



PACIFIC ISLANDS FORUM SECRETARIAT

PIFS(06)FEDMN.05

EDUCATION MINISTERS MEETING

Nadi, Fiji
26 – 27 September 2006

SESSION THREE

**REVIEW OF THE IMPLEMENTATION OF THE PACIFIC REGIONAL
INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION (PRIDE)
PROJECT**

The attached paper, prepared by the PRIDE project, provides an update on the work of the project.



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Summary brief

SESSION THREE: REVIEW OF THE IMPLEMENTATION OF THE PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION (PRIDE) PROJECT

Purpose

This paper outlines progress on the implementation of the PRIDE project.

Background

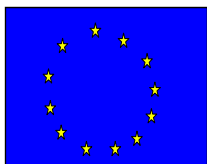
2. The PRIDE project is the major vehicle for implementing the Forum Basic Education Action Plan (FBEAP).
3. The Forum Ministers of Education have a special role at the apex of the governance structure of PRIDE. Ministers played a key role in developing the design for the project.

The Report

4. This report is in two parts:
 - Status report, May 2005 to September 2006
 - Log Frame, at Annex 1

Recommendations

5. Ministers may wish to consider:
 - (a) Noting the progress of PRIDE.
 - (b) Continuing support for the PRIDE Project.



PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION

www.usp.ac.fj/pride

Identification No.: 9 ACP RPA 001

Accounting No: REG/7724/000

PROGRESS REPORT

May 2005 – September 2006

Implementation of activities by the PRIDE Project is made possible with financial assistance from the European Community and NZAID. The views expressed herein are those of the University of the South Pacific and therefore in no way can be taken to reflect the official opinion of the European Community or of NZAID.

Implemented by



The University
of the South Pacific

1 Background

The PRIDE Project derives from the Forum Basic Education Action Plan (FBEAP), which offers a Pacific vision for education and outlines ways of translating regional priorities for basic education into effective action through local initiatives. The goal of FBEAP is to achieve universal and equitable educational participation and achievement, to ensure access and equity, and to improve learning quality and outcomes.

The Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE), project number 9-ACP-RPA-001, was initiated in July 2003 with NZ\$5 million provided by NZAID. The programme is also funded by the 9th EDF with €8 million in accordance with the Financing Agreement (No 9046/REG) between the European Commission and all 15 (14+1) Pacific ACP countries signed on 27 October 03 (Tokelau funding is drawn from the NZAID grant).

It is a decentralized programme, the University of the South Pacific having been awarded the implementation by the Pacific Islands Forum Contribution Agreement ref. no. 9.EDF.CA.07.

1.1 Objective

The overall objective of the PRIDE Project is to expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural development of their communities and to contribute positively to creating sustainable futures.

1.2 Purpose

The purpose of the PRIDE Project is to enhance the capacity of Forum Island Countries to effectively plan and deliver quality basic education through formal and non-formal means, and to improve the coordination of donors inputs to assist countries implement their plans. It aims to achieve the following results:

1. The development of comprehensive strategic plans covering formal and non-formal education in all Pacific ACP countries
2. Support for implementation of each country's strategic plan
3. Strengthened regional capacity to support strategic planning and implementation in basic education.

This progress report covers the 16 months since the last FEdMM in May 05, reporting on the achievement of Project deliverables against objectives specified in the Log frame (Annex 1).

2 Activities for Project deliverables

2.1 Result Area 1 – Development of strategic plans

Activity 1.1 – Benchmarks for national strategic plans

The benchmarks and associated principles and indicators have been widely distributed both as hard copy and on-line, discussed at national workshops/meetings, and field tested in the development of strategic plans in nine countries. Thus far they are standing up very well to critical review and application. As the benchmarks document is intended as a working draft, with regular opportunities for review and revision, it was discussed at a regional workshop for PRIDE National Project Coordinators (NPCs) held in Suva, 12-16 September 2005. Participants reviewed the benchmarks and recommend several small but significant additions and amendments. These subsequently were approved at the fourth meeting of the Project Steering Committee (PSC) on 25 October 2005. The benchmarks document will be further reviewed at the next regional workshop for PRIDE NPCs in Suva, 02-06 October 2006.

