is more than just in response to Covid but also around building resilient schools and education systems to respond to impacts of climate change).</li> </ul> </li> <li>• <b>Roundtable 4: Access, inclusion and equity</b> <ul style="list-style-type: none"> <li>- Teacher Continuous Professional Development (CPD)</li> <li>- Inclusion and equity.</li> </ul> </li> </ul> <b>Attendees:</b> Minister Tinetti (Roundtable to be confirmed), Isabel Evans (Roundtable 3), all delegates, CSO representatives, Development partners, Teachers/Students.	Aotea Centre 50 Mayoral Drive, Auckland CBD, Auckland 1010  Hunua 1  Waitakere 1  Waitakere 2 & 3  Limelight 2
12.30-13.30	<b>Multi-stakeholder panel discussion</b> <b>Attendees:</b> Minister Tinetti, Isabel Evans, all delegates	Hunua 2 & 3
13.30-14.30	<b>Lunch break</b>	Aotea Centre Level 5 Foyer
	<b>Expo Event</b>	Aotea Centre

14.30-17.00	Booths and talanoa	Hunua Foyer
	<b>Senior Officials' Meeting (SOM)</b> <ul style="list-style-type: none"> <li>Consider the main recommendations to go to the Retreat for Ministers to deliberate &amp; make decisions</li> <li>Focus agenda on sub-themes.</li> <li>Opportunity to review outcomes document before it goes to Ministers – important to have one document go up to the Ministers.</li> </ul> <b>Attendees:</b> Isabel Evans, education officials	Aotea Centre Hunua 1
	<b>Civil Society Organisations (CSO) Forum</b>	Aotea Centre Limelight 2
14.30-17.00	<b>Minister's opportunities for bilateral meetings:</b> <ul style="list-style-type: none"> <li>Tonga</li> <li>Tuvalu</li> <li>Solomon Islands</li> </ul>	
17.45	<b>Suggested time for Minister to depart by car to be in position at Homeland Restaurant.</b>  Travel time: approximately 7 minutes	
18.00-22.00	<b>Official Ministerial Banquet</b>  <b>Attendees:</b> Deputy Prime Minister Sepuloni, Minister Tinetti, Ministers, senior officials, key stakeholders.  Speakers to include: University of the South Pacific Vice Chancellor and President, Professor Pal Ahluwalia and Pacific Islands Forum Secretary-General Hon Henry Puna.	Homeland, 11 Westhaven Drive, Auckland CBD, Auckland 1010
	<b>End of programme for day</b>	

## Tuesday 21 March 2023

Time		Venue
09.00-09.10	<b>Ministerial Plenary Opening Session</b> <ul style="list-style-type: none"> <li>The University of the South Pacific Vice Chancellor and President will call the meeting to order.</li> <li>Karakia</li> <li>The Vice Chancellor President will then formalise the appointment of the Chair of the Conference.</li> <li>Hon Jan Tinetti will now assume the position of Conference Chair.</li> </ul> <b>Attendees:</b> Minister Tinetti, Iona Holsted all delegates	Aotea Centre Hunua 2 & 3  <i>Note media</i>
09.10-09.30	<b>Session 1:</b> <ul style="list-style-type: none"> <li>Hon Jan Tinetti will deliver the keynote address with reference to the Theme - <i>Empowering education for Pacific People</i>.</li> </ul>	
09.30-10.30	Open discussion by Ministers in response to the opening address and ministers providing their own national experiences. Some Ministers may come with Ministerial statements.  <b>Attendees:</b> Minister Tinetti, Iona Holsted, all delegates	
10.30-11.00	<b>Morning tea</b>	Waitakere Rooms

10.30-11.00	<b>Opportunity for CPEM Drafting Group to meet</b>	Aotea Centre Limelight 2
11.00-13.00	<b>Ministerial Plenary</b> <b>Session 2: Report Updates:</b> <ul style="list-style-type: none"> <li>• PacREF Mid Term Review</li> <li>• Status of Pacific Education Report</li> <li>✓ EQAP standing report – provide Ministers with a status report</li> <li>✓ Country reports shared to respective countries - focus on allowing PILNA data to be shared]</li> <li>• Reports from Officials and CSO Forums – key recommendations</li> </ul> <i>Intended outcomes:</i> <ul style="list-style-type: none"> <li>• Emerging priorities for regional education to be considered under PacREF</li> <li>• Resourcing opportunities for Phase 2.</li> <li>• Effective partnerships and support to national education systems.</li> </ul> <b>Attendees:</b> Minister Tinetti, Iona Holsted, all delegates	Aotea Centre Hunua 2 & 3
13.00-14.00	<b>Lunch</b>	Waitakere Rooms
13.00-14.00	<b>Opportunity for CPEM Drafting Group to meet</b>	Limelight 2
14.00-15.30	<b>Ministerial Plenary</b> <b>Session 3: Consideration of recommendations from Partners</b> <ul style="list-style-type: none"> <li>• Ministerial discussion &amp; recommendations on CPEM sub-themes. <ul style="list-style-type: none"> <li>- <i>Reports from roundtable groups – key recommendations</i></li> </ul> </li> <li>• Other Matters [Development partners' presentation – key issues] <ul style="list-style-type: none"> <li>- <i>CPEM processes, sustainable funding for CPEM participation, logistical arrangements</i></li> <li>- <i>Any other presentations from partners.</i></li> </ul> </li> </ul> <b>Attendees:</b> Minister Tinetti, Iona Holsted, all delegates	Aotea Centre Hunua 2 & 3
15.30-16.00	<b>Afternoon tea</b>	Aotea Centre Waitakere Rooms
16.00-17.00	<b>CPEM Drafting Group</b> Opportunity to finalise draft Outcomes/Declaration for the Retreat – drawn from Day 1 & 2 Plenary and Officials/CSO Forums.	Aotea Centre Limelight 2
	<b>Return to accommodation. Transfer to evening event.</b>	
18.00-20.00	<b>Community Event hosted by Minister Edmonds</b> Pacific Parliamentary Cross-Party Caucus & Pacific Community Event opportunity for Ministers to engage with Pacific sector & community leaders/representatives.  <b>Attendees:</b> Minister Tinetti, Isabel Evans, all delegates	Alexandra Park, Greenlane West Road and, Manukau Road, Greenlane, Auckland 1051  <i>Note media</i>
	<b>End of programme for day</b>	



**Wednesday 22 March 2023**

<b>Time</b>		<b>Venue</b>
<b>09.00-11.30</b>	<b>Ministerial Field Visits</b> <ul style="list-style-type: none"> <li>Te Pūkenga Manukau Institute of Technology</li> <li>Favona School (9.30am start)</li> <li>Tāmaki College</li> </ul> <b>Three groups of Pacific delegates accompanied by officials from Te Mahau.</b>	Te Pūkenga MIT 53 Otara Road, Ōtara, Auckland 2023 <i>Note media</i>  Favona School Wakefield Road, Favona, Auckland 2024  Tāmaki College 115 Taniwha Street, Glen Innes, Auckland 1072
<b>11.00</b>	<b>Suggested time for Minister to depart by car to be in position at Hyundai Marine Sports Centre</b> Travel time: approximately 20 minutes	
<b>11.30</b>	<b>Transport to Hyundai Marine Sports Centre</b>	Hyundai Marine Sports Centre, 8/10 Tamaki Drive, Orakei, Auckland 1071
<b>12.00-13.00</b>	<b>Lunch</b>	Hyundai Marine Sports Centre
<b>13.00-15.30pm</b>	<b>Ministerial Conference Retreat</b> <ul style="list-style-type: none"> <li>Considering consolidated recommendations from Day 1 &amp; 2</li> <li><i>[Ministers to table issues they want to address here at the Retreat]</i></li> <li>Endorsement of Outcomes document</li> <li>Confirmation of host country of next CPEM.</li> </ul> <b>Attendees:</b> Minister Tinetti.	Hyundai Marine Sports Centre Te Kawau Room
<b>15.30pm</b>	<b>Afternoon tea</b>	
<b>16.00pm</b>	<b>CPEM Press Conference</b> <b>Attendees:</b> Minister Tinetti, CPEM Chair; Select Ministers	Hyundai Marine Sports Centre Rangitoto Room  <i>Note media</i>
<b>17.00pm</b>	<b>Closing Event</b> <b>Attendees:</b> Minister Tinetti, CPEM Chair; Select Ministers	Hyundai Marine Sports Centre Te Kawau Room

# Background to CPEM

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## Introduction

Pacific Island Ministers of Education met for the first time for the Forum Education Ministers Meeting (FEEdMM) in May 2001 in Auckland, New Zealand. Since then, they have met 12 times, with the last meeting held virtually on 13-14 April 2021. The 2021 FEEdMM was the first meeting to be convened by the University of the South Pacific (USP), taking over from the Pacific Islands Forum Secretariat (PIFS), after the hand-over of the Pacific Regional Education Framework (PacREF) policy document to USP for its implementation. One of the outcomes of the 2021 FEEdMM was the renaming of the FEEdMM to the Conference of Pacific Education Ministers (CPEM).

The inaugural CPEM 2023 will be held in Auckland, Aotearoa New Zealand, on 20-22 March 2023. CPEM 2023 will provide Pacific Ministers of Education with the opportunity to discuss key education issues in the Pacific countries in relation to specific themes. Ministers will have the opportunity to share knowledge and good practices in the education sector, receive updates on various education initiatives approved at previous meetings, as well as identify areas of action for education in the Pacific region for the next two years.

Ministers will also have the opportunity to receive implementation updates of the Pacific Regional Education Framework (PacREF) programme, which they endorsed in 2018, and provide guidance moving forward. The theme for CPEM 2023 is 'Empowering education for Pacific People'. In line with the theme, one of the primary objectives of the conference will be to define what empowering education means for Pacific people and societies, which in turn will guide national and sub-national policy and decision-making to ensure students are 'future ready' - equipped with the skills, knowledge, and values to succeed and contribute to their communities, nation and region. This includes preparing students to better respond to changing contexts and emerging needs.

A key feature of the CPEM 2023 will be its inclusive and multistakeholder engagement between Pacific Ministers and a range of important stakeholders invested in and impacted by Pacific education outcomes. The biennial Conference of Pacific Education Ministers (CPEM) is now organised by the University of the South Pacific (USP) through the PacREF Facilitating Unit (PFU).

### *CPEM 2023 Objectives and Outcomes*

The intention for the Conference is to create a space where education stakeholders from across the region can come together and discuss what empowering education looks like for

Pacific learners across the region and what quality and resilience look like from Pacific perspectives.

One of the main objectives of the conference is to provide an opportunity for education Ministers and other stakeholders in the Pacific to reconnect and dialogue on the conference theme and come to a consensus on a set of priority focus areas for further consideration through regional collaboration.

The Conference will also look into different models of education financing in the region and trends in access, inclusion, and equity in student participation and achievement. It will seek to recognise and affirm the mana of Pacific pedagogies, frameworks and approaches, and the contribution that these can make to contemporary education issues.

The desired outcomes of CPEM 2023 include:

- priorities for regional education. Ministers provide guidance on emerging priorities in education to be considered under the PacREF Programme.
- resource mobilisation for PacREF Phase 2, including possible sources for financial support towards PacREF Phase 2 implementation.
- established processes for CPEM and effective partnerships. Ministers agree on CPEM processes, participation and other logistical consideration to improve effectiveness of the conference. Additionally, Ministers are encouraged to consider a sustainable funding mechanism for their participation at CPEM 2023.

#### *CPEM 2023 Programme*

The Ministerial programme is guided by the overall theme 'Empowering education for Pacific People' and is structured around a set of conference sub-themes and status reports to facilitate inclusive and multi-stakeholder engagement, including Ministers' deliberations and decision making throughout the CPEM 2023. The sub-themes for the Conference are:

- Quality and relevance
- Education Financing
- Building Resilience
- Access, inclusion and equity.

The PacREF Facilitating Unit (PFU) collaborated with other PacREF Implementing Agencies (IAs) in the development of key standing reports to the ministerial meeting, which include:

- The Mid Term Review of the PacREF Phase 1 implementation
- The Status of Pacific Education Report 2021
- Updates of the Pacific Regional Inclusive Education Framework (PRIEF) implementation
- PacREF Monitoring, Evaluation and Learning Report.

The central components of the CPEM 2023 format are as follows:

#### **Multi-stakeholder Roundtables**

The grouping for the multi-stakeholder roundtables will be based on the sub-themes of the main conference theme. The roundtables will be chaired by a facilitator and will include short presentations based on the sub-themes followed by questions and discussion. The

presentations will initiate questions and discussion rather than be purely information-giving. Selected stakeholders will be invited to attend and contribute to discussions. The outcomes of the roundtables will be presented to Ministers during the plenary sessions.

### **Senior Officials Meeting**

The Senior Officials' Meeting will be held prior to the formal commencement of CPEM 2023 and will provide senior officials from the Ministries of Education of Pacific countries and territories with the opportunity to meet and discuss relevant issues in relation to the CPEM 2023 theme.

### **Civil Society Organisations' (CSO) Forum**

Concurrent to the Senior Officials Meeting, civil society organisations (CSOs) will meet for the CSO forum. The forum will provide an opportunity for CSOs across the Pacific to meet, network and exchange ideas, engage in dialogue, and communicate their priorities to Ministers.

### **Field visits**

The host country Aotearoa New Zealand has organised field visits for Ministers and education officials to show some of their education programmes that are relevant to the wider Pacific nations. The field visit is part of the learning and sharing during the conference, and countries who may be interested in similar programmes can further hold bilateral discussions with their New Zealand counterparts.

### **Education Ministers Meeting**

The Ministerial meeting will convene over two days and is restricted to Ministers of Education, their designated representative(s) and invited observers. The keynote speaker will address Ministers on a topic in line with the prevailing theme. Ministers will also have the opportunity to participate in Ministerial roundtables on education for quality and relevance, education financing, building resilience, and access, inclusion and equity. At the closing of CPEM 2023, Ministers will issue a Ministerial declaration that outlines a clear set of commitments for member states and sets out regional education priorities and agenda for the next four (Phase 2) years across the Pacific.

### *Conference logo and its significance*

The logo, which will be carried through the years by future CPEM hosts, highlights the shared history of Aotearoa New Zealand and the countries of Te Moana-nui-ā-Kiwa, bringing together the connections of ocean and whakapapa to help shape education and mātauranga opportunities in, and for, the Pacific.

The logo showcases the waka or canoe common throughout Te Moana-nui-ā-Kiwa, used to carry people for fishing and food gathering, and travel. Turning the waka on its side creates space to hui or meet; a place to share ideas and kōrero. This waka is held together with takitahi raranga: the one over, one under weaving pattern.

The arrow markings along the side are based off fa'aulutao, or spear heads, symbolizing prosperity and travelling from the past and into the future. This positions us to understand where we are going, we need to know where we came from.

The hoe — or paddles — moving in formation in the same direction signify strength, unity, resilience, and the vision required to keep momentum.

The hashtag for the event is #CPEM2023, should you wish to tag the conference in any way.

## *The Pacific Regional Education Framework: an overview*

The Pacific Regional Education Framework (PacREF) is the organising framework for regional education in the Pacific. It sets out the agreed policy objectives, strategies, and outcomes for regional education between 2018 and 2030. Along with its implementation programme, it also provides the region's education response to Sustainable Development Goal 4 and to the Framework for Pacific Regionalism. It was developed by the Pacific Heads of Education Systems (PHES) and was endorsed at the Forum Education Ministers meeting (FEEdMM) in May 2018.

### *Background to Regional Education Frameworks*

Although each Pacific country has its own rich and diverse background, together they share many of the same development challenges. The Pacific has a long history of regionalism as a way to deliver services efficiently and to amplify their voices globally. The Framework for Pacific Regionalism, developed in 2014, sets the direction for how to address these challenges through cooperation and collaboration.

The Forum Education Ministers' Meeting (FEEdMM) has been in place since 2001 when it was convened to consider issues related to human resource development in the Pacific. Over the two decades since then, the FEEdMM has become an effective mechanism to discuss education policy issues at the regional level. In 2001, FEEdMM adopted the Forum Basic Education Action Plan (FBEAP), a document setting out the vision, goals and strategies for the future of basic education in the Pacific and reaffirmed its commitment to the Education for All goals. In 2009, a revised regional agenda was endorsed and launched as the Pacific Education Development Framework (PEDF).

