

# Pacific Pride

Issue 4

The Newsletter of the PRIDE Project

October 2005

## Inside this Issue:

Book and CD-ROM Launch	1
From the Director	1
From top-down to bottom-up planning in Kiribati	2
Interview: A familiar face in the region	2
Financial data for educational planning	3
PNG takes the lead in Curriculum Reform	4
Lessons from Singapore and Queensland	4

The PRIDE Project (Pacific Regional Initiatives for the Delivery of basic Education) is implemented by the Institute of Education at USP and is jointly funded by the European Union and New Zealand AID.

PRIDE serves Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu.



Pacific Pride is produced by the PRIDE Project, Institute of Education, the University of the South Pacific.

Editor: Mahendra Singh

ISSN#: 1813-0216

Tel: (679) 323 2783

Fax: (679) 3231 532

e-mail: pride@usp.ac.fj

Web: www.usp.ac.fj/pride

## Stop Press!!! PRIDE Launches Book and CD-ROM

The PRIDE Project launched two publications: the first a book titled *Education Planning in the Pacific - Principles and Guidelines*; and the second a CD-ROM titled *Financing of Education*. These publications are the outputs from our first and third regional workshops.

Both publications were launched on 12 September, 2005. The book was launched by USP's Vice Chancellor Professor



L-R: Ms Ralha, Ms Koehler-Raue (EU) and Professor Tarr.

Anthony Tarr and the CD-ROM by Ms Maria Ralha representing the Head of Delegation for the European Commission to the Pacific.

The PRIDE Project was particularly pleased to have our National Project Coordinators (NPCs) present at the book launch. The book draws together many of the ideas, discussions and experiences shared by our NPCs at the first PRIDE Project Workshop. ■

## From the Director

The PRIDE Project is unique in many ways. One feature I find especially exciting: the strong emphasis on mutual collaboration and support between countries.

Most donor-funded projects draw their consultants from outside the region. Our aim is to help Pacific countries to help each other. We therefore try and draw our human resources from within the region.

Our lead donor, the European Union, encourages a regional approach. Its message is simple: look to us for an example of regional cooperation. Sixty years ago our members were emerging from a devastating war with each other. Now we offer one of the best examples of countries working together for their common good. Please learn from our experience.

The same message of mutual support is present in the Pacific Plan for strengthening regional cooperation and integration.

Despite some political controversy, the central message of the Pacific Plan is clear and well accepted. While national ownership and commitment remain important, regional partnerships with neighbours, and the pooling of scarce resources, will be to the benefit of every Pacific country.

The PRIDE Project embraces this philosophy. It is actively working to develop a regional approach, using regional expertise. It therefore is sourcing most of its consultants from within the region. It is funding local educators to go on study and training visits to each other's countries, not to those on the rim and beyond.

Let me give three examples:

1. The Ministry of Education in Samoa is in the final year of a ten year planning cycle. They asked the PRIDE Project to evaluate how well they have achieved the goals they set ten years ago. We invited two consultants to do this work. One was a former Deputy Secretary for Education in Tonga, and now Director of the USP Institute of Education, Dr 'Ana Taufe'ulungaki, the other a former Director General of Education in Vanuatu, Mr Abel Nako. Incidentally, they have just completed their work, and Samoa has been given a very positive report card!



Project Director, Bob Teasdale.

2. Vanuatu is extending compulsory education from Class 6 to Class 8. This has major implications for curriculum development, and for teacher professional development. Vanuatu asked the PRIDE Project for help. We in turn went to the Fiji

Ministry of Education for advice and support. They provided personnel and curriculum resources for a major national workshop in Vanuatu. During October a group of four people from Vanuatu is coming to Fiji on a 3-week training attachment. We expect the relationship to continue, with personnel from Fiji helping with further workshops in Vanuatu.

3. Nauru has requested help for its secondary school, specifically to develop a vocational curriculum, and for staff development in this area. The PRIDE Project currently is arranging to twin Nauru High School with a secondary school in Fiji that offers exemplary vocational programs. We also will fund visits of Fiji personnel to Nauru to assist with curriculum and resource development.