Activity 1.2 – Establish, train, and equip national focal points

1. All requests for office equipment for NPCs (computer, printer, fax machine, photocopier, internet connection) have been funded.
2. Six countries (Cook Islands, Kiribati, Marshall Islands, Niue, Tonga and Vanuatu) have changed NPCs during the 17 month period. All but one of the new NPCs have been given comprehensive on-site training by PRIDE Education Advisers during country visits. The exception is Kiribati, where a new NPC was appointed on 31 August 2006.
3. A week-long training workshop for NPCs was held in Suva from 12 - 16 September 2005 and attended by NPCs from all countries except Tuvalu. Four countries (Marshall Islands, Palau, Tonga and Vanuatu) opted to send a second person, these being personnel who provide support/back-up for the NPC. Overall, the workshop was highly successful in achieving its goals. A full evaluation report is on file in the PRIDE office.
4. A further week-long NPC training workshop is planned for 02-06 October 2006. The major focus will be on capacity building for Monitoring and Evaluation.

Activity 1.3 – Analyse and review national education plans

The PRIDE Project team has continued to collect and analyse relevant educational planning, survey and statistical data from the fifteen participating countries, to maintain a data base of this information, and to publish it on-line and via the PADDLE CD-ROM. Most countries have made significant progress in developing and implementing strategic plans. By September 2006, thirteen countries will have completed the development of new strategic plans, or have plans in place from previous years. The fourteenth, Marshall Islands, will complete a new strategic plan in October 2006. Several of those countries with plans expiring at the end of 2006 have started development of their next strategic plan in consultation with the PRIDE Project, and/or with donors.

Activity 1.4 – Develop planning methodology

The PRIDE Project continued to work closely with the UNESCO Institute for Statistics in Montreal and its Australian consultant, Mr Brian Doyle, especially in the provision of Technical Assistance (TA) and capacity building at national level. The major focus was the collection, analysis and reporting of educational data for planning purposes, and more generally the development of an effective Education Management Information System (EMIS) in each country. Mr Doyle also assisted with planning and delivery of the third PRIDE regional workshop on Financing of Education.

Arrangements were finalised with Uniquist, in Brisbane, for the preparation of an EMIS suitable for the four microstates (Nauru, Niue, Tokelau and Tuvalu). The aim is to develop an EMIS that is compatible with those Uniquist helped to prepare for Kiribati and Solomon Islands, and to provide intensive professional development for data management personnel from the four countries (Nauru, Niue, Tokelau and Tuvalu). A contract has been signed with Uniquist and an initial workshop is scheduled for 18 to 22 September 2006 in the PRIDE conference room.

The outcomes of the first regional workshop were prepared for publication as a textbook, *Educational Planning in the Pacific: Principles and Guidelines*, under the editorship of Priscilla Puamau and Bob Teasdale. It was published in August 2005 and is available on-line and in hard copy. It is the first volume in the PRIDE Pacific Education Series. The book was launched by the USP Vice Chancellor, Professor Tarr, at a special ceremony at the University on 12 September 2005 during the NPC workshop.

Activity 1.5 – TA and capacity building for strategic plan development

REGIONAL

Third PRIDE Regional Workshop on the Financing of Education

The third regional workshop was held at the Bluewater Resort, Efate, Vanuatu, 27 July to 03 August 2005, to provide capacity building for senior Ministry of Education personnel with responsibility for the management and use of financial data in the strategic planning of education. It was attended by 24 participants from 13 countries (Palau and RMI were not represented). The workshop focused on:

- the management of financial data on education
- the use of financial data on education for strategic planning purposes
- linkages between financial inputs and desired educational outcomes.

The workshop was run with the support of the statistics section of SPC, and led by Garth Parry, assisted by Gregory Keeble. Dr Wadan Narsey, former USP Professor of Economics, and David Abbott, a regional economist working with the ADB, also played key leadership roles. It was opened by the Minister for Education in Vanuatu, Hon. Joe Natuman. The outcomes of work-group discussions, together with copies of all presentations, have been published on a CD-ROM that was launched by the EU Deputy Head of Delegation for the Pacific, Ms Maria Ralha, on 12 September. This is the third publication in the PRIDE Pacific Education Series. The contents of the CD-ROM also are available on-line. A full evaluation of the workshop is available in the PRIDE office.

