



PACIFIC ISLANDS FORUM SECRETARIAT

PIFS(07) FEDMA.05

EDUCATION MINISTERS MEETING

*Auckland, New Zealand
26-28 November 2007*

ALL SESSIONS PAPER

**SESSION THREE: REVIEW OF THE IMPLEMENTATION OF THE
PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC
EDUCATION (PRIDE) PROJECT**

This paper was prepared by the PRIDE Project.

FORUM EYES ONLY



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Summary brief

SESSION THREE: REVIEW OF THE IMPLEMENTATION OF THE PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION (PRIDE) PROJECT

Purpose

This paper outlines progress on the implementation of the PRIDE project.

Background

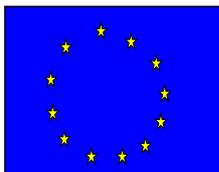
2. The PRIDE project is the major vehicle for implementing the Forum Basic Education Action Plan (FBEAP).
3. The Forum Ministers of Education have a special role at the apex of the governance structure of PRIDE. Ministers played a key role in developing the design for the project.

The Report

4. This report is in three parts:
 - Status report, October 2006 to September 2007.
 - Budget and Expenditure figures from January to September 2007, at Annex 1.
 - Log Frame, at Annex 2

Recommendations

5. Ministers are invited to:
 - (a) note the progress of PRIDE; and
 - (b) continue to provide support for the PRIDE Project.



PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION

www.usp.ac.fj/pride

Identification No.: 9 ACP RPA 001

Accounting No: REG/7724/000

PROGRESS REPORT

October 2006– September 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



The University
of the South Pacific



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REVIEW OF THE IMPLEMENTATION OF THE PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION (PRIDE) PROJECT

Background

This progress report covers the 12 months period, October 2006-September 2007, reporting on the achievements of the PRIDE Project deliverables against objectives specified in the log frame (Annex 2).

Activities for Project deliverables

Result Area 1 – Development of strategic plans

Activity 1.1 – Benchmarks for national strategic plans

The PRIDE project benchmarks document has become a useful tool in the development of national education sectors strategic plans in the region. The set of benchmarks was derived from the Forum Basic Education Action Plan (FBEAP) as PRIDE was established to implement FBEAP. Thus far they are standing up very well to critical review and application. As the benchmarks document is intended as a working draft, it went through its annual review by the PRIDE NPCs in May this year. The revised document is tabled for ratification at the PSC meeting in November 2007.

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

During the reporting period, two week-long workshops for NPCs were organized. The first, held in Suva, 2-7 October 2006, focused on Monitoring and Evaluation (M & E) and attended by NPCs from all 15 countries. Three countries (Palau, Tonga and Vanuatu) sent a second person each, these being support personnel for NPCs. The FSM was represented by five people; the NPC and four State Project Coordinators (SPCs). Overall, the workshop was successful. A full evaluation report is on file in the PRIDE office.

The second workshop, held in Nadi 14-18 May 2007, 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.

National project offices were equipped as requested. During the report period, all requests for office equipment for NPCs (computer, printer, fax machine, photocopier, and internet connection) had been funded.

Two countries (Cook Islands, Kiribati) had changed their NPCs during the report period. 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 report year, a follow-up workshop was held.

This second workshop, held 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 states attended.

Activity 1.5 – TA and capacity building for strategic plan development

REGIONAL

Two workshops were held during the report period: Technical Vocational Education & Training (TVET) and Early Childhood Care and Education (ECCE). Also during the later part of the report period, preparations were made for a third regional workshop, Advancing Inclusive Education in the Pacific.

In greater detail, the TVET regional workshop carried the theme “The role of TVET in Pacific secondary schools” and was held in Palau, November 15-22, 2006. Thirty six senior educators from the region participated. Although the workshop was organised for the 15 project countries, Guam and Northern Marianas also participated. The workshop was collaboratively organised and funded with UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), the Pacific Association of Vocational Education and Training (PATVET), and Palau Ministry of Education.

In more detail, the ECCE regional workshop focused on the theme “Supporting learning from 0-8 years...” and held in Honiara, 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 organized with four agencies – PREL, UNESCO, UNICEF, SPBEA – together with PIFS and the host country, Solomon Islands.

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

The Project team had been collaborating 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* held in Brisbane, October 2007. The project is providing a resource person to the workshop.

