



PACIFIC ISLANDS FORUM SECRETARIAT

PIFS(05)FEDMA.06

EDUCATION MINISTERS MEETING

Apia, Samoa
23 – 24 May 2005

SESSION FOUR

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

The attached paper, prepared by the PRIDE project, provides an update on the work of the project.



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Summary brief

**SESSION FOUR: 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

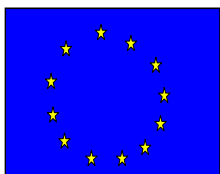
4. This report is in three parts:
 - Status report, January to April 2005
 - Annual report for 2004
 - Benchmarks for education sector plans, at Annex 1
5. Ministers are asked to take particular note of the benchmarks. The development of these benchmarks, or criteria, for education sector plans is a key activity of the project and was a major achievement in 2004. The benchmarks were developed in a highly consultative fashion with input from all Forum member countries. They have been endorsed by the Project Steering Committee, which is the governing body of the project. It is important to note, however, that this is a working document that can be amended over time.

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Recommendations

6. Ministers may wish to consider:

- (a) Noting the progress of PRIDE.
- (b) Endorsing the benchmarks for education strategic plans.



PACIFIC REGIONAL INITIATIVES FOR THE DELIVERY OF BASIC EDUCATION

STATUS REPORT JANUARY – APRIL 2005

Implementation of activities by the PRIDE Project is made possible with financial assistance from the European Community and the New Zealand Agency for International Development. The views expressed herein are those of the University of the South Pacific and do not reflect the official opinion of the European Community or the Government of New Zealand.

Implemented by the

Institute of Education



The University
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BACKGROUND

The PRIDE Project began in 2004. An Annual Report on activities and achievements, covering January to December of that year, was tabled at the first Project Monitoring Committee for 2005, held on 17 January. This Status Report covers the period 1 January to 30 April 2005. It reports on the achievement of Project deliverables against objectives specified in the *PRIDE 2005 Programme of Activities & Budget* which was approved by the PSC in October 2004. Funding for the *Programme of Activities & Budget* was approved by the RAO and endorsed by the EU and NZAID.

ACTIVITIES FOR PROJECT DELIVERABLES

Result Area 1: Development of Strategic Plans

Activity 1.1 – Benchmarks for national strategic plans

The benchmarks and associated principles and indicators have been widely distributed both as hard copy and on-line, discussed at workshops/meetings in Kiribati, Samoa, Tokelau, Tuvalu and Vanuatu, and field tested in development of the Nauru strategic plan. Thus far they are standing up very well to critical review and application.

Activity 1.2 – Establish, train, and equip National Project Coordinators

- (i) All requests for equipment support (computer, printer, fax machine, photocopier, and, internet connection) from our NPCs have been funded; we have so far assisted six countries (Cook Islands, Fiji, Papua New Guinea, Nauru, Samoa, and Vanuatu) and currently are addressing requests from Kiribati, Marshall Islands, Niue, Palau, Tokelau, Tonga, and Tuvalu. The remaining countries have not requested assistance as yet.
- (ii) Attempts to hold audio-meetings with NPCs have not yet been successful due to: (i) Fiji Telecom's slow connection processes; and (ii) slow or no responses 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.
- (iii) Two countries (Niue and Tonga) already have changed their NPCs. This has training implications.
- (iv) The 2005 workplan envisaged the provision of further support and training for NPCs through their participation in one of the two PRIDE regional workshops scheduled for 2005. Given the nature and focus of these workshops, this no longer seems feasible. It also is becoming increasingly clear that NPCs require 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. It therefore is proposed that a week-long training workshop be held in Suva (using the PRIDE Conference Room) for all NPCs, preferably in June or July.

Activity 1.3 – Analyse and review national education plans

The PRIDE team continues to collect and analyse relevant educational planning documents, together with survey and statistical data, and to maintain a database of this information.

Activity 1.4 – Develop planning methodology

The outcomes of the first regional workshop have been prepared for publication as a textbook, *Educational Planning in the Pacific: Principles and Guidelines*, under the editorship of Priscilla Puamau and Bob Teasdale. It will be available on-line and in hard copy. Final editing and layout is almost completed and quotes obtained for publication of the hard-copy.

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 from 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. It was agreed with Brian Doyle that close working relationships be maintained between the UNESCO and PRIDE projects. He will visit several countries during forthcoming months to provide further capacity building, and will keep us informed of outcomes. He also will assist with planning for the third PRIDE Project regional workshop on Financing of Education.