Fourth PRIDE Regional Workshop on Teacher Education

The fourth regional workshop was held at the National University of Samoa (NUS), Apia, 28 Nov - 2 Dec 2005, under the theme: *Teacher Education for New Times: Reconceptualising Pedagogy and Learning in the Pacific*. The key aim was to reflect on global developments in education and to examine implications for the pre- and in-service education of teachers in the Pacific. Approximately 45 people attended. All 15 countries served by the PRIDE Project were represented. Approximately half of the participants came from teacher education institutions, including USP, NUS, and Divine Word University (DWU) in PNG; the remainder were senior personnel of Ministries of Education with responsibility for staff professional development. Two leading international educators assisted as resource persons:

- Professor Allan Luke, Dean of the Centre for Research in Pedagogy & Practice, National Institute of Education, Nanyang Technological University, Singapore; and
- Professor Russell Bishop, Assistant Dean & Foundation Professor of Maori Education, School of Education, University of Waikato, New Zealand.

Dr Unaisi Nabobo-Baba, a Lecturer in Education at USP, provided formative and summative evaluations of the workshop. The outcomes of workgroup discussions and copies of keynote presentations are available on the PRIDE website, and also are being prepared for publication in a textbook under the editorship of Dr Puamau. It will be the fourth volume in the PRIDE Pacific Education Series. A full evaluation of the workshop is available in the PRIDE office.

Fifth PRIDE Regional Workshop on Literacy & Numeracy

The fifth regional workshop was held at the Sia'atoutai Theological College in the Kingdom of Tonga from 24 to 31 May 2006, on the theme of *Rethinking the learning and teaching of literacy and numeracy in the Pacific*. The Tongan Minister for Education, the Honourable Rev. Dr Tevita Palefau, gave the opening address. There were 35 participants from 14 countries.

The workshop was led by 4 consultants: 2 senior academics from the USP School of Education, Dr Salanieta Bakalevu (Mathematics) and Ms Lice Taufaga (Literacy); and in collaboration with Pacific Resources for Education & Learning (PREL) in Honolulu, 2 senior PREL consultants, Dr Lesley Lee (Mathematics) and Dr Marilyn Low (Literacy). Mr Teweiariki (Tevi) Teaero, Deputy Head of the USP School of Education, provided formative and summative evaluation. A full evaluation report is on file in the PRIDE office. The workshop outcomes are being prepared for publication as the fifth volume of the PRIDE Pacific Education series.

Course development and post-graduate supervision

The Project is supporting the development of a post-graduate certificate in educational policy and planning at USP to be available on-campus, via summer school, in distance mode, and on-line, or any combination of these. These teaching resources will be shared with the University of Goroka and DWU in PNG, with NUS, and with other universities in the region. PRIDE staff also are supervising MA and PhD candidates at USP who are working in areas of direct relevance to the Project.

The Project also is supporting the development of new USP degree programs in Early Childhood Education and Inclusive/Special Education, to be taught on campus and by distance mode. These courses will provide much needed capacity building for teachers in these two areas. Again, all teaching resources developed with PRIDE support will be made available to other universities in the region.

NATIONAL

During the 17 month review period, the Project has provided funding and TA for the review of strategic education plans and/or the development of new plans in Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Samoa, Tokelau and Tuvalu. Proposals have been accepted for provision of PRIDE funding and TA to develop strategic plans for each of the four states of FSM: Yap, Chuuk, Pohnpei and Kosrae. This work will commence in October and completion is expected by mid-2007. Strategic plan development is proceeding with PRIDE funding in each of the 21 provinces of PNG. Manus Province has completed its plan, and more than half of the remaining provinces are expected to complete by the end of 2006. A summary of the current status of strategic plan development in all 15 countries is provided in Table 1.

Table 1: Overview of education strategic plan development

Country	Current status of strategic plans	Yrs	Expires	Role of the PRIDE project, 2006-2009
Cook Islands	Strategic Plan 2006-10 Strategic Plan 2006-20	5 15	2010 2020	
Federated States of Micronesia	Strategic plans to be developed in all four states between July 2006 and June 2007			PRIDE currently providing funding and TA
Fiji	Corporate Plan 2006 Strategic Plan 2006-08 Master Plan 2006 - 2015	1 3 10	2006 2008 2015	PRIDE could assist if needed PRIDE could assist if needed
Kiribati	Strategic Plan 2005-07	3	2007	PRIDE could assist if needed
Marshall Islands	Draft of new 5 year Plan, 2007-11, will be completed and reviewed in Sept 2006	5	2011	PRIDE currently providing funding and TA
Nauru	Strategic Plan 2005-06	2	2006	PRIDE could assist if needed
Niue	Strategic Plan 2005-10	6	2010	
Palau	Master Plan 2006-15	10	2015	Recently completed with PRIDE funding and TA

