

**DRAFT FINANCING PROPOSAL  
9TH EDF**

Project Title	Pacific Regional Initiatives for the Delivery of Basic Education (P.R.I.D.E)
Type of project	
Recipient State	All 14 Pacific ACP countries
Authorities submitting the project	Regional Authorising Officer
Registration number of the project	
Sectoral classification in the accounting plan	
Commitment proposed as a: - GRANT (9th EDF)	EUR 8 million (27.6% of the RIP)

### **SUMMARY**

Pacific ACP countries (PACPs) place high priority on education, spending large proportions of national budgets and receiving significant donor assistance in order to meet growing demands. While some PACPs have almost achieved universal access to primary education, the larger Melanesian countries are a long way from attaining this goal. Throughout the region, the relatively low and uneven quality of education is a concern. In particular, there is growing alarm over the large numbers of young people, both boys and girls, who leave school without adequate skills to further their education or obtain employment. The relatively small formal sectors of Pacific economies offer few employment opportunities and there is a great need for non-formal education that provides training in life-skills. Improving the capability of people to earn livelihoods will assist in alleviating poverty and anti-social behaviour. Weakness in the education planning process in both the formal and informal education sectors has been identified as a key constraint.<sup>1</sup>

This project will improve the quality of basic education by strengthening the education planning and implementation processes in each PACP. In doing so it will enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal or non-formal means, providing children and youth a foundation for further education, training, personal development and employment activities in the formal or informal sectors.

The project will result in strategic plans for education in all PACPs; each formulated through wide consultation with all stakeholders including, teachers, parents, pupils, community and private sector groups. The project will also assist countries implement, monitor and evaluate such plans by way of capacity building activities at the national and regional levels, particularly through distance learning programmes utilising existing video-conferencing and internet technologies. Encouraging effective donor coordination at national levels will be an important project activity. A fundamental principle of the project is flexibility, as countries will be able to determine their own needs within it. The development of an on-line resource centre will encourage sharing of best-practice and experience among PACPs and will provide back-up for other areas of the project.

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<sup>1</sup> In 2001 Pacific Education Ministers developed the Forum Basic Education Action Plan that recognises the crucial role of basic education in the development process.

The programme will be implemented by the University of the South Pacific (USP) at a total cost of EUR 8 million, which is requested as a grant. The USP is the premier educational and training institution in the region. Since its' establishment in 1968, the University has to a large extent met the tertiary educational and training needs of its member countries by working closely with governments and industry. Today, the University operates through three main campuses: Alafua (Apia, Samoa), Emalus (Port Vila, Vanuatu), and Laucala (Suva, Fiji), as well as centres in 11 countries.

### **1.1 EC aid policy objectives and priorities**

The main objective of the EC's education policy is poverty reduction. *Basic education* is the first of three priorities for EC education sector support, followed by *work-related training* and *higher education*<sup>2</sup>. The EC advocates the international community should give preference to countries that have the most clear-cut commitment to Education for All, and, in particular, countries that are taking account of the needs of the poorest populations, encouraging girls to attend school and removing barriers to education access<sup>3</sup>.

### **1.2 Objectives of 9<sup>th</sup> EDF Pacific Regional Indicative Program HRD sector**

Human Resource Development is one of three focal sectors of the 9<sup>th</sup> EDF Pacific Regional Indicative Programme. Its inclusion is to underpin private sector development and to improve the foundations of good governance and management of capital, natural resources and the environment. The specific objective of the HRD focal sector is to:

“enhance basic education and TVET opportunities for the acquisition of life skills so that Pacific islanders can more easily enter the workforce and gain the confidence to be able to respond flexibly to new challenges and opportunities, while at the same time supporting good governance at all levels” More than half of the Pacific ACP *Country Strategies* have adopted basic education as a priority sector under their 9th EDF National Indicative Programs (NIPs). Pacific National Authorising Officers anticipate the regional strategy will complement and consolidate these efforts by addressing problems which can be tackled more cost-effectively at the regional level.

### **1.3 Link with annual country review**

The present proposal is fully consistent with the analysis and projections made in the last annual RIP review, which referred to the year 2002.

## **2. SECTORAL ANALYSIS**

### **2.1 Features of this Sector**

Despite investment of high proportions of national budgets on education and considerable donor assistance, resources for education are becoming relatively scarcer as the education agenda expands to meet increasing populations, expansion of compulsory education years, the broadening of education to include Early Childhood Education (ECE) and life skills learning, and the drive for equity. While gains are being made in every FIC, the data shows compellingly that large numbers of both male and female school-leavers have insufficient skills, knowledge and attitudes to progress to further training, to secure a job, or to make a living for themselves through agricultural production, fisheries and/or informal sector

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<sup>2</sup> Article 177 of the Treaty establishing the European Community, reinforced in: Article 1 of the ACP-EC Partnership Agreement ; June 2000, Millenium Development Objectives ; The Dakar Education for All Forum in April 2000.

