

# Pacific Pride

Issue 11

The Newsletter of the PRIDE Project

February 2008

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The PRIDE Project (Pacific Regional Initiatives for the Delivery of basic Education) is implemented by the Institute of Education at USP and is jointly funded by the European Union and New Zealand AID through the Pacific Islands Forum Secretariat. PRIDE serves Cook Islands, Federated States of Micronesia,



Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu.



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## From the PRIDE Team Leader:

### Focus on National Education Strategic Plan Implementation

The PRIDE Project has less than two years remaining before the current funding arrangements draw to a close. There is, therefore, much to do to ensure efficient and effective use of the remaining resources for maximum benefit to the 15 PRIDE countries.

The 17<sup>th</sup> PRIDE Project Monitoring Committee meeting, the first for 2008, was held on 8<sup>th</sup> February 2008. There was a consensus that the Project was progressing according to schedule.

Dr Priscilla Puamau was appointed Project Team Leader in January 2008. Pala Wari signed a new contract in December last year. We are sad to announce the resignation of Education Advisor Epeli Tokai, who leaves the Project at the end of February. We wish Epeli and his family every success and prosperity for the future as they begin a new phase in Australia, their new home.

The emphasis in Project implementation has shifted from the development of national education strategic plans per se to the implementation of national sub-projects which have been identified by countries as priority areas for educational development.

The Team is quite excited about the increase in the number of sub-projects under implementation in the countries. From only 11 sub-projects ratified in 2005 and 12 in 2006, there was an increase in 2007 to 31 sub-projects, a gain of 258%.

By the end of January 2008, a total of 20 sub-projects had been completed in ten countries; 45 sub-projects are currently being implemented in 13 countries and the Project has received seven more sub-projects from five countries.

The intensity in national sub-project activity is placing a challenge on the PRIDE Team to keep up with monitoring the progress of 72 sub-projects.

We are keen, for instance, to ensure that the 20 completed sub-projects are properly accounted for and acquitted. This is a priority in the first quarter of this year. We are also particularly keen to track the progress of the 45 current sub-

projects and urge the countries to utilise the appropriate Monitoring and Evaluation (M&E) handbook.

The PRIDE Project Steering Committee at its meeting in November 2007 endorsed the timeline that had been agreed to at the last National Project Coordinators' meeting. The timeline includes:

Stages	Deadline
Submission of new sub-projects	31 March 2008
Sub-projects completed	31 December 2008
Acquittal process finalised	31 March 2009
Completion report finalised	30 June 2009

We would like to be known as an exemplary project where no funds are returned to the donors at its completion. We therefore need the assistance of countries in achieving this milestone. Some strategies to accomplish this are given below:

(a) Develop sub-project proposals as soon as possible in order to make use of allotted sub-project funding. Note the deadline of 31<sup>st</sup> March 2008.

(b) Particular attention also needs to be given to those sub-projects which have been approved but have gone past their completion dates without being completed. Similarly, attention needs to be paid to sub-projects that have been approved but which are taking too long to commence.

(c) If countries have utilised or are close to completely using up their allocated sub-project funding, it would not hurt to prepare additional sub-project proposals in advance. Those countries that do this will be first in the queue to use sub-project funds that will be pooled from those countries that have underutilised their portion. We will be able to allot the unutilised funds on a first-come-first-served basis after 31<sup>st</sup> March 2008.

(d) New sub-project proposals, provided they are in line with National Education Strategic Plans, might include a research project in an area of need or something in the non-formal area. The latter has been particularly neglected in many countries but is an important support area for the PRIDE Project.

As M&E is another priority area for the Project, much

attention will be paid to evidence-gathering and the analyses of appropriate PRIDE data to better inform our processes and practices.

## 2007 FEEdMM Report

Ministers for Education of the Pacific Islands Forum met at the Waipuna Hotel and Conference Centre, Mt. Wellington, Auckland, New Zealand, 27 - 28 November 2007 to consider issues related to the implementation and enhancement of the 2001 Forum Basic Education Action Plan (FBEAP) and to deliberate on the meeting theme of enhancing educational outcomes for Pacific children and youth.