Table 1: Overview of education strategic plan development -continued

Country	Current status of strategic plans	Yrs	Expires	Role of the PRIDE project, 2006-2009
Papua New Guinea	(i) National Strategic Plan 2005-14 (ii) Provincial Strategic Plans	10 5-10	2014 2011-16	PRIDE currently providing funding for plan development in 21 provinces
Samoa	Corporate Plan 2007-09 Strategic Plan 2007-15	3 9	2009 2015	PRIDE could assist if needed Recently completed with PRIDE funding
Solomon Islands	Strategic Plan 2004-06	3	2006	PRIDE could assist if needed
Tokelau	Strategic Plan, 2005-07	3	2007	PRIDE could assist if needed
Tonga	Policy Document 2004-19 Corporate Plan 2004-07	15 5	2019 2007	PRIDE could assist if needed
Tuvalu	Strategic Plan 2006-10	5	2010	Recently completed with PRIDE assistance
Vanuatu	Corporate Plan 2002-06 Master Plan 2000-10	5 10	2006 2010	PRIDE could assist if needed

2.2 Result Area 2 – Implementation of strategic plans

Activity 2.1 – Facilitate donor co-ordination and financing of strategic plans

The Project purpose specifically draws attention to the need “...to improve the coordination of donor inputs”. This was achieved during the 17 month period in all 15 countries, and regionally:

- 1. Cook Islands.** Close collaboration with NZAID to assist with development of 5- and 15-year strategic plans for the education sector.
- 2. Federated States of Micronesia.** Worked closely with the ADB education adviser to the Basic Social Services (BSS) Project. Established collaborative links with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Dept of the Interior).
- 3. Fiji:** Briefed the new JICA education team; briefed the director of the new EU FESP; convened a meeting with directors of AusAID FESP and EU FESP to explore linkages and plan collaborative strategies; participated in all meetings of the Fiji Education Donors Group.
- 4. Kiribati.** Established close working relationship with short-term AusAID adviser to the MEYS; worked with her to support development of a new five-year strategic plan, and to facilitate and fund stakeholder consultations, included co-funding of adviser’s visit to Fiji with the Kiribati planning team, 18-21 July 2005.
- 5. Marshall Islands.** Established collaborative links with ADB consultants conducting RMI stakeholder study, and with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Department of the Interior).
- 6. Nauru.** Worked closely with the AusAID-funded Director of Education, Mr Mike Longhurst, in development of strategic plan and subsequent sub-project planning and implementation.
- 7. Niue.** Worked with NZAID to ensure that PRIDE sub-projects are compatible with its support for the education sector in Niue.
- 8. Palau.** Established collaborative links with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Department of the Interior). Recruited PREL consultants to assist with development of new strategic plan.
- 9. Papua New Guinea.** Continued to work collaboratively with AusAID and EU to ensure effective harmonisation of activities.
- 10. Samoa.** Funded evaluation study preparatory to ADB involvement in strategic plan development

- 11. Solomon Islands.** Continued to work collaboratively with AusAID, NZAID and EU to ensure effective harmonisation of activities.
- 12. Tokelau.** Worked closely with NZAID-funded personnel in development of the new strategic plan for the education sector.
- 13. Tonga.** Worked with NZAID and the WB to define the role of PRIDE in supporting the education sector in light of the signing of a significant joint assistance/loan package by both agencies.
- 14. Tuvalu.** Convened six meetings of agencies (EU, JICA, ADB, NZAID, AusAID) in Suva to achieve greater harmonisation of activities, to assist with preparation of an Implementation Plan for the Tuvalu DRT, and to follow up the recommendations of the DRT.
- 15. Vanuatu.** Worked closely with the Education Attaché in the French Embassy, the Director of Pedagogy and staff of IUFM in Noumea, and the Director of Peace Corps, in coordination of support.