<sup>3</sup> *Communication from the Commission to the Council and the European Parliament on Education and Training in the Context of Poverty Reduction in Developing Countries* dated March 2000<sup>3</sup>

activities. Also noticeable is the effect different historical influences and cultural factors have on education delivery.

In some countries, there are access issues for school populations spread over vast and isolated areas. In other locations, access issues relate more to the effects of rapid urbanisation, which are placing city schools under extreme pressure. In other locations, favourable enrolment data can mask other issues, such as high absenteeism.

Female enrolment in primary schools almost matches that of males, and is higher at the secondary level, except in the Melanesian countries and FSM. Girls are more at risk in terms of access and retention at the tertiary level and in NFE provision. However, consistent with global patterns, there appears to be a ‘gender gap’ in some parts of the Pacific, favouring girls in primary school performance, and this has given rise to concerns about boys as an under-performing group in some parts of the Pacific.

Special needs education is a priority in all PACPs and has been discussed as a priority for a number of countries in the Education for all (EFA) Action Plans<sup>4</sup>.

Retention is a key issue in every PACP although the dimensions of the problem vary. An effective response to the retention issue requires amongst other initiatives, the review of existing policy statements to ensure they are complete, consistent and coherent and promote retention-focused outcomes<sup>5</sup>. Whilst keeping children in school and ensuring they learn is one major challenge for a number of countries, providing education options for those who have dropped out (or completed their schooling) without achieving a basic level of education is a matter of urgency across the Pacific region.

Narrowing differences in access between different groups is a challenge - rural and urban populations, particularly in multi-island and larger countries and between emerging socio-economic groups. Comprehensive research in these areas has not been undertaken across the Pacific. There is urgency to know the extent, location, nature and factors influencing retention and achievement of vulnerable groups, in order to implement preventative measures.

## **2.2 Status of National / Regional Policy**

In May 2001 the Ministers of Education of the Pacific Islands Forum developed the *Forum Basic Education Action Plan* (FBEAP), subsequently endorsed by the Thirty-second Pacific Islands Forum (Nauru, August 2001). The FBEAP developed a Pacific Vision for Education, which outlines measures for translating the region’s priority on basic education into effective action through a set of regional initiatives. The Goal of the Basic Education plan is:

- *To achieve universal and equitable educational participation and achievement and to ensure access and equity and improve quality and outcomes.*

In adopting this Vision, Ministers reaffirmed their commitment to the Dakar 2000 EFA Framework for Action goals and noted the actions being taken at the national level for the development of strategic plans. Specific needs identified in the Basic Education Action Plan include the following: Education Policies and Planning; Improving Quality in Basic Education; Financing Education; Non-Formal Education; Gender and Equity Issues; Teaching

<sup>4</sup> All PACPs have developed EFA action plans. These are consistent with but separate from national education sector plans.

<sup>5</sup> Save the Children Fund Fiji (1998). Keeping Children in School. Suva

of Governance and Civics; Technical and Vocational Education and Training (TVET); Developing Partnerships

All Pacific ACP countries have signed the 2000 Millennium Declaration that contains the eight Millennium Development Goals, two of which pertain to education and training. The Millennium Development goals on education and gender reinforce previous international agreements notably the Education For All Conference in 1990 and the Dakar World Education Forum in 2000.

## **ANALYSIS OF THE SITUATION**

### **3.1 Target Groups, beneficiaries, stakeholders**

The immediate project beneficiaries will be teachers, pupils, parents and communities. Through increased access to quality education provision, children and youth will be taught in the values, knowledge, and skills they need in order to participate more effectively in the social, spiritual, economic and cultural development of their communities. Other project beneficiaries will be education officers who will develop enhanced skills to more effectively support the delivery of high quality and expanded education services to meet the needs of children and youth. This group includes education planners, managers, administrators, teacher trainers and curriculum developers.

Regional institutions will also benefit, mainly the University of the South Pacific. Various areas of the university such as the School of Humanities will benefit from project activities. In the long-term, the private sector will benefit through improved skills of the labour force.

### **3.2 Specific problems**

Patterns of participation and achievement vary across the Pacific region but many issues are common to all. All Pacific ACP countries share the objective of provision of quality relevant basic education, as well as many of the constraining factors such as: economic constraints, geographic spread and numbers of school-age populations, difficulties resourcing isolated remote communities, teacher shortages, low quality teacher training, coordination of multiple stakeholders, aspirations to promote national identities, culture and local languages, mismatch between education outcomes and skill requirements for a diverse range of post school options, and weaknesses/lack of coordination and resourcing of Non-Formal Education (NFE).<sup>6</sup>

A fundamental problem is the sub-optimal policy and planning. This affects both formal and non-formal delivery. Weak consultative processes, inadequate needs analysis and the failure to include appropriate resource allocations are key areas that need to be addressed. Education officials are often overwhelmed by the day-to-day issues in Ministries of Education and little time is available for effective planning. Attending to donor requirements and managing a multiplicity of donor-assisted programmes places a strain on limited human resources. There is also considerable overlap among donors often leading to duplication of aid delivery. A recent study undertaken revealed that most donor support to education is for development activities. *“The cost of aid is the requirement of substantial resource commitment from the recipient country, as well as the overload of extra work on staff. Donor aid is most cost-effective when it is provided and received under a strategic*

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<sup>6</sup> UNDP (1999)- *Pacific Development Report*, pp. 35-36.