In 2015, the PHES began to work towards shaping a more comprehensive longer-term and calibrated programme to raise educational quality across the region, in partnership with the regionally based international education agencies. The PacREF was endorsed by FEEdMM in 2018 and formally aligned to the timeline established for the 2030 Agenda for Sustainable Development and achievement of the SDGs. FEEdMM has now been reframed as the Conference of Pacific Education Ministers (CPEM).

### *PacREF Policy Priorities*

PacREF has four policy objectives which align with and complement countries' own education strategies:

1. **Quality and Relevance:** The objective of the quality and relevance policy area is to provide high quality, relevant programmes for learners at all levels of education. The policy goal is to ensure that all learners are provided with a safe and supportive environment, within which they are offered high quality learning opportunities that are meaningful, valuable, inclusive and future-focused.
2. **Learning Pathways:** The objective of the learning pathways policy area is that learners' needs are met through a broad range of programmes and delivery modalities. The policy goal is to ensure all learners have equal access to multiple and seamless pathways and modalities of learning that will allow them to meet their full potential
3. **Student Outcomes and Well-being:** The objective of the student outcomes and well-being policy area is that learners at all levels of education achieve their full potential. The policy goal is to ensure that all learners acquire the knowledge, skills, values and

attributes to enable them to contribute to their families, communities and to nation building.

4. Teaching Profession: The objective of the teaching profession policy area is to support and empower teachers through opportunities for continuous development, shared understanding and accountability. The policy goal is to ensure that competent, qualified and certified teachers and school leaders are current in their professional knowledge and practice.

PacREF is actively investing in the Pacific's own education priorities and is well aligned with countries' education strategies. Unlike previous regional education frameworks, the goals and objectives were developed by Pacific education leaders and reflect realistic and achievable national priorities at a regional level. In this way, PacREF is expecting to accelerate progress towards wider education outcomes in the region.

### *Implementing the PacREF*

PacREF is supported by an implementation programme that expands and improves the support provided to the region's education systems by the Pacific's five regionally based education agencies: the Pacific Community's Education Quality Assessment Programme, the University of the South Pacific, UNICEF, UNESCO and the Australia Pacific Training Coalition.

Collectively, these five implementing agencies (IAs) operationalize the PacREF policy through a series of activities that design and test demand-responsive regional goods, services and standards (RGs). RGs – such as a regional teacher standards framework and regional guidelines on inclusive curriculum review – are intended to complement work that countries are doing at a national level. In the second phase of the PacREF programme, these RGs will be contextualised and embedded in national education systems to sustainably raise the quality of their services and establish, over time, upward trends in learning outcomes.

The current phase of PacREF is funded primarily by the Global Partnership for Education (GPE). Six eligible Pacific countries chose to pool their GPE allocations to support the regional programme. This is supplemented with funding from New Zealand (through MFAT) and the Asian Development Bank (ADB). The joint programme is managed through ADB.

# Annotated Programme

## Monday: Pōwhiri and Official Opening

**Type of event:** Pōwhiri

**Date:** Monday 20 March 2023

**Time:** 8.30 – 10.30

**Location:** Ōrākei Marae, 59B Kitemoana Street, Orakei, Auckland 1071

**Who will attend on New Zealand side:** Minister, Isabel Evans, all New Zealand Ministry of Education officials serving as liaison officers.

**Indicative Runsheet (subject to final protocols being received from Ngāti Whātua)**

Time	Item
07.50	Suggested departure time for Minister Tinetti from hotel to be in position.
08.10	Delegates depart from Pullman Hotel to Ōrākei Marae
08.30-10.30	<b>PŌWHIRI– Official Welcome and Official Opening</b> <ul style="list-style-type: none"><li>• Briefing by Ngāti Whātua on arrival.</li><li>• We will be led to the front of the Marae, women to the front and men behind.</li><li>• Kaumatua, Eruera, Kuia (representative from Pacific Education Ministers to be confirmed).</li><li>• A warrior will perform a wero (Challenge) for our group before the karanga.</li><li>• The warrior will place a taki on the ground and ask the manuhiri to pick it up.</li><li>• Once taki has been picked up, the Kaikaranga from the wharehenui will call our group to move forwards.</li><li>• Our group will move to the marae atea (courtyard), then into the marae.</li><li>• In accordance with local iwi custom, men will occupy the front row and everyone else is seated behind. When we are all in position, we will be invited to be seated.</li><li>• The speeches of welcome will begin.</li><li>• There will be at least three tangata whenua speakers. Each speech will be followed by a waiata. When all the tangata whenua have finished speaking, an opportunity to reply will be offered to our side.</li><li>• Manuhiri will give koha to tangata whenua.</li><li>• After the speeches, the front row will be asked to stand and hariru/hongi (front row only) with the tangata whenua to conclude the pōwhiri ceremony.</li><li>• Informal talks will commence in English from both sides, followed by refreshments.</li></ul>
	If the weather is fine, a group photo will be taken prior to re-boarding the vans after the pōwhiri. If not, a photo will be taken at the Hyundai Marine Sports Centre on Wednesday.
10.30-10.55	Travel to Aotea Centre

## Monday: Pre-consultation Stakeholder Roundtable 1 – Education Quality and Relevance

**Type of event:** Roundtable

**Date:** Monday 20 March 2023

**Time:** 11.00 – 12.30

**Location:** Room Hunua 1, Aotea Centre

**Who will attend on New Zealand side:** Minister Tinetti, Senior Officials, CSO representatives, Development partners, Teachers/Students

### Runsheets

Time	Item
10.45	Roundtable participants arrive
11.00-11.05	<b>Introduction</b> Setting objectives/Outlining session format <i>Roundtable Facilitator</i>
11.05-11.15	Setting the scene <ul style="list-style-type: none"><li>○ Welcome remarks.</li><li>○ Introduces substantive issues and focus for the Roundtable.</li><li>○ Brief reflection on the Roundtable sub-theme</li></ul>
11.10-11.40	<b>Session Guiding Questions</b> <ul style="list-style-type: none"><li>○ Guiding questions posed to three pre-select participants to respond</li><li>○ Respondents assigned 10mins each to speak.</li><li>○ Potential respondents: CSO representative; Development partners; Student organisations</li></ul> <b>Roundtable Facilitator</b>
11.40-12.15	<b>Open Talanoa</b> <ul style="list-style-type: none"><li>○ Open commentary, questions, constructive critique and/or highlighting issues to go to Pacific Education Ministers plenary</li></ul> <i>Roundtable Facilitator, Rapporteur</i>
12.15-12.30	<b>Key issues and recommendations</b> <ul style="list-style-type: none"><li>○ Facilitated consensus of the select key issues and recommendations that may need Pacific Education Ministers consideration.</li></ul> <i>Roundtable Facilitator, Rapporteur</i>
12.30	<b>Roundtable concludes</b>

### Background

1. Roundtable 1 will focus on Education Quality and Relevance: Skills for Life and Learning in Pacific Island Countries and Territories. People and organisations involved in this roundtable include: the Minister from Niue, NZQA, Ellen Dixon (Global Student Forum), Artita Devi (Catalpa), Lesley Hoskin (Teaching Council), ERO, Adeline Blair (Principal, Kelston Boy's School), Dr Fa'asaulala Tagoilelagi-Leota (Ministry of Pacific Peoples).
2. The background papers for this roundtable are:
  - PacREF23 CPEM 01 - Skills for Life and Learning in Pacific Island Countries and Territories
  - PacREF23 CPEM 02 Maintenance and revitalisation of indigenous languages



- PacREF23 CPEM 03 - Skills Development and Training.
3. Pacific partners recognise that teaching and learning of **non-cognitive skills** are critical for achieving positive outcomes in school and in life, for all children across our region. They see these as an integral part of ensuring that education systems reflect local cultures, values and histories. The development of a regional framework for non-cognitive skills should be **underpinned by cultural and spiritual values** and ways of living.
    - This includes valuing and mainstreaming our indigenous languages, arts and culture and protecting and drawing on **Pacific indigenous knowledge systems**, across our education systems.
    - New Zealand's own experiences with seeking to reflect te reo Māori te ao Māori through our education system.
  4. New Zealand's experiences and models of **early childhood education** and **vocational pathways at secondary school** would be of interest to Pacific partners. This includes our experiences of community-led ECE provision and establishing secondary-tertiary links and engagement with industry.

#### *Skills for Life and Learning*

5. There is a well-documented history of education frameworks/standards 'borrowed' from developed country contexts that have not worked in the Pacific. Consideration of how culture and local knowledge informs such frameworks would be an important consideration. At the recent PHES meeting, Secretaries of Education highlighted the need for terminology and definitions of these skills that reflected these contextual considerations.
6. Building non-cognitive skills from the early years of education has strong support in the Pacific. This is despite wide variation in rates of participation in ECE. UNICEF's nurturing care framework (which has affinity with New Zealand's own approaches to the early years) is widely used in the Pacific to inform early childhood development (ECD) approaches (of which education is a critical part). ECD is a priority for many Pacific governments, as demonstrated by the high level of multi-sectoral Ministerial participation in a UNICEF-led (MFAT-funded) ECD forum in Fiji at the end of February 2023.
7. Development of ECE in the region has been informed by international frameworks that emphasise formalised settings, trained teachers and complex quality assurance systems. While these are important for underpinning high quality systems, they are also out of the financial reach of most Pacific countries. It is an area where donor funding makes up a significant proportion of activity and at times can limit the opportunities for innovative approaches, including some that are used in New Zealand (e.g. through kōhanga reo or Playcentre).

#### *Maintenance and revitalisation of indigenous languages; protecting and drawing on Pacific indigenous knowledge and pedagogy.*

8. Language of instruction in the region is a complex and highly diverse policy issue. Most countries have a policy of mother tongue based multilingual education but do not have a


teaching workforce with the skills to implement this effectively. English is the language of instruction almost everywhere from at least the end of primary school (if not earlier).

9. The choice of what language should be used by whom for what purpose and at what level of education is highly political in Pacific countries. We recognise that arriving at clear decisions can be difficult because it includes a number of factors (political, social, cultural, economic and educational considerations). This includes the role language plays in socialisation and development of cognitive systems.
10. The issues raised in the CPEM paper are highly relevant and reflect ongoing dialogue amongst Pacific countries (including Pacific academia). The long-standing critiques of historical post-colonial grievances of education systems are strong amongst Pacific academics (and some officials) but are in tension with a desire of families to ensure that their children are able to operate in an international environment through the English language.

*Skills Development & Training (Vocational skills at Secondary level and green skills)*

11. Education systems in the Pacific have a strongly academic focus, which contributes to high levels of drop-out at secondary level. Students who do not intend to continue on to university leave school early but have few alternative pathways available to them. This results in high levels of youth unemployment (and its consequent challenges) across the region. There is increasing interest in TVET pathways at secondary level to support retention and relevance. There has been a long-term underinvestment in the TVET sector across the Pacific which is constraining opportunities in this area but is an emerging priority area for many Pacific partners.
  - MFAT has funded the Manukau Institute of Technology to support the introduction of a vocational secondary qualification in Tonga. In Tokelau, MFAT is providing support for partnerships between the Department of Education and Eastern Institute of Technology to provide second chance pathways.
12. There has been limited conversation in Pacific education systems on climate change and disaster risk reduction outside of conversations on education infrastructure. There is an urgent need to begin a discussion on the wider skills and knowledge that is needed across the region to address the impacts of climate change and also on how education systems need to adapt to respond to the impacts of climate change.

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### *Protecting and drawing on Pacific indigenous knowledge and pedagogies*

- The **Action Plan for Pacific Education 2020-2030** maps the Government's commitment to improving outcomes for Pacific learners and families and supports the wider goals of the Child Youth and Wellbeing Strategy that children and young people are accepted, respected, and connected.
- The Action Plan lays out a vision for systemic shifts to education in Aotearoa New Zealand to ensure that diverse learners and their families are safe, valued, and well-equipped to achieve their educational aspirations. This means ensuring that their knowledge and perspectives are recognised, and that the teaching and learning strategies we support work for them. The Action Plan also signals how early learning services, schools, and tertiary providers can achieve the necessary changes to make that vision a reality.
- A suite of resources and supports designed to progress the Action Plan include Tapasā (Cultural competencies framework for teachers of Pacific learners), Reo Moana (Pacific Bilingual and Immersion Education), and Tautai o le Moana (Wayfinders of the Ocean). These initiatives work together to contribute to the necessary educational shifts identified in the Action Plan, by:
  - working reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the Covid-19 pandemic;
  - confronting systemic racism and discrimination in education;
  - enabling every teacher, leader, and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.

### *Refresh of the New Zealand Curriculum and Aotearoa New Zealand Histories*

- The refresh of **The New Zealand Curriculum** (the NZC) focuses on giving practical effect to Te Tiriti o Waitangi and developing a curriculum that is clearer, more relevant, and easy to use.
- The new curriculum framework (working title: Te Mātaiaho) is designed to allow all learners see themselves and their aspirations, as well as those of their whānau, reflected in their learning.
- Te Mātaiaho includes a clear expectation that the learning that matters to families, hapū, iwi, and the community is a part of every learner's educational experience.
- All eight learning areas are being refreshed. Te Ao Tangata | the Social Sciences learning area is already available for schools to use. A part of that learning area is Aotearoa New Zealand's histories (ANZH), which schools are already required to be using.
- ANZH invites the use of local histories to learn more about the diverse stories of our past and deepen learners' critical understanding of society and enduring local, national, and global issues.
- The use of local histories allows holders of Pacific knowledge in the community to share their stories with schools. We want learners to understand that people have different experiences and perspectives, and that recognising and drawing on this diversity helps them thrive as community members and citizens.

**Note, a full briefing is included under the “Background Briefings” section.**

- The Review of Achievement Standards provides an opportunity to make NCEA more inclusive and accessible by design. This includes meaningfully incorporating Pacific indigenous knowledges, pedagogies, contexts, and worldviews more into the design of NCEA teaching and learning materials.
- Two new Pacific NCEA Achievement Standard language subjects have been introduced: Vagahau Niue and Gagana Tokelau at Levels 1-3.
- The introduction of these new subjects within NCEA aligns to the Ministry of Pacific Peoples’ *Pacific Languages Strategy*, which identifies Vagahau Niue and Gagana Tokelau as endangered languages and notes that it is important that they are maintained and revitalised for Pacific learners in Aotearoa New Zealand and in the Realm nations.
- In 2022, the Ministry of Education sought expressions of interest to identify educators and community leaders with extensive pedagogical and cultural knowledge of Gagana Tokelau and Vagahau Niue to be a part of the respective Subject Expert Groups that would develop the NCEA achievement standard materials for each language.
- NCEA Level 1 development for Vagahau Niue and Gagana Tokelau was completed in 2022 and included a mini pilot. A full pilot for Level 1 is now underway for both languages as of 2023.
- NCEA Level 2 development is currently underway for Gagana Tokelau and Vagahau Niue, alongside Gagana Sāmoa, Lea Faka-Tonga, Te Reo Māori Kūki ‘Āirani.
- Pacific Studies is being developed at NCEA Levels 2 and 3 as a social science subject to provide further opportunities for students to directly engage with and study Pacific contexts and knowledges.

#### *Green, climate, and sustainability in curriculum*

- The themes and content of the NZC align with the Government’s recognition that climate change is one of the biggest challenges currently facing our country and our planet – particularly our Pacific neighbours.
- Sustainability, awareness of climate change, the environment, and our place in it are all important themes that can be explored through our existing national curriculum. There is already a range of resources that are available to schools to support climate change education.
- The five key competencies of the NZC (thinking; relating to others; using language, symbols, and texts; managing self; and participating and contributing) are capabilities people have, and need to develop, to live and learn. They guide the exploration of challenges our society faces today and into the future, including climate change.
- Schools have the flexibility to design their local curriculum guided by the NZC. Schools make decisions about their teaching and learning programmes to best meet the needs of their students and local community, including decisions about climate change education. This helps ensure young people develop the skills and knowledge to be fully informed, active, and responsible citizens of the future.
- The refresh of the NZC will continue to reinforce the importance of climate change in our curriculum, and the capabilities of learners to recognise and respond to local, national, and global challenges.