The meeting was chaired by the Honourable Chris Carter, Minister of Education, New Zealand and the Associate Minister of Education of New Zealand, the Honourable Parekura Horomia. In attendance were the Prime Minister and Minister for Education from Cook Islands and Ministers from Fiji, Kiribati, Nauru, Niue, New Zealand, Papua New Guinea, Samoa and Tonga.

PRIDE presented its 2006-2007 Progress Report. The ministers reviewed the progress on PRIDE and expressed their appreciation for assistance provided to their countries.

One of the outcomes of the meeting was that the Pacific Islands Forum Secretariat was tasked to secure funding after 2009 for a continuation of PRIDE.

The following concerns were raised:

- poor communication in the past year between the Project and the countries it serves
- integration of the Project into USP's Institute of Education, especially by countries that are not members of USP
- relative lack of information provided on PRIDE, especially financial information.

PRIDE, with the assistance of the NPCs, aims to improve the communication between PRIDE and the Ministers.

**John Stunnenberg**  
Project Manager

# The Basics of Learning: Literacy and Numeracy in the Pacific

## The Basics of Learning Literacy and Numeracy in the Pacific

Edited by  
Priscilla Peumane and Frances Fene



The PRIDE Project  
Pacific Education Series No.4  
2007



The PRIDE Project is financed by the European Union and NZAID through the Pacific Islands Forum Secretariat and implemented by the Institute of Education at USP

### PRIDE's latest publication

The Project's first publication for the year is *The Basics of Learning: Literacy and Numeracy in the Pacific*. This is the fourth volume in the Institute of Education's (specifically the PRIDE Project) Pacific Education Series.

This volume is an outcome of the Fifth PRIDE Regional Workshop held at the Sia'atoutai Theological College in Nuku'alofa, Tonga in May 2006. The workshop was attended by senior curriculum and professional development officers responsible for curriculum development and delivery in the fields of literacy (both English and vernacular) and mathematics at the primary level from fifteen Pacific countries. The aim of the workshop was to engage participants in the process of reconceptualising the way literacy (both English and vernacular) and numeracy is thought about and practised in their own country, and in the region. Part of the process required reflecting on global developments in these areas and examining the implications for the Pacific.

There are three parts to the book: the first contains chapters on literacy (Chapters 1-6), the second has chapters on numeracy (Chapters 7-11) with the third part

integrating both aspects (Chapters 12 and 13). The notion of syncretising the best of the contemporary global with the best of the local is a central theme in the book. The global theoretical and conceptual perspectives to literacy and numeracy are provided in Chapters 1 and 7, while Chapters 2, 8 and 13 provide regional/local conceptual insights with a specific emphasis on indigenous ways of thinking about literacy and numeracy. Two case studies are also provided, one on applying indigenous mathematics concepts in the elementary syllabus in Papua New Guinea and the second on integrating literacy and numeracy. Attention is also given to the importance of information literacy to learning.

The content of keynote presentations and ideas generated at the group discussions are contained in this publication. Keynote presentations include: *Living (in) literacy(ies) in new times* by Marylin

Low, PREL; *Liberating developments in numeracy* by Lesley Lee, PREL; *Between two worlds: taking control of our destiny through relevant literacy* by Lice Taufaga, USP; *Building bridges: 'At home I add, at school I multiply'* by Salanieta Bakalevu, USP; and *Integrating numeracy and literacy: a case study* by Lesley Lee and Marilyn Low.

The book is intended primarily for teachers, teacher educators, policy writers and researchers in the areas of literacy and numeracy, and more generally for anyone interested in Pacific education.

The Project has distributed copies through the region. The book is also available electronically

<http://www.usp.ac.fj/index.php?id=6063>.

Copies can also be purchased from IOE (contact Anjula Devi ~ telephone: + 679 3232154, email: [devi\\_an@usp.ac.fj](mailto:devi_an@usp.ac.fj) and the USP Book Centre

<http://www.uspbookcentre.com/>.

## Sub-Project Implementation

As the PRIDE Project enters its fifth year of operation, the focus is now on submitting proposals, implementation, and monitoring and evaluation of sub-project implementation. Project staff time is mostly taken up assisting countries in these areas and it is good to see the urgency in the countries to utilise their sub-project allocations before December 2009.