In summary, the PRIDE Project is committed to a regional approach, using regional expertise. It is doing this by:

- Using consultants and advisers from within the region;
- Arranging study visits and training attachments between Pacific countries; and
- Setting up twinning arrangements between schools, curriculum development units, non-formal providers, etc.

Finally, we are building up a data base of educators from the Pacific who can assist PRIDE as consultants. If you know of anyone who would like to work with us, or if you are interested, please send us a CV. ■

Dr. Bob Teasdale,  
Director of PRIDE

# Successful consultation with Kiribati in the development of its 5-year strategic plan: From top-down to bottom-up planning

The Project funded and facilitated an education stakeholder **Consultation and Dialogue Workshop** at the request of the Kiribati Ministry of Education. Its purpose was to bring stakeholders together and get their views on the challenges facing the development of education in Kiribati.

The consultation was preparatory to the development of the Kiribati education sector five-year strategic plan covering 2006 - 2010.

The workshop was officially opened by the Secretary to Cabinet, and saw the attendance of around 140 stakeholders throughout. Attending were teachers, school principals, MPs, representatives from outer island councils, NGOs, senior secondary students, the private sector, and parents.

It was overwhelming to see the huge turnout of stakeholders. It showed that people wanted to be involved and to have a say in planning and policy development for education in Kiribati.

The involvement of senior secondary students added a new dimension to the consultation process. During the report-back session participants heard first hand from the students about the issues and challenges they face in school, and their recommendations for the future of education in Kiribati.

The workshop indeed provided a forum for the Kiribati people to take ownership of the planning process. They were encouraged to use the I-Kiribati language. This ensured maximum participation.

The staff of the Ministry worked tirelessly as a team to organise and run the workshop, showing a real commitment to developing a strategic plan for the education sector based on bottom-up rather than top-down processes. Everything went smoothly, reflecting their careful preparation beforehand.

The Minister of Education and Vice President of Kiribati, the Honourable Teima Onorio, was highly supportive of the workshop and attended several sessions to listen to the views of participants.

The PS for Education, Ms Raina Timau, also participated in the workshop throughout the 3 days. Her attendance was crucial as she took a keen interest in all sessions and was there to answer questions from stakeholders. Her presence highlighted the importance of the consultation and the value her Ministry placed on stakeholder involvement in the process.

There was clearly a strong spirit of commitment, sharing and hard work amongst the participants. As the workshop was in the I-Kiribati language, participants were able to



Final review of the plan, (back L-R) Elliot, Epeli, Nauto, (front L-R) Priscilla, Lee, Bob

contribute to discussions and express themselves confidently, both in their groups and when they came together to report their conclusions.

PRIDE was very pleased to work closely with AusAID in facilitating and following-up on the workshop. AusAID consultant, Ms Lee Campbell, and PRIDE Adviser, Mr Epeli Tokai, worked quietly but effectively in the background, using the workshop as a capacity building exercise for senior staff of the Ministry.

Overall, the workshop was highly successful in bringing stakeholders together and receiving guidance

from them. Mr Elliot Ali, the Deputy Permanent Secretary, in his concluding speech, stated that the Ministry and the stakeholders would continue to work together to improve basic education in Kiribati.

Based on the results of the workshop, senior staff of the Ministry developed a draft five-year strategic plan for education in Kiribati. The PRIDE Project then funded two senior staff of the Ministry to come to Suva for three days to workshop the plan with the PRIDE team, reviewing it in light of the PRIDE benchmarks. Ms Lee Campbell also attended, thanks to AusAID support. The revised plan is now with the Minister and Cabinet for final review and ratification. ■

## Epeli Tokai: A familiar face in the region

With 15 countries to serve, regional travel is a fact of life for PRIDE's team. Epeli Tokai, who joined the Project in April 2004, has done more than his share of flying in the past 18 months, and is fast becoming a familiar face at airports around the Pacific.