- Te Mātaiaho gives effect to Te Tiriti in a range of ways that are designed to strengthen learners' understanding of our place in the world and are related to green, sustainability and climate themes, including:
  - a shift to how the curriculum describes our relationship with nature, and our connection to place – both where we stand in Aotearoa New Zealand, our position within the Pacific, and globally;
  - engaging in power-sharing and honourable, equitable relationships;
  - respecting tikanga Māori and the natural environment;
  - exploring issues involving social, economic, and environmental challenges associated with human rights, inequity, and sustainability.
- The new 'Understand, Know, Do' framework of the refreshed NZC describes the learning that can't be left to chance. It guides learners to *understand* the big ideas, *know* the rich contexts in which they explore them, and *do* the practices that bring rigour to learning.
- This framework includes the knowledge, skills, attitudes, and values needed to understand and respond to all aspects of sustainability including climate change and the biodiversity crisis, both within and across learning areas.
- We will continue to identify and be specific about these issues, and our relationship with nature generally, as we refresh the remaining learning areas.
- The National Curriculum and NCEA offer schools and kura the opportunity to contextualise learning and assessments for their students.
- While all subjects may be contextualised using a sustainability or climate focus, there are subjects within the Social Science Learning Area such as Geography, Tourism and Social Studies which can focus on climate change and sustainability in greater detail. The Ministry is currently developing at NCEA Levels 2 and 3 and Environment and Societies to provide further opportunities for students to engage in sustainability in NCEA.
- The flexibility provided by the NZC and NCEA allows schools and kura to determine how their local curriculum approaches learning related to climate change and sustainability.

*Social and emotional skills learners can use to respond to rapidly changing contexts*

- The key competencies of the NZC are designed to support the development of skills that learners need in order to become lifelong learners and be able to effectively respond to a rapidly changing world.
- The NZC highlights knowledge and practices that help learners notice and respond to mis-, mal-, and dis-information through two mechanisms. Firstly, through the cross-curricular key competencies that schools weave through learning; and secondly, through discipline-specific learning.
- The refresh of the NZC continues to strengthen this learning through:
  - the 'Understand, Know, Do' framework, which clearly lays out the capabilities, knowledge, attitudes, and values that learners need to be able to respond to the shifting landscape of the future;
  - a focus on Social and Emotional Learning (SEL) across the curriculum, which will help learners navigate through daily life and the connections, relationships, skills,

attitudes, and feelings that can bring positive outcomes in education, work, and life.

- Some of the connected benefits of this focus mean improved:
  - financial capability – being financially literate enables learners to navigate and positively contribute to their own and others financial wellbeing and has an impact on the climate;
  - information capability – being information literate helps learners positively contribute and participate in information sharing;
  - sustainability – enabling learners to take action in response to climate change and the biodiversity crisis;
  - civics and citizenship – encouraging learners to be active, participating, and contributing citizens.

*Skills development and training (including vocational skills at secondary level and green skills)*

- Aotearoa New Zealand is undertaking a reform of vocation education, is made up of seven key changes:
  - Establishing Te Pūkenga (New Zealand Institute of Skills and Technology)
  - Establishing Workforce Development Councils (WDCs)
  - Establishing Regional Skills Leadership Groups (RSLGs)
  - Shifting the role of supporting workplace learning from Industry Training Organisations (ITOs) to providers
  - Unify the vocational education funding system (UFS)
  - The establishment of Centres of Vocational Excellence (CoVEs) and Taumata Aronui complete the reform programme.
- Te Pūkenga brings together the 16 Institutes of Technology and Polytechnics (ITPs) into one organisation to provide a unified, sustainable, public network of regionally accessible vocational education.
- Te Pūkenga is working with its (former polytechnic) subsidiaries, transitional ITOs, Māori, employers, and stakeholders to develop an operating model that will deliver on its charter obligations to create a sustainable national network of vocational education, and to respond to national and regional skills priorities. The new operating model will take effect from 2023.
- Te Pūkenga has signed a Memorandum of Understanding with Te Wānanga o Aotearoa that will see both organisations commit to increasing the number of people upskilling in trades and skills-based vocations.
- The new Unified Funding System (UFS) for vocational education is the crucial final component of our comprehensive and wide-ranging Reform of Vocational Education.
- Schools and kura remain crucial to vocational education. The Ministry wants to ensure that schools, kura, and tertiary education organisations are better linked to each other and to the world of work.

- Schools and kura are encouraged to continue supporting students as they study vocational learning options including those undertaken through funding and programmes such as the Secondary Tertiary Alignment Resource (STAR), Gateway, and Trades Academies.

#### *Reform of Vocational Education and Provision of Vocational training at secondary level*

- Change six of the NCEA change package supports the development of clearer pathways to further education or work. Vocational education and training pathways supported through the changes to NCEA, will create clearer pathways to further education, training or work and support all ākonga to achieve in pathways that align to their aspirations.
- Vocational Pathways help students see how their learning is valued in the real world by aligning standards that can be achieved through NCEA with six Workforce Development Councils (WDCs).
- Students can achieve a Vocational Pathways Award alongside their NCEA Level 2 qualification. This reflects their achievements of NCEA level 2 standards that align with the knowledge and skills employers are seeking in the six industries.
- Some examples of how vocational training is enabled in schools:
  - Secondary Tertiary Alignment Resource (STAR) funding enables schools to offer courses that support students to explore career pathways.
  - Gateway funding enables students to engage in workplace-based learning while still at school.
  - Trades Academies are partnerships between schools, Te Pūkenga and employers to enable vocational training in schools.
  - The Prime Minister's Vocational Excellence Award was launched in 2019. The Award recognises the top vocational student in every state and state-integrated secondary schools and kura across the country and aims to achieve parity of esteem between the vocational pathways and the university pathway. Realm countries have been included in this from 2022.

#### *Maintenance and revitalisation of indigenous language*

- Change 2 of the NCEA Change Package is mana ōrite mō te mātauranga Māori - equal status for mātauranga Māori in NCEA.
- Through the NCEA Change Programme, the Ministry is developing full suites of subjects derived from *Te Marautanga o Aotearoa* to better assess and credential learning in Māori-medium settings.
- New kaupapa ako Māori subjects are also under development, including Te Ao Haka which is being implemented this year, that recognise and credential learning grounded in mātauranga Māori for use in both English and Māori medium schools and kura.

#### *Indigenous Language - Teacher Supply*

- In Aotearoa New Zealand, we have a strong commitment to reconnecting more Māori children with their language and culture. Supporting this requires an appropriate supply of teachers with requisite skill and cultural competency.
- Alongside science, technology, and mathematics, where there is a known global shortage, te reo Māori is recognised as a shortage subject in Aotearoa New Zealand.

- The Ministry of Education has a work programme to grow Māori medium and kaupapa Māori education. It sets an ambitious target of 30 per cent of Māori learners participating in Māori medium and kaupapa Māori schools and early learning services by 2040. This would result in 60,000 more Māori learners, 3,500 more teachers fluent in te reo Māori, and 250 more kura.
- Work is currently underway to better acquire information on the supply and demand of subject-specific teachers. Anecdotal evidence tells us that it is challenging for early learning centres, schools and kura to find candidates for Māori and te reo Māori teaching roles.
- On a positive note, we have seen steady increases in the number of students learning in Māori Medium education, in the number of students learning te reo Māori as a subject, and in the number of schools offering Māori language in English-medium education.
- Acknowledging the shortages, we have several initiatives to grow and retain teachers in Aotearoa New Zealand. Some of these include:
  - **495 scholarships** which pay tertiary course fees and pay annual allowances of up to NZD\$30,000 per year. These give priority weighting to those who will teach te reo Māori as a subject or will teach in a Māori Medium school.
  - **Study Awards** to provide opportunities for teachers and principals to improve their capability in te reo Māori and develop skills as a bilingual or immersion teacher.
  - **A range of initiatives** that help recruit, retain, or distribute teachers.
  - **Allowances** of between \$4,000 - \$6,000 per year for those who teach in and through te reo Māori.
  - **Employment-based Initial Teacher Education programmes** that provide an 'earn while you learn and teach' approach to becoming a teacher. Three programmes are in place for Māori Medium/Kaupapa Māori settings.
  - **Iwi/Māori Workforce Programmes** which are directed by iwi and include mentoring and internship programmes in local schools.
  - **The Māori Medium Beginning Teacher Retention Programme** which is a tikanga-based professional learning, development, and mentoring support programme. There are 250 available spots open to new teachers each year.
- It is a requirement of the Teaching Council of Aotearoa New Zealand, our professional body representing teachers, that all teachers renewing their practicing certificate (every three years) must declare that they are developing and practicing te reo me ngā tikanga Māori in their practice.
- *Te Ahu o te Reo Māori* is a key initiative for supporting te reo Māori proficiency in the school system. This initiative supports early learning to secondary school leaders, teachers, and support staff to grow their capability and confidence to use and integrate te reo Māori into the learning of all students.

*Social, emotional and “non-cognitive” skills to respond to rapidly changing contexts*

- Social and emotional learning, and in particular early self-regulation, are well established predictors of health and success in adulthood. A study conducted by the Dunedin Multidisciplinary Health & Development Research Unit showed that self-control taught at a young age could lead to important reductions in the rates of physical health problems, substance dependence, poor financial management and criminal convictions in later life.



- Social and emotional learning contributes to a number of Government priorities and strategies, including:
  - the Government's initial response to the Royal Commission of Inquiry into the Terrorist Attack on Christchurch Masjidain on 15 March 2019;
  - Te Aorerekura, the Child and Youth Wellbeing Strategy, and the curriculum refresh.
- Since 2020, the Ministry of Education has funded three different Social and Emotional Learning initiatives: *ENGAGE*, *The Alert Programme*, and *Incredible Beginnings*. These initiatives have funding up to June 2023.
- Process evaluations have been completed, which shows the existing roll-out has been effective. It also shows how the three initiatives can be effectively scaled up for wider delivery across Aotearoa.

## Monday: Pre-consultation Stakeholder Roundtable 2 – Education Financing

**Type of event:** Roundtable

**Date:** Monday 20 March 2023

**Time:** 11.00 – 12.30

**Location:** Room Waitakere 1, Aotea Centre

**Who will attend on New Zealand side:** MFAT officials, CSO representatives, Development partners, Teachers/Students

### Runsheets


Time	Item
10.45	Roundtable participants arrive
11.00-11.05	<b>Introduction</b> Setting objectives/Outlining session format <i>Roundtable Facilitator</i>
11.05-11.15	Setting the scene <ul style="list-style-type: none"><li>○ Welcome remarks.</li><li>○ Introduces substantive issues and focus for the Roundtable.</li><li>○ Brief reflection on the Roundtable sub-theme</li></ul>
11.10-11.40	<b>Session Guiding Questions</b> <ul style="list-style-type: none"><li>○ Guiding questions posed to three pre-select participants to respond</li><li>○ Respondents assigned 10mins each to speak.</li><li>○ Potential respondents: CSO representative; Development partners; Student organisations</li></ul> <b>Roundtable Facilitator</b>
11.40-12.15	<b>Open Talanoa</b> <ul style="list-style-type: none"><li>○ Open commentary, questions, constructive critique and/or highlighting issues to go to Pacific Education Ministers plenary</li></ul> <i>Roundtable Facilitator, Rapporteur</i>
12.15-12.30	<b>Key issues and recommendations</b> <ul style="list-style-type: none"><li>○ Facilitated consensus of the select key issues and recommendations that may need Pacific Education Ministers consideration.</li></ul> <i>Roundtable Facilitator, Rapporteur</i>
12.30	<b>Roundtable concludes</b>

### Background

1. Roundtable 2 will focus on Education Financing, particularly regional education governance, collaborative structures at national and regional levels, sustainable regional education financing, and building strong country ownership of regional education programmes. People and organisations involved in this roundtable include: the Minister from Tonga, World Bank, Australian Institute for Teaching and School Leadership, Dr Elizabeth Cassity (Australian Council for Educational Research), Shanice Pakara (National Union of Students, Papua New Guinea), Minnie-Kalo Voi (New Zealand Union of Students' Associations).
2. The background papers for this roundtable are:
  - PacREF23 CPEM 04 Education Financing in Pacific Island Countries

- PacREF23 CPEM 07 Asian Development Bank's Strategy 2030 Education Sector Directional Guide – Learning for All.

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## Monday: Pre-consultation Stakeholder Roundtable 3 – Building Resilience

**Type of event:** Roundtable

**Date:** Monday 20 March 2023

**Time:** 11.00 – 12.30

**Location:** Room: Waitakere 2 & 3, Aotea Centre

**Who will attend on New Zealand side:** Isabel Evans

### Runsheets

Time	Item
10.45	Roundtable participants arrive
11.00-11.05	<b>Introduction</b> Setting objectives/Outlining session format <i>Roundtable Facilitator</i>
11.05-11.15	Setting the scene <ul style="list-style-type: none"><li>○ Welcome remarks.</li><li>○ Introduces substantive issues and focus for the Roundtable.</li><li>○ Brief reflection on the Roundtable sub-theme</li></ul>
11.10-11.40	<b>Session Guiding Questions</b> <ul style="list-style-type: none"><li>○ Guiding questions posed to three pre-select participants to respond</li><li>○ Respondents assigned 10mins each to speak.</li><li>○ Potential respondents: CSO representative; Development partners; Student organisations</li></ul> <b>Roundtable Facilitator</b>
11.40-12.15	<b>Open Talanoa</b> <ul style="list-style-type: none"><li>○ Open commentary, questions, constructive critique and/or highlighting issues to go to Pacific Education Ministers plenary</li></ul> <i>Roundtable Facilitator, Rapporteur</i>
12.15-12.30	<b>Key issues and recommendations</b> <ul style="list-style-type: none"><li>○ Facilitated consensus of the select key issues and recommendations that may need Pacific Education Ministers consideration.</li></ul> <i>Roundtable Facilitator, Rapporteur</i>
12.30	<b>Roundtable concludes</b>

### Background

1. Roundtable 3 will focus on building resilience, particularly in Pacific communities, which includes learning continuity, including tech-enabled learning. People and organisations involved in this roundtable include: Professor Asha Kanwar (Commonwealth of Learning), Tamar Porat (Volunteer Service Abroad), Bradley Yombon-Copio (Commonwealth Students Association), Isabel Evans (Ministry of Education), Ngawahine Thompson (Te Mana Ākonga), Tara Shepherd (National Disabled Student's Association), Dr Balaji Venkataraman (Commonwealth of Learning).
2. The background paper for this roundtable is:
  - PacREF23 CPEM 04 Education and Resilience.

3. Weathering storms created by climate change and by the COVID-19 pandemic are **shared experiences** across the region, including with New Zealand. These have underscored the importance of **resilience in education** systems, both to ensure continuity and equity of access to education, and to strengthen the ability of learners to withstand, recover and bounce back from adversity. This is necessarily going to become a more significant feature of education systems as the impacts of climate change get stronger.
4. Responses to resilience building need to ensure that these are informed by **Pacific conceptions of resilience**. International frameworks in this area are useful but need to build on Pacific cultures, knowledge and pedagogies to ensure that these are appropriately contextualised for local application.
5. There is **scope for increased cooperation** between countries around **sharing lessons** on effective policy and interventions. This is an area where New Zealand can both contribute to and learn from Pacific partners as the impacts of climate change become more frequent at home.
6. New Zealand's wider approach to engagement with Pacific partners is focused on building and enhancing resilience. This is captured in our Partnering for Resilience policy and is operationalised through a series of engagement principles that reflect and respect our relationships and position in the region. They are:
  - Tātai Hono (The recognition of deep and enduring whakapapa connections)
  - Tātou Tātou (All of us together)
  - Whāia te Taumata Ōhanga (Journey towards a circular economy)
  - Turou Hawaiiki (Navigating together)
  - Arongia ki Rangiatea (Focus towards Excellence).
7. A "Resilience" approach takes a Pacific-centric view of our collective interests in the region, shifting to a strengths-based approach and acknowledging that building long-term resilience across the region (including in New Zealand) requires an ecosystem-wide response. Ecosystem in this context is a holistic concept, connecting the challenges of planet and people across a shared Blue Ocean Continent.
8. During their last meeting in 2021, Pacific Education Ministers discussed Pacific conceptions of resilience. These draw on indigenous values and practices, including spirituality, relationality and the connections between people, land and sea. They include considerations of ecological, economic and community well-being. These ideas align well with how New Zealand thinks about resilience in the Pacific and complements a view of resilience as being both a feature of education systems and an outcome of education for individuals, communities, and societies.
9. There are opportunities to strengthen a more integrated approach to resilience across regional and national education plans and frameworks. Consideration of equity and inclusion dimensions and for strengthening governance resilience as core aspects of building system wide responses that can help sustain a relevant and quality education system and ensure that student well-being and the issues that tend to diminish resilience are addressed.