Regionally, the Project maintained close and cordial working relationships with donor agencies, especially NZAID, AusAID, EU and JICA, and with the ADB Suva Office and the WB Sydney Office. Relationships with the Manila based ADB Pacific Education section have sometimes been strained, however. The PD attended a WB workshop in Sydney on donor coordination for the education sector in the Pacific on 16 September 2005, and made a keynote presentation. As noted above, links were established with the Office of Insular Affairs, US Department of the Interior, Honolulu, which manages US education compact funding to RMI, FSM and Palau. No contact has been possible with ROC Taiwan which is emerging as one of the largest donors to the education sectors of several of the smaller countries.

The Project team has worked hard to strengthen linkages between the north and south Pacific, especially through PREL. The PD was invited to make a presentation at a PREL Board of Directors meeting in Palau, 9-11 July 06, and PRIDE collaborated with PREL by providing an independent evaluation of its Pacific Education Conference (PEC) in Palau, 12-15 July 2006. Two PREL consultants assisted with the fifth PRIDE regional workshop. An invitation has been extended to the PREL Board to hold one of its 2007 meetings at PRIDE.

PRIDE is linked with the UNESCO Asia Pacific Centre of Education for International Understanding (APCEIU) in Korea. Dr Puamau participated as a resource person in an experimental *Peace Classroom Workshop* with a view to supporting a similar APCEIU workshop in the Pacific. A strong link also exists with UNEVOC in Bonn, and its Director has agreed to be the key resource person for the sixth PRIDE Project regional workshop. Relationships with the UNESCO Office for the Pacific States in Apia are ongoing, with significant collaboration in each other's workshops, and closer coordination of activities.

During the third quarter of 2006 UNESCO (through Dr Vise Pongi), UNICEF (through Dr Richard Wah, Suva-based Education Project Officer) and SPBEA have been collaborating in the preparation of two regional workshops in 2007, co-organised by all four agencies, one in the field of early childhood development, the other in inclusive/special education.

The Project continued to work productively with the Commonwealth of Learning, especially in the development of the Resource Centre and its collections. Mr Tokai participated in a COL invitational workshop in Adelaide, 7-8 November 2005, on *Working together in the Pacific: embedding open and distance learning as a tool for development*.

Activity 2.2 – Facilitate multi-stakeholder processes for plan implementation

As described in 2.1, Project staff have worked closely with Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Samoa, Tokelau and Tuvalu on the review, development and/or implementation of their strategic plans for education. In all cases, the activity involved significant stakeholder participation. This was especially the case in Fiji, Kiribati, Marshall Islands, Nauru, Palau, Samoa and Tokelau where stakeholder workshops were funded by the PRIDE Project, and in Cook Islands and Tuvalu where PRIDE consultants undertook wide ranging discussions with stakeholder representatives. In PNG, consultations at provincial level are pioneering stakeholder participation in the development of provincial education plans.

Activity 2.3 – Develop operating procedures for plan implementation

A key priority for 2005 was the funding of national sub-projects in those countries that had completed strategic planning for their education sector. By the end of the year most countries had plans that were sufficiently benchmark compliant to allow sub-project funding to proceed. Notwithstanding significant effort by the PRIDE team, however, the submission of proposals was much slower than expected, and several of those received did not meet the criteria specified in the Financing Agreement. As noted in 2.1 above, it was evident that NPCs required further intensive training in the preparation and costing of sub-project proposals, and in the implementation, monitoring, evaluation, financial management and reporting of sub-projects. A week-long training workshop therefore was held in Suva, 12-16 September. An interactive approach was used, with significant reliance on workgroup processes to refine and further develop operating procedures. A major outcome of the workshop were presentations by work-groups of model sub-project proposals in the fields of: TVET, ICT, Children with Special Needs, Early Childhood Education and Vernacular Literacy. These model proposals are available to NPCs on-line and via a CD-ROM to support their preparation of sub-projects.

Activity 2.4 – Assist countries to implement education strategies using in-country sub-project resources

The development and implementation of sub-projects is a core feature of the PRIDE Project, estimated to absorb up to 54% of the total budget. Especially during 2005, however, the submission of sub-project proposals was considerably slower than anticipated. By the time of the PSC meeting on 25 October 2005, eleven proposals had been received, revised where necessary, approved by the PRIDE team, and subsequently ratified by the PSC at its meeting.

A further 16 sub-project proposals have since been received, and will be brought to the PSC on 26 September 2006 for ratification. This brings the total number of sub-projects to 27, in 12 countries. In terms of available funding we estimate that these sub-projects will utilise approximately half of available funding, bringing us close to the requirement specified in the logframe of 60% by the end of year three. For more details see Table 2 below.