Course development and post-graduate supervision

During the report period, the Project had also assisted the USP School of Education in the development and delivery of *ED492 Educational Planning in Third World Countries*; and the writing of ED492 for DFL mode.

As well, the project had assisted in the writing of new courses at the School. 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 had not been implemented during the report 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 have plans in place from previous years – some with help from the Project. The fourteenth, Marshall Islands, is completing its new strategic plan and the FSM States will have a plan by December 07. Two countries with plans expiring at the end of 06 and 07 have started 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

Country	Current Status Of Strategic Plans	Years Expires		Role Of The Pride Project 2007 – 2009
		Years	Expires	
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 2005–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 Papua New Guinea 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 establishing 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.

The Project also provided to countries on request: a critical friend to Nauru education review; an adviser to FSM, RMI and Palau on strategic development planning processes; an adviser to Kiribati on plan costing; a trainer to PNG senior staff on monitoring and evaluation; and an adviser to senior Solomon Islands education staff on policy development.

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 sub-project 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 sub-project 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 sub-projects in countries that had completed strategic planning for their education sector. To date, only the FSM states have not completed their state plans, which is why they have not accessed sub-project funds as shown in Table 2 below.

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 sub-project funds, channels of communication, subproject applications, the approval processes for sub-projects, and reporting systems were clarified.

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 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 sub projects are being presented to the PSC meeting for ratification, a difference of 2 ½ times or a 258% increase. At the time of reporting, there were six additional subprojects being screened. To date then, a total of 60 subprojects have been received.

Table 2: Summary of sub-project implementation status by country

Country	Completed	Commenced	About to Commence	Just approved	Under screening	Total
Cook Islands	2	5		-	-	7
FSM	-	-	-	-	-	-
Fiji	1	1	2	-	2	6
Kiribati	-	1	1		2	4
Marshall Islands	-	1	1	-	1	3
Nauru	1	1	-	-	-	2
Niue	2	1	1		-	4
Palau	1	-	3	-	-	4
PNG	-	2	1	1	-	4
Samoa	3	3	-	2	-	8
Solomon Islands	-	4	-	-	-	4
Tokelau	-	2	-	-	-	2
Tonga	-	4	1			5
Tuvalu	-	1	-	-	1	2
Vanuatu	2	1	1		1 (on hold)	5
Total	12	27	11	3	7	60

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

The 53 approved sub projects have a combined value of **F\$ 5,831,894**. There are 6 pending proposals at the moment with a value of F\$ 779,154. The total amount budgeted for the implementation of the sub projects is **F\$12,502,280**. This gives a current utilization rate of 47%, but this is expected to increase to 60% at the end of 2007 with an estimated goal of 75 approved projects and a total value of F\$ 7.5 million.

The actual expenditure on the approved sub projects to date of F\$3,623,758 and equals a spending rate of 61 %. 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.

2.3 Result Area 3 – Strengthened regional and national capacities

As a networking and information dissemination strategy, the Resource Centre Information Specialist had presented papers at four conferences: TVET in Pacific Secondary Schools, Palau, November 2006; the Pacific Islands Association of Libraries & Archives Conference, Palau, 13-17 November 2006; the University of Hawaii Center for Pacific Islands Studies Annual Conference; and ICT in education-- the Pacific Internet Society Conference, 2007, in Honiara.

During the report period, the following country visits were undertaken:

1. Niue, to review the school and public libraries;
2. Palau, to improve management of and accessibility to documents and information within MOE;
3. Tuvalu, to review the services and facilities of the Motufoua High School (MHS) library and to report on related issues to the MoE;

4. Cook Islands, with Literacy Advisors to develop criteria and instrument for the scoping of schools libraries action plan refurbishment/development.

During the report period, the Resource Centre had continued to develop its electronic (PADDLE) and physical collection with new publications and subscriptions; and provided research and reference assistance to clients. While the centre is used by a wide range of people, use of the physical collection is low by project and IOE staff and other USP clients and project stakeholders. This will impact on the sustainability of the centre post- PRIDE.

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 had been slow but over the duration of the report period, considerable progress had been made, including the following:

1. Development of the M & E Framework as the primary reference tool for monitoring and evaluating the project. The M & E Framework contains information on monitoring and evaluation principles, arrangements, responsibilities and expected outcomes.
2. Training of NPCs on the M & E Framework to ensure the framework is user-friendly, culturally appropriate and able to be used effectively.
3. Development of the M & E Handbook with tools and guides for monitoring and evaluating sub-projects.
4. Feedback from and training for NPCs on the M & E Handbook.