### *COVID-19 Pandemic*

- Looking back, on 28 February 2020, the life of every New Zealander changed. On 19 March 2020, we closed our borders. On 25 March 2020, the entire nation went into isolation. We did not emerge from various levels of lockdown and restrictions until 2 December 2021 and our borders did not fully reopen until July 2022.
- Our education services remained open for online learning during the entire pandemic. In-person learning was also provided at our Alert Level 3 for the children of essential workers and those who could not provide home education.
- As an immediate response, we set up Home Learning Papa Kāinga TV to keep learners engaged and to support parents during lockdown. We distributed some 49,000 digital devices, and allocated around 41,000 internet connections, so students could connect to online learning from their school.<sup>1</sup> We also supplied 556,000 education hardpacks so students could continue learning.
- We also funded teachers to learn how to conduct classes on Zoom and to help all schools set up on-line or hybrid learning. We increased relief teacher funding and sick leave entitlements for COVID and winter illness. We supported schools to hire more people with subject matter expertise, but who were not qualified teachers, to teach in our classrooms.
- Our larger population areas of Auckland and Waikato were the hardest hit through the pandemic and especially through the Delta outbreak in August 2021, but all schools and early learning services were supported throughout with health and safety guidance.
- One thing we did not anticipate was the high level of innovation that COVID spurred on in our schools as regards new ways of teaching and learning, student engagement, and school and parent co-operation.

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<sup>1</sup> 77% of devices went to Māori and Pacific families, with 31% going to Pacific learners.

- One prior decision which helped us through the worst of the pandemic was the mahi (work) we put in to remodel our Ministry of Education to move more supports and resources closer to our educators. As a result, the funding of creative ideas happened much faster than before. Post-peak COVID, we are working to spread these innovative practices more widely. We want the best to become the norm, so more learners can benefit.

#### *What have we learned?*

- We found the learning programmes provided during times of remote learning were often of variable and lesser quality than learning provided onsite. This is not surprising, given that most educators kaiako are much more experienced in providing onsite learning than off site learning, and the technical infrastructure and capabilities required were not fully in place for most places of learning.
- With multiple lockdowns, many schools took the opportunities to improve their provision of remote learning. Stronger learning programmes were developed, supporting smoother and easier transitions to and from remote learning.
- Omicron changed our approach to ensuring continuous learning. Schools remained open and were expected to provide both on-site and remote learning simultaneously.
- Places of learning were offered a wide range of resources and supports, including professional learning and development (PLD) related to effective hybrid learning.
- As a result of increased experience with hybrid learning, we began to learn more about what quality learning looks like in times of disruption. This includes:
  - learner-focused pedagogy
  - strong teaching presence – the kaiako is an essential part of all aspects of the educational experience, whether onsite or remote
  - using active, engaging pedagogies
  - building quality learning relationships, and a sense of belonging and connection – maintaining peer-to-peer and student-to-kaiako relationships is vital. 1:1 conversations are still important across all learning sites
  - high expectations of learners – stimulating and stretching students with challenging work. Online learning should not be the easy option or busy work
  - developing vital competencies and skills like critical thinking, metacognition, and agency
  - focusing on wide curriculum provision, not just core subjects – being responsive to learners' interests
  - a wellbeing first approach, supporting pastoral needs – this includes for kaiako and families
  - connecting to purpose and meaning – providing opportunities to contribute meaningfully to the world
  - allowing for asynchronous learning – we found that live streaming learning to remote students for significant periods did not lead to quality nor equitable learning for all learners and placed an undue burden on kaiako.
- The outcome of all learning programmes should be deep, meaningful learning for all students – regardless of when, where, what, and how they are learning.
- We undertook a review of our response, which found that the rollout reached many, but not all, learners in need of digital access.

- In the 2020 emergency response the Ministry attempted to provide 80,000 learners in 45,000 households with internet connectivity. In addition to this, 36,000 learners also received devices such as laptops, Chromebooks and iPads.
- These devices reached high-priority learners, with 9,000 devices being provided to Year 11 to 13 learners in decile 1 to 3 schools, and 6,000 devices for Year 11 to 13 learners, in decile 4+ schools.
- Some learners in Years 9 to 13, and many in Year 1 to 8, still do not have digital access to this day. The full extent of this unmet need is not known. We have found that the previous estimates on gaps in provisioning are broader than we first thought.
- The New Zealand Government's investment to-date in the *Equitable Digital Access* programme has established essential infrastructure and granted free access to the internet for many whānau (family) across the country.
- While this work began in direct response to COVID-19's disruption to face-to-face teaching and learning, an evaluation of this work in 2020-21 shows that the benefits of digital inclusion are both broad and deep. The evaluation demonstrated both educational and far broader social/economic benefits for learners and their whānau.
- In 2022 and as we continue our way through 2023, we've found that COVID-19 is presenting less of a risk of disruption to face-to-face teaching and learning. However, we are learning that disconnection presents risks for impacted learners who may no longer be able to access digitally-enabled learning opportunities and who engage in their learning outside the classroom.

### *Connectivity*

- We know that connectivity at scale and to remote/underserved/under-resourced communities is larger than education and it needs significant government support to achieve.
- In Aotearoa New Zealand we are trying to make positive steps. Our new Digital Strategy for Aotearoa has a Digital Inclusion pou (area) and a strong vision and measures of success. However, we're only at the beginning and success is still a long way from being achieved. We look forward to learning from our Pacific colleagues in this respect.
- The Digital Strategy for Aotearoa's vision is one where all New Zealanders have the tools, skills and confidence to do all they want online; high-speed internet is available to all; and all New Zealanders can afford a quality internet connection and internet-enabled device.

### *Devices*

- As with household connectivity there are issues of equity due to cost. We acknowledge that this is an education issue to resolve for ākonga (learners).
- We believe it is (or should be) driven by the pedagogical integration of technology into delivering the curriculum.

### *Resilience*

- The recent Cyclone Gabrielle and the Auckland floods have brought a level of damage to schools, kura, kōhanga reo and early learning services. Over four hundred schools and



kura, and thousands of students and their families, were impacted by these two events. Damage has been far and wide. Through these disasters and despite the challenges, we have seen schools and communities come together. They've shown an enormous amount of manaakitanga (hospitality) and aroha (love) to bring back a sense of normality.

- These weather events have, yet again, highlighted the importance of the resilience of our education system in circumstances where physical schools are no longer available, learners cannot get to school, families have lost everything, and, in particular, when communication networks and internet are down.
- This has drawn attention to the need to strengthen our ability to transition quickly and seamlessly to online learning, and to strengthen our preparedness to provide quality and continuous paper-based learning.
- We've also been doing some thinking and suspect that building resilience-by-design into the education system could involve:
  - Hybrid learning as the norm, with ākonga who are ill or not able to attend learning, being able to continue with their learning remotely; as well as connectivity and devices. This also relies on lifting workforce technical capability and capacity.
  - Schools as community resilience hubs (e.g., backup power, connectivity availability and broadcast, devices) in place for immediate use and deployment in an emergency.

## Monday: Pre-consultation Stakeholder Roundtable 4 – Access, inclusion, and equity

**Type of event:** Roundtable

**Date:** Monday 20 March

**Time:** 11.00 – 12.30

**Location:** Room Limelight 2, Aotea Centre

**Who will attend on New Zealand side:** Minister Tinetti, CSO representatives, Development partners, Teachers/Students

### Runsheets


Time	Item
10.45	Roundtable participants arrive
11.00-11.05	<b>Introduction</b> Setting objectives/Outlining session format <i>Roundtable Facilitator</i>
11.05-11.15	Setting the scene <ul style="list-style-type: none"> <li>○ Welcome remarks.</li> <li>○ Introduces substantive issues and focus for the Roundtable.</li> <li>○ Brief reflection on the Roundtable sub-theme</li> </ul>
11.10-11.40	<b>Session Guiding Questions</b> <ul style="list-style-type: none"> <li>○ Guiding questions posed to three pre-select participants to respond</li> <li>○ Respondents assigned 10mins each to speak.</li> <li>○ Potential respondents: CSO representative; Development partners; Student organisations</li> </ul> <b>Roundtable Facilitator</b>
11.40-12.15	<b>Open Talanoa</b> <ul style="list-style-type: none"> <li>○ Open commentary, questions, constructive critique and/or highlighting issues to go to Pacific Education Ministers plenary</li> </ul> <i>Roundtable Facilitator, Rapporteur</i>
12.15-12.30	<b>Key issues and recommendations</b> <ul style="list-style-type: none"> <li>○ Facilitated consensus of the select key issues and recommendations that may need Pacific Education Ministers consideration.</li> </ul> <i>Roundtable Facilitator, Rapporteur</i>
12.30	<b>Roundtable concludes</b>

### Background

1. Roundtable 4 will focus on access, inclusion, and equity, particularly on continuous professional teacher development. People and organisations involved in this roundtable include: Rosa Hibbert-Schooner (Te Mana Ākonga), Dr Rajni Chand (Pacific Centre for Flexible and Open Learning for Development), Pacific Kids Learning, Caroline Dusabe (Save the Children), Tertiary Education Commission, Adele Harmer (Save the Children NZ), Tangihaere Gardiner (New Zealand Union of Students' Associations), Sean Prenter (National Disabled Student's Association).
2. The background papers for this roundtable are:
  - PacREF23 CPEM 06 Key Findings from the Pacific Regional Inclusive Education Review

- PacREF23 CPEM 08 Pacific Teacher Professional Development.

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<sup>2</sup> New Zealand Ministry of Health. (2019). Household Food Insecurity Among Children: New Zealand Health Survey. [health.govt.nz](https://www.health.govt.nz)



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<sup>3</sup> Section 127 Education and Training Act 2020.

<sup>4</sup> An acronym used to encompass the diverse gender and sexuality expressions and roles across Pacific cultures. The acronym stands for mahu, vakasalewa, palopa, fa'afafine, akavai'ne, fakaleiti (leiti), fakafifine, and more. Their meanings are best understood within their cultural context and may mean something different to each person.

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Proactively Released

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## Monday: Multistakeholder panel discussion

**Type of event:** Panel discussion

**Date:** Monday, 20 March

**Time:** 12.30 – 13.30

**Location:** Hunua 2 & 3 (theatre style), Aotea Centre

**Who will attend on New Zealand side:** Minister, education officials, other stakeholders

### Runsheets

Time	Item
12.30-12.35	<b>Roundtable participants arrive</b>
12.35-12.40	<b>Introduction</b> Setting objectives/Outlining session format <i>Plenary Facilitator</i>
12.40-13.00	<b>Panel Reflections</b> Panel reflection – Roundtable facilitators to reflect back/present key issues and recommendations from the Roundtables <ul style="list-style-type: none"><li>○ Education Quality &amp; Relevance</li><li>○ Education Financing</li><li>○ Building Resilience</li><li>○ Access, Inclusion &amp; Equity</li></ul> Each presenter assigned 5mins <i>Roundtable Facilitators, Rapporteurs</i>
13.00-13.30	<b>Open Talanoa – Building consensus</b> Open talanoa and facilitated consensus on the key issues/recommendations from all the Roundtables <i>Plenary Facilitator</i>
13.30	Plenary concludes

### Background

1. In the Multi-stakeholder panel discussion, key issues and recommendations from across the four roundtables will be presented. This, in turn, will feed in the matters to be considered by Ministers over the coming two days.

## Monday: Senior Officials Meeting

**Type of event:** Meeting

**Date:** Monday 20 March

**Time:** 14:30 – 17:00

**Location:** Hunua 1, Aotea Centre

**Who will attend on New Zealand side:** Isabel Evans, Yvette Guttenbeil-Po'uhila, Wendy Hart, Amy McAteer

### Runsheets

Time	Item
14.30	<b>Opening remarks</b> <ul style="list-style-type: none"> <li>Karakia Timatanga</li> <li>Chair, Senior Officials Meeting – Tuvalu</li> </ul> Introductions (all)
14.35	<b>Endorsement of Working Procedures</b> <ul style="list-style-type: none"> <li>Confirm SOM Agenda</li> <li>Confirm process for submission of SOM outcomes to CPEM Ministerial Retreat</li> </ul>
14.45	<b>Pacific Regional Education Framework [PacREF]</b> <ul style="list-style-type: none"> <li>Strategy for Financing – PacREF Phase 2</li> </ul> <i>Pacific Facilitation Unit [PFU] to present draft Phase 2 PacREF Financing Strategy – SOM to review and prepare recommendations to Ministers</i>
15.00	<b>Pre-conference Roundtable Outcomes</b> <ul style="list-style-type: none"> <li>Review key issues and recommendations from pre-conference Roundtables: Education Quality &amp; relevance; Education Financing; Education Resilience; Inclusion, Access &amp; Equity</li> </ul> <i>Roundtable rapporteurs to present outcomes from Roundtable sessions – SOM to review and provide guidance on its submission to Ministers</i>
15.30	Wellness break
15.45	<a href="#"><u>2050 Strategy for the Blue Pacific</u></a> <ul style="list-style-type: none"> <li>Consider CPEM linkages to 2050 Strategy process and review of the regional architecture</li> <li>Consider CPEM engagement/contribution to the 2050 Strategy process and its implementation</li> </ul> <i>Pacific Islands Forum Secretariat Secretary General to present update on 2050 Strategy and potential linkages for the CPEM – SOM to review and propose recommendations to Ministers</i>
16.15	<b>Partner Engagement</b> <ul style="list-style-type: none"> <li>Presentation of key issues, proposed priorities from select development and technical partners on the CPEM theme</li> </ul> <i>Select development &amp; technical partners to present issues aligned to the CPEM theme – SOM to consider and prepare recommendations for Ministers consideration</i>
16.45	<b>CPEM Outcomes</b> <ul style="list-style-type: none"> <li>SOM to review and confirm CPEM outcomes format to guide work of Drafting Committee</li> <li>SOM to determine and endorse composition of Drafting Committee</li> </ul> <i>MFAT &amp; PFU to present draft format of outcomes document for SOM review and advice</i>
17.00	Karakia whakakapi <b>Meeting close</b>

## Background

1. The purpose of the Senior Officials Meeting is to consider the main recommendations to go to the Retreat for Ministers to deliberate and make decisions. There will be a focused agenda on sub-themes. It is also an opportunity to review outcomes document before it goes to Ministers. A civil society organisation (CSO) forum and a development partner forum will run concurrently.

## 2050 Strategy for the Blue Pacific

2. The 2050 Strategy for the Blue Pacific Continent sets out the long-term approach, agreed by Pacific Islands Forum Leaders, to working together as a region, and as countries and territories, communities, and people of the Pacific. It frames our regional cooperation and broader action around seven key thematic areas which are designed and developed to support the achievement of our vision. These thematic areas include Political Leadership and Regionalism; People-Centred Development; Peace and Security; Resource and Economic Development; Climate Change and Disasters; Ocean and Environment; and Technology and Connectivity.
3. Included amongst the Leaders' commitments to 2025: *To secure the wellbeing of our people, we will work together to strengthen national and regional efforts to ensure all Pacific peoples benefit from enhanced provision of education, health and other services. To achieve this, we will place emphasis on learning from each other, drawing on scientifically-based research and traditional knowledge as well as promoting human rights, gender equality and the empowerment of all people.*



## Monday: Official Ministerial Banquet

**Type of event:** Banquet Dinner

**Date:** Monday 20 March

**Time:** 18.00 – 20.00

**Location:** Homeland, 11 Westhaven Drive, Auckland CBD, Auckland 1010

**Who will attend on New Zealand side:** Minister Tinetti, Deputy Prime Minister Sepuloni, Pacific Ministers, Isabel Evans, senior officials, key stakeholders.




**Speakers to include** Minister Tinetti, Deputy Prime Minister Sepuloni, University of the South Pacific Vice Chancellor and President-Professor Pal Ahluwalia, Pacific Islands Forum Secretary General Hon Henry Puna.

