



## **PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION**

[www.usp.ac.fj/pride](http://www.usp.ac.fj/pride)

Identification No.: 9 ACP RPA 001

Accounting No: REG/7724/000

### ANNUAL REPORT

January - December 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 program is also funded by the 9<sup>th</sup> 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 program, the University of the South Pacific having been awarded the contribution 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 Pacific education agencies 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 period January to December 2006, reporting on the achievement of Project deliverables against objectives specified in the logframe (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. The benchmarks document is intended as a working draft, with regular opportunities for review and revision. It was discussed most recently at a regional workshop for PRIDE National Project Coordinators (NPCs) held in Suva, 02-06 October 06. Participants reviewed the benchmarks and recommended several significant additions and amendments. A third edition of the benchmarks document subsequently was published.

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

1. All requests received during 2006 for office equipment for NPCs (computer, printer, fax machine, photocopier, internet connection) have been funded.
2. Two countries (Cook Islands and Kiribati) changed NPCs during the year. Both of the new NPCs were given comprehensive on-site training by PRIDE Education Advisers during country visits. A further three countries (Niue, Tuvalu and Vanuatu) had acting NPCs for periods during the year due to the absence of NPCs on study or extended sick leave.
3. In view of delays to Project implementation in FSM, State Project Coordinators (SPCs) were appointed in each of the four FSM states (Chuuk, Kosrae, Pohnpei, Yap) to facilitate the development of state strategic plans and sub-project proposals.
4. A week-long training workshop for NPCs and SPCs was held at the Tradewinds Hotel, Lami, Fiji, from 02 to 06 October 06 and attended by NPCs from all fifteen countries. Four countries (Palau, Papua New Guinea, Tonga and Vanuatu) opted to send a second person, these being personnel who provide support/back-up for the NPC. The main focus of the workshop was capacity building for Monitoring and Evaluation (M&E). Overall, the workshop was highly successful in achieving its goals. A full evaluation report is on file in the PRIDE office.

### **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. All countries have made significant progress in developing and implementing strategic plans. By the end of 2006, fourteen countries (the exception being FSM) had completed the development of new strategic plans, or had plans in place from previous years. 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 other donors. Arrangements are now in hand for the PRIDE Project to support the development of strategic plans for the education sector of each of the four states of FSM during the first half of 2006.

### **Activity 1.4 – Develop planning methodology**

Arrangements were finalised with Uniquet, in Brisbane, for the preparation of an EMIS suitable for the four microstates. The aim is to develop an EMIS that is compatible with those Uniquet helped to prepare for Kiribati and Solomon Islands, and is helping to prepare for Vanuatu, and to provide intensive professional development for data management personnel from the four countries (Nauru, Niue, Tokelau and Tuvalu). A contract was signed with Uniquet and an initial workshop held from 18 to 22 September 06 in the PRIDE conference room.

### **Activity 1.5 – TA and capacity building for strategic plan development**

#### **REGIONAL**

#### ***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 06, 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 fourth volume of the PRIDE Pacific Education series.

### ***Sixth PRIDE Regional Workshop on TVET in Secondary School***

The sixth regional workshop was held in the Republic of Palau from 15 to 22 November 06 on the theme: *The role of TVET in Pacific secondary schools: new visions; new pathways*. The Palau Ministry of Education provided substantial support for the workshop, which was opened by the Minister of Education, Hon Mario Katosang, and with a formal welcome to Palau by the Vice President, Hon Camsek Chin. There were 36 participants, representing 15 countries, more than half of them from the northern Pacific.

The workshop was run in partnership with the UNESCO International Centre for TVET, (UNEVOC) in Bonn, Germany. The Director of UNEVOC, Dr Rupert Maclean, was the chief guest, delivering three keynote addresses. A second partner in the workshop was the Pacific Association for TVET (PATVET), with its President, Mr Perive Lene attending throughout and delivering a keynote address on the first day. The Honolulu based Pacific Resources for Education and Learning (PREL) also supported the workshop, with Ms Zita Pangelinan, President and CEO of the Guam-based Pacific Human Resources Services Inc, representing the PREL Board of Directors, and Palau-based Mr Destin Penland, a PREL Associate Director, also in attendance. PREL also facilitated the attendance of Mr John Guerrero, Acting Vocational Education Coordinator of the Public School System of the Commonwealth of the Northern Mariana Islands. On one evening during the workshop PREL sponsored a reception for workshop participants and Palau Ministry of Education staff.

The workshop evaluator was Associate Professor Akhila Nand Sharma, Head of the USP School of Education. His comprehensive evaluation report, along with other workshop documentation, is on file in the PRIDE office. The workshop outcomes are being prepared for publication as the fifth volume in 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. PRIDE staff took a major role in teaching one of the courses in the diploma to 20+ students during second semester 2006 at the Laucala Campus. Once developed, 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 year the Project provided funding and TA for the review of strategic education plans and/or the development of new plans in Marshall Islands, Palau, Samoa 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 commenced 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 early 2007. 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 by mid-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, completed in Nov. 2006	5	2011	PRIDE provided 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
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 year in all 15 countries, and regionally. Particular efforts were made to coordinate with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Dept of the Interior) to ensure more effective harmonisation of activities in FSM, Palau and RMI.