Project Coordination, Management, Budget

Organisation structure, staffing

During the period of reporting 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 were better aligned with the wider IOE during the report period.

Project Expenditure

The total funding available for PRIDE over 5 years is F\$ 21,749,878. The total expenditure from November 2003 to September 2007, a period of nearly 4 years, was F\$ 9,836,794 which represents a utilization rate of 45%. The total non-subproject expenses were F\$6,213,036, which gives a utilization rate of 67 % and are well in line with the time line of the project.

Most expenses have remained within their original budget lines, except the expenses for Meetings, Travel and Training which went over by 62 %. A reallocation of funds between budget lines has been proposed to one of the donors in order to correct this.

A total of F\$12,503,280 was set aside for the implementation of in-country sub-projects and the actual spending on sub projects over the last 4 years has been **F\$3,623,758**. The value of the sixty sub-projects is close to F\$6,000,000. It is expected that the expenditure will increase greatly in the next 12 months as more proposals will come in and most projects will have commenced.

In the first 9 months of 2007 the total expenses were **F\$2,632,693**. All expenses are well within their budgeted amounts and some are even far below it. The Meetings and Travel expenses are at the moment at 31 % of what was budgeted. This is due to a more stringent approach to travel requests and through economies of scale. For details see Annex 1.

3.3 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 wider IOE staff and other project teams. 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 effective.

External relations

1. One meeting of the Project Steering Committee is scheduled in Auckland, for 27 November 07.
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; Two issues of the Project Newsletter, *Pacific Pride*, were published during the period.

Annex 1:**The PRIDE Project: Budget and Expenditure figures from January to September 2007***All figures in Fj\$*

	The PRIDE Project		
	2007 YTD	2007 Budget	Utilization rate
TECHNICAL ASSISTANCE	490,780	1,135,561	43%
Long Term	457,950	754,461	61%
Professional Education Staff: Director, Advisers	240,142	454,793	53%
Support Staff: Project Manager, Finance Officer, Librarian, Clerk/Typist	200,350	269,668	74%
Recruitment Cost & Mobilisation cost	17,457	30,000	58%
Short Term	32,831	381,100	9%
Workshop Consultants	-	17,600	0%
Others	32,831	363,500	9%
EQUIPMENT	60,396	167,000	36%
Office equipment and supplies	3,914	15,500	25%
Resource Center equipment and supplies	56,482	122,000	46%
Office Furniture, fitting and refurbishment	-	25,000	0%
Conference Center equipment and supplies	-	4,500	0%
MEETINGS & TRAVEL	425,131	1,367,450	31%
Workshops	186,857	571,300	33%
On site training/support	52,730	389,800	14%
Attachments	13,151	76,100	17%
Conferences	-	-	0%
Project Meetings	17,139	51,000	34%
Official Travel (Staff)	155,253	279,250	56%
OPERATING COSTS	40,582	123,000	33%
Administration	7,411	40,000	19%
Consumables	26,590	55,000	48%
Utilities	98	18,000	1%
Resource Center	6,483	10,000	65%
IN COUNTRY SUB-PROJECTS	1,615,804	2,925,500	55%
Initial Setup Costs	2,419	40,000	6%
Projects	1,613,385	2,885,500	56%
SUB-TOTAL	2,632,693	5,718,511	46%
Contingency (5%)	-		0%
In Direct Costs		86,760	
DIRECT PROJECT COSTS	2,632,693	5,805,271	45%

Annex 2: 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 counties 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 the 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.	MEANS <u>EC</u> 250 months TA Equipment & Supplies Meetings/travel/training Operating costs In-country sub-projects Indirect costs Independent reviews/evaluations Contingencies Total	COST (X EUR 1,000; X NZ \$ 1,000) 1,810; 800 226.5; 500 660; 300 461; 300 4,200; 2,700 132.5; 100 160; 100 350; 200 8 million €+ 5 million NZ\$	Education providers support the initiative Lack of continuity if frequent changes of national focal points Benchmarks established are relevant and flexible for all 14 PACPs Lack of time-series data may initially inhibit planning processes Supply of qualified consultants adequate Donors willing to share information and resources.
	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.			