A careful review of sub-projects, however, reveals another challenge for the PRIDE team: there have been delays not only in receiving proposals, but in sub-project start-up. Some projects have not yet commenced even six months or more after approval. This is not for lack of support and encouragement from the PRIDE team. Rather, it appears to be a combination of lack of time, personnel and organisational capacity within the countries.

Table 2: Summary of sub-project implementation status by country

Country	Completed	Commenced	About to commence	Just approved	On hold	Total
Cook Islands		1		2		3
FSM						
Fiji	1		1			2
Kiribati					1	1
Marshall Islands						
Nauru	1		2			3
Niue		2	1			3
Palau						
PNG		1	1			2
Samoa	1		1			2
Solomon Islands		1		1		2
Tokelau		1				1
Tonga			2			2
Tuvalu				2		2
Vanuatu	2	1	1			4
Total	5	7	9	5	1	27

There is perhaps another factor here. It is the view of the PRIDE team that there is a deep-seated aid dependency in at least some of the 15 countries. They appear to be waiting for the PRIDE Project to come and implement sub-projects for them. There is a long history of outsiders managing projects in the Pacific. Reliance on them has led to inertia amongst some local staff, or to a lack of initiative, or lack of confidence, to take on the work themselves. One of the unforeseen challenges for the PRIDE team therefore appears to be that of mobilising countries to initiate and manage their own sub-projects. The PRIDE team needs to work in a more proactive and even directive way to ensure efficient sub-project start-up. This may require members of the PRIDE team to visit countries more regularly than they do at present, and to maintain closer contact with CEOs and NPCs via telephone. The addition of a third Education Adviser will be of considerable assistance here.

2.3 Result Area 3 – Strengthened regional and national capacities

Activity 3.1 – Establish Resource Centre

The main achievement of the Resource Centre has been the development of a key planning resource for the region, the Pacific Archive of Digital Data for Learning & Education (PADDLE). The aim of PADDLE is to develop a rich collection of material to support the strategic planning of education in each country. PADDLE supports the sharing of best practice and experience in education policy, planning and development in the Pacific. There are currently over 280 titles available, including national education strategic and corporate plans, statistical reports and policy documents from around the Pacific. Digitisation of most of this material has been one of the significant tasks undertaken by the Information Specialist.

PADDLE is available on-line (www.paddle.usp.ac.fj) and via CD-ROM. The first edition of the CD-ROM was launched by Hon Ro Teimumu Kepa, Minister for Education in Fiji, on 10 August 2006. The CD-ROM has been widely distributed in the region. It can be easily installed on a PC or network. Its design is user-friendly and allows searches to be made in a variety of ways. Feedback and usage statistics confirm that PADDLE is a much needed resource in the region.

The Resource Centre also has a portal, http://www.usp.ac.fj/index.php/pride_resourcecentre/, that provides information about its objectives, collection, services, and access. The usage pattern to date is encouraging. The Centre has subscribed to several new electronic resources (databases and online journals). The licensing arrangement for these subscriptions means that all USP staff and students in all locations are able to enjoy access.

The Resource Centre collection has over 500 hard copy publications relevant to educational policy, planning and development. Use of the collection by USP post graduate students and from other interested researchers is growing. The Information Specialist provides research and reference assistance to all clients.

Another significant achievement has been the establishment of the Network of Pacific Educators (NOPE), a mailing list and website designed to connect Pacific educators. NOPE was developed in partnership with the Institute of Education as part of the Re-thinking Pacific Education Initiative by Pacific People for Pacific People (RPEIPP). The Centre has introduced a monthly service to provide updates of additions to PADDLE and the PRIDE Resource Centre, along with education news from the Pacific. This is circulated to over 400 people via NOPE and other networks.

Activity 3.2 – Monitoring and evaluation systems

As noted in 2.1 (Activity 1.1) the benchmarks and associated principles and indicators have been used in the review and development of strategic plans in several countries, and were revisited at the NPC workshop in September 2005, with several significant additions and amendments. The main emphasis continues to be use of the benchmarks for formative evaluation during the education planning process.

