Brief History of SPBEA

1980
SPBEA established
South Pacific Board for Educational Assessment

2007
Decision to merge

2010
Renamed- Secretariat for the Pacific Board for Educational Assessment
Membership

- SPBEA Member Countries

Countries include: Papua New Guinea, Nauru, Kiribati, Solomon Islands, Tuvalu, Tokelau, Samoa, Vanuatu, Tonga, Fiji, Australia, and New Zealand.
SPBEA’s Mandate

- Evolving- reflecting the changing focus in educational assessment
- From supporting countries’ national examinations/certification (in the early years; from 80’s) to assisting countries to improve quality of education through the use of good assessment practices and procedures (from early 2000 to date).
Regional Collaboration in Education

- Ministers of Education in the Pacific - FEdMM
- Regional/International Education organisations - SPBEA/SPC, UNESCO, UNICEF, USP
- Pacific Heads of Education forum (PHES) - to identify regional initiatives to support the countries - primary focus on education quality

- Challenges are consequences of remoteness, smallness, lack of capacity, lack of resources, lack of political will, lack of creativity and thinking outside the box.

- Solution is to take regional approach to support and complement national efforts with a focus on education quality
Regional initiatives- Pacific Education Development Framework (PEDF)

- PIF Education Ministers adopted the Forum Basic Education Action Plan (FBEAP), 2001 – 2008; to achieve universal and equitable educational participation and achievement and to ensure access and equity and improve quality and outcomes.
- Successor to FBEAP; the Pacific Education Development Framework (PEDF) from 2009 to date.
- The vision of the PEDF (2009) “Quality education for all in Pacific Island countries”,
- Aligned with international initiatives such as Education for all (EFA), MDG and UNDESD
PEDF extracts

- Improving all aspects of the quality of education and ensuring excellence for all, so that recognised and measurable learning outcomes are achieved especially in literacy, numeracy and life skills.
- Many students are finishing school with inadequate basic literacy, numeracy and life skills.
PEDF Extracts

- Critical input in quality of education in the Pacific is teacher quality
- All countries have critical challenges in terms of teacher and head teacher/school principal competence
- Commitment of teachers and principals in terms of leadership remains a major challenge
- Alignment of assessment framework with curriculum framework
Pacific Forum Leaders, 2010

- Reaffirmed the priorities within the Pacific Plan and stated that education should:

  focus efforts on increasing literacy and numeracy rates in selected Pacific Island countries
Pacific Forum Leaders, 2011

☑ Reaffirmed commitment to:

raising educational standards, and welcomed Australia’s and New Zealand’s announcement that they would work to ensure that 75% of Pacific children can read by the age of 10 by 2021.
Regional Initiatives

- Regional Benchmarks for literacy, numeracy and life skills
- Regional Professional Standards for Teachers and Principals
- Pacific Register for Qualifications and Standards
- Regional Monitoring and Evaluation/EMIS Framework
- Pacific Benchmarking Education Quality for Results (PaBER)
Purpose of initiatives

All targeting different aspects of education quality

- Regional Literacy and Numeracy Benchmark – Monitoring Quality of Student Learning by Setting Regional Baseline (PILNA)
- Regional professional Standards for Teachers and School leaders – Allow countries to monitor quality of teachers and school leadership
- Regional Qualifications Register – Accredit and monitor quality and equivalency of qualifications in the Pacific
- Regional M&E/EMIS Framework – Standardise quality of data for decision making
- PaBER – Benchmark quality of policies in education and implementation of such policies through research.
Role of SPBEA

Strategic Plan 2013-2015

Vision – will enhance the quality of education for the Pacific learner to realise the benefits of lifelong learning.

Mission - improvement in the quality of student learning, providing quality accreditation service and use of qualitative and quantitative educational data.
Quality education and training for the Pacific learner...
Monitoring student achievement in literacy and numeracy

Improving teacher competency in the classroom

Establishment of functioning framework of Pacific qualification and standards

SPBEA/Partner Education Quality Initiatives

Benchmarking of factors contributing to quality in education

Establishment of Standards for teachers & principals
Regional and National Literacy and Numeracy Assessment (PILNA and STATs)

- Regional benchmark indicators used as basis for developing monitoring instruments for literacy and numeracy - PILNA
- For setting the baselines for literacy and numeracy achievement of Pacific children at Years 4 and 6
- Monitoring is carried out nationally at end of years 2, 4, 6 and 8 and regionally at end of years 4 and 8
- Baselines will be used as basis for monitoring of quality of learning
- Comparisons will be possible between the regional results and the country position
- Intention is for PILNA to be administered again in 2 or 3 years time, for monitoring
Improving Teacher Competency

- Teacher quality/competency continues to be a real issue in the Pacific
- Enhance teacher competencies by institutionalising capacity building and in-service training
- Training program is a collaboration between SPBEA, UNESCO, teacher training institutions and Ministries of Education.
Just wondering whether this applied as a means for monitoring teacher quality - it would apply as an intervention (a means of improving) into teacher quality but not as a means of monitoring: I may be wrong though.

merev, 3/22/2013
Pacific Regional Standards for Teachers and Principals

- Allows SPBEA and development partners to support countries by monitoring effectiveness of teachers.
- The standards and accompanying tool serve as a monitoring mechanism for teacher and principal development.
- Personal professional development plans are designed after a round of assessment.
- National adoption/adaptation and implementation is the priority of countries.
Pacific Benchmarking Education Quality for Results (PaBER)

- Pilot programme (2012-2015) - Papua New Guinea, Samoa & Solomon Islands
- Goal: improve the quality of education and student performance across the Pacific through improving literacy and numeracy levels of children in the Pacific region.
- Will equip policy makers and provide the Pacific Education Ministries with a systematic and reliable means to learn from their neighbours and beyond.
Pacific Benchmarking Education Quality for Results (PaBER)

Outcome of the pilot phase

- M&E system for obtaining strategic information for decision making
- Evidence-based decisions that drives intervention
- Students meeting minimum regional literacy and numeracy benchmarks
- National benchmarks are established
- Benchmarking results-national, regional & international
Pacific Register for Qualifications and Standards

- The Pacific Quality Assurance Framework (PQAF) outlines minimum standards for Quality Assurance Agencies (QAAs), providers and learning programs.
- QAAs in countries quality assure the providers with their qualifications using these common QA standards.
- Quality assured qualifications from countries are registered in the PRQS.
- PQAF monitors and confirms quality and comparability of qualifications from different Pacific countries.
Future directions

- A lot of talk about quality education but very little action.
- Focus seem to be on areas that don’t matter, e.g. School infrastructure.
- What matters is teacher quality and learning in classroom. (*Prof John Hattie*)
- More emphasis on targeted interventions for improving learning outcomes as well as teaching effectiveness, improving data quality to allow countries to make informed decisions.
- Network to assist in sharing ideas and best practices.