



PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION

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The University
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List of ACRONYMS

ACP	African, Caribbean and Pacific
CA	Contribution Agreement
DVC	Deputy Vice Chancellor, USP
EC	European Commission
EDF	European Development Fund
EU	European Union
FA	Financing Agreement
FBEAP	Forum Basic Education Action Plan
IOE	Institute of Education, USP
LOU	Letter of Understanding
MOU	Memorandum of Understanding
NZAID	New Zealand Agency for International Development
NPC	National Project Coordinators
P-ACP	Pacific ACP
PAG	Programme Advisory Group
PC	Project Coordinator
PCC	Project Coordinating Committee
PIFS	Pacific Islands Forum Secretariat
PMC	Project Monitoring Committee
PRIDE	Pacific Regional Initiatives for the Delivery of Basic Education
PS	Project Supervisor
PSC	Project Steering Committee
RAO	Regional Authorizing Officer
RIP	Regional Indicative Programme
USP	University of the South Pacific
VC	Vice Chancellor of USP

1 Background

The PRIDE Project flows out of FBEAP where a Pacific Vision for education was developed outlining measures for translating the regions' priorities for basic education into effective action through regional initiatives. The goal of FBEAP is to achieve universal and equitable educational participation and achievement, to ensure access and equity, and to improve quality and outcomes.

The Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) project no: 9-ACP-RPA-001, commenced in July 2003 with funding provided by NZAID. In the Letter of Understanding signed between NZAID, USP and PIFS, NZAID will provide funding up to December 2006 with the option of additional funding available until December 2009. The programme is also funded by the 9th EDF in accordance with the Financing Agreement (No 9046/REG) between the European Commission and all 15 (14+1) Pacific ACP countries¹ signed on October 27, 2003. Under the 9th EDF, this is a decentralized programme where the University of the South Pacific has been awarded the contribution by the Pacific Islands Forum Secretariat to implement the programme subject to the terms and conditions outlined in the contribution agreement ref no: 9.EDF.CA.07. Funding under the contribution will terminate on October 27, 2008.

1.1 Objective

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.

1.2 Purpose

The project's purpose 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”.*

The programme aims to achieve the following results²,

1. The development of comprehensive strategic plans covering formal and non-formal education in all Pacific ACP countries.
2. Implementation of each country's strategic plan (The PRIDE Project will assist whenever the eligibility criteria are met).
3. Strengthened regional capacity to assist the Pacific ACP countries to support strategic planning and implementation in basic education.

¹ All funding for Tokelau is drawn from the NZAID contribution to the PRIDE Project.

² These are paraphrased from the Contribution Agreement between PIFS and USP.

The logframe of the PRIDE Project, *see Annex I*, shows activities that will be implemented to achieve these results. This document reports on the implementation of those activities identified in the **Programme of Activities for 2004**.

2 Project Coordination, Management, Budget

2.1 Organisation structure, staffing

The PRIDE Project team now has its full complement:

1. Ms. Titilia Uluiviti, *Administrative Assistant*, commenced duties on 27 October 2003.
2. Dr. G R (Bob) Teasdale, *Project Director*, commenced duties on 26 January 2004.
3. Mr. Epeli Tokai, *Education Adviser*, commenced duties on 01 April 2004.
4. Mr. Mahendra Singh, *Project Manager*, commenced duties on 01 April 2004.
5. Mr. Leonaitasi Taukafa, *Accountant*, commenced duties on 01 April 2004.
6. Ms. Libby Cass, *Information Specialist*, commenced duties on 01 June 2004.
7. Dr. Priscilla Puamau, *Education Adviser*, commenced duties on 31 August 2004.

2.2 Expenditure for the year 2004

The 2004 Estimates for the PRIDE programme of activities is FJ \$**1,832,936**. The **total accumulated** expenditure for the project is **FJ\$ 912,809**³ (NZAID: \$155,164; EDF: \$757,645). These figures are from USP BANNER System and are yet to be audited⁴.

The year 2004 was the first year of activities implementation; the latter months of 2003 were spent establishing governance and management structures, recruiting the project team, and refurbishing facilities to locate the team.

2.3 Project management

The tasks below were identified to facilitate the efficient and effective operations of PRIDE and to ensure that all stakeholders are well informed on its activities.