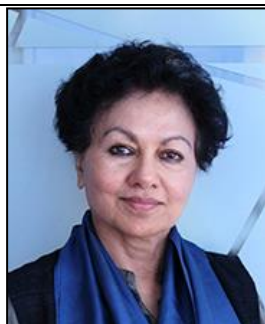
### Runsheets

Time	Item
17.45	Minister Tinetti departs Hotel to Homeland Restaurant be in position to greet guests
17.50	Delegates depart Pullman to Homeland Restaurant
18.00	Arrival (if fine into Marquee, if wet into Cook School, Pre-dinner drinks) Musical performance on arrival. Welcoming party (Minister Tinetti, Deputy Prime Minister Sepuloni) to be assisted by Llewellyn Roberts, Melanie Roberts and Wendy Hart to give Eis.
18.30	Move to tables, beverage service, main course orders taken/dietary requirements checked
18.50	Opening remarks by Minister Tinetti (2 mins)
18.55	Welcome by Chef Peter Gordon (presenting Homeland's story)
19.00	Karakia
19.01	Entrees served
19.45	Keynote speech by Deputy Prime Minister Hon Carmel Sepuloni (5 mins)
19.55	Main served
20.40	Remarks by University of the South Pacific Vice Chancellor and President-Professor Pal Ahluwalia
20.50	Remarks by Pacific Islands Forum Secretary General Hon Henry Puna
21.00	Dessert, Tea and Coffee
21.30	Guests depart

## Key biographies of distinguished guests

*Note Ministers' biographies are included under country sections, A full list of attendees will be provided once RSVPs are complete.*

<b>Pacific Islands Forum Secretary General, Hon Henry Puna</b>	
	<p>Henry Puna was Prime Minister of Cook Islands from November 2010 until October 2020. He stood down as Prime Minister in June 2020 to contest the Pacific Islands Forum Secretary General role, taking up a three-year term in May 2021. In May 2024, former Nauru President Baron Waqa will take over the role, as decided by Leaders in February 2023.</p> <p>Puna was educated at the University of Auckland and worked as a lawyer before entering politics.</p>
<b>Vice Chancellor and President, University of the South Pacific, Professor Pal Ahluwalia</b>	
	<p>Professor Pal Ahluwalia (Ah-lu-WA-lia) is the Vice Chancellor and President of the University of the South Pacific. He has held this role since 2019. Prior to his appointment at USP, Professor Ahluwalia held senior leadership positions at universities in Australia and the UK. His main research interests lie in the areas of African studies, social and cultural theory, in particular, postcolonial theory and the processes of diaspora, exile, and migration. He holds a PhD from Flinders University and a Masters and Bachelors degree from the University of Saskatchewan.</p> <p>6(a) [REDACTED] [REDACTED] [REDACTED]</p>
<b>World Bank Director, Education, Jaime Saavedra</b>	
	<p>Jaime Saavedra (Hai-may Saa-VED-ra) has led the Education Global Practice at the World Bank Group since 2017. From 2013-2016, he served as the Minister of Education in the Government of Peru, serving across two administrations and leading substantial improvements in Peru's education system. Prior to this, he had a ten-year career in roles across the World Bank as well teaching and research positions in academic institutions.</p> <p>He holds a PhD in Economics from Columbia University and a Bachelor's degree in economics from the Catholic University of Peru.</p>
<b>President, Commonwealth of Learning, Professor Asha Singh Kanwar</b>	



Professor Asha Singh Kanwar is the President and Chief Executive Officer of the Commonwealth of Learning,

Professor Kanwar is a leading advocate for sustainable development, with expertise in open, distance and technology-enabled learning, quality assurance and organisational development. Prior to joining COL, Professor Kanwar was a senior consultant at UNESCO's Regional Office for Education in Africa and has held academic positions at universities in India and the United States of America.

She holds undergraduate, Masters and MPhil degrees from Panjab University in India and a DPhil from the University of Sussex.

#### **Asian Development Bank, Deputy Director General Pacific, Emma Veve**



Emma Veve has been the Deputy Director General of the Pacific Department at ADB since 2020. An economist by trade, Emma has served in the Australian public service, as an economic adviser at the Pacific Islands Forum Secretariat and as a regional economist for the ADB. She holds a Masters in Economics from the University of New England.

#### **Pacific Community Deputy Director General, Science and Capability, Dr. Paula Vivili**



Dr. Paula Vivili is the Deputy Director-General Science and Capability. He was the Director of the Public Health Division at the Pacific Community from 2013 to 2020. Dr. Vivili holds undergraduate degrees in Human Nutrition (University of Otago) and Medicine (University of the South Pacific) as well as a master's degree in International Public Health (University of Sydney). In addition, he has also undertaken a World Health Organisation fellowship at the University of Auckland and Auckland Hospital in Ophthalmology.



## Monday: Ministerial Banquet Opening Remarks

Hon. Jan Tinetti

*E te tī, e te tā. Tēnā koutou katoa.*

*To all people from all directions. I extend greetings to you all.*

I extend the warmest greetings to you this evening as host of the conference. I am delighted to be joined by our Deputy Prime Minister Carmel Sepuloni.

*Nō reira e te tī, e te tā. Tēnā koutou, tēnā, koutou, tēnā tātou katoa.*

Kia orana, Noa'ia, Talofa lava, Mauri, Mālō e lelei, Tālofa, Ni Sa Bula Vinaka, Fakaalofa lahi atu, Mālō ni and warm Pacific greetings to one and all.

It is such an honour to host the inaugural Conference of Pacific Education Ministers here in Tāmaki Makaurau.

I would like to acknowledge my fellow Ministers of Education; I will appreciate my time with you all over the coming days to share our experience, challenges, innovations, and knowledge.

I acknowledge our many distinguished guests, including the University of the South Pacific Vice Chancellor and President, Professor Pal Ahluwalia and the Pacific Islands Forum Secretary-General Hon Henry Puna, who you will also hear from this evening.

A key feature of our conference is that it is inclusive, and as we have seen in our roundtables today, we have had deep and engaging talanoa between Ministers and a range of important stakeholders invested in and impacted by education outcomes for the Pacific.

I would like to acknowledge the work of the University of the South Pacific and the Pacific Regional Education Framework Facilitating Unit in this conference. And a reminder that we Ministers of Education also have an important task to complete this week! As this is the inaugural Conference, we will embed kaupapa, the modalities, of future gatherings.

Once again, a very warm welcome to all my Ministerial colleagues, distinguished guests, and all regional and national education stakeholders. Please enjoy your evening.

*Ko te manu e kai ana i te miro, nōna te ngahere, ko te manu e kai ana i te mātauranga, nōna te ao.*

*The bird that partakes of the miro berry owns the forest, the bird that partakes of education owns the world.*

*Nō reira, tēnā kotou, tēnā kotou tēnā tatou katoa.*

## Tuesday: Ministerial Plenary 1

**Type of event:** Plenary speech

**Date:** Tuesday 21 March 2023

**Time:** 9.00 – 10.30

**Location:** Hunua 2 & 3, Aotea Centre

**Who will attend on New Zealand side:** Minister Tinetti, Iona Holsted, education officials

### Runsheets

Time	Item
9.00	University of the South Pacific Vice Chancellor and President calls meeting to order
	Karakia
	The Vice Chancellor and President formalises appointment of the Chair of the Conference
9.10	Minister Tinetti assumes the position of Conference Chair, as host country
9.10-9.30	Minister Tinetti delivers the keynote address with reference to the theme: Empowering education for Pacific People.
9.30-10.30	Open discussion by Ministers in response to the opening address and ministers providing their own national experiences. Some Ministers may come with Ministerial statements.

**Speech notes provided separately.**



## Tuesday: Ministerial Plenary 2

**Type of event:** Plenary

**Date:** Tuesday 21 March 2023

**Time:** 11.00 – 13.00

**Location:** Hunua 2 & 3, Aotea Centre

**Who will attend on New Zealand side:** Minister Tinetti, Iona Holsted, education officials

### Runsheet

Time	Item
11.00-13.00	<p><b><u>Session 2: Report Updates</u></b></p> <ul style="list-style-type: none"><li>• PacREF Mid Term Review</li><li>• Status of Pacific Education Report<ul style="list-style-type: none"><li>○ EQAP standing report – provide Ministers with a status report</li><li>○ Country reports shared to respective countries – [focus on allowing PILNA data to be shared]</li></ul></li><li>• Reports from Officials and CSO Forums – key recommendations</li></ul>

### Background

1. In Ministerial Plenary 2, the discussion of the recommendations from PacREF Mid Term Review, The Status of Pacific Education Report, and the reports from Officials and CSO Forums.
2. Intended outcomes of the session are:
  - Emerging priorities for regional education to be considered under PacREF
  - Resourcing opportunities for Phase 2.
  - Effective partnerships and support to national education systems.

### PacREF Mid Term Review

#### Position

Aotearoa New Zealand's position is to support the recommendations of the mid-term review (MTR) and the proposed phasing for implementation.

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## Background

1. The PacREF programme was independently reviewed in November/December 2022, as per the requirements of the Global Partnership for Education (one of the funding partners). The main findings and recommendations of this review were that:
  - the programme is doing 'better than expected';
  - the governance and management structures were fit for purpose;
  - there are opportunities to consider 'tweaks' to current arrangements to better support communication, ownership and sustainability.
2. These findings align with those of the Annual Implementation Review that MFAT co-chaired in March 2022. The Pacific Heads of Education Systems (PHES) confirmed in March 2023 that the activities and outputs of the PacREF programme remain relevant and priorities within their national systems.
3. The somewhat surprised tone of the review findings reflect the fact that the timeframes for the programme have been significantly impacted by COVID-19 (one of the recommendations is a year-long extension). It also reflects that while large amounts of work have been under way, this has not been well communicated to country partners. As a result, participating countries have not had a clear idea of what has been happening or how regional activities are expected to link with national processes. Improving this planning process between Implementation Agencies and countries is a key recommendation to support the ownership, effectiveness, and relevance of the programme.
4. The focus for other Ministers is likely to be on ensuring that PacREF activities are well linked to their own national strategic plans and are able to demonstrate country-level impacts. The PacREF programme operates through the development of a range of regional tools (e.g. regional teacher competency framework, regional assessment benchmarks) which can then be contextualised by each country for use in their own jurisdiction. These regional tools are currently under development, with limited country-level work to date. This is to be expected, with support for applying the tools in countries planned for the end of the first phase (2024) and into the second phase. That PacREF is operating as expected is a point that may need to be emphasised.
5. The review made a large number of recommendations but did not prioritise these. The PFU has proposed that all recommendations be accepted but that some are prioritised for implementation. Officials agree that all of the recommendations are appropriate and support the PFU's proposed prioritisation. However, there is currently no plan in place to guide the implementation of the recommendations. Putting such a plan in place should be an early action for the PFU, particularly if additional funding is required to deliver on these recommendations.

## The Status of Pacific Education 2022 Report

### Position

Endorse the Status of Pacific Education 2022 Report and its recommendations.

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### Background

#### *Access and Achievement*

1. The status of Pacific Education Report shows that most countries have achieved close to universal access to primary education. Literacy and numeracy outcomes for primary school learners (Yrs. 4 and 6) have improved since 2018 (63%). While recent Pacific Island literacy and numeracy results in 2021 indicate regional literacy rates at the end of primary school is 56 percent, this represents a significant improvement compared to 2015 results (by 33 percentage points). More than three quarters (77%) of year six learners are achieving minimum standards for numeracy, although this is down from 2018 (86%).
2. When compared to other comparative education systems (Caribbean - CARICOM and Atlantic Indian Ocean and South China Sea - AIS), the Pacific region has proportionately more primary aged students enrolled in school, though there are fewer children enrolled in ECE compared to the Caribbean but more than AIS countries. Overall, the Pacific region has achieved similar levels of educational development as CARICOM countries, especially in the level of primary school enrolment and completion, and in the supply of trained teachers.
3. However, participation, retention, and completion rates across ECE, Secondary and Post-secondary education remain a concern. Equity and inclusion across systems remain an issue, with significant gender, disability, location, wealth variations across countries and between sub-regions, with key points including:
  - There are growing indications that boys are more likely to disengage or not complete primary, secondary and or tertiary education, and that girls tend to outperform boys. This is a growing global trend that has increased since the Covid-19 pandemic.
  - Youth from rural and households are less likely to complete secondary education compared to those in urban households (gap smaller in lower secondary education), and youth from poorer households were less likely to complete secondary education.

- Enrolment rates for learners living with a disability is low. More boys (3.4%-5%) than girls (2.0%-3.5%), and learning disabilities was the most common type identified at enrolment.
4. These indicate trends and patterns of disadvantage and highlight where future interventions could be useful. MFAT has established an Inclusive Education Programme, with a particular focus on disability, in response to these trends.

#### *Education Financing*

5. Pacific partners prioritise education, however, while education expenditure as share of GDP has remained relatively constant (3 percent), this does not meet the regional benchmarks for public expenditure. New Zealand plans to invest 130.1 million (FY21-24) on Education, of this 82% will be focused on the Pacific. Our partnerships seek to help governments remove barriers to Pacific students receiving a quality education.

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7. Nevertheless, we are interested to see a greater increase in the number of countries collecting equity and inclusion data. Not all countries provide gender disaggregated data or collect information on disability and for those who do, definitions and methodologies tend to differ, and the data is often not comparable.

### **Update on the Inclusive Education Taskforce**

#### **Position**

Support the recommendations, including supporting consensus on membership of the Inclusive Education Taskforce.

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## Background


1. The Pacific's strong commitment for inclusive education is recognised through the 'Pacific Regional Education Framework' (PacREF) that links with the Pacific Regional Inclusive Education Framework (PRIEF), which highlights the need for inclusive approaches across education. These frameworks have been instrumental in improving the level and quality of data that have been collected on inclusion issues since Ministers last met in 2021. UNICEF, as the Secretariat for the Inclusive Education Taskforce and a major delivery partner in this space, is calling for a greater emphasis on inclusion in the next phase of the PacREF programme in response to the analysis of this data.
2. At their last meeting in 2021, Pacific Education Ministers moved forward on their commitment to inclusive education and established a Pacific Regional Inclusive Education Task Force. Ministers elevated this from an officials' level committee to a Ministerial committee in recognition of inclusive education as a priority. Membership is on the basis of representation from each of the Pacific sub-regions (Polynesia, Melanesia, and Micronesia). Current members are Niue (chair), Federated States of Micronesia and Solomon Islands but this membership is interim and Ministers will be asked to finalise the membership of this taskforce. New Zealand is not aware of any other nominations for membership.
3. Inclusive education is a challenging area to deliver on for Pacific governments, in part because of limited capacity and finances to deliver on commitments. UNICEF has recently undertaken a review of Inclusive Education in the Pacific. Findings and recommendations are not surprising and focus on ensuring that there is access for marginalised learners; that there are costed and monitored plans for supporting inclusion; and that teachers are trained and supported to promote inclusion. Participating countries will be supported by UNICEF (through the PacREF) to consider these recommendations in a national context.
4. New Zealand, through MFAT, is standing up an Inclusive Education Programme, which targets some of the key priorities noted in the review for supporting inclusion in five countries (Tonga, Fiji, Cook Islands, Niue, and Vanuatu). This includes a project to build teaching capacity in inclusion (for teachers, teachers' aides and school leaders); a programme of support for deaf learners; and a regional approach to the provision of assistive technologies.

## 2022 Status Report on Early Childhood Education Systems in Pacific Island Countries and Territories

### Position

Support the recommendations.

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9(2)(g)(i)

## Background

1. UNICEF has conducted an update of the status of ECE in the region. This builds on previous reviews in 2017 and 2019 to understand trends and progress in improving access to quality ECE across five domains. 9(2)(j)

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

2. Development of ECE in the region has been informed by international frameworks that emphasise formalised settings, trained teachers, and complex quality assurance systems. While these are important for underpinning high quality systems, they are also out of the current reach of most Pacific countries. There are opportunities for innovative approaches to inform developments, including some that are used in New Zealand (e.g. through kōhanga reo or Playcentre).

## Pacific Regional Education Framework Monitoring, Evaluation and Learning Report

### Position

Support the recommendations.

9(2)(g)(i)

## Background

1. The findings of the ongoing monitoring, evaluation and learning (MEL) of the Pacific Regional Education Framework (PacREF) mirror those found in the independent mid-term review. PacREF is delivering well against its implementation plan considering the challenges with the pandemic, but further work is needed to improve communication and country ownership of activities. However, some of the key learnings demonstrate the value of regional approaches through improved efficiencies and greater ability for development initiatives to reflect a 'Pacific way'.
2. The MEL programme is able to provide a useful overview of how individual activities are progressing. However, this does not give clear oversight on how these are then coming together to produce the regional goods (tools and standards) that are core to PacREF's delivery approach. Further work should be done to prepare a comprehensive and well-detailed schedule for the completion, validation, and contextualization of each regional good.
3. The MEL process has highlighted that there is a gap in digital learning infrastructure in the region that is constraining the ability of countries to fully maximise the opportunities for teaching and learning offered by technology. It is unlikely that there will be a regional solution to this. However, there may be opportunities for countries to share experiences and resources in areas such as commercial negotiations with telecom providers or joint procurement options. New Zealand's experiences in this discussion would be valued.