He already has made 3 trips to Tuvalu, 3 to Samoa, 2 to Cook Islands, and is about to make his second to Niue. Add to this visits to Solomon Islands, Kiribati and Vanuatu, and a forthcoming visit to Marshall Islands, and it is clear he has covered many kilometres of ocean.

However he has had little time to be a tourist. Once he arrives, he is straight into work, and countries are singing his praises for the way he has trained their staff, helping them with data management and the development of education strategic plans.

Epeli truly is the quiet achiever of the PRIDE team. He may be a man of few words, but he is certainly a man of many talents. His deep understanding of planning processes, and his commitment to consultative approaches to planning, have been much appreciated around the region.

But! Where does he come from? How did he find his way to PRIDE?

He hails from a small, remote Fiji island in the far south of the Lau group, called Vatoa. His home island is quite a lot closer to Nuku'alofa than it is to Suva. But it was to Suva



Epeli enjoys a light moment at work

that he came, by boat, at the tender age of twelve, to begin his secondary schooling. And he has only been back to Vatoa on three occasions since, such are the challenges of travel to the outer islands of Fiji.

Once arrived in Suva he was dispatched by bus to a famous boarding school for boys, Ratu Kadavulevu School, better known in Fiji as RKS. He must have been a capable student, for at the end of his years at

RKS he won a scholarship, coming to USP to complete a Diploma in Education and, after 5 years as a teacher, returning to complete his Bachelor of Education.

Epeli worked in secondary schools, mainly in Suva, as a teacher of technical drawing, and sometimes of woodwork. However in 1993 he won an AusAID scholarship and travelled with his family to Melbourne to study at Monash University. Two years later he graduated with a Masters degree in Educational Policy & Planning.

In 1997 Epeli found his way into "head office" of the Ministry of Education, winning an appointment as Senior Education Officer Planning. In this role he played a key role in developing strategic plans for education in Fiji.

A major highlight of his career was the award of a scholarship to the UNESCO International Institute for Education Planning, in Paris, where he spent eight months with fellow students from all over the world doing advanced studies in planning. It was an exciting time of learning, sharing and travel, especially during an extended field trip to Germany. ■

## PRIDE National Project Coordinators meet in Suva

A five-day workshop for our National Project Coordinators (NPCs) was held in the PRIDE Project building, 12 to 16 September.

The workshop brought together all of the extended PRIDE family for an intensive week of capacity building.

The main goal of the workshop was to help NPCs develop, implement and monitor sub-projects in their respective countries.

Participants also revisited the PRIDE benchmarks against which each country's education strategic plans are reviewed. Recommended revisions will be tabled at the next Project Steering Committee meeting.

The PRIDE Project used the opportunity to inform participants about the latest developments of the On-line Resource Centre and PRIDE's website, and services provided by USP Library.

The PRIDE team warmly thanks all of the NPCs for their enthusiastic response to the workshop, and for all of their hard work. ■



# Using financial data for educational planning: Vanuatu Workshop

In most Pacific nations the education budget is the single largest item of government expenditure. How do we ensure this expenditure achieves the nation's education goals and priorities?

This vitally important question was addressed at the third PRIDE Project regional workshop held in Vanuatu from 27 July to 3 August 2005.

It was attended by senior Ministry of Education staff with responsibility for the management and use of financial data in the strategic planning of education. 13 countries were represented, most by two participants.

The workshop was held at the Bluewater Resort, about a 1/2 hour's drive from Port Vila. It was officially opened by Vanuatu's Minister for Education, Honourable Joe Natuman.

The workshop was led by an impressive team of consultants, all of them based in the Pacific, and with wide-ranging experience in Pacific countries. The workshop was led by Garth Parry, recently retired as head of the statistics section at SPC in Noumea, with the support of Epeli Tokai from the PRIDE Project as co-director.

Dr Wadan Narsey, former Professor of Economics at USP, and one time shadow finance minister in the Fiji Government, played a key role in the workshop, along with David Abbott, an economist and planner in the region, and Gregory Keeble, a statistician from SPC. Peter Murray, an EU internal audit consultant working in the Vanuatu Ministry of Education, also gave an excellent case study.