Activity 1.5 – Technical assistance for strategic plan development

REGIONAL

Language Policy and Education Workshop

The second PRIDE Project regional workshop 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 on language and education came as resource people: Dr Marilyn Salas (University of Guam), Dr Melenaite Taumoefolau (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.

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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 later in 2005.

Regional workshops for 2005

Initial planning has begun for the two regional workshops scheduled for 2005:

- (i) **The Financing of Education.** Discussions have taken place with the SPC Statistics Section in Noumea to identify suitable consultants from within the region to assist with workshop delivery. Three specialists have been approached and dates negotiated. The workshop is being planned for late July/early August. During visits to Vanuatu a suitable venue was identified: the Blue Water Resort, about a half hour drive from Port Vila. Accommodation and meal costs are comparable to those in Nadi. Mr Joe Natuman, Minister for Education, has been consulted and has welcomed the location of the workshop in Vanuatu.
- (ii) **Teacher Education.** Discussions were held in Apia in February with Ms Tili Afasamaga, Dean of the Faculty of Education at the National University of Samoa. She has kindly agreed to host the workshop at NUS, probably in late November. The workshop will be organised in collaboration with the Pacific Association of Teacher Educators (PATE). Professor Alan Luke of the National University of Singapore has agreed to be key consultant.

NATIONAL

During the 4-month period, Project staff have worked closely with Cook Islands, Fiji, Nauru, Samoa, Tokelau, Tuvalu and Vanuatu on the review, development and/or implementation of their strategic plans for education:

Cook Islands

Following two visits to Cook Islands in 2004, Epeli Tokai continues to assist with development of 5- and 15-year strategic plans for its education sector. Unfortunately progress has been slowed by the impact of the 4 cyclones that struck Cook Islands in February and March.

Fiji

In Fiji, the Project funded 6 mini-conferences as part of preparations for a major Education Summit, to take place in Suva at the end of August. Held from 8 to 10 March, the aim of the mini-conferences was to consult stakeholders on the findings of taskforces that are preparing detailed briefings for the summit. PRIDE Education Adviser, Epeli Tokai, also has been helping the MoE Planning Unit to review the current strategic plan in preparation for the August Summit.

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Nauru

The Project sponsored a visit to Suva by a planning team from Nauru from 14 to 17 February. The Permanent Secretary, Jarden Kephass, together with the Director of Education and the Director of the CASE Unit, spent four days workshopping the draft of a new 3-year strategic plan with the PRIDE Project team, and reviewing it in light of the PRIDE benchmarks. The plan now has been approved by cabinet and is awaiting sign-off by the Minister.

Samoa

Samoa is in the final year of its current 10-year strategic planning cycle, and is beginning the preparation of its next 10-year plan. As a first step, the achievements of the last 10 years are being reviewed against the goals and targets set by the present plan. This task is being funded by the PRIDE Project. Dr 'Ana Taufe'ulungaki, Director of IOE, and Mr Abel Nako, former Director General of Education in Vanuatu, have been recruited as consultants, and will spend up to 7 weeks in Samoa conducting the evaluation and identifying priority areas to be addressed in the next 10-year plan.

Tokelau

At the end of January, Epeli Tokai spent one week in the Tokelau Office in Apia working with the PRIDE NPC, Lili Tuioti, on preparation of the first draft of a three-year education strategic plan for Tokelau. The plan built on the outcomes of community consultations, and a teachers' workshop funded by the Project. Following further consultations and revision, the plan is now ready for presentation to the *fono*.

Tuvalu

The Minister, Permanent Secretary and Acting Director of Education from Tuvalu visited Suva in the last week of February, sponsored by the PRIDE Project. They spent Tuesday 22 February at a workshop convened by the PRIDE Project, and attended by donor agencies including EU, NZAID, AusAID, JICA and staff of the Suva ADB office. The workshop reviewed the current status of donor assistance to the education sector, explored opportunities for donor harmonisation and project integration, and discussed a forthcoming Education Donor Round Table to be held at Motufoua Secondary School on Vaitupu.