2.3.1 Secretariat

1. The PRIDE building was fully fitted and furnished to ensure an effective work environment for staff; installation of equipment for support of the Project is complete.
2. Regular meetings, 18 in 2004, of the PRIDE Project team were held, beginning in early May, where staff members reviewed and assessed the work of the Project, and made detailed plans for future activities. An informal written record of each meeting is available at the PRIDE office.
3. Operating protocols and management structures to ensure effective implementation of the Project were defined.
4. Lines of communication and associated protocols both within the University, and with all stakeholders external to USP, were defined.

³ Transactions are unaudited and figures included 2003 expenses since 2004 is the first year of implementation.

⁴ After completion of audit a financial report will be compiled.

2.3.2 External relations

1. PROJECT STEERING COMMITTEE (PSC) MEETINGS

PSC I: The PRIDE Project was officially launched by the Honourable Afioga Fiaame Naomi Mata'afa, Minister of Education for Samoa, on 14 May 2004 prior to the first meeting of the Project Steering Committee (PSC) held in Suva, Fiji. The Programme of Activities and Budget for 2004 were approved by the PSC. The PRIDE Project team acknowledges the efforts of the Institute of Education, especially its Director, Dr. 'Ana Taupe'ulungaki, in facilitating the implementation of the PRIDE Project during the team recruitment phase and in ensuring a smooth transition from the IOE team to the PRIDE team.

PSC II: The second PSC meeting was held on 25 October 2004 at the Pacific Islands Forum Secretariat (PIFS). The meeting was opened by PIFS Secretary General, Mr. Greg Urwin, who expressed the Forum's desire to work in partnership with the PRIDE Project and USP. He noted that leaders of the Pacific, as expressed in their development of a Pacific Plan, have emphasised the need for regional agencies and organisations to work together as effectively as possible. Mr. Urwin informed the representatives from the Forum Countries that the ball was now very much in their court and urged them to be proactive in utilising the vehicle of the PRIDE Project to achieve the goals of FBEAP. The Programme of Activities for 2005 was approved by the PSC.

2. The PRIDE Project Manager is the established secretariat for the PMC and the PSC. Minutes and agendas for all PMC and PSC meetings were prepared and are available at the PRIDE office.
3. The Communication Strategy Paper was developed and implementation has begun:
 - a. A press release was developed on the launching of the Project.
 - b. The PRIDE Project website is available: www.usp.ac.fj/pride
 - c. A low cost and *attractive* brochure was developed in-house, the poster will be developed in 2005.
 - d. The first issue of the PRIDE Project Newsletter *Pacific Pride*, developed in-house, was circulated with *USP Beat* in October 2004, and directly to our other clients/stakeholders. The second issue of *Pacific Pride*, will be distributed in January 2005.

2.3.3 Conference facilities

With the current IT configuration available at USP the equipping of video conferencing facilities has not been possible. The PRIDE team will re-visit this and other options during 2005. However the Conference Room is now equipped to enable teleconferencing.

2.4 Monitoring, evaluating and reporting (M&E)

The Project team regularly reviewed activities and achievements against Project deliverables [see 2.3.1(2) above]. M&E was systematically planned and built in to all Project workshops. Following every country visit the staff member was required to file a detailed in-house report of outcomes and achievements. These reports are kept on file in the PRIDE office. For external clients the Project produced quarterly reports and began publication of a newsletter. The PRIDE Project website also is a significant vehicle for reporting on Project activities and achievements.

2.5 Administration of the Project fund and audit requirements

- a) Funds necessary to cover approved expenditure are committed on the basis of documents such as requisitions, order forms, etc. in the normal USP system of raising expenditure requests. Special Affairs within the Bursary will maintain a record of these commitments and supporting documents.
- b) Expenditure is cleared (verification of invoices, statements) and authorised by the Project Director and/or the Project Manager.
- c) The payment order accompanied by the supporting documents is forwarded to the accounting officers in the Purchasing Office or Special Affairs who are responsible for executing payment.
- d) All expenditure will be charged against the following fund numbers and organization code: NZAID FUNDS: 202123-6201-xxxxxx EDF FUNDS: 212052-6201-xxxxxx

3 Activities for Project deliverables

Result areas and stated activities to be undertaken are defined in “The Logical Frame-work Analysis for the PRIDE Project”.