The workshop focused on:

I. The management of financial data on education: what to collect; how to collect it; how to store it; how to analyse it; how to integrate financial



Participants taking time off for sightseeing. Antoine (left), Tasi (4th from left), Wadan (6th from left) sharing the view from the top of Mele Cascades with participants.

data with school and student data; how to prepare clear and functional reports for planning purposes.

II. The use of financial data on education for strategic planning purposes: how to prepare and use data in the planning cycle; how to cost strategic plans and reform initiatives; how to make longer-term financial projections; how to manage financial planning within the broader framework of national economic and planning policies; how to manage donor contributions within the strategic planning cycle.

III. Linkages between financial inputs and desired educational outcomes: how to monitor expenditure trends on a regular and systematic basis; how to plan resource allocations to ensure quality outputs; how to link expenditure to specific performance indicators.

The last question generated the most discussion. How do we know if specific financial inputs will achieve our educational goals? For example,

if we invest \$100 million on hiring more teachers, thus reducing class sizes, will this improve the quality of student learning, and their performance in national examinations?

Wadan Narsey, in a wide ranging case study of educational expenditure and school performance in Fiji, suggested that the answer to the above question might in fact be 'No', thereby highlighting the need for very careful research before embarking on a particular reform.

The workshop involved a lot of interactive, hands-on activities. Each participant joined a workgroup to prepare a hypothetical submission to cabinet, making a case for improved education funding based on (i) patterns of education expenditure in previous years; (ii) cost estimates for educational reforms recommended by a new strategic plan for the education sector; and (iii) justification for expenditure based on anticipated educational outcomes. The outcomes of the

workshop, including copies of presentations and the hypothetical submissions prepared by workgroups, have been published by PRIDE on a CD-ROM that was launched on 12 September.

The PRIDE Project team is deeply grateful for the support it received from the Vanuatu Ministry of Education, and from the Minister, Honourable Joe Natuman. Our National Project Coordinator in Vanuatu, Antoine Thyna, deserves special thanks for his preparatory work leading up to the workshop, and for managing the day-to-day running of the workshop with our Accountant, Tasi Taukafa. We express our sincere thanks to Ms Nettie Moerman, Chief Accountant at the USP Emalus Campus, and her staff, for their support with the implementation of this workshop. ■

## PNG Reform

(Continued from page 4)

conference, Priscilla particularly challenged the participants and Ministry officials on five issues:

- The need for visionary and wise leaders who could inspire people to be passionate about education;
- The need for senior MOE staff to listen carefully to the cry of the teachers for better conditions of service, and to be recognised for their efforts and the desire to actively participate in curriculum development;
- The need to turn the conference papers into a useful publication for both PNG and the region;
- The need for a spiritual basis to the curriculum: Priscilla challenged participants not to leave God out of the reform process. She noted that, on every day of the conference, God was invoked when the national anthem was sung, the pledge was passionately recited, and prayers were said: yet there was no mention of God in any of the presentations.

[Paraka Pena, chief organiser of the Conference, said at the closing session: "The challenge Priscilla gave us continues to impress upon me that we Christians need to take a stand and be bold. If we as a nation say we believe in God even to the point of declaring it in official documents, why is there continuing uneasiness in people professing their faith openly?"; and

- The need for everyone involved in the reform process to help 'carry the burden' as curriculum reform was everyone's responsibility.

It was noted that in undertaking this significant structural and curriculum change, PNG Department of Education has the potential to be an exemplar of good practice in educational reform for the rest of the Pacific region. ■

## Congratulations Libby! Welcome Maina!

Libby Cass is well known to many of our readers as PRIDE's Information Specialist. She has responsibility for our on-line library, and for the hard copy collection of



Proud mom and son, Libby and Mika.

education resources.

