



PSC7/6/08

PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION

www.usp.ac.fj/pride

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ANNUAL REPORT

January– December 2007

Implementation of activities by the PRIDE Project is made possible with financial assistance from the European Community and NZAID. The views expressed herein are those of the University of the South Pacific and therefore in no way can be taken to reflect the official opinion of the European Community or of NZAID.

Implemented by



1. Background

The PRIDE Project derives from the Forum Basic Education Action Plan (FBEAP) which offers a Pacific vision for education and outlines ways of translating regional priorities for basic education into effective action through local initiatives. The goal of FBEAP is to achieve universal and equitable educational participation and achievement, to ensure access and equity, and to improve learning quality and outcomes.

The Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE), project number 9-ACP-RPA-001, was initiated in July 2003 with NZ\$5 million provided by NZAID. The program is also funded by the 9th EDF with €8 million in accordance with the Financing Agreement (No 9046/REG) between the European Commission and all 15 (14+1) Pacific ACP countries signed on 27 October 03 (Tokelau funding is drawn from the NZAID grant).

It is a decentralized program, the University of the South Pacific having been awarded the contribution by the Pacific Islands Forum Contribution Agreement ref. no. 9.EDF.CA.07.

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.

Purpose

The purpose of the PRIDE Project is to enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal and non-formal means, and to improve the coordination of donors inputs to assist countries implement their plans. It aims to achieve the following results:

1. The development of comprehensive strategic plans covering formal and non-formal education in all Pacific ACP countries
2. Support for implementation of each country's strategic plan
3. Strengthened regional capacity to support strategic planning and implementation in basic education.

This annual report covers the period January to December 2007, reporting on the achievement of Project deliverables against objectives specified in the log frame (Attachment B).

2. Activities for Project deliverables

Result Area 1 – Development of strategic plans

Activity 1.1 – Benchmarks for national strategic plans

The PRIDE Project's set of benchmarks to review national education strategic plans in 15 Pacific countries went through its annual review by the PRIDE National Project Coordinators (NPCs) in May. The revised document was ratified at the Project Steering Committee meeting in November 2007.

Activities 1.2 – Establish, train, and equip national focal points

During the reporting period, a one week-long workshop for state/national project coordinators was held in Nadi, 14-18 May 2007, and focused on policy development. Oriented as a capacity development initiative, the workshop attracted 18 NPCs/SPCs, with Palau funding an additional participant. The workshop was a success; a full report on it being available at the Project office.

Two countries (Cook Islands, Kiribati) had changed their NPCs during the year. These officers subsequently received briefings from the Project team.

Activity 1.3 – Analyse and review national education plans

No formal analyses of national education plans were undertaken. However, regular monitoring of plans, including the collection and analysis of relevant planning, survey and statistical data from all 15 countries, were undertaken. Monitoring assessments of plans to gauge consistency with the benchmarks, with FBEAP, and against costing requirements, were undertaken.

Activity 1.4 – Develop planning methodology

In the previous report year, UNIQUEST of Australia was contracted to develop an EMIS for micro-states (Nauru, Niue, Tuvalu & Tokelau); and to administer a training workshop for data managers from these countries. During this reporting year, a follow-up workshop was held.

This second workshop, held from 23 April-4 May 2007 in Suva, focused on data entry, data auditing, data analysis, reporting and systems sustainability. Additionally, the workshop included the development of statistics digest and the analysis and reporting procedures stipulated in the draft procedures manual developed during the first workshop. All data managers from the four countries attended.

Activity 1.5 – TA and capacity building for strategic plan development

REGIONAL

Regional capacity building workshops

Two workshops were held during the year. One was on *Early Childhood Care and Education* (ECCE) and the other on *Advancing Inclusive Education in the Pacific*.

The ECCE regional workshop focused on the theme “Supporting learning from 0-8 years” and was held in Honiara from 26-30 March 2007. A total of 39 people participated, including 14 from the host country. Participants included policy advisers and practitioners in ECCE. The workshop was collaboratively organised with four agencies – PREL, UNESCO, UNICEF, SPBEA – together with PIFS and the host country, Solomon Islands.

From the Honiara workshop, four key recommendations were prepared for submission to the November 2007 Forum Ministers of Education Meeting in Auckland.