As a result of the above consultations with the Tuvalu delegation, the PRIDE Project agreed to fund the preparation of an Implementation Plan for the Ministry of Education & Sports. Based on a desk study of existing documentation, and consultations in Tuvalu, the Plan is the key planning paper for the Donor Round Table. Dr Colin Hindson, formerly Director of the Tuvalu Australia Education Support Project, was recruited by PRIDE to prepare the Plan in close consultation with colleagues in Tuvalu. After three days of workshops led by Dr Hindson in Funafuti, the Plan was approved by the Minister on 14 April.

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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 ran from 7 to 11 March. Priscilla Puamau and Bob Teasdale were the facilitators. There were 35 participants.

A key feature was the idea of a tri-lingual workshop allowing equal participation of Anglophone and Francophone participants, and the use of Bislama as a common language for work groups. This was the first time the Vanuatu MoE had ever attempted a joint Anglophone/Francophone workshop. Previously the two systems have operated quite independently. To help ensure a balanced program, the PRIDE Project contributed funds towards the participation of staff from L'Institut Universitaire de Formation des Maitres (IUFM) du Pacifique in Noumea, including Mr Pascal Royeres (Director of Pedagogy), Mr Wapone Kawidrone (Lecturer) and Mr Bruno Eldin (Lecturer). At the end of the workshop it was unanimously agreed by all present that the workshop had been fully successful in achieving a balanced and effective blend of Francophone and Anglophone perspectives.

At the core of the workshop were seven workgroups that met for two extended periods each day to develop handbooks for a series of in-service courses, with a focus on methods of course delivery. Another valuable feature was the participation of Mr Jone Keteca from the Curriculum Development Centre, Fiji MoE. Mr Keteca played a key role in the delivery of the Basic Education Management and Teacher Upgrade Project (BEMTUP) in Fiji. Given its close similarities to current reforms in Vanuatu, his detailed case study, and his overview of BEMTUP training materials, were very well received.

Result Area 2 – Implementation of Strategic Plans

Activity 2.1 – Facilitate donor coordination and finance strategic plans

The Project purpose specifically draws attention to the need "...to improve the coordination of donor inputs to assist countries implement their plans". This has been achieved during the four month review period in several countries, and regionally:

- (i) **Cook Islands.** Close collaboration with NZAID to assist with development of 5- and 15-year strategic plans for the education sector.
- (ii) **Fiji:** Briefing the new JICA education team; briefing the director of the new EU FESP; convening a meeting with directors of AusAID FESP and EU FESP to explore linkages and plan collaborative strategies; contributing to a meeting of the Fiji Education Donors Group.
- (iii) **Kiribati.** Established close working relationship with Ms Lee Campbell, seconded by AusAID to the MEYS, working with her to develop a proposal for PRIDE funding, commencing in May, to support development of a new Corporate Plan, 2005-2009.

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- (iv) **Nauru.** As described above, the PRIDE Project 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.
- (v) **Tokelau.** Worked closely with NZAID-funded personnel in development of the new strategic plan for the education sector (see above).
- (vi) **Tonga.** Held extended discussions with NZAID and the World Bank on the role of the Project in supporting the education sector in light of the signing of a significant joint assistance/loan package by both agencies.
- (vii) **Tuvalu.** Convened four meetings of donors (EU, JICA, ADB, NZAID, AusAID) to achieve greater harmonisation of activities, and to assist with preparation of Implementation Plan for forthcoming donor round table.
- (viii) **Vanuatu.** Worked closely with the Education Attaché in the French Embassy, the Director of Pedagogy and staff of IUFM in Noumea (see page 4 - Vanuatu), and the Director of the Peace Corps in Vanuatu, to plan and deliver a national workshop.

Regional

Met with: Ms Yayoi Segi-Vltchek, the new UNESCO regional Education Programme Specialist; Dr Vise Pongi, Director of SPBEA; Ms Stephanie Copus Campbell, the new Counsellor, Development Cooperation, AusAID Suva; Dr Sirpa Jarvenpaa (Regional Director) and Dr Sophia Ho (Programs Specialist), ADB South Pacific Office; and the Resident Representative and new Assistant Resident Representative of JICA; in all cases to brief them on PRIDE Project activities and to seek closer collaboration.

Eveli Tokai participated in the Pacific Islands Forum Secretariat Regional Entrepreneurship Education Workshop, Nadi, 11-13 April, making a presentation on the work of the PRIDE Project in life skills and livelihoods training, discussing the potential for national sub-projects in entrepreneurship curriculum development and delivery, and exploring the possibilities of shared initiatives with other agencies.

