



PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION

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The University
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TABLE OF CONTENTS

1	Background.....	1
1.1	Objective	1
1.2	Purpose.....	1
2	Activities for Project Deliverables.....	2
2.1	Result Area 1 – Development of strategic plans	2
2.1.1	Activity 1.1 – Benchmarks for national strategic plans.....	2
2.1.2	Activity 1.2 – Establish, train, and equip national focal points	2
2.1.3	Activity 1.3 – Analyse and review national education plans.....	3
2.1.4	Activity 1.4 – Develop planning methodology	3
2.1.5	Activity 1.5 – TA for strategic plan development.....	3
2.2	Result Area 2 – Implementation of Strategic Plans	5
2.2.1	Activity 2.1 – Facilitate donor co-ordination and financing of strategic plans.....	5
2.2.2	Activity 2.2 – Facilitate multi-stakeholder processes for plan implementation	7
2.2.3	Activity 2.3 – Develop operating procedures for plan implementation	7
2.2.4	Activity 2.4 – Assist countries to implement education strategies using in-country sub-project resources	8
2.3	Result Area 3 – Strengthened regional and national capacities	8
2.3.1	Activity 3.1 – Establish resource centre.....	8
2.3.2	Activity 3.2 – Monitoring and evaluation systems	9
3	Project Coordination, Management, Budget	10
3.1	Organisation structure, staffing	10
3.2	Expenditure for the year 2005.....	10
3.3	Project management.....	10
3.3.1	Secretariat	10
3.3.2	External relations.....	10
3.3.3	Conference facilities	11
3.4	Monitoring, evaluating and reporting	11
3.5	Administration of the Project fund and audit requirements.....	11

List of Annexes

1. Annex I: Logframe of the PRIDE Project
2. Annex II: Benchmarks for Education Strategic Plans, 2nd edition
3. Annex III: Status of countries' Education Strategic Plans
4. Annex IV: Issue 3 of Pacific Pride
5. Annex V: Issue 4 of Pacific Pride
6. Annex IV: Issue 5 of Pacific Pride
7. Annex VII: Status of sub-projects
8. Annex VII: 2005 Expenditures figures by Budget lines
9. Annex IX: 2005 Audit Report

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
NZAID	New Zealand Agency for International Development
NPC	National Project Coordinators
PACP	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 derives from the Forum Basic Education Action Plan (FBEAP), which offers a Pacific vision for education and out-lines 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 no: 9-ACP-RPA-001, commenced in July 2003 with funding provided by NZAID. 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.

It is a decentralized programme, the University of the South Pacific having 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 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”*.

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 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:²

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 report covers the period 01 January to 31 December 2005, and reports on the achievement of Project deliverables against objectives specified in the ***PRIDE 2005 Programme of Activities & Budget*** that was approved at the October 2004 meeting of the PSC.

2 Activities for Project Deliverables

Result areas and stated activities to be undertaken are defined in Annex I.

2.1 Result Area 1 – Development of strategic plans

2.1.1 Activity 1.1 – Benchmarks for national strategic plans

The initial benchmarks and associated principles and indicators have been widely distributed both as hard copy and on-line, discussed at workshops/meetings in Fiji, Samoa, Tokelau, Tuvalu and Vanuatu, and field tested in the development of strategic plans with Nauru and Kiribati. Thus far they are standing up very well to critical review and application, although several minor concerns have arisen. As the benchmarks document is intended as a working draft, with regular opportunities for review and revision, it was revisited at a regional workshop for PRIDE NPCs held in Suva, 12-16 September 2005. Participants reviewed the benchmarks and recommended a number of small but significant additions and amendments, *see Annex II*. These subsequently were approved at the fourth meeting of the PSC on 25 October 2005.