*sector development plan. The plan must provide focus and include capacity strengthening to receive and coordinate national and donor funding”<sup>7</sup>.*

Non-formal education suffers more from inadequate planning than formal education. While a substantial amount of NFE is taking place in every FIC, provided by a range of agencies including NGOs, church and community groups, government agencies and the private sector, there are no robust national NFE policies or plans or central agencies responsible for coordination of NFE. In brief, NFE seems to be considered by many to be a supplementary basic education strategy, rather than a *central* basic education strategy with a national place and role in its own right. There are insufficient links between formal and NFE systems, little sharing of resources and ideas between the two systems and no clear pathway for students to move between the two.

The absence of national NFE policies and plans for NFE has resulted in a lack of coordination, documentation and/or public information about these options. In most PACPs there is a duplication of some training activities, program gaps in other areas, and generally speaking many wasted chances to share scarce resources, best practices and lessons learnt. Furthermore, opportunities for NFE overwhelmingly favour males at the post-secondary and technical tertiary level, although training courses for women and girls increase at community level. Donor investment in NFE is considerable, not only directed to second chance/continuing education activities but also to training aimed at poverty alleviation and furthering the governance agenda.

There are exciting NFE curriculum and materials development activities underway in areas such as environment education, legal literacy, sustainable micro-enterprise development, which could be replicated, repackaged for specific target groups or translated into vernaculars. There are also increasing community/ school links through incorporation of what started as NFE programs into school programs and for government employees.

In the Pacific, formal education has been based on subject curriculum objectives, rather than behaviour and performance objectives.<sup>8</sup> Although curriculum content has been localised to varying extents, it is still often perceived as removed from real life. Specific issues include:

- Emphasis on coverage of prescribed factual content has displaced the development of concepts and methods of enquiry, and more practical and cultural subjects.
- Curriculum initiatives, opportunities for sharing between countries rarely occur.
- Initiatives remain largely subject focused rather than outcomes-based.

Shortages of teachers, and the standard of teacher training and the lack of ongoing professional development for teachers are also major concerns for a number of Pacific ACP countries. Despite teacher training enhancement projects, these projects are usually developed and implemented without effective resource sharing.

There is no uniform pattern in the standards set and in accreditation procedures adopted by Pacific ACP countries. There is little accreditation across institutions and few pathways linking institutions, which would make possible the ‘crossing over’ of students between different pathways. There is no national accreditation system that exists within the Pacific

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<sup>7</sup> Davis, Dennis J – ‘Basic Education Finance in Pacific Forum Island Countries’, *Pacific Islands Forum Secretariat working paper (2002)*

<sup>8</sup> Thaman, Konai Helu (2002) – ‘Towards Cultural Democracy in Pacific Education: an imperative for the 21<sup>st</sup> Century’, in *Institute of Education (2002, p.24)*.

ACP countries for all types of courses and programs in both formal and non- formal settings. The development of such a regional accreditation framework would benefit individuals and institutions.

All Pacific ACP countries experience difficulties bringing about major changes given the constraints in costs and personnel training that such changes might entail. Any major shift beyond the limited interventions currently undertaken in order to substantially improve the quality of education would necessitate external support. A regional approach to this would be appropriate. There is recognition that unless such a shift takes place, the majority of young people will continue to leave the education system without developing the necessary knowledge, values and skills that would equip them to function successfully in today's world.

#### **4. ORIGINS AND PREPARATION OF THE PROJECT**

The first Pacific Education Minister's Meeting requested that the Pacific Islands Forum Secretariat be mandated to facilitate the implementation of the Forum Basic Education Action Plan, by drawing on resources provided through the EDF under the Cotonou Agreement. In November 2001, a Council of Regional Organisations in the Pacific<sup>9</sup> (CROP) Human Resource Development Working Group agreed that a single regional basic education project be designed involving all fourteen Pacific ACP countries<sup>10</sup>. The project was to meet the criteria for designing regional interventions, including opportunities to share or pool human and financial resources in order to address trans-boundary issues and common problems, whilst complementing national priorities. This project was designed in consultation with all 14 Pacific ACP Education departments, all CROP agencies and regional NSAs.

#### **5. PROJECT DESCRIPTION**

##### **5.1 Overall Objectives**

The overall objective of the 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”*

It is well recognised that basic education makes a strategic contribution to development. Education is central to the elimination of poverty as it enables people to use and extend their capabilities, develop skills, improve their livelihoods and increase their earning potential. It also empowers them to participate in decision-making and in the transformation of their lives and societies. Evidence also points to a connection between strong basic education on one hand and improvements in technical skills, in work and social adaptation. Since basic education is the only education that many children will receive, it must set the foundation for all future learning. It thus has high potential returns to society.