Activity 2.2 – Facilitate multi-stakeholder processes for plan implementation

As described in 3.1.5, Project staff have worked closely during the 4-month period on the review, development and/or implementation of strategic plans for education in seven countries. In all cases, the activity involved significant stakeholder participation. This was especially the case in Fiji, 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. During the final week of April PRIDE funding was approved for a 3-day series of stakeholder planning workshops in Kiribati in mid-May.

Activity 2.3 – Develop operating procedures for access to resources

A key priority for 2005 is the funding of national sub-projects in those countries that have completed the strategic planning process. More than half of the countries now have plans that are sufficiently benchmark compliant to allow sub-project funding to proceed. Notwithstanding significant effort by the PRIDE team, however, the submission of proposals has been much slower than expected, and several of those received have not met the criteria specified in the Financing Agreement. It is becoming increasingly clear that NPCs require further intensive training in the preparation and costing of sub-project proposals. Hence the proposal for a week-long training workshop in Suva for all NPCs, to be held as soon as possible.

Activity 2.4 – Assist PACPs implement education strategies using in-country sub-project resources

Project staff have been working with ten of the fifteen countries on the development of proposals for sub-project funding. The current status of sub-project proposals is:

- (i) **Cook Islands.** Two draft proposals submitted, one in the field of ECE, the other in literacy and numeracy. Neither complies fully with funding criteria. Negotiations are continuing.
- (ii) **Fiji.** Draft proposal prepared for a sub-project in the field of ECE. Currently awaiting review and sign-off by senior executive staff of MoE before submission to PRIDE.
- (iii) **Marshall Islands.** Proposal being developed in the field of kindergarten education, but not yet submitted.
- (iv) **Nauru.** One proposal received for curriculum development and capacity building in the area of life skills and livelihoods programs for the secondary school. Funding details currently being negotiated.
- (v) **PNG.** One substantial proposal received for assistance with decentralisation of educational planning to provincial level, and development of Provincial Education Plans (PEPs). Funding arrangement currently being negotiated.
- (vi) **Samoa.** One proposal received and funding provided for a sub-project involving curriculum development and capacity building for new senior secondary school subjects.
- (vii) **Tonga.** One substantial proposal received for a sub-project in the field of literacy and numeracy: does not comply fully with funding criteria, nor with available level of funding. Negotiations are continuing.

Proposals are under development in Palau, Tokelau and Vanuatu, and submissions expected during May.

Result Area 3 – Strengthened Regional and National Capacities

Activity 3.1 – Establish Resource Centre

A half-day workshop was held on 24 January 2005 to bring together key stakeholders to discuss the continuing development of the Resource Centre. It was attended by

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representatives from the PRIDE Project, the Institute of Education, the USP Library, PIFS and PIAS-DG. The Information Specialist prepared an issues paper and a draft collection development policy for circulation prior to the workshop. Consultation and discussion at the workshop achieved consensus on several key issues, including:

- 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.

In the context of sustainability, it was recommended by the meeting that ongoing management of the Resource Centre on completion of the PRIDE Project should be the responsibility of the USP Library, rather than IOE as indicated in the Project Contribution Agreement.

The following has been achieved during the first four months of 2005:

- The collection development policy has been approved, circulated and is currently being implemented.
- Other Resource Centre policy and procedure decisions have been implemented, especially in relation to clients, access, signage and opening hours.
- Digitisation of existing hard copy material has begun using the PRIDE office scanner. Scanning procedures and policies also are being developed.
- Copyright permission has been sought from all participating countries prior to scanning and inclusion of their national education documents in the on-line collection, the Pacific Archive of Digital Data for Learning & Education (PADDLE). Implementation of PADDLE has been delayed due to ongoing consultations in relation to the availability and management of a suitable server, and by delays in receiving copyright approvals from some countries.
- Cataloguing of hard copy material has commenced using the recently upgraded USP Library catalogue system.
- The PRIDE Resource Centre's virtual space/portal has been developed. The Centre's website http://www.usp.ac.fj/index.php/pride_resourcecentre/ provides information about its objectives, collection, services, and access. It also provides information about PADDLE, and about access to hard copy material via USPL.
- The Information Specialist is active in library and other networks to raise awareness and share information, tools and resources.
- The Information Specialist has been providing research and reference assistance to PRIDE, IOE and other USP staff. Training and user guides are being developed.