“Advancing Inclusive Education in the Pacific” was the theme of the Inclusive Education workshop held in Nadi, Fiji from 1-5 October 2007. It was co-hosted by seven agencies: the Fiji Government, Pacific Islands Forum Secretariat (PIFS), Pacific Resources for Education and Learning (PREL), Pacific Regional Initiatives for the Delivery of basic Education (PRIDE), United Nations Children’s Fund (UNICEF), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the South Pacific Board for Educational Assessment (SPBEA). There were 42 participants representing governments and NGOs engaging in Inclusive Education from 14 Forum countries and Tokelau at the workshop. PRIDE was the lead agency for this workshop.

Participants acknowledged the importance of advancing awareness of the issues impacting on the education of children with special needs, both nationally and regionally, as well as identifying key strategies for wider implementation of inclusive practices, especially for children with disabilities. A set of recommendations was also presented to the 2007 meeting of Forum Education Ministers for their consideration.

The Project team also collaborated with the World Health Organisation, (WHO) on a regional workshop on the theme *Health Promoting Schools in the Pacific; Building Partnerships and Up-scaling Local Action* (to be) held in Brisbane, October 2007.

Participation in other regional/international workshops or conferences

PRIDE attended the UNESCO-funded *EFA Mid-Decade Capacity Building Workshop on Data Analysis and Production* held in Nadi in November 2007 and the *IOE Teacher Education in the Pacific Workshop* held at the PTC, Nasese, Fiji in November 2007.

PRIDE was represented at the UNESCO-UNEVOC/NIER *Seminar on Technical and Vocational Education and Training* from 23-30 January at the National Institute for Education Research in Tokyo, Japan and presented a paper entitled 'From School to Work: Contemporary Regional Experiences'. PRIDE was also represented at the New Zealand Association of Research in Education (NZARE) *Conference on Education in the Pacific* held in Christchurch, New Zealand from 4 – 7 December 2007, where a paper entitled 'The PRIDE Project: New approaches to the planning and delivery of education in the Pacific region' was presented.

Course development and post-graduate supervision

During the reporting period, as part of a regional subproject, the Project assisted the USP School of Education (SOE) in the development and delivery of *ED492 Educational Planning in Third World Countries*; and the writing of ED492 for the DFL mode.

As well, the Project had assisted in the writing of new courses at the SOE. These included: ED 302 – Play in early Childhood Education; ED 205 – Maths, Science and Environment; ED 304 – Working with Infants and Toddlers; ED 322 – Educating Individuals with Hearing and Communicating Impairments and ED 209 – Educating Individuals with Vision Impairments; ED 206 – Art, Craft, Music and Movement and ED 321 – Educational Planning for Students with learning Disabilities.

The Project team had also assisted with supervising two postgraduate students – a MEd and a PhD on topics of relevance to the Project.

A planned integrated leadership development programme was not implemented during the reporting period.

NATIONAL

Strategic Plan Development

Most countries have made significant progress in developing and implementing strategic plans. By January 2007, thirteen countries had completed the development of new strategic plans, or had plans in place from previous years – some with help from the Project. Through PRIDE assistance the fourteenth, Marshall Islands and three of the four FSM States have now completed their new strategic plans. Two countries with plans expiring at the end of 2006 and 2007 have started the development of their next strategic plan in consultation with the PRIDE Project, and/or with other donors. An overview of education strategic plan development is provided in Table 1 below.