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

1. All requests for equipment support (computer, printer, fax machine, photocopier, and, internet connection) from NPCs have been funded; we have so far assisted ten countries (Cook Islands, Fiji, Papua New Guinea, Nauru, Samoa, Solomon Islands, Tonga, Tokelau, Tuvalu, and Vanuatu) and currently are addressing requests from Kiribati and Niue. The remaining countries have not requested assistance as yet.
2. Attempts to hold audio-meetings with NPCs have not yet been successful due to: (i) Fiji Telecom's slow connection processes; and (ii) slow response time from Ministry of Education switchboards in the region. Once all NPCs have their own direct lines the latter difficulty should be resolved; discussions are continuing with Fiji Telecom.
3. Three countries (Marshall Islands, Niue and Tonga) changed their NPCs during 2005. All three were given comprehensive on-site professional development by PRIDE staff during country visits.
4. It became increasingly clear during the early months of 2005 that NPCs required further intensive training in the preparation and costing of sub-project proposals, and in the implementation, monitoring, evaluation, financial management and reporting of sub-projects. A week-long training workshop was proposed, and subsequently approved at the fourth meeting of the PSC on 23 May. It was held in Suva (using the PRIDE Conference Room) from 12-16 September, and attended by NPCs from all countries except Tuvalu. Four countries (Marshall Islands, Palau, Tonga and Vanuatu) opted to send a second person, these being personnel who provide support/back-up for the NPC. Overall, the workshop was highly successful in achieving its goals. A full evaluation report is on file in the PRIDE office.

2.1.3 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, and to maintain a data base of this information [see *Annex III: Status report on education strategic plans*]. Most countries made significant progress during 2005 in developing and implementing strategic plans. By the end of 2005 thirteen 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 in 2006 have started development of their next strategic plan in consultation with the PRIDE Project, and/or with other donors.

2.1.4 Activity 1.4 – Develop planning methodology

The PRIDE Project worked closely with the UNESCO Institute for Statistics in Montreal and its Australian consultant, Mr Brian Doyle, in planning and organising a workshop on Education Statistics for data managers from 14 countries (Kiribati was not represented), held in Apia, 31 January to 11 February. Epeli Tokai represented PRIDE, working with Brian Doyle, assisting with delivery of the workshop, and attending throughout. The PRIDE Project also funded Mr Raynold Mechol, PRIDE NPC in Palau, as a resource person for the workshop. The workshop built directly on training provided at the first PRIDE Project regional workshop in Lautoka in September 2004. Close working relationships have been maintained between the UNESCO and PRIDE projects during 2005, especially in the provision of follow-up capacity building at national level. Mr Doyle also assisted with planning and delivery of the third PRIDE regional workshop on Financing of Education.

Discussions also were held with Uniquist with a view to funding preparation of an Education Management Information System (EMIS) suitable for the four microstates (Nauru, Niue, Tokelau, Tuvalu). The aim is to develop an EMIS compatible with the ones Uniquist helped to prepare for Kiribati and Solomon Islands, and to provide intensive professional development for data management personnel from the four countries.

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

2.1.5 Activity 1.5 – TA for strategic plan development

REGIONAL

Language Policy and Education Workshop

The second PRIDE Project regional workshop (originally scheduled for the fourth quarter of 2004) was held in Suva, 2-9 February 2005, focusing on language policy and planning in education. The convener was Dr 'Ana Taufe'ulungaki, Director of the Institute of Education. There were 19 participants. All 15 countries were represented. Four prominent regional specialists were invited as resource people: Dr Marilyn Salas (University of Guam), Dr Melenaita Taumoevalau (University of Auckland), Dr Sakarepe Kamene (University of PNG),

and Ms Elaine Lameta (Samoa). Dr France Mugler and Dr Paul Geraghty from USP also provided their expertise and advice. The objectives of the workshop were:

- to assist PRIDE member states re-think their language policies in education;
- to help each country develop a language policy strategy framework;
- to identify and discuss critical language policy issues in education in the Pacific; and
- to raise issues, share concerns and recommend future regional actions and strategies.