Activity 3.2 – Monitoring and Evaluation systems

- (i) The PRIDE team is fine-tuning the use of the benchmarks to review strategic plans. The main emphasis is on formative evaluation during the planning process.
- (ii) As noted in 2.1.4, the PRIDE Project, in collaboration with UNESCO, is committed to improving the quality of education data management in the region, and to the effective use of data to evaluate the implementation of basic education. Significant capacity building has taken place. Collaboration also has begun with the Fiji MoE and SPBEA to review and enhance the statistical analysis of data, especially national literacy and numeracy performance measures.

PROJECT COORDINATION, MANAGEMENT, BUDGET

Organizational structure

The management structure, accountability levels, and signing authority governing the Project require some reconfiguration to ensure more efficient and on-schedule implementation and financial reporting. Discussions are ongoing with USP management and the RAO.

Budget and Finances

Expenditure for the 1st quarter, January – March, totals **\$346,861**, which represents 9% of budgeted expenditure for 2005 (see Attachment 1 for details). Approximately 33% of funds for 2005 were allocated for sub-project funding; only one sub-project met the criteria during the quarter, and has been funded [see 2.2.4].

Project Management

Secretariat

- (i) The clerk typist resigned in February and the position immediately filled on a temporary basis.
- (ii) PRIDE will get a new accountant by mid-May.

External Relations

It was recognized that continued advocacy about the Project has to be undertaken to encourage countries become more involved in its activities and participate in its programs. To ensure PRIDE's success and growth, PRIDE has been engaged in the following information and communication activities:

- (i) A briefing paper prepared describing our second Regional Workshop; this resulted in an article in the *Fiji Times* and an interview on ABC Pacific radio.
- (ii) The PRIDE Project website has been maintained on a regular basis to provide an informative window on all activities.

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- (iii) The Project Manager currently is working on the design for a new brochure and for low cost info-ads to be placed in *Wansolwara* (the USP student newspaper with a circulation of 2,000 around the region).
- (iv) The production of the info-ad will lead to the production of a PRIDE poster and to a brochure on sub-projects.
- (v) The second issue of the Project newsletter, *Pacific Pride*, was distributed in January. The third issue was prepared during April for distribution in early May.

Monitoring, Evaluating & Reporting

The first Project Monitoring Committee for 2005 was held on 21 January, the second on 03 May. Agenda and minutes are available upon request. A more systematic internal monitoring strategy has been developed based on a country-by-country review at staff meetings. Six meetings were held during the review period.

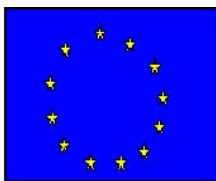
Administration of the Project Fund and Audit Requirements

- (i) The request by the European Union for the PRIDE Project to have a separate Imprest Account is currently being reviewed by the University.
- (ii) Fourteen countries have signed Memorandum of Understanding with the Project; a second draft has been prepared for Kiribati and is expected to be signed shortly.
- (iii) A Financial & Administrative Procedures Manual along with accompanying software was produced to maintain all financial information associated with sub-project funding.
- (iv) A financial audit by KPMG was conducted in April.

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Attachment 1: First Quarter Expenditure for the PRIDE Project

	2005 BUDGET (FJD\$)		
	TOTAL	YTD	% (YTD/BUD)
TECHNICAL ASSISTANCE	780,437	181,984	23%
Long Term	544,637	128,584	24%
Project Director	139,793	34,661	25%
Education Advisors	172,695	42,311	25%
Support Staff: Project Manager, Finance Officer, Librarian, Clerk/Typist	232,149	51,612	22%
Recruitment Cost & Mobilisation cost	-	-	
		-	
Short Term	235,800	53,400	23%
Workshop Consultants	97,800	48,814	50%
Others	138,000	4,586	3%
EQUIPMENT	159,000	13,750	9%
Office equipment and supplies	20,000	3,981	20%
Resource Center equipment and supplies	69,000	7,182	10%
Office Furniture, fitting and refurbishment	10,000	2,588	26%
Conference Center equipment and supplies	60,000	-	0%
		-	
MEETINGS & TRAVEL	1,090,880	124,082	11%
Workshops	825,000	107,065	13%
On site training/support	33,920	3,047	9%
Attachments	66,960	5,537	8%
Conferences	15,000	461	3%
Project Meetings	100,000	749	1%
Official Travel (Staff)	50,000	7,223	14%
		-	
OPERATING COSTS	158,000	6,626	4%
Administration	60,000	-	0%
Consumables	60,000	5,720	10%
Utilities	28,000	906	3%
Resource Center	10,000	-	0%
		-	
IN COUNTRY SUB-PROJECTS	1,445,000	20,418	1%
Initial Setup Costs	145,000	14,369	10%
Projects	1,300,000	6,049	0%
		-	
SUB-TOTAL	3,633,317	346,861	10%
<i>Contingency (5%)</i>	<i>181,666</i>	<i>-</i>	<i>0%</i>
		-	
DIRECT PROJECT COSTS	3,814,983	346,861	9%