3.1 Result Area 1 – Development of strategic plans

During the first year of project implementation the primary emphasis in most countries was on this result area. However several countries completed the development of new education plans, and the main emphasis in these countries was on the identification of priority areas for Project support and the development of sub-project proposals.

3.1.1 Activity # 1.1 – Benchmarks for national strategic plans

The benchmarks document against which each country’s education strategic plan will be reviewed, was developed in draft form by the Project team, refined and extended by participants at the first regional workshop, and formally approved at the second PSC meeting. The document lists ten benchmarks in priority order, along with associated principles and indicators. The PRIDE team is committed to using the benchmarks as part of a constructive and collaborative review of each country’s strategic plans, seeking to deliver the best possible support and training.

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

Each of the fifteen participating countries has appointed National Project Coordinators (NPCs)⁵. The regional workshop (*detailed in section 3.1.4*) held in September, was used to provide initial training on their roles and responsibilities and to develop a shared understanding of the Project. On-the-job training and support from PRIDE staff subsequently was provided to Nauru, Tokelau and Cook Islands. [see 3.1.5 below, for further details].

NZAID has agreed, in principle, to the continued support of the NPCs and will engage in bilateral dialogue with each country to best address the country’s overall needs

⁵ At the first regional workshop the “focal points” unanimously requested that their title be changed to that of “National PRIDE Project Coordinator (NPC)”; this was approved at the 2nd PSC meeting.

3.1.3 Activity # 1.3 – Analyse and review national education plans

The PRIDE Project team has collected relevant educational planning, survey and statistical data from the fifteen participating countries and completed an initial analysis and review of existing education plans, EFA action plans and educational characteristics of these countries. The review of the existing education strategic plans in the fifteen countries noted that countries are in varying stages in their planning processes. By the end of 2004 nine countries had either completed the development of new strategic plans, or had plans in place from previous years. Several of those countries whose plans will be expiring soon have taken the initiative to start the process of developing their next strategic plan in consultation with the PRIDE Project.

Four countries (Nauru, Nuie, Tokelau, Tuvalu) are in the process of developing their strategic plans with technical assistance from donor agencies and/or with the technical support of the PRIDE Project. Dr. Puamau, Education Adviser, assisted Tokelau in the development of the National Policy Framework for Education and Mr. Tokai, Education Adviser, assisted the Cook Islands as it begins the development of its 15-year strategic plan [see section 3.1.4 for more details]. It is perceived that these four countries' plans will be ready in the first half of 2005. For those two countries (FSM and Kiribati) without a strategic plan the PRIDE Project will provide technical support and financial assistance on request to help ensure that strategic plans are developed by the end of 2005.

3.1.4 Activity # 1.4 – Develop planning methodology

Regional workshop - Lautoka

PRIDE held its first regional workshop from 1-8 September in Lautoka, Fiji. The overall purpose of the workshop was to provide training for National Project Coordinators and data managers, thereby enhancing their capacities in relation to strategic planning methodologies for basic education. The PRIDE team contracted the services of three members of IOE staff: Mr. Henry Elder to convene and coordinate this workshop; Dr. Seu'ula Johansson-Fua as an independent evaluator of the workshop; and Ms. Vasiti Nalatu to provide administrative assistance. A full report in the format of a resource book will be published by early 2005. The full evaluation report by Dr. Johansson-Fua is available at the PRIDE office.

3.1.5 Activity # 1.5 – TA for strategic plan development

Regional workshops

At the request of its convener, Dr 'Ana Taufe'ulungaki, the Language Policy & Education workshop was re-scheduled to be held in Suva, Fiji, from the 2-9 February, 2005. Advance planning was undertaken during the final quarter of 2004.

During the latter part of the year the Project team worked closely with the UNESCO Institute for Statistics in Montreal, Canada, to plan a regional workshop on educational statistics from 31 January to 11 February 2005 at the UNESCO Pacific Regional Office in Apia. Epeli Tokai, is working with UNESCO Statistical Consultant, Brian Doyle, to ensure effective capacity building for data managers from all 15 countries.

National workshops

In order to assist Tokelau with strategic plan formulation, PRIDE co-funded, along with its Department of Education, a workshop to develop a National Policy Framework for Education.