Participants explored the place of vernacular languages in Pacific schools, and the use of the vernacular as both language of instruction and the cognitive language of the classroom. They also developed first drafts of national language policy frameworks. Workshop outcomes, including papers presented by the consultants and summaries of workgroup discussions, are being prepared for publication in a textbook to be released by the Project in early 2006 as the third in its PRIDE Pacific Education Series. A full evaluation of the workshop is available in the PRIDE office.

Financing of Education Workshop

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

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

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

Teacher Education Workshop

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

Two leading international educators assisted as resource persons:

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

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

NATIONAL

During 2005 PRIDE staff worked with Cook Islands, Fiji, Kiribati, Nauru, PNG, Samoa, Tokelau, Tuvalu and Vanuatu on the review, development and/or implementation of their strategic plans for education. Arrangements have been made with Marshall Islands and Palau to support strategic plan development early in 2006, *Annex III provides and update on the country's education strategic plans*. To support strategic plan development and/or implementation, the Project funded national workshops in three countries:

1. **Fiji.** The Project funded 6 mini-conferences as part of preparations for its Education Summit. Held from 8 to 10 March, the aim of the mini-conferences was to consult stakeholders on the findings of taskforces that prepared detailed briefings for the summit. PRIDE also made a major contribution to the Summit itself, and funded a post-Summit national workshop, 14-16 November, for senior Ministry of Education personnel to review Summit outcomes and recommend implementation strategies. (See Annex IV: Issue 3 of Pacific Pride, page 1 – from the director).
2. **Vanuatu.** The PRIDE Project funded a national workshop in Vanuatu to help implement the reform of basic education, this being the key priority of the 2004 Vanuatu strategic plan. The workshop was designed to prepare staff who will develop and deliver an in-service program for up to 200 teachers, who in turn will implement a new curriculum for two additional years of compulsory schooling. The workshop with 35 participants ran from 7 to 11 March with Priscilla Puamau and Bob Teasdale as the facilitators. (See Annex IV: Issue 3 of Pacific Pride, page 4 – Trilingual Workshop in Vanuatu).
3. **Kiribati.** PRIDE funded and facilitated a 3-day consultation/workshop for stakeholders in Tarawa, 16-18 May, attended by Epeli Tokai. An innovative feature was the inclusion of senior secondary school students amongst the stakeholder groups. (See Annex V: Issue 4 of Pacific Pride, page 2 – Successful consultation with Kiribati).

2.2 Result Area 2 – Implementation of Strategic Plans

2.2.1 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 2005 in all fifteen countries, and regionally:

1. **Cook Islands.** Close collaboration with NZAID to assist with development of 5- and 15-year strategic plans for the education sector. (See Annex VI: Issue 3 of Pacific Pride, page 2 – The Cook Island begins development of its 15 year strategic plan).
2. **Federated States of Micronesia.** Briefed the new ADB education adviser to the BSS Project, Ms Tricia Thompson. Established collaborative links with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Dept of the Interior).
3. **Fiji:** Briefed the new JICA education team; briefed the director of the new EU FESP; convened a meeting with directors of AusAID FESP and EU FESP to explore linkages and plan collaborative strategies; contributed to two meetings of the Fiji Education Donors Group.
4. **Kiribati.** Established close working relationship with Ms Lee Campbell, seconded by AusAID to the MEYS, working with her to support development of a new five-year strategic plan, and to facilitate and fund stakeholder consultations. This included the co-funding of Ms Campbell's visit to Fiji with the Kiribati planning team, 18-21 July.
5. **Marshall Islands.** Established collaborative links with ADB consultants conducting RMI stakeholder study, and with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Department of the Interior).
6. **Nauru.** Worked closely with the AusAID-funded Director of Education, Mr Mike Longhurst, in development of a strategic plan and subsequent sub-project proposal. This included the funding of Mr Longhurst's visit to Fiji with the Nauru planning team, 14-17 February.
7. **Niue.** Worked with NZAID to ensure that PRIDE sub-projects are compatible with its support for the education sector in Niue.
8. **Palau.** Established collaborative links with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Department of the Interior).
9. **Papua New Guinea.** Continued to work collaboratively with AusAID and EU to ensure effective harmonisation of activities.
10. **Samoa.** Funded evaluation study preparatory to ADB participation in strategic plan development.
11. **Solomon Islands.** Continued to work collaboratively with AusAID, NZAID and EU to ensure effective harmonisation of activities.
12. **Tokelau.** Worked closely with NZAID-funded personnel in development of the new strategic plan for the education sector.
13. **Tonga.** Worked with NZAID and the World Bank to define the role of PRIDE in supporting the education sector in light of the signing of a significant joint assistance/loan package by both agencies.
14. **Tuvalu.** Convened five meetings of agencies (EU, JICA, ADB, NZAID, AusAID) in Suva to achieve greater harmonisation of activities, to assist with preparation of an Implementation Plan for the Tuvalu DRT, and to follow up the recommendations of the DRT.
15. **Vanuatu.** Worked closely with the Education Attaché in the French Embassy, the Director of Pedagogy and staff of IUFM in Noumea, and the Director of the Peace Corps in Vanuatu, to plan and deliver a national workshop.

Regionally, the Project maintained close and cordial working relationships with donor agencies, especially NZAID, AusAID, EU and JICA, and with the ADB Suva Office and the WB Sydney

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

Relationships with UNESCO were mixed. PRIDE has a productive link with the UNESCO Asia Pacific Centre of Education for International Understanding (APCEIU) in Korea. Dr Puamau participated as a resource person in an experimental *Peace Classroom Workshop* with a view to supporting a similar APCEIU workshop in the Pacific in 2006. A strong link also exists with UNEVOC in Bonn, and its Director has agreed to be the key resource person for the sixth PRIDE Project regional workshop. Relationships with the UNESCO Office for the Pacific States, however, were uneven. An attempt to run back-to-back workshops with UNESCO in November proved difficult. With the appointment of Dr Vise Pongi as Director of the Apia office, the Project looks forward to closer working relationships in 2006.

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

2.2.2 Activity 2.2 – Facilitate multi-stakeholder processes for plan implementation

As described in 2.1, Project staff worked closely during 2005 with staff with Cook Islands, Fiji, Kiribati, Nauru, PNG, Samoa, Tokelau, Tuvalu and Vanuatu on the review, development and/or implementation of their strategic plans for education. In all cases, the activity involved significant stakeholder participation. This was especially the case in Fiji, Kiribati, Nauru and Tokelau where stakeholder workshops were funded by the PRIDE Project, and in Cook Islands, Tuvalu and Samoa where PRIDE consultants undertook wide ranging discussions with stakeholder representatives. In Vanuatu several key stakeholders played a significant role in planning and delivery of a national workshop focused on plan implementation. In PNG, consultations at provincial level are pioneering stakeholder participation in the development of provincial educational plans.

A noteworthy feature of consultations in Kiribati and Fiji was the inclusion of secondary school students as stakeholders. In both cases student groups made highly effective contributions.

2.2.3 Activity 2.3 – Develop operating procedures for plan implementation

A key priority for 2005 was the funding of national sub-projects in those countries that had completed strategic planning for their education sector. By the end of the year most countries had plans that were sufficiently benchmark compliant to allow sub-project funding to proceed. Notwithstanding significant effort by the PRIDE team, however, the submission of proposals was much slower than expected, and several of those received did not meet the criteria specified in the Financing Agreement. As noted in 2.1 above, it was evident that NPCs required further intensive training in the preparation and costing of sub-project proposals, and in the implementation, monitoring, evaluation, financial management and reporting of sub-projects. A

week-long training workshop therefore was held in Suva, 12-16 September. An interactive approach was used, with significant reliance on workgroup processes to refine and further develop operating procedures. A major outcome of the workshop was the presentations by workgroups of model sub-project proposals in the fields of: TVET, ICT, Children with Special Needs, Early Childhood Education and Vernacular Literacy. These model proposals are available to NPCs on-line and via a CD-ROM to support their preparation of sub-projects.