## Tuesday: Ministerial Plenary 3

**Type of event:** Plenary

**Date:** Tuesday 21 March 2023

**Time:** 14.00 – 15.30

**Location:** Hunua 2 & 3, Aotea Centre

**Who will attend on New Zealand side:** Minister Tinetti, Iona Holsted, education officials

### Runsheets

Time	Item
14.00-15.30	<p><b><u>Session 3: Consideration of recommendations from Partners</u></b></p> <ul style="list-style-type: none"><li>• Ministerial discussion &amp; recommendations on CPEM sub-themes.<ul style="list-style-type: none"><li>○ Reports from roundtable groups – key recommendations</li></ul></li><li>• Other Matters [Development partners' presentation – key issues]<ul style="list-style-type: none"><li>○ CPEM processes, sustainable funding for CPEM participation, logistical arrangements</li></ul></li><li>• Any other presentations from partners</li></ul>

### Background

1. In Ministerial Plenary 3 there will be discussion of the recommendation on the CPEM sub-themes (Quality and relevance; Education Financing; Building Resilience; Access, inclusion and equity), reports from the multi-stakeholder roundtables, and discussions about the processes and procedures for future Conferences of Pacific Education Ministers.

### CPEM processes

#### Position

Support consensus on the ongoing process for CPEM.

9(2)(g)(i)



## Background

### *Resourcing for CPEM*

1. Planning for the inaugural CPEM has been led by the Ministry of Foreign Affairs and Trade. Approximately three full time equivalent staff (on average) have been dedicated to the organisation over the last six months. Ministry of Education and the Ministry for Pacific Peoples have also provided personnel for the planning. Most of the costs for the conference have been covered by the International Development Cooperation Programme. Major cost areas include venue and catering; travel for visiting Ministers; and a contract for event management. Demonstrating manaakitanga has been a key principle of our planning and this is reflected in the costs and resources that have been required. The former host, Hon Aupito William Sio provided strong direction on the importance of demonstrating substantial manaakitanga.

2. The protocol around previous Education Ministers' Meetings has been that the host country covers the costs of the conference, with a contribution from the Secretariat.

6(a)

3. New Zealand also contributes to governance meetings such as CPEM through our funding support to the PacREF implementation. Support for CPEM was allocated to the PFU under the pooled funding arrangements for the PacREF programme, for example. Funding for the second phase of PacREF may be an avenue for New Zealand to support CPEM on an ongoing basis but our expectation would be that:

- This was agreed, planned and prioritised by partner countries within the PacREF implementation plan;
- Specific costs would not be attributed to New Zealand, but rather our funding was used in a programmatic way (i.e. allocated across the programme);
- Any funding would be in partnership with other development partners.

4. A key gap in the funding for this conference was support for NGOs, CSOs and youth to travel from the Pacific to participate in the meeting. This has resulted in less than hoped for engagement from this sector. New Zealand was not in a position to include this in our budget and was unable to identify another source of funding. This undermines our intention to include a range of voices in the discussions but is a key lesson learned for future meetings.

### *Key elements of CPEM*

5. The hospitality and comfort factors of the conference are important for the delivery of a good meeting, but ultimately the factors that are critical for CPEM are those that ensure that:
  - a range of voices are around the table;
  - participants have opportunities for dialogue; and
  - Ministers are the ones who set the strategic direction.
6. These elements could be delivered in a variety of ways, depending on the available resources and context of each host. Agreeing a set of principles - such as those set out in the previous point, as opposed to a set agenda – may allow for more innovation and flexibility for future hosts. A way forward could be for an identified group of senior officials from CPEM members to develop these principles for Ministers' endorsement out of cycle. New Zealand could participate in this group to contribute our experiences of the inaugural CPEM.

## Tuesday: Community Event

**Type of event:** Event

**Date:** Tuesday 21 March 2023

**Time:** 18.00 – 20.00

**Location:** Tasman Room, Alexandra Park, Greenlane West Road and, Manukau Road, Greenlane, Auckland 1051

### Who will attend on New Zealand side:

- Minister Tinetti (Conference Host)
- Minister Edmonds (Event Host)
- Isabel Evans, Hautū
- Leisa Maddix, Director - Office of the Deputy Secretary
- Tanya Harvey, Director of Education
- Deidre Alderson, Director of Education
- Vaiolupe Talakai, Pacific Manager
- Evelyn Niua, Pacific Manager
- Yvette Guttenbeil-Po'uhila, Chief Advisor Pacific
- Pulotu Selio Solomon, Manager, Education
- Fatulatetele Tolo, Policy Director.

*A full list of attendees will be provided once RSVPs are complete.*

### Runsheets

Time	Item
18.00	Guests arrive Mix and mingle
18.15	First Performance Item (while guests continue to mingle)
18.45	Guests seated
19.00	Prayer
19.05	Buffet open
19.30	Welcoming remarks
19.35	Second Performance Item
19.40	Minister Edmonds speech
19.45	Third Performance Item
19.50	Closing prayer
20.00	End of event.

### Background

1. The purpose of the Community Event is to create space for Pacific Education Ministers and Senior Officials to engage with Pacific community leaders in Aotearoa, including Pacific Caucus members, Manaaki Pacific scholars, and other education stakeholders.

## Wednesday: Ministerial Retreat

**Type of event:** Retreat, Press Conference, and Closing Event

**Date:** Wednesday 22 March 2022

**Time:** 13.00 – 18.00

**Location:** Te Kawau Room, Hyundai Marine Sports Centre

**Who will attend on New Zealand side:** Minister Tinetti

### Runsheets

Time	Item
13.00	Considering consolidated recommendations from Day 1 and 2
	Ministers to table issues they want to address here at the Retreat
	Endorsement of Outcomes document
	Confirmation of host country of next CPEM – meeting paper
15.30	Afternoon tea
16.00	Press conference Group photo
16.30-18.00	Closing event (standing reception style)

### Background

1. The Ministerial Retreat is a closed session **for Minister's only**. Minister Tinetti, as host Minister, will have a leadership role at the retreat and a key function in bringing together all of the discussion and points put forward by Ministerial colleagues. Draft documents will be provided by officials, drawing on the talanoa from days one and two of the conference, but it is ultimately for Ministers themselves for formulate recommendations and conclude the form of outcome statement they wish.
2. The Ministerial Retreat will be followed by a press conference with Minister Tinetti and Pacific Ministers, and a closing event.

## Background Briefings

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Proactively Released

## **Maintenance and revitalisation of indigenous languages, protecting and drawing on Pacific indigenous knowledge and pedagogy**

This briefing provides more detail to support discussions on *Education quality and relevance: maintenance and revitalisation of indigenous languages, protecting and drawing on Pacific indigenous knowledge and pedagogy*.

- How mainstreaming of Pacific cultures, skills and traditional knowledge systems in our education system promotes relevant and quality education;
- How language policies could improve literacy for our students; and
- How we can help students to learn languages such as English and French, without marginalising Pacific languages.

9(2)(g)(i)











## Background

### *PacREF briefing on investing in mainstreaming of Pacific languages, arts and culture*

1. A paper was provided [PacREF(23) CPEM.02 refers], which summarises an evidence-based rationale for investing in the mainstreaming of Pacific languages, arts and culture in education, including through:
  - empowerment of Pacific communities through strengthening of their Pacific languages and knowledge systems;
  - improvements to Pacific regional literacy levels through strong teaching of both Pacific languages and English;
  - specific investments for those purposes, e.g., production of relevant textbooks and resources, teacher training on inclusion of culture, language and arts, language revitalisation programmes, and Pacific languages and Pacific studies learning opportunities; and
  - a coordinated approach to support language revitalisation programmes and activities that aim to achieve curriculum inclusion of Pacific heritage and contemporary arts. This is aligned to regional and global efforts to support culture and language, including: *The Pacific Regional Education Framework (PacREF) 2018-2030*, *The Pacific Regional Culture Strategy 2022-2032*, endorsed by Ministers for Culture in April 2022, and *UN International Decade of Indigenous Languages 2022-2032*.

### *Conclusions from the PacREF briefing*

2. Education systems have yet to fully mainstream Pacific languages into curricula and instead, mostly take a monolingual approach to teaching literacy (usually English at the cost of indigenous and other languages). And yet, literacy trends across the Pacific continue to show that the English-dominant approach is not leading to strong levels of English proficiency.
3. Participation and completion rates are also of concern. Trends signal the level of 'relevancy' and 'quality' of education systems, raising key issues such as education for whom and for what kind of future?
4. Learning in the first language in early years contributes to more effective second language learning and positive education outcomes. It supports connections between home and school and supports smooth transitions to formal education with strong family and community involvement.
5. Culturally informed teaching methods enable a meaningful and contextualised learning experience and inclusive curriculum, which contributes to improved educational outcomes and individual and collective resilience.
6. Children should be supported to not encounter an English-only system too early in their education journey as it sets them up to be 'slow learners'. They need additional support to learn English proficiently before we can expect them to learn other subjects in English.

No evidence exists for a second language (e.g., English) being learnt more effectively at school when starting as early as possible.

7. Research suggests that children that learn for at least 6 to 8 years in their first language before switching to English can develop the solid foundation needed to succeed when English becomes the dominant teaching language. This doesn't necessarily mean monolingual first language learning, but rather English can be gradually introduced.
8. The length of first language learning is also important, with suggestions that only 2 to 3 years of first language learning before exits to second language (i.e., English) potentially causes more harm than good. This is relevant for policy decisions around transitions from learning in a Pacific language to English medium learning.

#### *New Zealand education context*

9. In New Zealand's education context, we have strategic work planned and in place to support these goals, particularly the Action Plan for Pacific Education 2020-2030 (the Action Plan) which is aligned to the overarching 30-year vision for education and the Education Work Programme. Bilingual language learning and Pacific languages studies are also available at varying stages across early learning, schooling and tertiary, although there is evidence of unmet demand that the Action Plan aims to address.
10. Note, while education has a role in supporting thriving Pacific languages and cultures, Pacific communities are the indigenous knowledge holders in this respect and have specific roles in maintaining and revitalising their languages and culture within their communities. Our languages work is reinforced by community-led work, including at-home or community language learning and cultural transmission.
11. We work closely with other government departments in New Zealand to coordinate and align our work, including with the Ministry for Pacific Peoples' (MPP). MPP's Pacific Languages Strategy (2022-2032) includes aspects for language maintenance and revitalisation e.g., through support for Pacific community-led action plans. MPP also supports Pacific community-based language initiatives and Pacific language weeks which aim to celebrate and share Pacific languages with everyone in Aotearoa.
12. To support your discussion, we outline talking points with associated background information on Pacific education within the New Zealand context, relevant to the key questions to be considered. This includes:
  - The Action Plan for Pacific Education 2020-2030 (the Action Plan)
  - Pacific languages
  - Pacific culture
  - English literacy for Pacific learners.
13. Pacific learners make up around 9 percent (around 131,000 learners) of the total learners in early learning, schooling and tertiary education across New Zealand. They are a fast growing and young population, with estimates that there will be 225,000 learners of Pacific descent in 2028 (17% total learner population). Given this, we must ensure that the Education system provides for and is responsive to, the needs and aspirations of this diverse population.

#### *Action Plan for Pacific Education 2020-2030 (the Action Plan)*

14. The Action Plan was launched in July 2020, following an iterative 2-year fono / engagement process with Aotearoa's Pacific communities. The approach to develop the

Action Plan was informed by Pacific knowledge, values and understanding, i.e. 'by Pacific, for Pacific'. It was a unique product of our New Zealand context, and a reaction to traditionally applied 'one-size fits all' approaches to developing strategic policy that, consequently, fail to reflect the communities they are designed to serve. The strength and value of the Action Plan is that it was driven by our Pacific communities, underpinned by Pacific indigenous knowledge and values.

15. The Action Plan is underpinned by **four principles** that reflect Pacific values and describe what is needed within the education system for Pacific learner success:

<b>Reciprocity</b>	<b>Pacific diversity</b>	<b>Sustained effort</b>	<b>Collective action</b>
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16. The Action Plan sets a vision for Pacific education and identifies **five key shifts** required in the education system to achieve the vision and to address the underlying barriers to Pacific learners and families succeeding in the education system.

<b>Vision for Pacific Education: <i>Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations</i></b>				
<b>Shift 1</b> Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic.	<b>Shift 2</b> Confront systemic racism and discrimination in education.	<b>Shift 3</b> Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.	<b>Shift 4</b> Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met.	<b>Shift 5</b> Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific Heritages.
<b>These shifts align to the five Objectives for Education</b>				
<b>Barrier-Free Access</b> Great education opportunities and outcomes are within reach for every learner.	<b>World class Inclusive Public Education</b> New Zealand education is trusted and sustainable.	<b>Quality Teaching and Leadership</b> Quality teaching and leadership make the difference for learners and their whānau.	<b>Learners at the centre</b> Learners with their whānau are at the centre of education  <b>Future of learning and work</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.	<b>Quality Teaching and Leadership</b> Quality teaching and leadership make the difference for learners and their whānau.  <b>Future of learning and work</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives.

17. The Action Plan outlines key actions currently underway to achieve the vision for Pacific Education and shift the system. Recent Budget investments have also contributed to the key shifts and are outlined in the following table alongside actions in the current Action Plan. We have provided you talking points related to these.

Shift 1	Shift 2	Shift 3	Shift 4	Shift 5
<b>Relevant Actions to Roundtable 1, topic 2 discussion</b>				
<ul style="list-style-type: none"> <li>• Translate and distribute key education materials in Pacific languages.</li> <li>• B21 additional funding and further curriculum resources for Pacific bilingual units in schools</li> <li>• B21 targeted professional learning and development to Pacific bilingual teachers.</li> <li>• B21 develop two new Pacific language subjects, gagana Tokelau and vagahau Niue as NCEA Achievement Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning and development priorities that focus on cultural capability, inclusion and critical consciousness.</li> </ul>	<ul style="list-style-type: none"> <li>• B21 and B22 expand access to Tapasa: cultural competencies framework for teachers of Pacific learners.</li> <li>• Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver Talanoa Ako programme</li> </ul>	<ul style="list-style-type: none"> <li>• Develop goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers.</li> <li>• Professional learning and development support for Pacific early learning centres.</li> <li>• B22 purchase support to meet English language requirements and develop further Pacific bilingual curriculum resources to support the growth of Pacific bilingual and immersion schooling workforce.</li> </ul>

18. We identified three key priorities for 2023, outlined in your Briefing to Incoming Minister (BIM) on Pacific Education. The second of these priorities is of note for this Roundtable discussion:

- enabling Pacific early learning services to succeed;
- strengthening Pacific bilingual and immersion education and languages in education; and
- Supporting transitions into tertiary education.

19. Note, the Action Plan refresh is yet to be confirmed by you, so your talking points reflect your commitment to further work in this area, without providing specific details. We have instead focused primarily on providing you with general talking points outlining areas that are continuing, such as Pacific bilingual learning and immersion pathways, translated learning materials, workforce cultural capability training and the value of Pacific identities, languages, and culture to Pacific wellbeing.

#### *Pacific languages*

20. Our Action Plan reflects aspirations for Pacific languages under Key Shift 1, *working with Pacific communities to respond to unmet needs*. Note, we are refreshing the Action Plan with a proposed strengthened focus on Pacific languages, and you received information on this in your BIM on Pacific Education.

21. The following table outlines current data on Pacific language and bilingual pathways in Education. Note, there are limited pathways in tertiary through Pacific languages and there are gaps in unmet need in some Pacific heritage groups.

