Name:
Ramanathan Perianan – Ed International
Kijoou Soh – MOE (Rep of Korea)
Quandolita Reid-Enari – Samoa
Salima Lasalo Salima – Samoa
Hamed Hakeem – Consultant
Santosh Khatri – UNESCO, Facilitator
Lamese Saamu – Tuvalu
Overall Thoughts
Not all reforms are good
Implementation is important: despite well-intended polices, implementation part was found to be weak
Center-centric/top-heavy ministries could result in insufficient coordination and collaboration
Educational policy should be aligned with national development strategies for effective educational delivery
Cluster A

Policy and Legal Framework
Policy and planning Framework
<table>
<thead>
<tr>
<th>Achievement</th>
<th>Shortcoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy with age</td>
<td>The national EFA plan development was not clear</td>
</tr>
<tr>
<td>Efaland acknowledged its weaknesses</td>
<td>EFA agenda was not well integrated into sub-national and local levels</td>
</tr>
<tr>
<td>Compulsory &amp; free</td>
<td>Detail on educational policy and national development framework was lacking</td>
</tr>
<tr>
<td></td>
<td>Objectives of educational development was not clearly elaborated</td>
</tr>
</tbody>
</table>
Administrative Framework
<table>
<thead>
<tr>
<th>Achievement</th>
<th>Shortcoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear working condition for teachers</td>
<td>Structures of staffing was not clearly stated</td>
</tr>
<tr>
<td>Collaboration with other stakeholders</td>
<td>Centralization of education administration was lacking</td>
</tr>
<tr>
<td></td>
<td>How national, provincial and local bodies were working to support schools, teachers and learners was not clearly elaborated</td>
</tr>
</tbody>
</table>
Cluster C:

School/Classroom Level Factors
Curriculum
**Achievement**
Intended curriculum was good
- To some extent, the curriculum integrated values of sustainable development

**Shortcoming**
- Understanding about the implemented curriculum was lacking
- Support for teacher training was not discussed
- Curriculum development processes were not participatory and inclusive
- Curriculum was not flexible and less adaptable
- Learners’ needs and interests were not well identified
Technology in Education
<table>
<thead>
<tr>
<th><strong>Achievement</strong></th>
<th><strong>Shortcoming</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✞ Increase IT in Education</td>
<td>✞ Gaps between policy and implementation were found</td>
</tr>
<tr>
<td>✞ Increase Literacy Level</td>
<td>✞ Disparity in ICT availability was observed (urban vs rural)</td>
</tr>
<tr>
<td>✞ Continues curriculum reform in software skills, ICT and creativity.</td>
<td>✞ The level of awareness and understanding among policy makers and educational management about ICT options was still developing</td>
</tr>
<tr>
<td></td>
<td>✞ Strategies to build teachers’ capacity in ICT were not clearly elaborated</td>
</tr>
</tbody>
</table>
THANKS ........