**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

2004 ANNUAL REPORT

January – December

Implementation of activities by the PRIDE Projects 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

INSTITUTE OF EDUCATION



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List of ACRONYMS

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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
P-ACP	Pacific ACP
PAG	Programme Advisory Group
PC	Project Coordinator
PCC	Project Coordinating Committee
PIFS	Pacific Islands Forum Secretariat
PMC	Project Monitoring Committee
PRIDE	Pacific Regional Initiatives for the Delivery of Basic Education
PS	Project Supervisor
PSC	Project Steering Committee
RAO	Regional Authorizing Officer
RIP	Regional Indicative Programme
USP	University of the South Pacific
VC	Vice Chancellor of USP

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1 Background

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

The Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) project no: 9-ACP-RPA-001, commenced in July 2003 with funding provided by NZAID. 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 where the University of the South Pacific has been awarded the contribution by the Pacific Islands Forum Secretariat to implement the programme subject to the terms and conditions outlined in the contribution agreement ref no: 9.EDF.CA.07. Funding under the contribution will terminate on October 27, 2008.

1.1 Objective

The overall objective of the project is: *“To expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural development of their communities and to contribute positively to creating sustainable futures”.*

It is well recognised that basic education makes a strategic contribution to development. Education is central to the elimination of poverty as it enables people to use and extend their capabilities, develop skills, improve their livelihoods and increase their earning potential. It also empowers them to participate in decision-making and in the transformation of their lives and societies. Evidence also points to a connection between strong basic education on one hand and improvements in technical skills, in work and social adaptation. Since basic education is the only education that many children will receive, it must set the foundation for all future learning. It thus has high potential returns to society.

1.2 Purpose

The project's purpose is: *“To enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal and non-formal means, and to improve the coordination of donors inputs to assist countries implement their plans”.*

The programme aims to achieve the following 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

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.

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- 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.

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

2 Project Coordination, Management, Budget

2.1 Organisation structure, staffing

The PRIDE Project team now has its full complement:

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

2.2 Expenditure for the year 2004

The 2004 estimates for the PRIDE programme of activities is FJ \$1,832,936; expenditure for the year is FJ\$1,832,936³. Financial figures are from USP BANNER System and are yet to be audited⁴

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

2.3 Project management

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

2.3.1 Secretariat

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

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3 Expenditure transactions have not been audited; this figure includes encumbrances.

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

2.3.2 External relations

1. PROJECT STEERING COMMITTEE (PSC) MEETINGS

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

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

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

2.3.3 Conference facilities

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

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2.4 Monitoring, evaluating and reporting (M&E)

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

2.5 Administration of the Project fund and audit requirements

- a) Funds necessary to cover approved expenditure are committed on the basis of documents such as requisitions, order forms, etc. in the normal USP system of raising expenditure requests. Special Affairs within the Bursary will maintain a record of these commitments and supporting documents.
- b) Expenditure is cleared (verification of invoices, statements) and authorised by the Project Director and/or the Project Manager.
- c) The payment order accompanied by the supporting documents is forwarded to the accounting officers in the Purchasing Office or Special Affairs who are responsible for executing payment.
- d) All expenditure will be charged against the following fund numbers and organization code: NZAID FUNDS: 20212 -6201-xxxxx EDF FUNDS: 212052-6201-xxxxx

3 Activities for Project deliverables

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

3.1 Result Area 1 – Development of strategic plans

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

3.1.1 Activity # 1.1 – Benchmarks for national strategic plans

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

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

Each of the fifteen participating countries has appointed National Project Coordinators (NPCs) .⁵ The regional workshop (detailed in section 3.1.4) held in September, was used to provide initial

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training on their roles and responsibilities and to develop a shared understanding of the Project. On-the-job training and support from PRIDE staff subsequently was provided to Nauru, Tokelau and Cook Islands.