The PRIDE logframe requires effective strategic plan Monitoring and Evaluation (M&E) systems to be functional in each of the 15 countries and regionally by the end of 2006. After an extensive recruitment process an M&E specialist, Mr Bill Pennington, was recruited in May 2006 to assist with development of a comprehensive M&E framework and methodologies, guided by the PRIDE benchmarks and associated principles and indicators. The specialist is working consultatively with the PRIDE team and stakeholders to ensure the framework is user-friendly, culturally appropriate, and able to be used effectively, both nationally and regionally, to review strategic planning and implementation in basic education, and to evaluate the impact of sub-projects, study visits, training attachments and workshops. In particular, the consultant has been asked to ensure an effective balance between qualitative and quantitative approaches, and between the formative and the summative.

A draft M&E framework was submitted by the consultant in August 2006. PRIDE Education Adviser Pala Wari, himself an evaluation specialist, is working closely with the consultant to field test the methodologies, initially in Vanuatu, Fiji and Tonga, to refine the framework, to develop an M&E handbook, and to prepare a capacity building program for PRIDE NPCs. At the forthcoming NPC workshop, 2½ days will be devoted to M&E training led by Mr Wari and Mr Pennington. Subsequently Messrs Wari and Pennington will be available for national workshops and capacity building programs.

3 Project Coordination, Management, Budget

3.1 Organisation structure, staffing

The PRIDE Project team comprises nine staff:

- Dr. G R (Bob) Teasdale, Project Director
- Mr. Mahendra Singh, Project Manager (resigned 30 June 06)
- Mr John Stunnenberg , Project Manager (appointed 14 August 06)
- Dr. Priscilla Puamau, Education Adviser
- Mr. Epeli Tokai, Education Adviser
- Mr Pala Wari, Education Adviser (appointed 30 June 06)
- Mr. Leonaitasi Taukafa, Accountant
- Ms. Libby Cass, Information Specialist (on maternity leave for 15 Aug - 31 Dec 05.
Temporarily replaced by Ms Vilimaina Vakaciwa from the USP Library)
- Ms. Marlie Rota, Administrative Assistant
- Mr Isireli Qionimua, Office Assistant

3.2 Project Expenditure

The total funding available for PRIDE over 5 years is F\$ 21,749,878. The EDF has contributed €8 million and NZAID has contributed NZ\$5 million. The total expenditure from November 2003 to July 2006 was F\$ 4,879,757, which represents an average utilization rate according to the annual budgets of 55 %. It is anticipated that in the second half of the Project's life this rate will dramatically increase after all member countries have submitted their sub-project proposals.

3.3 Project Management

Secretariat

1. The PRIDE team continued to occupy its own building on the USP Laucala Campus.
2. Regular meetings of the PRIDE team were held throughout the period to review and plan Project activities. Minutes of each meeting are available at the PRIDE office.

External relations

1. Two meetings of the Project Steering Committee were held, the first at the USP Alafua Campus, Samoa, 23 May 2005, the second at USP Laucala Campus, 25 October 2005.
2. Six meetings of the Project Management Committee (PMC) were held during the review period.
3. The Project Manager is the established secretariat for both the PMC and the PSC. The agenda and minutes for all PMC and PSC meetings are available at the PRIDE office.
4. The Communication Strategy Paper continued to be implemented:
 - a. The PRIDE website [www.usp.ac.fj/pride] was maintained throughout the period as a dynamic and interactive portal to all Project activities.
 - b. Five issues of the Project Newsletter, *Pacific Pride*, were published during the period. A Project poster was prepared and distributed with the October 05 issue of *Pacific Pride*.

3.4 Monitoring, evaluating and reporting

The Project team regularly reviews activities and achievements against Project deliverables. M&E is systematically planned and built in to all Project workshops, with evaluation data and reports kept on file in the PRIDE office. Following every country visit staff are required to file a detailed in-house report of outcomes and achievements. These reports likewise are kept on file in the PRIDE office. For external clients the Project publishes and distributes a newsletter three times each year. The PRIDE Project website also is a significant vehicle for reporting on all Project activities and achievements.

	Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
Overall Objective	To expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural development of their communities and to contribute positively to creating sustainable futures.	<ul style="list-style-type: none"> Increased retention rates Increased opportunities for technical vocational education and training Improved pedagogy Improved gender balance of students in secondary and post-secondary education 	<ul style="list-style-type: none"> National, regional and international reports and statistics 	
Project Purpose	Improve the capacity of Pacific ACP States to effectively plan and deliver quality basic education through formal or non-formal means, and to improve the coordination of donor inputs to assist counties implement their plans.	<ul style="list-style-type: none"> Implementation of [conforming] strategic plans commenced in at least 10 PACPs by 2008. At least one donor coordination meeting per participating country held before end 2007. Basic Education resource centre used by wide range of education providers and researchers. Functional regional and national M&E systems for plan implementation established by end 2007 	<ul style="list-style-type: none"> National education plans Ministry reports National budgets Donor reports USP reports online subscription list/web hits mid-term evaluation report 	<ul style="list-style-type: none"> National commitment, political will appropriate funding allocation to support policy, planning, institutional, other changes required to achieve quality basic education outcomes as defined in each national plan.
RESULT 1	Comprehensive Strategic Plans covering formal and non-formal education are developed in Pacific ACP countries	<ul style="list-style-type: none"> Minimum benchmarks/standards for quality strategic plans and educational outcomes defined and agreed by PSC by end 2005. National Education Plans developed in at least 7 PACPs by end of project year two and in at least 10 	<ul style="list-style-type: none"> National education plans Ministry reports National budgets USP reports 	<ul style="list-style-type: none"> PACPs accept the criteria [benchmarks/standards] for strategic plans.



		<p>PACPs by end year five.</p> <ul style="list-style-type: none"> • Strategic plans adequately [and realistically] budgeted • Strategic plans consistent with agreed criteria/benchmarks • Strategic plans consistent with Forum Basic Education Action Plan 		
RESULT 2	Implementation of Strategic Plans are commenced [within individual plan timeframes]	<ul style="list-style-type: none"> • Donor support of national plan implementation improved • Consultative [in-country] multi-stakeholder processes improved. • At least 60% of in-country subprojects commenced by end project year three <p><u>NOTE:</u> Additional specific indicators to be established once minimum standards are developed and agreed.</p>	<ul style="list-style-type: none"> • Donor reports/financial commitments • Stakeholder meeting reports. • MOE records • USP annual reports • PSC records. 	<ul style="list-style-type: none"> • Sufficient implementation capacity exists at national level • Continued donor support of education sector in the Pacific
RESULT 3	Strengthened regional capacity to assist Pacific ACP countries to support strategic planning and implementation in basic education	<ul style="list-style-type: none"> • Regional basic education resource centre online by 2005 • Effective plan monitoring and evaluation systems are functional at national and regional levels by end 2006 	<ul style="list-style-type: none"> • Desk study • Ministry of Education reports • Donor reports 	<ul style="list-style-type: none"> • Continued political mandate for USP
Activity 1.1	Establish minimum benchmarks, principles and criteria to apply to national strategic education sector plans.	MEANS	COST (X EUR 1,000; X NZ \$ 1,000)	<ul style="list-style-type: none"> • Education providers support the initiative
Activity 1.2	Establish, train, equip and backstop national focal points.	EC 250 months TA Equipment & Supplies Meetings/travel/training	1,810; 800 226.5; 500	<ul style="list-style-type: none"> • Lack of continuity if frequent changes of national focal points



Activity 1.3	Analyse and review existing national education plans and survey of education characteristics in each Pacific ACP state.	Operating costs In-country sub-projects Indirect costs Independent reviews/evaluations Contingencies Total	660; 300 461; 300 4,200; 2,700 132.5; 100 160; 100 350; 200 8 million €+ 5 million NZ\$	<ul style="list-style-type: none"> • Benchmarks established are relevant and flexible for all 14 PACPs • Lack of time-series data may initially inhibit planning processes • Supply of qualified consultants adequate • Donors willing to share information and resources. • National internet connectivity continues to improve.
Activity 1.4	Develop planning methodology including gender strategy; sex aggregated data collection and analysis; consultative and participatory approaches among stakeholders.			
Activity 1.5	Provide Technical assistance for strategic plan formulation and financing options.			
Activity 2.1	Facilitate donor co-ordination and financing of strategic plans.			
Activity 2.2	Facilitate multi-stakeholder processes for plan implementation.			
Activity 2.3	Develop operating procedures for access to national plan implementation resources including developing parameters for assistance.			
Activity 2.4	Assist PACPs implement parts of education strategies using project in-country sub-project resources.			
Activity 3.1	Setup and establish regional basic education resource centre.			
Activity 3.2	Set-up and establish plan monitoring and evaluation systems at national and regional levels.			