Heritage / Whakapapa		Tokelau	Niue	Cook Islands	Samoa	Tonga	Fiji	Tuvalu	Kiribati	Rotuma
Bilingual pathways	Early learning services	2	4	10	34	20	0	0	0	0
	Bilingual Unit in schools	1	1	1	32	9	0	0	1	0
	Tertiary	0	0	0	0	0	0	0	0	0
Language pathways	Early learning services	2	4	8	43	25	3	5	0	0
	In schools	1	3	5	70	20	0	0	0	0
	In tertiary	0	1	3	5	2	0	0	0	0
Language use	(% of use in the general population)	23%	12%	9%	50%	40%	25%	48%	50%	34%

22. Although some numbers appear small and reflect community feedback about unmet demand, our recent reviews of Pacific language settings found that the number of Pacific learners in Pacific bilingual and Pacific language education is growing and the number of schools with Pacific bilingual units is increasing.
23. Evidence supports our understanding that learners who are bilingual achieve high quality education, including strong educational achievement, as well as language and wellbeing outcomes, such as the retention and acquisition of language, culture and identity.
24. Big education reform areas, including the refresh of the New Zealand Curriculum have been guided by our evidence and the Action Plan. For example, the work to refresh the schooling curriculum documents is intended to make clear the place and value of Pacific languages in the official curriculum and will support Pacific languages to be heard, spoken, and celebrated in education settings. We also expect to provide guidance for Pacific bilingual units on how to implement the refreshed curriculum. Resources, guidance and tools to support culturally and linguistically diverse learners will also be informed by current initiatives that give prominence to bilingualism.

#### *Connection to other government work on Pacific languages*

25. The Action Plan for Pacific Education aligns and connects with relevant work across education and government agencies. Of note is the Ministry for Pacific Peoples' (MPP) Pacific Languages Strategy, Pacific Aotearoa Lalanga Fou, and Pacific Wellbeing Strategy.
26. The Pacific Languages Strategy was launched in September 2022 as the first of its kind in Aotearoa. It takes a long-term approach to coordinating support for Pacific languages across government, communities, and other stakeholders. We work closely with MPP to

ensure that our work aligns to its Languages Strategy and its vision for thriving Pacific languages to build a prosperous Aotearoa.

27. Our 2023 priority areas in Pacific education are aligned to, and informed by, the three objectives of the Pacific Languages Strategy:
- Recognise the value of Pacific languages in Aotearoa
  - Strengthen pathways and resources for learning, and learning in, Pacific languages, and
  - Create environments for Pacific languages to be used more often and in more spaces.

#### *Pacific culture*

28. Our efforts to support and sustain the use of Pacific languages and cultures are not only based on the desires of Pacific communities but also, on protected rights enshrined in both international and domestic law. This includes Article 27 of the International Covenant on Civil and Political Rights and section 20 of the New Zealand Bill of Rights, which afford the right to enjoy one's culture and to use one's own language. Articles 29 and 30 of the United Nations Convention on the Rights of the Child also emphasise the importance of a child's cultural development to their wellbeing. These affirm that children should be free to use their language and that the education of all children should be respectful of their cultural identity, languages and values.
29. What Pacific learners and their families consider a 'quality' and 'relevant' education is not the same as for other learners. Based on what we heard in our fono engagements to develop the Action Plan, we know that Pacific communities have strong expectations for a government role in supporting the survival of both Pacific languages and cultures, including in Education. We also heard that Pacific learners and their families want the workforce to be representative of Pacific peoples and their diversity.
30. Enabling every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners is a key shift in our education system that the Action Plan for Pacific Education seeks to achieve.
31. We are supporting this through key initiatives, including:
- updates to the National Curriculum to include New Zealand's histories
  - the Review of Achievement Standards for NCEA to help teachers to contextualise learning and assessment for Pacific learners
  - Expanded delivery of professional learning and development (PLD) on, Tapasā, the cultural competencies framework for teachers of Pacific learners,
  - Refresh of the Action Plan (note, as above you are yet to confirm the specific content of the refresh).

#### *English literacy for Pacific learners*

32. Developing literacy in English remains a challenge for some of our Pacific learners. While many find that over time and exposure in daily life they can grasp and engage in conversational English, these are not necessarily the skills needed for academic success.

33. We know that support to develop emerging literacy in the home/first language is foundational for learning literacy skills in other languages, with the literacy skills in a first language able to be transferred into a new language.
34. The Pasifika Early Literacy Project (PELP) provides an example of a successful initiative to promote and develop language literacies by using dual language resources in Pacific and English languages. Resources are available in print, online, in audio and pdf files and with teacher and family support materials. PELP is based on the principle that second language acquisition using a child's heritage language helps to strengthen English language and literacy. Use of Pacific languages in this way also promotes the value of those languages in the classroom, validates the cultures and identities of Pacific learners, and models this for other learners.



## Revitalisation of te reo Māori

9(2)(g)(i)



## Background

### *Government strategies that guide te reo Māori revitalisation efforts*

1. Three key government strategies underpin the language revitalisation efforts in Aotearoa New Zealand. These are *Te Ture mō Te Reo Māori 2016* (Māori Language Act 2016), *Te Whare o te Reo Mauriora, Maihi Māori 2017-2040*, and *Maihi Karauna 2019-2023*.
2. *Te Ture mō Te Reo Māori 2016* (the Māori Language Act 2016) provides the means to support and revitalise te reo Māori, through the reo Māori strategy of the Crown (Maihi Karauna) and the reo Māori strategy of iwi and Māori (Maihi Māori).
3. Through this partnership between Crown and iwi Māori, te reo Māori will be actively protected and promoted for future generations. The partnership is expressed through the metaphor of Te Whare o te Reo Mauriora – the house of the living language, to signify partners working together to benefit future generations.
4. *The Maihi Māori 2017-2040* is the Māori language strategy developed by and for iwi, Māori and Māori language communities/stakeholders.
5. *The Maihi Karauna 2019-2023* is the Crown's Strategy for the revitalisation of te reo Māori. It sets out both the vision for the future of te reo Māori and the actions that the government will take over the next five years to move closer to this vision.
6. There are three audacious goals set out in the Maihi Karauna, to be achieved by 2040, through the approach of Whakanui, Whakaako, and Whakaatu. The strategy targets two priority groups – tamariki/rangatahi and proficient speakers.
7. The Ministry of Education has a key role in supporting *the Maihi Karauna* through the 'Mātauranga – knowledge and skills' outcome. This outcome area uses a 'Whakaako approach' by creating the conditions for te reo Māori to be learned by Aotearoa whānui through the education system. Te Tāhuhu is the convening agency for three key priorities that sit within the Mātauranga outcome area, which are:
  - more children and young people are learning te reo Māori;
  - more people progressing beyond basic knowledge of te reo Māori;
  - more people highly proficient in te reo Māori.

### *Ministry of Education's current priorities for te reo Māori in education*

8. The Ministry of Education is currently guided by two key priorities:
  - Priority 1: 30% of Māori learners participating in Māori Medium/Kaupapa Māori education by 2040; and
  - Priority 2: normalising te reo Māori.
9. The key deliverables that the Ministry is implementing to achieve **Priority 1** include:
  - prioritising the growth of the Māori medium/kaupapa Māori pathway;
  - developing Te Tamaiti Hei Raukura, a conceptual framework underpinning the redesign of Te Marautanga o Aotearoa;
  - redesigning Te Marautanga o Aotearoa into an indigenous curriculum grounded in te ao Māori;

- developing Hei Raukura Mō te Mokopuna, the new te reo matatini and pāngarau strategy;
  - developing high quality te reo Māori teaching and learning resources;
  - increasing access to te reo Māori resources;
  - developing and implementing professional learning development supports for kaiako.
10. The key deliverables that the Ministry is implementing to achieve **Priority 2** include:
- the design and implementation of key education legislation, policy, and strategies
  - building internal capability within Te Tāhuhu
  - sponsoring and participating in events that promote, celebrate and uplift the status of te reo Māori
  - supporting ākonga, the education workforce, whānau and iwi to build their capability and proficiency in te reo Māori.

## Education in the Pacific

### *Current issues*

1. Improving education outcomes is a priority and challenge for all of New Zealand's Pacific partners. Governments have made significant progress in improving education access and outcomes over the last decade. As a result, there is now almost universal enrolment in basic education across the region. There has been an impressive increase in students meeting literacy and numeracy benchmarks and most teachers have now completed the minimum required level of training.
2. The quality of education, however, continues to constrain the region's ability to address key challenges. Participation and retention rates in early childhood, secondary and post-secondary education remain a concern in many Pacific countries. The reasons for this include a lack of placements, the direct and indirect costs to families, and a perception that education at these levels is not relevant. Learners with disabilities and those in remote areas are particularly disadvantaged.
3. Equally, literacy rates have risen by over thirty percent since 2015 but this still results in only 56% of students being minimally proficient in literacy by the end of primary school. The 2022 World Bank's Human Capital Index estimates that students in the Pacific go to school for 10.9 years on average, but only achieve 6.6 years' worth of learning.
4. Education receives the largest share of the government budget in most Pacific countries but the allocation of financial resources towards those priority areas tend to be unevenly distributed and expenditure is mostly recurrent (e.g. teacher salaries, provincial grants) or targeted towards other priorities, including scholarships. Globally, official development assistance (ODA) for education has dropped over the last decade, including in the Pacific. Inefficiencies exist within education systems hindering the efficient allocation of human and financial resources towards priority policy areas critical for advancing substantive improvements towards equitable quality education.
5. Many reforms (e.g. legislation, policies, curriculum, teaching and learning) are under way that aim to reduce structural and systemic barriers that hinder progress for realising equitable and quality education. These reforms aim to foster the enabling environment to better prepare and equip learners with skills required for the 21st century and to enable a more equitable, efficient and effective education service. At the same time, the issues affecting learners are multifaceted and complex, with solutions which often sit outside the direct control of Ministries of Education.


### *Contextual challenges*

6. Pacific countries are regionally diverse (linguistically and culturally) and face the ongoing challenge of how to deliver equitable and quality education to all learners. They often face constraints relating to geographical (mountains, oceans and remote communities), economic, socio-cultural and political factors (the latter more relevant for some sub-regions more than others). Pacific countries are also highly vulnerable to climatic events (natural disasters) which often cause disruptions to teaching and learning, incurring indirect and direct costs.

### *Teachers and resources*

7. Education Ministries continue to grapple with issues relating to attracting, retaining and managing the teaching workforce. Evidence of the supply and demand for qualified and trained teachers is mixed and varies across countries and systems. Entry-level requirements for teacher training are often set very low and national teacher training curricula and approaches do not match reforms rolled out for in-service teachers. More research is required to understand the factors affecting recruitment, retention, and attrition of teachers, including salary and employment conditions.
8. The logistics of supplying teaching and learning resources in classrooms across the Pacific is a challenge for governments. Preparing and supplying sufficient resources that are appropriately tailored for diverse learning needs or relevant to country contexts remains an issue.

### *School governance*

9. 6(a) 
10. Reforms offering free education up to secondary school are progressing well at primary school level, but challenges remain, with additional fees continuing to be charged by schools, particularly at secondary level, undermining that reform. Student and teacher absenteeism is high, often due to inadequate school facilities (limited sanitation facilities, location of schools from communities and access to essential services), particularly in rural and remote schools.

## Teacher Mobility and Supply

### Background

1. Like most countries, Pacific partners are facing teacher shortages, particularly in STEAM subjects. Ministries of Education are increasingly recognising that these shortages, coupled with the impacts of COVID-19 and often natural disasters, are having negative impacts on teachers' well-being and retention. Developing a highly-skilled, qualified and well supported teaching workforce is a high priority for most Pacific countries.

### *Teacher mobility to New Zealand*

2. Aotearoa New Zealand has been recruiting international teachers as a response to our own teacher shortages. This has included teachers from the Pacific, and from Fiji in particular. However, the New Zealand Ministry of Education **does not actively recruit in the Pacific** given similar teacher supply shortages.
3. 6(a)  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]
4. There have been 7 overseas finder's fee applications (OFFs) related to Pacific teachers where there has been no overseas relocation grant applied for to date.
5. During the pandemic related-border closure, in May 2021, the New Zealand Government announced that teachers were recognised as a critical workforce and a teacher Border Exception (BEx) was established. This granted up to 300 'BEx' spaces for qualified overseas teachers to take up a teaching position in eligible early learning services, schools and kura in New Zealand while borders were closed. Of the 300 spaces, 34 were from Fiji.
6. As of 2022, New Zealand have a total of 3218 Pacific teachers. That is a 7% increase from 2021. There were 66 Principals of Pacific decent in 2021, which increased to 72 Principals of Pacific decent in 2022 (made up of Secondary 14 and Primary 58).
7. The Ministry has implemented several measures to speed up the processing of overseas teacher applications including the placement of additional staff in NZQA, Teaching Council of Aotearoa and Education Payroll (now takes on average 7-10 working days), and a fee-free international qualification assessment.
8. The University of the South Pacific's Bachelor of Education (Primary) and Post-Graduate Certificate in Teaching for secondary teaching are recognised as pre-approved teaching qualifications in Aotearoa New Zealand. However, this is only for graduates who qualified between 2001 and 2020 for primary teaching and between 2001 and 2013 for secondary teaching. NZQA notes these as Fijian qualifications. However, USP is a regional university and graduates are based across the region.
9. 6(a)  
[Redacted]  
[Redacted]  
[Redacted]

6(a)

*Approaches to addressing teacher shortages*

10. Teacher mobility is not going to be a solution to the teacher shortage across the region, and there is not a unified regional position on teacher mobility. 6(a)

12. Improving teaching standards is a priority for the region and 'The Teaching Profession' is one of four priority policy areas under the PacREF. Countries and their development partners, including Aotearoa New Zealand, are investing in improvements to teacher training in a range of areas. These include, for example:

- the development of a regional teacher competency framework;
- lifting the quality of national initial teacher training programmes; and
- specific training in subject matter expertise (such as through MFAT's e-learning for Science initiative).

13. There is increasing recognition of the need for Teacher Training Institutes to be part of regional discussions to ensure that initial training is delivering teachers who are operating at expected standards and receiving ongoing professional development.

14. Raising teacher standards through improved qualifications will increasingly open mobility as an option for individual teachers. Longer term and more innovative solutions will need to be found to address teacher shortage issues, including options for improving teachers' pay and working conditions. This is an area where MFAT can consider support through the International Development Cooperation Programme. It is also an area where there is opportunity for dialogue and shared learnings between the Ministry of Education and Pacific counterparts.

## Education in the International Development Cooperation Programme

1. Education is critical for development and acts as a multiplier for other outcomes. New Zealand invests in education through the International Development Cooperation programme to maximise capabilities and growth so that people have equitable opportunities for economic, social and cultural well-being. The goal of our education investments is that people acquire skills, attributes and values they need to thrive in a changing world. This contributes to our wider foreign policy and development objectives to support a stable, prosperous and resilient Pacific.

### Aotearoa New Zealand's approaches and how we work

#### *Education focus areas*

2. Our education support in the Pacific focuses on investments in:
  - *early childhood education* as the foundational level for improving learning and lifelong outcomes;
  - *secondary education* so that young people have more opportunities to engage in relevant, quality education that opens up further pathways for them; and
  - *post-secondary education and training* that build technical, soft and life skills to give people opportunities to contribute to their economies, societies and communities.
  - These subsectors have a long history of underinvestment but are critical for building foundational literacy, technical and life skills. A major and ongoing feature of our education portfolio is direct funding for the delivery of our partners' education sector strategic plans. This includes strengthening literacy and numeracy and teacher development.

#### *Approaches we use to deliver*

3. New Zealand invests in potential 'game changers' as well as in the fundamental tenets of a strong education system. Our approaches include:
  - *technology-enabled education* that provides efficient and effective access to learning opportunities for more people,
  - *inclusive approaches* that ensure that everyone has the opportunity to reach their full potential,
  - *locally led and culturally relevant approaches* that recognise and harness the region's expertise, and
  - *sector approaches* that take a holistic and partner-led view of the outcomes

#### *What we are trying to achieve*

4. Our education investments seek to contribute to international, regional and national outcomes for education. This includes the Sustainable Development Goals - particularly related to education, decent work and reducing inequality – and to the Pacific Regional Education Framework. We measure success by considering whether we are:
  - *increasing equitable access* to education for all children and young people,



- *lifting the quality and relevance* of teaching and learning at all levels,
- *strengthening education systems* to improve the delivery of education services, and
- *providing education and training* opportunities that contribute to sustainability of outcomes in other sectors.