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

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

3.1.3 Activity # 1.3 – Analyse and review national education plans

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

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

3.1.4 Activity # 1.4 – Develop planning methodology

Regional workshop - Lautoka

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

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3.1.5 Activity # 1.5 – TA for strategic plan development

Regional workshops

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

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

National workshops

In order to assist Tokelau with strategic plan formulation, PRIDE co-funded, along with its Department of Education, a workshop to develop a National Policy Framework for Education. The workshop was held in Samoa, from 22 November to 10 December, and was attended by almost the entire cadre of teachers in Tokelau. Dr Puamau attended as facilitator.

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

General

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

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

3.2 Result Area 2 – Implementation of Strategic Plans

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

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

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

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

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

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

Commonwealth of Learning

The PRIDE team was pleased to welcome the CEO of COL, Sir John Daniel, who visited on 16 July for discussions about potential linkages and resource sharing. The PRIDE team was represented by Mr. Singh at a COL Experts Meeting, November 15-17, on the topic of Literacy & Livelihoods. PRIDE's invited keynote paper, *Culture, Literacy and Livelihoods: Reconceptualising the Reform of Education in Oceania*, that addresses the conceptual foundation on which PRIDE is built, was presented for discussion at the COL meeting; this paper can be found on our website.

South Pacific Board for Educational Assessment (SPBEA)

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

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

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

UNESCO Office for the Pacific States

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

3.2.3 Activity # 2.3 – Develop operating procedures for plan implementation

At the Lautoka workshop discussions were held on the application and selection processes for PRIDE national sub-projects. The NPCs unanimously agreed that in terms of the distribution of

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available funds for sub-projects, 70% of the available funds should be distribute amongst the 15 countries at 3 levels, namely:

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

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

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

A Financial Procedures Manual with guidelines for the sound management of funds transferred to implement in-country sub-projects was developed. The PRIDE Project is currently engaged in discussions with USP Bursary with the aim of establishing a viable system whereby USP can maintain its fiduciary role by ensuring that the system for the disbursement of funds has a high degree of accountability and transparency built in to it.

3.3 Result Area 3 – Strengthened regional and national capacities

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

3.3.1 Activity # 3.1 – Establish resource centre

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

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

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

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conducted. The information gathered will guide PRIDE in fine tuning its website and in the establishment of its online resource centre.

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

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

3.3.2 Activity # 3.2 – Monitoring and evaluation systems

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



The University of the South Pacific

The PRIDE Project

BENCHMARKS FOR NATIONAL STRATEGIC PLANS

The Logical Framework Analysis annexed to the PRIDE Financing Agreement specifies under Result Area 1, Activity 1.1, that the PRIDE Project will: “Establish minimum benchmarks, principles and criteria to apply to national strategic education sector plans”.

The PRIDE team therefore developed a draft set of benchmarks derived from the Forum Basic Education Action Plan and the PRIDE Financing Agreement. In order to enhance the value of the benchmarks as a tool for planning, we sought clarity, brevity and simplicity.

The draft benchmarks were distributed prior to the first PRIDE Project Regional Workshop, held in Lautoka from 1 to 8 September 2004, and were fully discussed with participants. Meeting in small workgroups, participants reviewed the list, recommended changes and additions, and listed the benchmarks in order of priority. They also developed a set of specific indicators for each benchmark. The attached list of benchmarks, principles and indicators is the end result of their work, and was formally ratified at the second meeting of the PRIDE Project Steering Committee on 25 October, 2004.

The PRIDE team is committed to using the benchmarks as part of a constructive and collaborative review of each country’s strategic plans. We seek to deliver the best possible support and training, thereby facilitating the development and implementation of national education plans in each country.