Table 1: Overview of education strategic plan development as per December 2007

Country	Current Status Of Strategic Plans	Years	Expires	Role Of The Pride Project 2007 – 2009
Cook Islands	Strategic Plan 2006 – 2010 Strategic Plan 2006 – 2020	5 15	2010 2020	PRIDE provided TA support in the preparation of the five year plan
Federated States of Micronesia	Strategic plans to be developed in all four states by end of 2007			PRIDE providing funding and TA
Fiji Islands	Annual Corporate Plan 2007 Strategic Plan 2006 – 2008 Master Plan 2006 – 2015	1 3 10	2007 2008 2015	PRIDE could assist if required PRIDE could assist if required
Kiribati	Strategic Plan 2007–2011	5	2011	PRIDE is currently providing TA in finalising and costing the plan
Marshall Islands	Draft Strategic Plan 2007-2011	5	2011	Recently completed with PRIDE funding and TA
Nauru	Strategic Plan 2005–06	2	2006	PRIDE could assist if required
Niue	Strategic Plan 2005–2010	6	2010	No assistance needed
Palau	Master Plan 2006 – 2015	10	2015	Developed with PRIDE funding and TA
Papua New Guinea	(i) National Strategic Plan 2005-14 (ii) Provincial Strategic Plans	10 5-10	2014 2011-16	PRIDE is currently providing funding for plan development in 21 provinces
Samoa	Corporate Plan 2007 – 2009 Strategic Policies and Plan 2007 – 2015	3 9	2009 2015	PRIDE could assist if needed Recently completed with PRIDE support
Solomon Islands	National Education Action Plan 2007-2009 Education Strategic Framework 2007 –2015	3 9	2009 2015	PRIDE providing support for a TA to complete the ten Provincial Education Plans
Tokelau	Tokelau Education Strategic Plan July 2007 June 2008	3	2008	PRIDE could assist if needed
Tonga	Corporate Plan 2004–2007 Policy Framework 2004–2019	5 15	2007 2019	PRIDE could assist if needed
Tuvalu	Tuvalu Department of Education Strategic Plan 2006 – 2010	5	2010	Recently completed with PRIDE assistance
Vanuatu	Corporate Plan 2002–2006 Master Plan 2000 – 2010	5 10	2006 2010	PRIDE can assist if required

Other Assistance in National Contexts

Through Project funding, a team from the PNG Department of Education visited Samoa in April 2007 to study the Sector Wide Approach (SWAp) as practiced at the Samoa Ministry of Education, Sports and Culture. Lessons from this study trip are likely to assist PNG with its intention to develop a home-grown approach to donor harmonization and rationalization of the allocation and flow of aid funds

In July 2007, the Project funded a study visit to Tuvalu by the Tokelau education adviser and the TVET Coordinator. The objectives of this visit were to: learn about the operations, implementation and experiences of the school-based foundation programme; and to share experiences of administering education in small Island states. The study visit took place prior to Tokelau's intended establishment of a Year 12 within the Tokelau school system using USP pre-tertiary DFL courses.

Funding assistance was also offered to the Samoan Ministry of Education, Sports and Culture (SMESC), allowing for an Assessment Officer from Apia to visit SPBEA in Fiji to determine the impact of changes in SPBEA's work on the Samoan assessment system. The study attachment was deemed educational; allowing the officer to learn first hand of policies and procedures for administering examinations and information.

Technical assistance and advice by PRIDE staff

At the request of the countries technical assistance was provided in the four states of the FSM to put in place processes in the development of their strategic plans. The Marshall Islands

Ministry of Education received assistance on subproject implementation and designing new subproject proposals while the Kiribati Ministry of Education Youth and Sports staff received assistance on the costing of their strategic plan activities.

The Project provided in-country assistance to Niue, Palau, Tuvalu, Cook Islands and Pohnpei to review their school library services, It also provided support and advice in the areas of information management for Ministries of Education and training in the use of PADDLE and other services of the PRIDE Resource Centre.

A policy development workshop was conducted for Solomon Islands senior officers from the Department of Education. Training was also provided on current monitoring and evaluation practices to Papua New Guinea national and provincial education officers. The Project made country visits to PNG, Solomon Islands, Samoa, Tuvalu and Tonga to monitor and implement PRIDE activities. PRIDE was a member of the joint PIFS, PRIDE and Tuvalu team to assist the Education and Health sectors in Tuvalu to prioritise their sector strategies in preparation for the donor consultation meeting.

The Project provided capacity building for senior staff of the Kiribati Ministry of Education in their review of Draft 10 of the Ministry's Education Strategic Plan.

The four states of FSM and Palau received in-country assistance to set up their PRIDE bank accounts and to ensure that the financial regulations for each Department of Education are in place and in line with the PRIDE project's own financial regulations, since there is no USP Centre in these countries.

The finance officers of the Departments/Ministries of Education in Niue, Kiribati, Solomon Islands and Tuvalu received training in preparing financial acquittals and setting up their financial systems in order provide adequate support for project management.