##### **5.2 Project Purpose**

The purpose of the project is: *“To enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal or non-formal means, and to improve the coordination of donor inputs to assist countries implement their plans”*.

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<sup>9</sup> CROP includes: Pacific Islands Forum Secretariat, Secretariat of the Pacific Community, University of the South Pacific, Forum Fisheries Agency, South Pacific Regional Environment Program, Pacific Islands Development Program, South Pacific Applied Geoscience Commission, South Pacific Tourism Organisation, Fiji School of Medicine and South Pacific Board for Educational Assessment

<sup>10</sup> Cook Islands, Fiji, Federated States of Micronesia (FSM), Kiribati, Nauru, Niue, Palau, Papua New Guinea (PNG), Republic of the Marshall Islands (RMI), Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

### 5.3 Results

**Result 1 – Comprehensive Strategic Plans covering formal and non-formal education developed in all Pacific ACP countries.** The project will assist countries with strategic planning for the formal and non-formal education sectors by strengthening existing plans to meet minimum standard criteria, and will work with countries to develop fully budgeted plans where none exist. The minimum standard criteria to be applied will be consistent with the Forum Basic Education Action Plan (FBEAP) and will be established and agreed by the Project Steering Committee (PSC) within the first year of project start-up. In broad terms, strategic plans will be geared toward producing specific results (outputs); will be realistic and achievable within budget; and will be formulated following wide consultation with all stakeholders.

#### **Result 2 – Implementation of Strategic Plans commenced**

Countries that meet the minimum standards for their education plans will be eligible to receive project support to implement certain aspects of their strategy. Support will be through implementation of specific sub-project activity, the focus of which will be determined on an annual basis. However, sub-project financing will be limited to those areas identified in the FBEAP, will exclude buildings and recurrent expenditure, and will be restricted to activities that will be completed within the timeframe of the PRIDE project. In order to consolidate a regional body of expertise, sub-projects that clearly demonstrate potential benefit for several PACPs will be given priority. Brokerage and planning services between donors and Pacific ACP states will be a significant project activity. Equally important, plans will be implemented in full consultation with stakeholders. The level of support provided to individual countries through national sub-project activities will be based on need but capped according to an agreed set of indicators (to be defined and agreed by the PSC). This flexible approach allows a high degree of country ownership and discretion within the ambit of the regional project.

#### **Result 3 - Strengthened regional capacity to assist Pacific ACP countries to support strategic planning and implementation in basic education**

The University of the South Pacific (USP) has had a pivotal role in education, particularly teacher education, for almost over thirty years, yet it struggles with the lack of capacity to reach its full potential. USP's Institute of Education (IOE) has played an important role in supporting Ministries of Education in the region. This project will significantly strengthen the capacity of IOE. The development of a regional education online resource centre, which builds upon existing USP databases, will provide access to a wide range of education data and resources. At both regional and national levels the project will assist in establishing plan monitoring and evaluation systems.

### 5.4 ACTIVITIES

Specific project activities are detailed in the Logical Framework (annex 1). These will include, development of standard methodologies and benchmarks for education strategy planning; establishment of national focal points; technical assistance to improve planning; research; training; monitoring and evaluation of strategies; development of regional resource centre; country-level support for plan implementation including financial planning and input co-ordination; design and promotion of multi-stakeholder involvement in strategic planning and implementation.

## 5.5 INDICATORS

Key indicators are identified in the Logical Framework (annex 1). The main method for collecting relevant information will be through desk study of national, regional and international documents. All such information shall be routinely collected by the project team and centrally stored at the project office. Pertinent reports shall be stored on the online research centre. Stakeholder evaluation will be conducted through field-level surveys.

## 6. PROJECT ANALYSIS

### 6.1 Lessons Learnt

In recent decades regional education projects have had varying degrees of success. Lessons learnt from prior and ongoing project experience have been taken into account in order to develop an effective project design. In the early 1970s, a UNDP/UNESCO project was set up to devise regional curricula. This was discontinued, as it became clear that countries favoured their own national curricula. The BELS programme<sup>11</sup> was a multi-donor-funded regional programme<sup>12</sup> that had three phases from 1993 until 2000 and covered twelve Pacific Island countries, with a budget of over US\$7,000,000. The project included primary and literacy education; classroom skills and assessment (Pacific Island Literacy Levels or 'PILLS' testing); education planning and management; curriculum innovation for life skills and early childhood education. BELS started as a large programme with a multiplicity of activities. Following reviews, it was reduced to a narrower 'menu' of activities that countries could select. This final programme structure is generally viewed as successful.

The South Pacific Board for Educational Assessment<sup>13</sup> (SPBEA) provides an example of a regional education initiative that functions effectively. Started in the 1980s, it is a small but cost-effective organisation that supports national governments and also delivers a regional examination.

Undoubtedly the largest and most successful example of regional cooperation in education in the region is the University of the South Pacific. Founded in 1968, it now has over 14,000 students, both internal and external, from its Pacific Island member countries. Its Institute of Education has been involved in school level education, and was an implementing agent for the BELS programme.