Regionally, the Project maintained close and cordial working relationships with donor agencies, especially NZAID, AusAID, EU and JICA, and with the ADB Suva Office. Relationships with the Manila-based ADB Pacific Education section have sometimes been

strained, however. 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 Project Director 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 06. Two PREL consultants assisted with the fifth PRIDE regional workshop in Tonga, and a member of the PREL Board of Directors attended the sixth workshop in Palau. An invitation has been extended to the PREL Board of Directors 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, the UNESCO International Centre for TVET (UNEVOC) in Bonn, and the Asia Pacific Cultural Centre of UNESCO (ACCU) in Tokyo. Relationships with the UNESCO Office for the Pacific States in Apia have improved since the appointment of Dr Vise Pongi as Director, with significant collaboration in each other's workshops, and closer coordination of activities.

During the third and fourth quarters of 2006 UNESCO (through Dr Vise Pongi), UNICEF (through Dr Richard Wah, Suva-based Education Project Officer), SPBEA (through its Director, Ms Ana Raivoce) and PREL (through Dr Hilda Heine) have been collaborating in the preparation of two regional workshops in 2007, co-organised by all five 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.

### **Activity 2.2 – Facilitate multi-stakeholder processes for plan implementation**

As described in 2.1, Project staff have worked closely with several countries on the review, development and/or implementation of their strategic plans for education. In all cases, the activity involved significant stakeholder participation, with stakeholder workshops in Palau, Samoa and RMI funded by the PRIDE Project. In PNG, consultations at provincial level are pioneering stakeholder participation in the development of provincial education plans. Stakeholder workshops have been outstandingly successful in identifying the views of families, communities, teachers, churches and local organisations. Some of the best advice has come from consultations with school students. Several countries have included students on equal terms with other stakeholder groups. They have reported that student input has been perceptive, constructive and innovative. The student voice has been quite different to that of other stakeholders, and has added significant value to the consultations.

### **Activity 2.3 – Develop operating procedures for plan implementation**

A key priority for 2006 was the funding of national sub-projects in those countries that had completed strategic planning for their education sector. Notwithstanding significant effort by the PRIDE team, however, the submission of proposals remained slower than expected. The Project team put special effort into working with each country to assist with the development of proposals, and to provide in-country capacity building during visits. The model sub-project proposals developed at the 2005 NPC workshop in the fields of TVET, ICT, Children with Special Needs, Early Childhood Education, and Vernacular Literacy, proved helpful.

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

As noted in Table 2 below, 31 sub-project proposals have been submitted by 12 countries. In terms of available funding it is estimated that these sub-projects will utilise approximately

half of available funding, bringing the Project close to the requirement specified in the logframe of 60% by the end of year three. A careful review of sub-projects, however, reveals that 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	With Steering Committee	Total
Cook Islands		1		2			3
FSM							
Fiji	1	1				1	3
Kiribati					1		1
Marshall Islands							
Nauru	1	2					3
Niue		2	1				3
Palau						1	1
PNG		2					2
Samoa	1	1					2
Solomon Islands		1		1			2
Tokelau		1				2	3
Tonga		2					2
Tuvalu				2			2
Vanuatu	2	1	1				4
<b>Total</b>	<b>5</b>	<b>14</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>31</b>

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.

## **2.3 Result Area 3 – Strengthened regional and national capacities**

### **Activity 3.1 – Establish Resource Centre**

The main achievement of the Resource Centre in 2006 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](http://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 06. 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. During 2006 all PRIDE NPC's received training in the use of the Resource Centre and its services, including PADDLE. Orientation and training for other users in participating countries has been identified as a priority. The Resource Centre will begin country training workshops in 2007.

The Resource Centre also has a portal, [http://www.usp.ac.fj/pride\\_resourcecentre/](http://www.usp.ac.fj/pride_resourcecentre/), that provides information about its objectives, collection, services, and access. Statistics for 2006 show that more than 5,000 unique users visited the Resource Centre portal and PRIDE website, and over 20,000 pages accessed. As the development of access to electronic material was a priority, the Centre 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. Material purchased in 2006 includes significant education publications (texts and journals) previously unavailable at USP Library. The Centre continues to collaborate closely with USP Library in the development and management of its resources. Use of the collection by USP post-graduate students and other interested researchers is growing. The Information Specialist provides research and reference assistance to all clients. In 2006 the Information Specialist worked with USP Education lectures to develop reading lists for postgraduate courses and provide training in PADDLE to postgraduate students. During 2006 visitors and reference queries came from a variety of sources, including regional organisations (PIFS & SPC), international researchers and institutions (COL & World Bank).

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 October 2006, with several significant additions and amendments. The main emphasis continues to be on 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 worked 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 was 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, has worked closely with the consultant to field test the methodologies, to refine the framework, to develop an M&E handbook, and to prepare a capacity building program for PRIDE NPCs. At the October NPC workshop 2½ days were devoted to M&E training led by Mr Wari and Mr Pennington.

## **Project Coordination, Management, Budget**

### **2.3 Organisation structure, staffing**

During 2006 the PRIDE Project team comprised 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  
Ms. Marlie Rota, Administrative Assistant  
Mr Isireli Qionimua, Office Assistant

### **2.4 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 Dec 2006 was F\$ 7,043,512 which represents an average utilization rate according to the annual budgets of 72%. The total utilization rate over the first three years is 32.4 %. 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.

### **2.5 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 year to review and plan Project activities. Minutes of each meeting are available at the PRIDE office.

#### **External relations**

1. One meeting of the Project Steering Committee was held, in Nadi, on 26 September 06.
2. Three meetings of the Project Management Committee (PMC) were held during 2006.
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: the PRIDE website [[www.usp.ac.fj/pride](http://www.usp.ac.fj/pride)] was maintained throughout the period as a dynamic and interactive portal to all Project activities; three issues of the Project Newsletter, *Pacific Pride*, were published during the period.

## **Monitoring, Evaluation & 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.