Result Area 2 – Implementation of strategic plans

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

The Project purpose specifically draws attention to the need “to improve the coordination of donor inputs”. Towards this purpose, the following are reported:

1. **Fiji:** Continuing collaboration with FESP-AusAID in the implementation of the MoE subproject on ECE curriculum Guidelines.
2. **Kiribati.** Worked with short-term AusAID adviser to the MEYS; finalising priorities of strategic plan.
3. **Marshall Islands.** Continued collaboration with PREL in the implementation of RMI's subproject on policy review and development.
4. **Palau.** Established collaborative links with support/funding agencies in Honolulu (PREL and the Office of Insular Affairs, US Department of the Interior). Recruited PREL consultants to assist with development of new strategic plan.
5. **Solomon Islands.** Continued to work collaboratively with AusAID, NZAID and EU to ensure effective harmonisation of activities.

Activity 2.2 – Facilitate multi-stakeholder processes for plan implementation

In line with the request by the Forum Ministers of Education for collaboration with other agencies on common interest regional workshops, and as mentioned elsewhere in this report, the Project team had worked closely with six other regional stakeholders during the past year.

Activity 2.3 – Develop operating procedures for plan implementation

A key priority for 2006-2007 was the funding of national subprojects in countries that had completed strategic planning for their education sector. To date, only one of the FSM states has not completed its state plan; however a draft has been developed and it is expected that by early 2008 it will be completed. In 2008 all FSM states will have accessed their subproject funding.

The Project has continued to refine its operating procedures for plan implementation, both in-house and collaboratively with NPC/SPCs at annual capacity building workshops. At the 2007 NPC/SPC workshop, procedures relating to disbursement and monitoring of subproject funds, channels of communication, subproject applications, the approval processes for subprojects, and reporting systems were clarified.

Activity 2.4 – Assist countries to implement education strategies using in-country subproject resources

The development and implementation of subprojects is a core feature of the Project, estimated to absorb up to 54% of the total budget. There has been a significant increase in the number of subprojects received in 2007 compared to the previous two years. In 2005, only 11 subprojects from nine countries were ratified at the PSC meeting. This increased slightly with 12 in 2006. However, in 2007, 31 new subprojects were presented to the PSC meeting for ratification, a difference of 2 ½ times or a 258% increase. At the end of 2007 there were 69 subprojects in the system (60 approved subprojects and 9 additional subprojects being screened).

Table 2: Summary of subproject implementation status by country

Country	Completed	Current	About to Commence	Just approved	Under screening	Total
Cook Islands	2	5		-	1	8
FSM ¹	-	-	-	-	-	-
Fiji	1	1	4	-	-	6
Kiribati	-	1	1		1	4
Marshall Islands	-	1	3	-	2	7
Nauru	1	1	-	-	-	2
Niue	2	1	1		-	4
Palau	1	-	3	-	-	4
PNG	-	2	2	-	-	4
Samoa	3	3	2	2	2	10
Solomon Islands	-	4	-	-	-	4
Tokelau	-	2	-	-	1	3
Tonga	-	4	1			5
Tuvalu	-	1	-	-	2	3
Vanuatu	2	1	2 (1 on hold)		-	5
Total	12	27	19	2	9	69

The increase in the number of subprojects received is due in part to the Project team's proactive action; encouraging countries to submit an indicative subproject matrix of how they intend to utilise their remaining subproject funds. Almost all the countries have submitted their

¹ Most State Education Plans were completed in late 2007. It is expected that their first sub proposals will be received for approval in early 2008.

indicative plans. The team has also improved its strategy of working with NPCs towards more effective subprojects implementation.

The **60** approved subprojects have a combined value of **F\$ 6,716,459**. There are 9 pending proposals at the moment with a value of **F\$ 1,044,251**. The total amount budgeted for the implementation of the sub projects is **F\$12,502,280**. This gives a current utilization rate of **54%** at the end of 2007 .

The actual expenditure on the approved subprojects to date is **F\$5,069,784** and equals a spending rate of **76 %** of the approved subprojects to date. With the new M & E Framework in place and a constant review of PRIDE's internal processes, we should see an improvement in the spending rate next year.