A key lesson learned from regional education programmes is that there needs to be a high level of country ownership as well as recognition of country needs in order to obtain a successful outcome. This project has country ownership as an underpinning principle, while maintaining a sound core of regionality.

### 6.2 Linkage with other operations

Donors have made significant policy shifts towards basic education since the 1990s and there is potential for considerable synergy between this regional programme and the myriad of bilateral education programmes throughout the region. The programme will be in a position to hold information on current bilateral programmes in the 14 Pacific ACP countries, thus avoiding duplication. This will maximise benefits from donor assistance as well as assisting donors with relevant information. The effect of this programme will be felt beyond the

<sup>11</sup> The acronym BELS stood for Basic Education and Life Skills in Phases I and II of the project. In Phase III from 1998 to 2000-2001, BELS stood for Basic Education and Literacy Support.

<sup>12</sup> UNICEF, AusAID, UNDP, UNESCO, NZODA

<sup>13</sup> Eight Pacific ACP states are members of SPBEA. Other members are Australia, New Zealand and Tokelau.

education sector. There will be an impact on poverty alleviation, as improved levels of education have a positive effect on the potential to earn livelihoods. Educating girls correlates with lowering of fertility rates and the participation of females in political and economic arenas. There will be further enhancement in sectors of the economy such as tourism as well as the area of small to medium sized enterprises. An indirect effect of improvements in the education sector will be improved governance in the countries of the region. The project's regional purpose is to provide a resource base that will enable enhanced donor coordination of basic education activities in the education sector. Specific project activities will seek to provide a range of support for basic education from a regional pool expertise.

### **6.3 Results of Economic and Cross-Sectoral Appraisals**

Significant numbers of students do not attend school due to family inability to pay school fees, or the family need for labour. Rural families, particularly in isolated areas, do not have access to a quality basic education due to factors such as a shortage of trained teachers, inadequate equipment and materials, and distance from central administrative agencies. In some countries, the closing of outer-island rural schools is presently under discussion. The materials development and training activities within the project will make a significant contribution to improved quality of basic education. There is also scope to explore ways and means to stimulate demand for basic education and to more effectively reach remote and/or vulnerable groups. Increased parent and community involvement in education management will diminish gaps in understanding between school and community. The project will have no detrimental affect on the environment. Rather, planned interventions, will increase awareness of the need for environmental conservation and sustainable harvesting of resources. A number of valuable environment education resources are available, which may be tapped for inclusion as exemplary basic education modules. The project will work closely and support national mechanisms, other donor agencies/projects, government departments, NGOs and private sector to achieve the Millennium Goals through the *development and implementation of a Gender Strategy*, detailing how the project will approach gender issues in each and every key result area and activity, including project management, planning and coordination.

### **6.4 Risks and Assumptions**

The project Logframe Matrix (*Annex 1*) outlines the underlying assumptions at the different levels of intervention. At the project purpose level risks are considered low as it is widely expected that national commitment to education remains a priority. At the level of results the major risk is that the criteria established for strategic planning is not accepted by PACPs. This risk will be minimized through consultation with the Steering Committee, Ministerial meetings, and through the work of the national focal points. Implementation capacity difficulties at national levels will be overcome by avoiding overly ambitious plans and through training and associated capacity building activities.

## **7. PROJECT IMPLEMENTATION**

### **7.1 Physical and Non-Physical means**

Project Personnel comprise three long-term education experts and ad hoc short-term advisory support, and local support staff. Other project inputs include: small extension to office building, utility costs, furniture and equipment; consumables, conferences and travel, online resource centre, targeted research; regional and national workshops to support capacity building; project monitoring, coordination and impact assessment. A significant proportion of project costs are directed at assisting Pacific ACP countries implement their respective strategic education plans.

## 7.2 Organisational and Implementation Procedures

USP will implement the programme by means of a decentralised international grant agreement to deal with the overall Technical Assistance, annual work programmes and procurement. The Grant Agreement will be established between the RAO and USP following the standard AIDCO format. That is:

- USP will conclude and manage technical assistance service contracts with technical experts in conformity with EDF procedures, terms and conditions by direct agreement after restricted consultation amongst at least three candidates. Decisions on derogation to the rule of origin in regards to technical expertise of less than three months will be taken by the RAO in consultation with the Head of Delegation when the expertise requires particular Pacific experience that no available ACP-EU expert could provide.
- Annual work programmes and budgets will be endorsed by the Commission of the European Communities triggering the releasing of funds.
- Six-monthly reports and financial statements will be prepared by USP. Independent financial audits will be undertaken yearly in conformity with the Grant Agreement.

A project steering committee (PSC) consisting of Pacific ACP Directors of Education, USP, SPBEA, UNESCO, UNICEF and PIFS will meet annually to decide project direction and policy. The Delegation of the European Commission and the RAO will attend all such meetings. A sub-committee of PSC, including the RAO, USP, Suva-based Ambassadors and the EC Delegation, will meet at least every six months. Other donors, including NZ, Australia, UK, Japan, IBRD and ADB will be invited to attend PSC meetings as observers. Day-to-day oversight of the project will be undertaken by the Deputy Vice-Chancellor of the USP, who will also be the project Supervisor.