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

The development and implementation of sub-projects is a core feature of the PRIDE Project, estimated to absorb up to 54% of the total budget. As noted above, however, the submission of sub-project proposals was considerably slower than anticipated. By the time of the PSC meeting on 25 October 2005, eleven proposals had been received, revised where necessary, approved by the PRIDE team, and subsequently ratified by the PSC at its meeting. These proposals were from eight countries [Fiji, Nauru, PNG, Samoa, Solomon Islands (2), Tokelau, Tonga, Vanuatu (3)]. By the end of 2005 two further sub-project proposals had been approved in principle [a second from Samoa, and one from Cook Islands]. A full register of sub-projects is available as Annex VII: Summary of Sub-projects.

A careful review of sub-projects at the end of 2005 has revealed another challenge for the PRIDE team: of the eleven approved by the PSC, five had still not begun by 31 December. In other words there have been delays not only in receiving proposals, but in sub-project start-up. 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.

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 fifteen 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. Certainly a high priority as the Project moves into 2006 will be 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 even 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

2.3.1 Activity 3.1 – Establish resource centre

A Resource Centre workshop held in January 2005 brought together key stakeholders to discuss its continuing development. Attended by representatives from the PRIDE Project, the Institute of Education, the USP Library, PIFS and PIAS-DG, it achieved consensus on several key issues:

- sustainability of the Centre on completion of the PRIDE Project;
- implications of sustainability decisions for current policy and practice;
- the expected client base; access arrangements for clients;
- technical requirements for support of the Resource Centre; and
- collection development and management policy.

Post workshop, recommended policies and practices were fine-tuned and implemented. Ms Cass went on maternity leave in August 2005; Vilimaina Vakaciwa was seconded from USPL to work at the PRIDE Resource Centre until January 2006.

The following are key achievements for 2005:

- The development of the PRIDE Resource Centre's portal. The Centre's website http://www.usp.ac.fj/index.php/pride_resourcecentre/ provides information about its objectives, collection, services, and access. A request for web statistics was implemented in November 2005 by USP IT Services. The usage pattern to date is encouraging.
- Policies were developed, including collection development policy (approved and currently being implemented) and digitisation policy (draft format).
- Other policy and procedure decisions were implemented, especially in relation to clients, access, signage and opening hours.
- Hard copy material was catalogued in the USPL catalogue; over 200 records have been catalogued and are now available.
- Copyright permission has been sought from all participating countries prior to scanning and inclusion of their national education documents in PADDLE.
- Digitisation of existing hard copy material commenced using the PRIDE office scanner.
- The PADDLE was installed in August 2005 by USPL and it is now has over 100 documents accessible online.
- Research and reference assistance provided to PRIDE, IOE and other USP staff. Training and user guides were also drafted.
- The Information Specialist was active in library and other networks to raise awareness and share information, tools and resources.

Training

- Several training sessions to IOE and PRIDE staff during 2005.
- Training in copyright and internet search techniques at the Pacific Women's Electronic Network Training, Samoa, March 2005.
- Participated at the NPC workshop in September 2005. Orientation and training was provided in the use of Resource Centre services, including PADDLE and other databases.

2.3.2 Activity 3.2 – Monitoring and evaluation systems

As noted in 2.1.1, the benchmarks and associated principles and indicators were used in the review and development of strategic plans in several countries, and were revisited at the NPC workshop, with several significant additions and amendments. The main emphasis continues to be use of the benchmarks for formative evaluation during the education planning process.