Result Area 3 – Strengthened regional and national capacities

Activity 3.1 – Establish Resource Centre

A key result area in strengthening regional and national capacities of the PRIDE Project is through the establishment of an online resource centre. The main achievement of the Resource Centre in 2007 has been the ongoing development and improvement of a key planning resource for the region, the Pacific Archive of Digital Data for Learning & Education (PADDLE). The aim of PADDLE is to develop a rich collection of material to support the strategic planning of education in each country. PADDLE supports the sharing of best practice and experience in education policy, planning and development in the Pacific.

There are currently over 350 titles available, including national education strategic and corporate plans, statistical reports and policy documents from around the Pacific. Digitization of most of this material has been one of the significant tasks undertaken by the Resource Centre. Statistics for 2007 show that more than 3,000 unique users visited the PADDLE and over 10,000 publications were viewed/downloaded.

During 2007 all PRIDE NPCs received training in the use of the Resource Centre and its services, including PADDLE. Orientation and training in-country was provided in Niue, Palau, Tuvalu, Cooks Islands and Pohnpei.

The Resource Centre also has a portal: http://www.usp.ac.fj/pride_resourcecentre/ that provides information about its objectives, collection, services, and access. Statistics for 2007 show that more than 4,000 unique users visited the Resource Centre portal and PRIDE website, and over 30,000 pages accessed.

The Resource Centre collection has over 500 hard copy publications relevant to educational policy, planning and development. Material purchased in 2007 included significant education publications (texts and journals) previously unavailable at USP Library. The Centre continues to collaborate closely with USP Library in the development and management of its resources. Use of the collection by USP post-graduate students and other interested researchers is growing. During 2007, visitors and reference queries came from a variety of sources, including regional organisations (PIFS and SPC), international researchers and institutions (COL and the World Bank).

Another significant achievement has been the ongoing growth of the Network of Pacific Educators (NOPE), a mailing list and website designed to connect Pacific educators. NOPE was developed in partnership with the Institute of Education as part of the Re-thinking Pacific Education Initiative for and by Pacific People (RPEIPP). NOPE's membership reached 400 by the end of 2007, with user feedback being extremely positive.

With the purchase of a designated server in 2007 it brought significant changes to the Project's and IOE's ICT environment. The server saw great improvement in the Project's and IOE's data storage and management, and improved data security. The central server will allow for more development in 2008, including shared contacts and calendars.

Activity 3.2 – Monitoring and evaluation systems

The PRIDE log frame requires effective strategic plan Monitoring and Evaluation (M&E) systems to be functional in each of the 15 countries and regionally by the end of 2006. As well, the 2006 PRIDE Mid Term Review (MTR) Report called for the immediate development of effective Monitoring and Evaluation strategies for all aspects of the Project.

Work on the M & E systems initially started a bit slow but over the year considerable progress was made culminating in the ratification of the M&E Handbook by the Project Steering Committee at its meeting in November 2007. This Monitoring and Evaluation (M&E) system will be implemented as of January 2008 for all aspects of the PRIDE Project.

Activity 3.3 - Project Coordination, Management, Budget

Organisation structure, staffing

During the year, the Project Team remained unchanged except that in early February 2007, Dr. Kabini Sanga assumed responsibility as Interim Project Director following the resignation of Dr. G R (Bob) Teasdale. An assistant accountant was also appointed in September 2007 to ease the administrative workload of implementing sub-projects.

Project staff was better aligned with the wider IOE during the year.

Project Expenditure

The total funding available for PRIDE over its entire project life is **F\$ 23,647,200** (including contingency and indirect costs). The total audited expenditure from November 2003 until December 2007, a period of nearly 4 years, was **F\$ 12,236,624** which represents a utilization rate of 52 %.

A total of **F\$ 12,502,280** was set aside for the implementation of in-country subprojects and the **actual spending on 60 approved subprojects** over the last 4 years has been **F\$ 5,069,784** which translates into a utilization rate of **41 %** of the total amount available. It is expected that the expenditure will increase greatly in 2008 as more proposals will come in and all projects will have commenced.

The total non-subproject expenses over the last 4 years were **F\$ 7,166,840**, which gives a utilization rate of 67 % and remains well in line with the existing time line of the project and even allows for PRIDE to continue its activities for one extra year, until **December 2009**, without seeking additional project funding.