## 7.3 Technology Used

The project will make extensive use of computer and Internet technologies for the outcomes envisaged, including a web site and on-line research facility integrated with advanced database and library management information systems. These systems will be inter-linked with USP information and internet video-conferencing facilities, managed by the project, with technical oversight provided by the USP.

## 7.4 Timetable, cost and financing plan

For the purposes of Article 3 of the Special Conditions, implementation of the Financing Agreement shall start not later than **1 January 2004** and is expected to run for a period of five years. Should there be a need, and providing sufficient balances remain, the project may be extended to **31 December 2009**. The start-up event shall be the signing of the Grant Agreement.

Component	TOTAL (EUR)
Technical Assistance	1,810,000
Equipment & supplies	226,500
Meetings/travel/training	660,000
Operating costs	461,000
In-country sub-projects	4,200,000
Indirect costs	132,500
Independent reviews/evaluations	160,000
Contingencies	350,000
<b>Total</b>	<b>8,000,000</b>

### **7.5 Special conditions and accompanying measures to be taken by the Government**

Pacific ACP countries will sign an MOU endorsing commitment to the project objectives and proposed strategies, which will form the basis of access to national sub-project resources. Each Pacific ACP state will nominate a national project coordinator and focal point through which the project shall be implemented at country level.

### **7.6 Monitoring Arrangements**

An internal project monitoring strategy will be developed during the Inception Phase. The project team will undertake day-to-day monitoring of project progress and achievement including monitoring and evaluation of National sub-project activities. The Project Supervisor will oversee and monitor programme implementation. Regular project monitoring meetings will be held between the RAO, the Project Supervisor, and the Commission. The Project Steering Committee (section 7.2) will meet annually. Standard monitoring reports detailing achievement against objectives will be prepared by the Project Supervisor and presented every six months. The main indicators of progress will be the number of strategic plans developed, the number of national sub-projects implemented, usage of resource materials developed. Statistical data will be reported through regular bulletins.

### **7.7 Evaluations/audits**

An independent audit of project accounts will be undertaken annually. External project evaluations will be conducted mid-term and ex-post.

## **8. MEASURES ENSURING SUSTAINABILITY/ QUALITY**

### **8.1 Ownership by beneficiaries**

Strategic planning and implementation will involve wide consultation with a broad cross-section of the population. Project inputs include provision for national level workshops in each country, in addition to regional workshops on key issues. Sub-projects to be implemented will be designed by national stakeholders, according to their own needs and priorities. Strategies will also be developed to specifically target remote and disadvantaged groups. The programme will be delivered through the USP, a regional institution owned and financed by Pacific ACP countries.

### **8.2 Cross-sectoral sustainability**

The project reinforces the Education for All initiatives, and the development of Non-Formal Education policies. (Refer section 6.3)

### **8.3 National Policy Measures**

The project is set in the context of national education strategy planning and implementation and against the background of the Forum Basic Education Action Plan. Prior to national sub-project commencement MOUs will be established with the relevant authorities.

### **8.7 Institutional and management capacities**

The project will strengthen institutional capacity at both National and Regional levels. Weak capacity at national level will be strengthened through regional back-stopping by the USP, SPBEA, Forum Secretariat and other organisations. Enhancement of national level capacity to develop effective basic education will to be an ongoing task. On project completion, regional

support to Pacific ACPs through the USP's Institute of Education will continue in the areas of; monitoring of basic education delivery and achievement; collation of resources, identification of best practice, & coordination of provision; ongoing advocacy, communication, information sharing and maintenance of the online regional resource centre. Ongoing provision of funding for basic education capacity building at country level is dependent upon prevailing needs, evaluation of the delivery system, and available financing.

### **8.6 Economic and Financial Viability**

Approximately 1.5 million or 20 percent of the collective 7.5 million populations of Pacific ACP countries are young people between 15 and 24 years of age. Based on current population growth rates, youth will number over 2 million by the year 2015. Over 40 percent of the total population of Pacific ACP countries are classified as disadvantaged. The limited number of formal employment opportunities are a concern to the large numbers of youth already un/under-employed and the increasing number of annual school leavers. The links between poverty reduction, development, and education are manifest. Well-educated people have the skills to ensure their own economic security, and they use whatever capital and/or land they have in more efficient ways.

Most states allocate at least 20 percent of their recurrent expenditure to education, which shows significant commitment. However external economic pressures, the rationalising of the size of the public sector and political instability have reduced some national education budgets in recent years.

#### **Benefits**

This project seeks to improve competency in basic skills that will enable children and youth to secure a job or work to achieve their own livelihood through micro-enterprise or other means. The project will strengthen education systems through improvements in strategic planning and implementation, leveraging donor coordination, government and NGO inputs. Assuming even modest efficiency gains, leading to increased employment opportunities and better governance, the project's long-term economic benefits significantly outstrip costs.