As noted in 2.1.4 (Activity 1.4) the PRIDE Project, in collaboration with UNESCO, is strongly committed to improving the quality of education data collection and management in the region, and to the effective use of data to evaluate the delivery of basic education. Significant capacity building has taken place during the year, both at the joint workshop in Apia in February, and at the regional Financing of Education workshop. The Project also is committed to funding the development of an EMIS for the four microstates.

Plans also are in place to recruit a consultant early in 2006 to assist with development of a

comprehensive Monitoring and Evaluation (M&E) framework, guided by the PRIDE benchmarks and associated principles and indicators. The specialist will work 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.

3 Project Coordination, Management, Budget

3.1 Organisation structure, staffing

The PRIDE Project team comprises eight staff:

Dr. G R (Bob) Teasdale, Project Director
Mr. Mahendra Singh, Project Manager
Dr. Priscilla Puamau, Education Adviser
Mr. Epeli Tokai, Education Adviser

Mr. Leonaitasi Taukafa, Accountant
Ms. Libby Cass, Information Specialist³
Ms. Marlie Rota, Administrative Assistant⁴
Mr Isireli Qionimua, Cleaner/Caretaker

3.2 Expenditure for the year 2005

Annex VIII displays the interim budget and expenditure figures for 2005; these figures are disaggregated by NZAID and EDF Contribution to the Project and are presented as tables in Annex VIII. Total expenditure for 2005, as extracted from USP BANNER System and currently being audited⁵, is FJD\$ 3,431,224 which represents 90% of the annual budgeted amount. Project expenditures over 2004 has increased by 4 folds; for funds from NZAID and EDF expenditures over 2004 has increased by 8 folds and 3 folds respectively.

3.3 Project management

3.3.1 Secretariat

1. The PRIDE team continued to occupy its own building on the USP Laucala Campus.
2. Regular meetings of the PRIDE Project team were held throughout the year to review and plan Project activities. A total of fourteen meetings were held in 2005. Minutes are available at the PRIDE office.

3.3.2 External relations

1. PRIDE professional staff attended the PIFS Education Ministers Meeting in Samoa, 23-24 May, and provided a comprehensive report on Project achievements and plans.
2. Two meetings of the Project Steering Committee were held in 2005, the first at the USP Alafua Campus, Samoa, on 23 May, the second at the Laucala Campus, Fiji, on 25 October.
3. Four meetings of the Project Management Committee (PMC) were held in 2005, all in the PRIDE Conference Room, on 21 January, 03 May, 25 August and 08 December.
4. 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.
5. The Communication Strategy Paper continued to be implemented:

³ Ms Cass was on maternity leave for the period 15 August to 31 December 2005. She was replaced on a temporary basis by Ms Vilimaina Vakaciwa from the USP Library.

⁴ Ms Rota replaced Ms Titilia Uluiviti on 18 February 2005.

⁵ After completion of audit a financial report will be compiled.

- a. The PRIDE website [www.usp.ac.fj/pride] was maintained throughout the year as a dynamic and interactive portal to all Project activities.
- b. Three issues of the Project Newsletter, *Pacific Pride*, were published in 2005. They were distributed via *USP Beat* in January, May and October, and directly to clients/stakeholders.
- c. A Project poster was prepared and distributed with the October 2005 issue of *Pacific Pride*.

3.3.3 Conference facilities

The current IT configuration at USP would not make the development of video conferencing facilities feasible for the project. Although the Conference Room is equipped for teleconferencing, Telecom Fiji technical limitations have restricted its use. The upgrading of outside environs to better accommodate workshop was put on hold by USP.

3.4 Monitoring, evaluating and reporting

The Project team regularly reviews activities and achievements against Project deliverables [see 2.3.1(2) above]. 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 the staff member is 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.

3.5 Administration of the Project fund and audit requirements

The Project continues to use UPS Bursary to raise orders and execute payments. Annex IX presents the Audit Report on the 2005 Project expenditure.