The total audited expenses for 2007 were **F\$ 4,813,909**. Most expenses stayed well within their budgeted amounts, with only a few going over, but within the allowed limits of 10 %. The only item that went over by 13 % was the salary cost of support staff and was mainly due to the addition of the assistant accountant to the Project. The Meetings and Travel expenses which had shown problems in the past stayed well within its budgeted amount and was only at 44 %. This demonstrates that measures taken by PRIDE management to improve PRIDE's internal financial control systems are paying off. For details see Attachment A.

Project Management

Secretariat

1. The project team continued to operate from its dedicated building on the USP Laucala Campus.
2. Regular staff meetings of the Project team were held throughout the year to review and plan project activities. As well, regular meetings were held with the wider IOE staff. Minutes of meetings are available at the PRIDE office.
3. The Project Manager remains the established secretariat for both the PMC and the PSC. The agenda and minutes for all PMC and PSC meetings are available at the PRIDE office.
4. Project management oversight at the IOE Directorship level had been better aligned and Project supervision by USP had been streamlined.

External relations

1. The Project Steering Committee met in Auckland on 27 November 2007.
2. Four meetings of the Project Management Committee (PMC) were held during 2007.
3. The Project Manager, IOE Director and Project Supervisor had been managing external liaisons with stakeholders, donors and PIFS.
4. The Communication Strategy Paper continued to be implemented: the PRIDE website [www.usp.ac.fj/pride] was maintained throughout the period as a dynamic and interactive portal to all Project activities; three issues of the Project Newsletter, *Pacific Pride*, were published during the period.

Attachment A: PRIDE financial Report 2007

<i>All figures in FJD</i>	2007 Actual Expenses	2007 Budget	Utilization rate
TECHNICAL ASSISTANCE	812,524	1,135,561	72%
Long Term	662,237	754,461	88%
Professional Education Staff: Director, Advisers	338,154	454,793	74%
Support Staff: Project Manager, Finance Officer, Librarian, Clerk/Typist	304,461	269,668	113%
Recruitment Cost & Mobilization cost	19,622	30,000	65%
Short Term	150,287	381,100	39%
Workshop Consultants	2,000	17,600	11%
Others	148,287	363,500	41%
EQUIPMENT	131,322	167,000	79%
Office equipment and supplies	6,194	15,500	40%
Resource Center equipment and supplies	124,993	122,000	102%
Office Furniture, fitting and refurbishment	135	25,000	1%
Conference Center equipment and supplies	-	4,500	0%
MEETINGS & TRAVEL	600,401	1,367,450	44%
Workshops	291,640	571,300	51%
On site training/support	64,478	389,800	17%
Attachments	19,864	76,100	26%
Project Meetings	22,207	51,000	44%
Official Travel (Staff)	202,212	279,250	72%
OPERATING COSTS	94,136	123,000	77%
Administration	41,575	40,000	104%
Consumables	35,868	55,000	65%
Utilities	8,215	18,000	46%
Resource Center	8,478	10,000	85%
IN COUNTRY SUB-PROJECTS	3,068,820	2,925,500	105%
Initial Setup Costs	3,004	40,000	8%
Projects	3,065,816	2,885,500	106%
SUB-TOTAL	4,707,203	5,718,511	82%
<i>Contingency (5%)</i>			
Indirect Costs	106,706	86,760	123%
DIRECT PROJECT COSTS	4,813,909	5,805,271	83%

Attachment B: LOGICAL FRAMEWORK ANALYSIS FOR P.R.I.D.E.

	Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
Overall Objective	To expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural development of their communities and to contribute positively to creating sustainable futures.	<ul style="list-style-type: none"> Increased retention rates Increased opportunities for technical vocational education and training Improved pedagogy Improved gender balance of students in secondary and post-secondary education 	<ul style="list-style-type: none"> National, regional and international reports and statistics 	
Project Purpose	Improve the capacity of Pacific ACP States to effectively plan and deliver quality basic education through formal or non-formal means, and to improve the coordination of donor inputs to assist countries implement their plans.	<ul style="list-style-type: none"> Implementation of [conforming] strategic plans commenced in at least 10 PACPs by 2008. At least one donor coordination meeting per participating country held before end 2007. Basic Education resource centre used by wide range of education providers and researchers. Functional regional and national M&E systems for plan implementation established by end 2007 	<ul style="list-style-type: none"> National education plans Ministry reports National budgets Donor reports USP reports online subscription list/web hits mid-term evaluation report 	<ul style="list-style-type: none"> National commitment, political will appropriate funding allocation to support policy, planning, institutional, other changes required to achieve quality basic education outcomes as defined in each national plan.
RESULT 1	Comprehensive Strategic Plans covering formal and non-formal education are developed in Pacific ACP countries	<ul style="list-style-type: none"> Minimum benchmarks/standards for quality strategic plans and educational outcomes defined and agreed by PSC by end 2005. National Education Plans developed in at least 7 PACPs by end of project year two and in at least 10 PACPs by end year five. Strategic plans adequately [and realistically] budgeted Strategic plans consistent with agreed criteria/benchmarks Strategic plans consistent with Forum Basic Education Action Plan 	<ul style="list-style-type: none"> National education plans Ministry reports National budgets USP reports 	<ul style="list-style-type: none"> PACPs accept t criteria [benchmarks/standards] for strategic plans.

	Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
RESULT 2	Implementation of Strategic Plans are commenced [within individual plan timeframes]	<ul style="list-style-type: none"> • Donor support of national plan implementation improved • Consultative [in-country] multi-stakeholder processes improved. • At least 60% of in-country subprojects commenced by end project year three <p><u>NOTE:</u> Additional specific indicators to be established once minimum standards are developed and agreed.</p>	<ul style="list-style-type: none"> • Donor reports/financial commitments • Stakeholder meeting reports. • MOE records • USP annual reports • PSC records. 	<ul style="list-style-type: none"> • Sufficient implementation capacity exists at national level • Continued donor support of education sector in the Pacific
RESULT 3	Strengthened regional capacity to assist Pacific ACP countries to support strategic planning and implementation in basic education	<ul style="list-style-type: none"> • Regional basic education resource centre online by 2005 • Effective plan monitoring and evaluation systems are functional at national and regional levels by end 2006 	<ul style="list-style-type: none"> • Desk study • Ministry of Education reports • Donor reports 	<ul style="list-style-type: none"> • Continued political mandate for USP
Activity 1.1	Establish minimum benchmarks, principles and criteria to apply to national strategic education sector plans.	<p>MEANS</p> <p>EC</p> <p>250 months TA</p> <p>Equipment & Supplies</p> <p>Meetings/travel/training</p> <p>Operating costs</p> <p>In-country sub-projects</p> <p>Indirect costs</p> <p>Independent reviews/evaluations</p> <p>Contingencies</p> <p>Total</p>	<p>COST</p> <p>(X EUR 1,000; X NZ \$ 1,000)</p> <p>1,810; 800</p> <p>226.5; 500</p> <p>660; 300</p> <p>461; 300</p> <p>4,200; 2,700</p> <p>132.5; 100</p> <p>160; 100</p> <p>350; 200</p> <p>8 million €+ 5 million NZ\$</p>	<p>Education providers support the initiative</p> <p>Lack of continuity if frequent changes of national focal points. Benchmarks established are relevant and flexible for all 14 PACPs.</p> <p>Lack of time-series data may initially inhibit planning processes</p> <p>Supply of qualified consultants</p> <p>adequate Donors willing to share information and resources.</p>

	Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
Activity 1.2	Establish, train, equip and backstop national focal points.			
Activity 1.3	Analyse and review existing national education plans and survey of education characteristics in each Pacific ACP state.			
Activity 1.4	Develop planning methodology including gender strategy; sex aggregated data collection and analysis; consultative and participatory approaches among stakeholders.			
Activity 1.5	Provide Technical assistance for strategic plan formulation and financing options.			
Activity 2.1	Facilitate donor co-ordination and financing of strategic plans.			
Activity 2.2	Facilitate multi-stakeholder processes for plan implementation.			
Activity 2.3	Develop operating procedures for access to national plan implementation resources including developing parameters for assistance.			• National internet connectivity continues to improve.
Activity 2.4	Assist PACPs implement parts of education strategies using project in-country sub-project resources.			
Activity 3.1	Setup and establish regional basic education resource centre.			
Activity 3.2	Set-up and establish plan monitoring and evaluation systems at national and regional levels.			