Wider social benefits anticipated are; health improvements, social cohesion, crime reduction and technological innovation. Large social gains will also accrue from one generation to the next - quality education increases the probability that offspring will stay in school longer, become better educated, and contribute more effectively to well-being of their communities.

#### **Costs**

The project does not include any major infrastructure expenditure and therefore any significant future recurrent funding, maintenance or depreciation cost.

Opportunity costs include:

- Parents' and community time spent in greater involvement in the education of their children, time that could otherwise be spent on other activities such as farming, productive or household activities.
- The income foregone by youth staying longer in school and in NFE educational institutions. This cost is likely to be restricted to opportunities foregone at subsistence level.

	<b>Intervention Logic</b>	<b>Verifiable Indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
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"> <li>• Increased retention rates</li> <li>• Increased opportunities for technical vocational education and training</li> <li>• Improved pedagogy</li> <li>• Improved gender balance of students in secondary and post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>• National, regional and international reports and statistics</li> </ul>	
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"> <li>• Implementation of [conforming] strategic plans commenced in at least 10 PACPs by 2008.</li> <li>• At least one donor coordination meeting per participating country held before end 2007.</li> <li>• Basic Education resource centre used by wide range of education providers and researchers.</li> <li>• Functional regional and national M&amp;E systems for plan implementation established by end 2007</li> </ul>	<ul style="list-style-type: none"> <li>• National education plans</li> <li>• Ministry reports</li> <li>• National budgets</li> <li>• Donor reports</li> <li>• USP reports</li> <li>• online subscription list/web hits</li> <li>• mid-term evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>RESULT 1</b>	<b>Comprehensive Strategic Plans covering formal and non-formal education are developed in Pacific ACP countries</b>	<ul style="list-style-type: none"> <li>• Minimum benchmarks/standards for quality strategic plans and educational outcomes defined and agreed by PSC by end 2005.</li> <li>• National Education Plans developed in at least 7 PACPs by end of project year two and in at least 10 PACPs by end year five.</li> <li>• Strategic plans adequately [and realistically] budgeted</li> <li>• Strategic plans consistent with agreed criteria/ benchmarks.</li> <li>• Strategic plans consistent with Forum Basic Education Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• National education plans</li> <li>• Ministry reports</li> <li>• National budgets</li> <li>• USP reports</li> </ul>	<ul style="list-style-type: none"> <li>• PACPs accept the criteria [benchmarks/standards]for strategic plans</li> </ul>

<b>RESULT 2</b>	<b>Implementation of Strategic Plans are commenced [within individual plan timeframes]</b>	<ul style="list-style-type: none"> <li>• Donor support of national plan implementation improved</li> <li>• Consultative [in-country] multi-stakeholder processes improved.</li> <li>• At least 60% of in-country subprojects commenced by end project year three</li> </ul> <p><b>NOTE:</b> Additional specific indicators to be established once minimum standards are developed and agreed.</p>	<ul style="list-style-type: none"> <li>• Donor reports/financial commitments</li> <li>• Stakeholder meeting reports.</li> <li>• MOE records</li> <li>• USP annual reports</li> <li>• PSC records.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient implementation capacity exists at national level</li> <li>• Continued donor support of education sector in the Pacific</li> </ul>
<b>RESULT 3</b>	<b>Strengthened national and regional capacities to plan and implement basic education strategies</b>	<ul style="list-style-type: none"> <li>• Regional basic education resource centre online by end 2005</li> <li>• Effective plan monitoring and evaluation systems are functional at national and regional levels by end 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Desk study</li> <li>• Ministry of Education reports</li> <li>• Donor reports</li> </ul>	<ul style="list-style-type: none"> <li>• Continued political mandate for USP</li> </ul>
Activity 1.1	Establish minimum benchmarks, principles and criteria to apply to national strategic education sector plans.	<b>MEANS</b>	<b>COST</b>	<ul style="list-style-type: none"> <li>• Education providers support the initiative</li> <li>• Lack of continuity if frequent changes of national focal points</li> <li>• Benchmarks established are relevant and flexible for all 14 PACPs</li> <li>• Lack of time-series data may initially inhibit planning processes</li> <li>• Supply of qualified consultants adequate</li> <li>• Donors willing to share information and resources</li> </ul>
Activity 1.2	Establish, train, equip and backstop national focal points.	<b>EC</b>	(X EUR 1000)	
Activity 1.3	Analyse and review existing national education plans and survey of education characteristics in each Pacific ACP state.	250 months TA	1,810	
Activity 1.4	Develop planning methodology including gender strategy; sex aggregated data collection and analysis; consultative and participatory approaches among stakeholders.	Equipment & supplies	226.5	
Activity 1.5	Provide Technical assistance for strategic plan formulation and financing options.	Meetings/travel/training	660	
Activity 2.1	Facilitate donor co-ordination and financing of strategic plans.	Operating costs	461	
Activity 2.2	Facilitate multi-stakeholder processes for plan implementation	In-country sub-projects	4,200	
		Indirect costs	132.5	
		Independent reviews/evaluations	160	
		Contingencies	350	
		<b>Total</b>	<b>8,000</b>	

Activity 2.3	Develop operating procedures for access to national plan implementation resources including developing parameters for assistance.			information and resources
Activity 2.4	Assist PACPs implement parts of education strategies using project in-country sub-project resources.			<ul style="list-style-type: none"> <li>National internet connectivity continues to improve</li> </ul>
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.			