### Education Initiatives

- Our education portfolio is broad and covers the full education pathway. This reflects the priorities of our partners and the opportunities and issues at all levels of education. In the current triennium (2021-24), we are forecast to spend NZ\$130.1m on education (not including scholarships), of which:
  - 82% is spent in the Pacific;
  - 17% (NZ\$22.1m) is provided through budget support;
  - 61.4% is bilateral programming, 18.1% is programming through regional agencies and initiatives and 20.5% is through multi country programming (projects spanning more than one country).
- The following table provides an overview of the significant education investments in the IDC Programme in the Pacific. Education is also included in a range of other ways, including general budget support arrangements (in Cook Islands and Niue) and through core funding support to international organisations (such as UNICEF and the Commonwealth of Learning).

Country	Activity	Description	Details
<b>Regional Programmes</b>			
Regional	Partnership with University of the South Pacific	This activity provides core funding to support the delivery of USP's Strategic Plan and a joint Partnership Framework that will guide engagement between USP and New Zealand for the next 10 years. This Framework sets out shared principles and priorities for how we work together.	\$35.8m <sup>6</sup> 2023-2028
Regional	Trilateral Partnership with the Educational Quality and Assessment Programme	This is a strategic partnership with the Education Quality and Assessment Programme (EQAP) at the Pacific Community (SPC) and the Australian Department of Foreign Affairs and Trade (DFAT). It provides programmatic funding to support the delivery of EQAP's business plan and to build capacity within EQAP to enable them to better support SPC member countries through sustainable and contextualised advice and initiatives.	\$5m \$2021-2027
Regional	Strengthening Pacific	Pacific countries have identified qualification recognition as a major barrier	\$8.4m 2019-2026

<sup>6</sup> This partnership has been approved by Cabinet but has not yet been publically announced.

	Qualifications Recognition	to employment, particularly for skilled and semi-skilled workers. In response, MFAT is partnering with NZQA and EQAP to deliver capacity and capability development support for qualifications agencies in the Pacific which will lead to improved qualifications systems at national and regional levels.	
Regional	Partnership for Open, Distance and Flexible Learning (ODFL)	The Activity is supporting the Commonwealth of Learning to deliver and build capability in open, distance and technology enabled teaching and learning methodologies in the Pacific to improve learning outcomes at secondary and tertiary levels.	\$4.04m 2020-2025
Regional	Support for PacREF Phase 1	This Activity is supporting the delivery of the Pacific Regional Education Framework programme through a pooled funding arrangement with the Global Partnership for Education and the Asian Development Bank to deliver sustainable, affordable and high quality education goods and services that are accessible to all countries through partnerships with regional and international education agencies.	\$4.2m 2019-2024
<b>Multi-country Programmes</b>			
Samoa, Solomon Islands, Cook Islands, Vanuatu,	e-learning for science	This proof of concept focuses on improving science learning for year 10 students, currently taught by mostly non-specialist teachers with limited access to teaching and learning resources. The three main components of this Activity are: development of science teaching and learning e- resources; a professional learning and development programme for teachers of secondary science; and building/supporting the ICT infrastructure for the e-learning system through the development of app-based technologies.	\$6.3m 2020-2024
Samoa, Niue, Solomon Islands	Story Time and Play	This Activity is piloting an integrated media and community-led early childhood education project that will support early learning opportunities outside of formal education settings and in culturally responsive ways (e.g. through the use of local languages to tell traditional stories).	\$1.13m 2020-2023

Fiji, Vanuatu, Niue, Cook Islands and Tonga	Building Teaching Capacity for Inclusive Education	This activity is working work with national and regional teacher training institutions and other stakeholders to improve pre-service and in-service training for teachers, school leaders and teacher aides to improve Pacific-led inclusive education practices in classrooms.	\$5.5m 2021-2026
<b>Key Bilateral Programmes</b>			
Samoa	Education Sector Support Programme	MFAT and DFAT are jointly providing sector budget support to support funding, technical assistance and governance input toward the delivery of the Education Sector Plan in Samoa, covering the Ministry of Education, Sport and Culture, the Samoa Qualifications' Authority and the National University of Samoa.	\$11m 2020-2024
Tonga	Tonga Education Support Activity	This Activity is supporting improved literacy and numeracy outcomes for Tongan young people through strengthening the capacity of school teachers and principals.	\$3.1m 2017 - 2022
	Skills Development	MFAT has been supporting skills development in Tonga through the delivery of a Certificate in Technical and Vocational skills (CITVS) in secondary schools. This Activity would expand the reach and coverage of CITVS at secondary schools to include new subjects, providers and students, especially in the outer islands.	In design
Tokelau	Secondary and Digital Education Support Programme	The Activity takes a multi-faceted approach to improving education in Tokelau, with a focus on assisting Tokelau's Department of Education to implement its secondary and digital education strategies and to successfully integrate with the NZ education qualifications system.	\$4.3m 2019-2024
Kiribati	Kiribati Institute of Technology Facilities and Nursing Curriculum	This activity is strengthening the Kiribati Institute of Technology's capacity to offer high quality vocational education, through a modernised nursing curriculum and upgraded facilities.	\$11.1m 2015-2024
	Youth Learning Centre	This activity is supporting the design and construction of a new youth learning and development facility	\$3.24m 2020-2023
Vanuatu	Secondary Education Support Programme	Large scale support to the Vanuatu Secondary Education sector focused on increased participation and better learning	\$6.59m 2019-2031

		outcomes to provide stronger learning pathways for ni-Vanuatu.	
Solomon Islands	Education Sector Support Programme	MFAT and DFAT are providing sector budget support, programme management support and technical assistance to support the implementation of the Solomon Island's National Education Action Plan (NEAP) to improve outcomes in basic education (Years 1-9)	\$24m 2019-2023
PNG	Inclusive Education	Community Based Inclusive Development (CBID) approach providing rehabilitation and health services; articulate ear/eye health services to address preventable disability; and to resource inclusive education practices at Model Schools.	\$1.14m 2020-2023
Nauru	Education Support programme	This activity is seeking to strengthen the education system through budget support and technical assistance to assist with the delivery of Nauru's sector plan. It will focus on early years and senior secondary learning outcomes and sustainable TVET delivery.	\$5m In design

## Manaaki New Zealand Scholarships Programme

### Key points

- The Manaaki New Zealand Scholarships Programme (MNZSP) assists partner countries to progress their development goals and strengthens relationships between partner countries and New Zealand to mutual benefit.
- In November 2022, operational implementation of the programme was transitioned to Education New Zealand. MFAT retains the policy, strategy, alumni engagement, and the bilateral relationships of the programme.
- Pacific Ministers may wish to raise scholarships issue with you. As Minister Sepuloni is responsible for this portfolio, we recommend you undertake to pass on any key points raised and also offer for delegations to meet with MNZSP officials from MFAT who will be present at the meeting.

### Background

#### *Pacific Regional MNZSP issues*

1. New Zealand has been funding scholarships to developing countries since 1951. Over more than 70 years there have been tens of thousands of scholars who have studied under various schemes on a New Zealand Government scholarship. Along with the Australia awards, the Manaaki scholarships are the primary pathway for Pacific scholars to obtain an international qualification.
2. The Pacific is a priority for the MNZSP. The Pacific receives the majority of the programme's resources, more than any other region. While borders remained closed between 2019 and 2022, the MNZSP carried out tertiary scholarship selections in the Pacific only.
3. Pacific alumni of the MNZSP occupy key positions in Government, civil society, and regional organisations. The Ministry of Foreign Affairs and Trade continues to seek opportunities to engage, empower and elevate our Pacific alumni. Over 970 Pacific alumni have been produced since 2015 alone.
4. Many of the MNZSP's current Auckland-based Pacific scholars will be present at specific events during the upcoming Conference for Pacific Education Ministers, as will MNZSP staff from MFAT.

# University of the South Pacific: Background on Challenges and the New Zealand Partnership

## Background

1. New Zealand has partnered with the University of the South Pacific (USP) since its inception in 1968. USP is a critical regional institution and best placed to be the centre of excellence for, and kaitiaki of, Pacific knowledge systems and research. USP is uniquely positioned to deliver education within a Pacific worldview and drive the sustainable development ambitions of its Member Countries to strengthen resilience of the wider Pacific region. New Zealand's lasting partnership with USP demonstrates the importance we place on the contribution of Pacific-led and owned tertiary education and research to development in the region. It also emphasises the role that regionalism plays in supporting Pacific countries to collectively meet the needs of their populations.
2. USP has been challenged by a series of management and governance issues over the last four years. USP members – who are represented in USP's governance mechanisms by their respective Ministers of Education – may use CPEM as an informal opportunity to canvass others' views on key issues. Minister Sepuloni, as the Associate Minister of Foreign Affairs, is the New Zealand's lead Minister on these issues.

### *Moving through the challenges at the University of the South Pacific*

3. 6(a)

4.

5.

6. USP is now in a positive position to start rebuilding trust and considering how best to position itself into the future. 9(2)(b)(ii)

This will look at emerging challenges and opportunities in the tertiary education space and how USP might adapt to meet these. New Zealand would also like USP to consider how they operate effectively as a member of the Council of Regional Organisations in the Pacific, and how they respond to recommendations for wider organisational change.

*A new approach to New Zealand's relationship with USP*


7. MFAT is working with USP to jointly shape the next phase of our partnership. The partners have developed a new values-based Partnership Framework aligned with New Zealand's Partnering for Resilience policy and USP's strategic policies that will guide engagement between USP and New Zealand for the next 10 years. This Framework sets out shared principles and priorities for how we work together. The overarching vision for this partnership is an enduring and thriving USP grounded in the values of Pacific regionalism, informed by Pacific knowledge and cultures, and led by Pacific peoples.
8. In December 2022, Cabinet approved NZ\$35.8m over the next five years for this partnership. This represents a continuation of core funding (NZD\$6.5m per year), with the opportunity for an increase of up to NZD\$3m in the second half of the partnership, subject to a mid-term review. The funding allows for an innovative approach to monitoring and evaluation, which will draw on joint reflections and peer review to assess the health and value-add of the partnership. It also leaves open the possibility of providing additional support for specific projects aligned to the partnership priorities, such as in the area of climate research.
9. The Conference of Pacific Education Ministers (CPEM) provides an excellent opportunity to formally launch this partnership. Ministers of Education from USP member countries would be able to participate and it would provide a tangible example of how New Zealand is operationalising our Partnering for Resilience policy. Officials have recommended that Minister Sepuloni participate in a launch event in the margins of CPEM (likely on the afternoon of 20 March).

## **New Zealand Qualifications Authority (NZQA) Pacific Qualifications Project**

### ***Key points***

- The New Zealand Qualifications Authority's (NZQA) Pacific Qualifications Recognition project is associated with the PACER Plus trade agreement and may be raised at the Conference of Pacific Education Ministers (CPEM).
- NZQA is currently awaiting confirmation from MFAT of funding approval for a five-year project in the Pacific region to support qualifications recognition (approval from the Minister of Foreign Affairs may be received before CPEM takes place).
- Key regional and national Pacific project partners for the work that NZQA is leading, including the Pacific Community's Educational Quality and Assessment Programme (EQAP) will be in attendance at CPEM.
- Strengthening Pacific political leaders' understanding and support for improving education quality and quality assurance to enable recognition of Pacific qualifications will contribute to the success of the project.
- While NZQA does not propose to engage specifically about the project progress through CPEM, we will promote the importance of the recognition of Pacific qualifications during a roundtable session on the first day and will also participate in the mini expo.
- Ministerial level engagement and support for the concept of strengthening qualifications recognition and the quality of Pacific education systems in the Pacific region would support NZQA's planned engagement.

9(2)(g)(i)





## Background

1. Current low levels of recognition of qualifications across the Pacific region are a barrier to employment and labour mobility, especially for skilled and semi-skilled workers. Labour mobility and other employment opportunities make an important contribution to economic development in Pacific Island countries. In addition, countries in the Pacific region, including New Zealand, face acute shortages of skilled and semi-skilled labour, and would benefit from being able to access the skills of Pacific people who are willing to engage in temporary employment.
2. At present, national and regional Pacific qualifications systems do not adequately support access to relevant, quality-assured qualifications that can be recognised in other countries to enable Pacific people to participate in skilled employment and labour mobility.
3. The lack of recognition of Pacific qualifications within and outside of the region is due to two problems:
  - At a national level, the range of maturity in using international standards for qualifications systems limits recognition of individual country qualifications and opportunities for Pacific citizens
  - At a regional level, a disjointed approach, and lack of sufficient support from national stakeholders for the regional qualifications system results in duplication and value from the system not being realised.
4. PACER Plus and the associated Arrangement on Labour Mobility set expectations for Participants to work together to improve recognition of qualifications across the region. Given its role, mandate and previous experience, NZQA is in a unique position to make a contribution to this issue.
5. In 2019 MFAT commissioned NZQA to establish a project with PACER Plus Participants and the Educational Quality and Assessment Programme (EQAP) of the Pacific Community – the regional body that manages the Pacific Qualifications Framework (PQF). The intent of the project was to determine the extent to which further work is required to strengthen Pacific qualifications systems and recognition processes to enable recognition of Pacific qualifications.
6. Following the project establishment phase, NZQA submitted a detailed business case to MFAT in July 2022 setting out options for funding an implementation phase, over the next five years from 2023-2027. A final funding decision from the Minister of Foreign Affairs and Trade on the further phase of the project is anticipated this month (this decision may have been confirmed by the time of CPEM).

### *Proposed project approach*

7. NZQA's business case recommended an approach to a programme of work under the PACER Plus Treaty to achieve the aim of strengthening Pacific qualifications systems to the point at which other jurisdictions, such as New Zealand, can recognise their qualifications. This would achieve the three benefits of:

- more consistency of recognition of Pacific qualification and assurance processes,
  - wider ownership, trust in, and support of regional qualification systems, and
  - more opportunities for employment as a result of the recognition of Pacific qualifications.
8. The proposed project implementation phase will continue to use the collaborative co-construction approach that worked successfully during the establishment phase. NZQA's main role will be capability building in line with international standards and the priorities of national stakeholders. NZQA, EQAP and officials in Pacific national qualifications agencies and Ministries of Education, and Ministries of Labour and Economic Development will deliver the work, collaborating with local education and industry representatives as required. NZQA will facilitate and oversee progress and will build capability by developing online guides and training materials, facilitating regional pods of learning, and mentoring individuals from national and regional Pacific education quality assurance organisations as they do the work.
9. If approved, an adaptive management approach will be used to initially 'reference' national and regional qualification systems. Referencing is a process through which qualifications frameworks and systems can be compared to enable recognition of the qualifications that form part of those systems. In this instance it will also be used to identify gaps in quality assurance processes that are barriers to recognising qualifications from Pacific qualifications systems, and the remainder of the project will be focussed on strengthening systems to support recognition of the qualifications.
10. In the event that funding for the next phase of the project is not approved, NZQA will continue to engage with Pacific qualifications agencies and will support the referencing of the New Zealand Qualifications and Credentials Framework to the PQF, although the system strengthening work in scope for the MFAT funded project will not go ahead. We are therefore likely to continue to be involved in any work that is enabling of new approaches to qualifications recognition in the Pacific region, and would remain supportive of any wider initiatives that related to this area.

Proactively Released

## Further information

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### Key Contacts

Name and position	Number
<b>New Zealand</b>	
Hon Jan Tinetti, Minister of Education	9(2)(a)
Huia Welton, Press Secretary to the Minister (accompanying)	
Melisa Webster, Senior Private Secretary, Office of Hon Jan Tinetti	
Wendy Hart, Chief Advisor International, Ministry of Education	
Amy McAteer, Lead Advisor, Education, Ministry of Foreign Affairs and Trade	
Vicki Soanes, Education Senior Advisor, Ministry of Foreign Affairs and Trade	
Daniel Tasker, Senior Manager, Ministry of Education (Wellington)	

## **Glossary**

### **A**

Aotearoa New Zealand's histories (ANZH)

### **C**

Civil Society Organisations (CSO)

### **E**

Education for Sustainable Development (ESD)

Educational Quality and Assessment Programme (EQAP)

### **F**

Forum Education Ministers Meeting (FEdMM)

### **M**

Manaaki New Zealand Scholarships Programme (MNZSP)

Monitoring, evaluation and learning (MEL)

### **O**

Official Development Assistance (ODA)

### **P**

Pacific Regional Inclusive Education Framework (PRIEF)

PacREF Facilitating Unit (PFU)

PacREF Implementing Agencies (IAs)

Pacific Regional Inclusive Education Framework (PRIEF) implementation

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

### **T**

Transforming Education Summit (TES)

### **U**

University of the South Pacific (USP)

UNESCO Institute for Statistics (UIS)



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

We **shape** an **education** system that delivers  
**equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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