Early in August, with only a few hours to spare, she handed over her responsibilities to Vilimaina Vakaciwa, and disappeared off to the Suva Hospital to give birth to a delightful baby son, Mika Kadivuka. PRIDE welcomes Mika to our extended family!!!

Libby is now on maternity leave so that she and her husband Poni can enjoy life with Mika. We look forward to her return in Jan. 2006.

Meanwhile the PRIDE team bids a



Maina adapts to life at PRIDE.

very warm welcome to Vilimaina, or Maina for short, who has come to the rescue to manage the PRIDE library in Libby's absence.

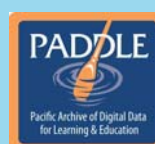
Maina joins us from the main USP Library where, for the past 2½ years, she has looked after the libraries of the 21 USP Centres in

12 Pacific countries.

Having first joined USP as a Librarian in 1991, Maina has worked in various areas of the Library, as well as being Centre Librarian in Vanuatu (1995-97) and in Solomon Islands (1997-99). She originally trained as a Librarian at the University of Canberra. And before that? She tells us that she grew up and attended school in Suva, but proudly identifies herself as coming from Koro Island, near Taveuni.

Maina has continued the good work started by Libby in the development of the on-line library. We encourage you to visit PADDLE and explore the latest additions. ■

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



Pacific Archive  
of Digital Data  
for Learning &  
Education

# Lessons from Singapore and Queensland

In late May, PRIDE Education Adviser, Dr Priscilla Puamau, travelled beyond the Pacific as special guest at a major international conference on *Redesigning Pedagogy: Research, Policy, Practice*, held at the Nanyang Technological University in Singapore.

Priscilla was asked to give a keynote address, and to be a panellist in a presentation on *Issues in Asian and Pacific Pedagogy*, using Fiji as a case study.

Her keynote paper, *Rethinking education reform: a Pacific perspective* was very well received. This paper is available on the PRIDE website.

Priscilla specifically called for education reform in the Pacific to be grounded in the spiritual and cultural realities of local communities. Heart and soul knowledge, including moral and ethical values, should be seriously included, not only in the curriculum, but just as importantly to permeate the lived experiences of teachers and students, including the organisation, management and administration of schools.

Along with 24 other international educators Priscilla also was invited to participate in a high-level post-Conference workshop funded by the Centre for Research in Pedagogy & Practice at the Nanyang Technological University.

In a 10-day stopover in Australia,



*During her stay in Cairns, Priscilla had an opportunity to interact with students on their rich tasks. They had many questions to ask! Here she is with a Year 6 class at Cairns West State School.*

on her way back to Fiji, Priscilla reviewed the implementation of the **New Basics** curriculum, assessing its relevance to Pacific countries.

The brainchild of Professor Allan Luke, who was seconded from the University of Queensland to be Deputy Director General of Education in Queensland in 1999, **New Basics** is a bold and innovative approach to teaching and learning. It is being trialled in 71 Queensland state schools. It focuses on new student identities, new economies and workplaces, new technologies,

diverse communities and complex cultures. It allows community members, teachers and students to work together to ensure the enhancement of students' academic and social growth.

As part of her review, Priscilla visited schools in Cairns and the Sunshine Coast, and met with staff of Education Queensland and the University of Queensland. Additionally, she was guest speaker at the Cairns TAFE College where she gave a motivational talk to Aboriginal and Torres Strait Island students

enrolled in a rural teacher education program.

The three legged stool of the **New Basics** approach is made up of: New Basics Curriculum (what to teach), Productive Pedagogies (how teachers teach it) and Rich Tasks (how students show it). The curriculum content revolves around four clusters of practice, each with a central question for students to answer:

- Life pathways and social futures – Who am I and where am I going?
- Multiliteracies and communications media – How do I make sense of and communicate with the world?
- Active citizenship – What are my rights and responsibilities in communities, cultures and economies?
- Environments and technologies – How do I describe, analyse and shape the world around me?

More information on this innovative curriculum is available on [www.education.qld.gov.au/corporate/newbasics](http://www.education.qld.gov.au/corporate/newbasics).