# FJ & Euro Summary

## Breakdown (in FJD)

BUDGET	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Total
<b>Team costs</b>						
Technical Assistance (Long-term)	451,110	478,176	506,867	537,279	569,516	2,542,947
Project administration	62,585	66,340	70,320	74,540	79,012	352,797
Recruitment (incl. consultants)	63,500	84,000	28,000	31,750		207,250
Equipment and furniture	71,350	7,450	31,369	32,735	4,753	147,657
Resource Centre	46,400	66,857	45,746	47,118	29,229	235,351
Consumables	20,000	20,600	21,218	21,855	22,510	106,183
Communications	40,000	41,200	42,436	43,709	45,020	212,365
Travel	80,042	115,944	119,137	122,980	42,021	480,123
Conferences and meetings	452,350	51,500	53,045	54,636	509,124	1,120,655
Premises costs	120,000	15,450	15,914	16,391	16,883	184,637
Miscellaneous	20,000	20,600	21,218	21,855	22,510	106,183
<b>Sub-Total</b>	<b>1,427,336</b>	<b>968,117</b>	<b>955,270</b>	<b>1,004,847</b>	<b>1,340,578</b>	<b>5,696,148</b>
Consultancies		333,045	477,343	305,847	83,385	1,199,621
In-country sub-projects		1,315,481	2,691,527	3,155,238	1,769,434	8,931,680
Independent Review / Evaluation 2%			129,506		215,843	345,349
Contingency 5%	71,367	130,832	212,682	223,297	170,462	737,273
<b>Project running costs</b>	<b>1,498,703</b>	<b>2,747,476</b>	<b>4,466,327</b>	<b>4,689,229</b>	<b>3,579,702</b>	<b>16,981,437</b>
Indirect costs	57,198	57,198	57,198	57,198	57,198	285,992
	<b>1,555,902</b>	<b>2,804,674</b>	<b>4,523,526</b>	<b>4,746,427</b>	<b>3,636,900</b>	<b>17,267,429</b>

# FJ & Euro Summary

## ANNEX 2: COST ESTIMATE

### Breakdown (in Euros)

BUDGET	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Total	
<b>Technical Assistance</b>							
Long-term	210,000	230,000	240,000	250,000	270,000	1,200,000	
Short-term	25,000	150,000	200,000	100,000	25,000	500,000	
Recruitment costs	10,000	5,000	5,000	5,000	5,000	30,000	
Mobilisation/Demob (Long-term TA)	40,000	0	0	0	40,000	80,000	<b>1,810,000</b>
<b>Equipment and Supplies</b>							
Building/utilities/maintenance	70,000	7,000	7,000	8,000	8,000	100,000	
Office Equipment/furniture	35,000	10,000	12,500	14,000	5,000	76,500	
Consumables	9,000	9,000	10,000	11,000	11,000	50,000	<b>226,500</b>
<b>Meetings &amp; travel</b>							
Conferences and meetings	90,000	90,000	90,000	90,000	90,000	450,000	
Official Travel	40,000	50,000	50,000	50,000	20,000	210,000	<b>660,000</b>
<b>Operating Costs</b>							
Project administration	30,000	30,000	35,000	35,000	35,000	165,000	
Resource Centre	35,000	45,000	45,000	45,000	30,000	200,000	
Communications	18,000	19,000	19,000	20,000	20,000	96,000	
							<b>461,000</b>
<b>Sub-Total</b>	<b>612,000</b>	<b>645,000</b>	<b>713,500</b>	<b>628,000</b>	<b>559,000</b>	<b>3,157,500</b>	
<b>In-country sub-projects</b>	0	600,000	1,300,000	1,500,000	800,000	<b>4,200,000</b>	
<b>Indirect costs</b>	26,500	26,500	26,500	26,500	26,500	<b>132,500</b>	
<b>Project running costs</b>	<b>638,500</b>	<b>1,271,500</b>	<b>2,040,000</b>	<b>2,154,500</b>	<b>1,385,500</b>	<b>7,490,000</b>	

## FJ & Euro Summary

<b>Independent Review / Evaluation</b>	0	0	60,000	0	100,000	<b>160,000</b>	
<b>Contingency</b>	70,000	70,000	70,000	70,000	70,000	<b>350,000</b>	
<b>TOTAL PROJECT COSTS</b>	<b>708,500</b>	<b>1,341,500</b>	<b>2,170,000</b>	<b>2,224,500</b>	<b>1,555,500</b>	<b>8,000,000</b>	