#	Benchmarks	Principles	Indicators
1	Pride in cultural and national identity	The Plan builds on a strong foundation of local cultures and languages, thus enabling students to develop a deep pride in their own values, traditions and wisdoms, and a clear sense of their own local cultural identity, as well as their identity as citizens of the nation.	<ul style="list-style-type: none"> - A statement demonstrating development of a national language policy, including vernacular language(s) - A statement showing development of policies or regulations on citizen-building activities, e.g., students learning the National Anthem, flag raising ceremonies - A specific objective or strategy in the Plan referring to the teaching of local languages and cultures in schools.
2	Skills for life and work in a global world	The Plan contains strategies for the systematic teaching of literacy, numeracy, ICT and English language, together with life and work preparation skills, thereby equipping all students to take their place in a global world with ease and confidence.	<ul style="list-style-type: none"> - Clear statements of curriculum outcomes in the teaching of literacy, numeracy, ICT and English across all levels - Clear statement on strategies for the development of life and work preparation skills, including TVET programs.
3	Alignment with National Development Plan and Regional & International Conventions	<p>(i) The Plan is fully consistent with the goals and strategies of the most recent National Development Plan</p> <p>(ii) The Plan is consistent with the goals and strategies of regional and international conventions.</p>	<ul style="list-style-type: none"> - Evidence of dovetailing of objectives and strategies with the most current National Development Plan - The Plan contains a statement of commitment to regional conventions such as FBEAP and international commitments such as EFA and Millennium Development Goals.
4	Access and equity for students with special needs	In order to ensure access and equity, the Plan contains strategies for the teaching of vulnerable students, including those from low socio-economic urban groups, those in remote and isolated areas, those with disabilities, female students, and school drop-outs and push-outs.	<ul style="list-style-type: none"> - A specific objective in the Plan referring to meeting the needs of vulnerable students - Clear statements of strategies to improve educational opportunities for vulnerable students through more effective teacher training, improvement of infrastructure, resourcing and programs - The existence or development of appropriate policies or legislation.

#	Benchmarks	Principles	Indicators
5	Partnerships with communities and stakeholders	The Plan shows clear evidence that it was developed using consultative and participatory processes in the broader context of civil society, including parents, students, private providers of education, NGOs, employers and other community and private sector groups.	<ul style="list-style-type: none"> - Strategies outlining consultative meetings with key stakeholder groups and community leaders - Strategies outlining participation of stakeholders and the community in education policy development.
6	A holistic approach to basic education	<p>(i) The Plan addresses the challenges of effective articulation between each level of education; from pre-school/early childhood to elementary/primary, from elementary/primary to secondary, and from secondary to TVET</p> <p>(ii) The Plan addresses the challenges of articulation between education and the world of work, not only in the context of paid employment but also of self sufficiency, self reliance and self-employment.</p> <p>(iii) The Plan demonstrates effective articulation between formal and non-formal education.</p>	<ul style="list-style-type: none"> - The written curriculum framework states the linkages between early childhood and primary sectors, between the primary and secondary sectors and between the secondary and post-secondary sectors - TVET oriented programs are included as part of the school curriculum - An adequate supply of appropriately qualified and trained teachers is available for different school levels - Pathways between school and post-school are clearly articulated through programs and a quality communication strategy - National curriculum provides for education from early childhood to secondary that can be used in the formal and non-formal sectors
7	Realistic financial costing	The Plan has been carefully costed and is realistic in terms of current and projected levels of national budgets and donor funding for the education sector.	<ul style="list-style-type: none"> - Evidence of robust budget preparation, i.e., costings, cost-sharing, consultation, analysis - Evidence of an efficient financial management system in place, e.g., disbursement, accountability, monitoring, cost-sharing.

#	Benchmarks	Principles	Indicators
8	Use of data in educational planning	The Plan is based on recent educational data that have been systematically collected, analysed, managed and reported.	<ul style="list-style-type: none"> - Evidence of a trained data management officer or Unit - Existence of an Education Management Information System (EMIS).
9	Effective capacity building for all education personnel	<p>The implications of the Plan for the training of education personnel are addressed and effective training strategies developed, especially for:</p> <ul style="list-style-type: none"> (i) the pre- and in-service education of teachers; (ii) education leaders, with a focus on ensuring that staff are conversant with and committed to the Plan; (iii) education planners; and (iv) data managers. 	<ul style="list-style-type: none"> - Indication of levels and numbers of education personnel to be trained - Clear strategies for both pre- and in-service teacher training - Evidence of capacity building programs in place
10	Framework for monitoring and evaluation	The Plan contains a monitoring and evaluation framework that allows outcomes-based judgments to be made about the effectiveness of education provisions at all levels, and in all areas of the curriculum.	<ul style="list-style-type: none"> - Evidence of a national assessment framework to assess student achievement - Performance management system (PMS) for staff - Evidence of a reporting mechanism.

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

For further details: www.usp.ac.fj/pride