The workshop was held in Samoa, from 22 November to 10 December, and was attended by almost the entire cadre of teachers in Tokelau. Dr Puamau attended as facilitator.

The PRIDE Project also supported a series of planning workshops with teachers, community leaders, parents and civil society organisations in Nauru, 15 to 17 November, facilitated by Dr Teasdale.

General

In order to ensure successful implementation of activities associated with Result Area 1, especially activities # 2 and #3, initial visits were made to each country with the exception of Tokelau. The latter has been deferred for logistical reasons on several occasions. A summary of the outcomes of each visit is presented in *Annex XI*. Full reports on each trip are on file in the PRIDE office.

Mr Tokai spent two weeks during November 2004 working with the Cook Islands Ministry of Education. He was invited to assist with the development of a new strategic plan, and in particular with the identification, use and application of educational data to develop a Policy Options Paper.

3.2 Result Area 2 – Implementation of Strategic Plans

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

The PRIDE Project team invested considerable time and effort during the year in liaising with other donor agencies, both regionally and during visits to each country. The emphasis in all consultations has been on constructive engagement. The goal is to achieve best outcomes for each country through effective donor harmonisation.

Relationships between AusAID, NZAID, EU, JICA and PRIDE have been particularly open and mutually supportive throughout the Pacific, and especially in Suva. Given the establishment of an ADB Suva office, and the ADB's increasing involvement in the education sector in the region, PRIDE is seeking more active engagement with its staff in both Suva and Manila.

The PRIDE Project was represented by Dr Teasdale at the Joint Government of Tonga & Aid Donor Education Conference from 28 May to 3 June. The invited participants reviewed the Government's *Education Policy Framework 2004-2019* and its fifteen year strategic plan, and explored how best to coordinate donor activity. The Project also is represented at the quarterly meetings of the Fiji Education Sector Donor Coordination Committee.

3.2.2 Activity # 2.2 – Facilitate multi-stakeholder process for plan implementation

Discussions also were held during the year with a range of other stakeholders and international organisations. Again, the goal was to develop more effective coordination between national level projects and PRIDE sub-project activity, and to plan a more cooperative approach to the support of the education sector across the Pacific. Below are details of some of the key consultations:

Commonwealth of Learning

The PRIDE team was pleased to welcome the CEO of COL, Sir John Daniel, who visited on 16 July for discussions about potential linkages and resource sharing. The PRIDE team was represented by Mr. Singh at a COL Experts Meeting, November 15-17, on the topic of Literacy & Livelihoods. PRIDE's invited keynote paper, *Culture, Literacy and Livelihoods: Reconcept-*

ualising the Reform of Education in Oceania, that addresses the conceptual foundation on which PRIDE is built, was presented for discussion at the COL meeting; this paper can be found on our website.

South Pacific Board for Educational Assessment (SPBEA)

There were several consultations with Dr Vise Pongi and staff regarding collaboration between PRIDE and SPBEA. SPBEA nominated Dr. Pongi as the “focal point” for PRIDE. Unfortunately, he was unavailable for the first workshop but was ably represented by Dr. ‘Uhilamoe-Langi Fasi who made a presentation on *The Role of Assessment in Education Planning*.

Asian South Pacific Bureau of Adult Education: Pacific Civil Society Organisations Education Policy Participation Project

At the request of NZAID, the PRIDE team collaborated with ASPBAE personnel responsible for implementation the above project. ASPBAE held a workshop in Nadi at the same time as the first PRIDE Project regional workshop in Lautoka, and two joint half-day sessions were held. Both sessions focused on the role of civil society organisations in the development of educational policy, and in contributing to the strategic planning of education.

UNESCO Office for the Pacific States

There were several consultations, and these are ongoing, regarding continuing EFA Action Plan development between UNESCO and PRIDE. Dr. Teasdale and Mr. Tokai participated in the UNESCO Workshop for Heads of Education Ministries held in Nadi, Fiji, August 16 to 18, and gave a substantive report on the PRIDE Project.