Priscilla currently is preparing a report on her review of **New Basics**. It will focus especially on her assessment of its suitability in the Pacific. Given that Nauru already is using this approach as part of its curriculum reform, the report will be of considerable interest. Please keep an eye out for it on PRIDE's website: [www.usp.ac.fj/pride](http://www.usp.ac.fj/pride). ■

## The First PRIDE Sub-project. Congratulations to Samoa!

The PRIDE Project received its first ever sub-project proposal early in 2005. It came from the Samoa Ministry of Education, Sports & Culture (MESC). What is more, the implementation of the sub-project was half completed before most proposals from other countries had even been received!

The proposal sought funding for curriculum development and teacher in-service training in new senior secondary school vocational subjects, including Visual Arts, Performing Arts, Health & Physical Education, Computer Studies and Music.

This is part of the MESC's efforts to promote Education for All through the provision of a wider variety of subjects to cater for student from Years 9-12. The introduction of the new curricula will also provide more career pathways for students.

The in-service training workshops were designed to enhance teachers' content knowledge of the new curricula, to introduce them to the *Teacher Guides*, and to help them apply principles of good teaching to the development of lesson plans and learning programs. Workshops were open to teachers from government, mission and private schools.

The trainers were all local experts

in the new curriculum areas, either senior high school teachers or lecturers from the National University of Samoa. Separate workshops were held in each of the five curriculum areas.

The final workshop, on the Music curriculum, was held from 13 to 17 June 2005. It was officially opened by the Ministry's CEO, Tupae Esera. PRIDE was represented by Epeli Tokai who was in Samoa to evaluate the implementation of the sub-project.

Overall, Epeli judged the workshop, and the first stage of the sub-project, to be very successful. Samoa now has started on voluntary piloting of the new curriculum areas and if they are successful, they could become good exemplars for other Pacific countries to adopt.

Now that the first in-service program is finished, the next round of workshops on the new curricula is scheduled for January 2006 for another 150 teachers.

PRIDE warmly congratulates our colleagues in Samoa for taking the lead in developing and implementing this sub-project. We look forward to receiving Samoa's second proposal, a project that will focus on children with special needs. ■

## PNG takes the Lead in Curriculum Reform

PNG leads in curriculum reform in the region through its Curriculum Reform Implementation Project (CRIP).

Using an outcomes-based approach, CRIP reflects a commitment by PNG to developing a more relevant and culturally appropriate curriculum. The reform also promotes new approaches to teaching and learning in schools.

With the intention of reviewing the impact of the new curriculum on pedagogy and learning, the PNG Department of Education (DOE) hosted the *National Curriculum Reform Conference* in Port Moresby, 13-15 July 2005.

There was a real sense of excitement and vibrancy in the conference presentations by researchers and practitioners. Over 200 participants came together to share their knowledge and experiences, including those at the frontline of the reform process – curriculum developers and teachers.

Participants included DOE and CRIP staff, provincial and district superintendents, school head and inspectors, community reps, teacher trainers and academics.

The PRIDE Project, through the participation of Education Adviser, Dr

Priscilla Puamau, was privileged to be invited to make a contribution. Priscilla took part in a panel discussion, presented a keynote paper, and was one of two participants invited to provide an evaluation of the conference.

Priscilla, in her keynote presentation, spoke on sustainable curriculum reform in relation to the PRIDE Project. She provided a brief background of the Project, discussed its unique features, and described the purpose of sub-projects, giving examples from Fiji, Tokelau, Nauru and PNG. She then highlighted the need for a balanced, holistic approach to curriculum reform, particularly emphasising the moral, ethical and spiritual dimensions of schooling as well as the importance of valuing the vernacular languages.

In sustaining curriculum reform in PNG, she emphasised that teachers are agents of change, and, in the final analysis, they can make or break a reform. For reform to succeed, teachers' conditions of work must be taken care of because we need teachers with creativity, passion, integrity, enthusiasm, commitment, and a love for children.

In her summative evaluation of the

(Continued on page 3)