3.2.3 Activity # 2.3 – Develop operating procedures for plan implementation

At the Lautoka workshop discussions were held on the application and selection processes for PRIDE national sub-projects. The NPCs unanimously agreed that in terms of the distribution of available funds for sub-projects, 70% of the available funds should be distribute amongst the 15 countries at 3 levels, namely:

- 13.33% each for the two large countries (Fiji, PNG);
- 6.67% each for the nine medium-size countries; and
- 3.33% each for the four small countries (Nauru, Nuie, Tokelau, Tuvalu)

It also was recommended that the remaining 30% of the funds allocated for sub-projects should be distributed on a needs basis, the group defining ‘need’ as any expressed need relevant to basic education with particular reference to: extent of universal primary education; level of literacy; isolation or vulnerability; the disadvantage of size, such as smallness (e.g., Nauru); political complexity (e.g., FSM); and access to other sources of external funding.

A procedure to guide the development and approval of in-country sub-projects was designed by the PRIDE team in conjunction with the NPCs at the Lautoka workshop. This procedure was approved at the second PSC meeting.

A Financial Procedures Manual with guidelines for the sound management of funds transferred to implement in-country sub-projects was developed. The PRIDE Project is currently engaged in discussions with USP Bursary with the aim of establishing a viable system whereby USP can

maintain its fiduciary role by ensuring that the system for the disbursement of funds has a high degree of accountability and transparency built in to it.

3.3 Result Area 3 – Strengthened regional and national capacities

The Resource Centre is expected to be available online before the end of 2005. This year was spent on mobilising staff, systems and equipment, and on developing the facilities at USP. An Information Architecture Plan for the Online Resource Centre has been drafted and this will circulated for consultations in 2005.

3.3.1 Activity # 3.1 – Establish resource centre

Consultations are ongoing with stakeholders including: Commonwealth of Learning (COL), International Institute for Educational Planning (IIEP), and the USP Library (USPL) in the development of PRIDE's Online Resource Centre. Discussions with USPL have so far resulted in the provision of training in its Library Management System software, Spydus, that PRIDE will use to provide access to hard copy material. Discussions are ongoing to ensure that there will be a smooth interface between the Resource Centre and USPL, and to address technical support and collaboration. COL and IIEP are being consulted in relation to information tools and resource material.

PRIDE staff met with colleagues in PIAS-DG to discuss common issues in the development of online resources/portals. PRIDE, USPL & PIAS-DG will meet next quarter to further discuss areas of collaboration in their respective digitisation projects (including the use of Greenstone software, allocation of subject areas for digitisation and other technical issues).

An overview of the website and the resource centre including collection, resources and services was presented at the first PRIDE Regional Workshop in Lautoka. Material was collected from participants (both electronic and hard copy) for inclusion in the online resource centre. A survey on the current Information and Communication Technology (ICT) capacity in the countries was conducted. The information gathered will guide PRIDE in fine tuning its website and in the establishment of its online resource centre.

Training in the use of Greenstone Software was provided to the Information Specialist (IS). This software is used to create digital resources online and on CD-ROM. The training was organised by the Secretariat of the Pacific Community (SPC) and the FAO and delivered by the software developers from the University of Waikato, New Zealand. This training enabled the IS to develop a demonstration version of the PRIDE digital collection, now called PADDLE (Pacific Archive of Digital Data for Learning & Education). PADDLE, which now has 71 documents, was provided on CD-ROM to the NPCs at the workshop. It is expected that NPCs will test and evaluate access to the resources and that PRIDE will customise access to meet each country's needs.

A design for the physical space in the Resource Centre has been developed and is in the process of being implemented. A small library has been established to house a specialised collection of hard copy material relevant to the Project. Currently, the library contains shelving, display areas, reading/work areas and a children's learning area [see *Annex V: Issue 2 of Pacific Pride*, for photographs and further details]. The remaining space will house digitisation equipment, and two computer workstations from which users can access the collection and other resources.

3.3.2 Activity # 3.2 – Monitoring and evaluation systems

The PRIDE team began a consultative process aimed at developing monitoring & evaluation systems that can be used both nationally and regionally to review strategic planning and implementation in basic education. Central to this development are the benchmarks and associated principles and indicators [*see Annex VII*]. These will be used as part of a constructive and collaborative review of each country's strategic plans [see also section 3.2]. The team also began work on monitoring and evaluation procedures that will be recommended for use at national level to review sub-project outcomes and achievements.