Apart from the Federated States of Micronesia, where the four states are still in the final stages of developing their strategic plans, the other fourteen countries have already been engaged in implementing their sub-projects.

An analysis of the type of sub-projects supported shows that they are consistent with the priority areas in the national education strategic plans. It was also found that the target areas include: literacy, ECCE, educational planning activities, TVET, and training and awareness programmes. Other areas include open and flexible learning, policy review and development, teacher education, inclusive education, curriculum development and assessment, drugs and substance abuse, HIV/AIDS, and non-formal education.

When talking about regional projects, this is quite an achievement when one looks at the geography of the Pacific nations. The distances involved make our work at PRIDE, especially communication, travel and the provision of services to the countries, complicated, time-consuming and expensive.

The increase in the number of sub-projects received and approved is due in part to the proactive action of the PRIDE Team in encouraging countries to submit an indicative sub-project matrix showing how they intend to utilise their remaining sub-project funds. Also the team has worked closely with NPCs on a one-to-one basis during the NPC workshop, through country visits, phone and e-mails, encouraging countries to develop and implement sub-projects and to utilise funds.

The increase is also a reflection of a more effective administration process that has been put in place to ensure that sub-project approval is quicker and more transparent, and that funds are released to the countries more quickly.

The Project has only 22 months to run, and so the PRIDE Team, in collaboration with our NPC/SPCs during the NPC workshop in Nadi in 2007, set a timeline to ensure the full utilisation of country sub-project funds by December 2009. It was agreed that 31<sup>st</sup> March is the deadline for submission of new sub-project proposals with implementation of those sub-projects completed by April 2009. This would allow time for funds to be acquitted by the countries and the completion reports for all sub-projects submitted to PRIDE by 30<sup>th</sup> June 2009.

**Epeli Tokai & Pala Wari**

## Report on the 6th PSC Meeting



### A light moment at the 6th PSC Meeting in Auckland

The Sixth Project Steering Committee meeting was held at the Waipuna Lodge in Auckland on 27<sup>th</sup> November, 2007. The meeting took place during the Forum Education Ministers Meeting (FedMM).

The CEOs and Directors of Education of the PRIDE member countries met to discuss the direction PRIDE is going. All 15 countries were represented except FSM, because of problems securing visas to enter New Zealand. Besides the member countries, stakeholders such as the European Union, NZAID, the Pacific Islands Forum Secretariat and CROP agencies were represented. The meeting was chaired by Mr Levaopolo Tupae Esera, CEO for the Ministry of Education, Sports and Culture of Samoa.

An important outcome of the meeting was the approval of the 2008 Work Programme and Budget.

The acting Director of PRIDE, Dr. Kabini Sanga, presented the 2006-2007 Progress report. The meeting was a lively one, with strong debates on a range of issues. The 2006 Auditor's report was one that

took the foreground, as it did during the FedMM the following day. The main concern was the overspending of some of the budget lines, mainly on travel and meetings.

The 2008 Work Programme, however, was approved and the meeting expressed its satisfaction with the progress thus far. Worth mentioning is that 31 new sub-project proposals were ratified, bringing the total number of sub-projects ratified to 54 (as of November 2007).

Some of the other decisions made were the approval of the revised benchmarks for education strategic plans and the ratification of the M & E Handbook.

In order to maintain a once a year schedule of the PSC meeting, PRIDE will identify in 2008 a location to hold its next meeting that coincides with another meeting at which CEOs are present, as the next FedMM is not scheduled till 2009.

**John Stunnenberg**



## Kiribati's Desire to Reform their Education System

Close to 200 key stakeholders participated in an education summit in Tarawa from 21-24 January 2008. With the theme *Cooperation for the enhancement of quality education outcomes for our children*, the summit was a Government of Kiribati initiative organised by the Ministry of Education with AusAID funding.

Starting off with heart-stirring and thought-provoking performances by primary and secondary students at the welcome ceremony and ending with a delicious reception dinner at the President's residential *maneaba*, the participants deliberated on issues and challenges facing the Kiribati education system and reviewed the Ministry of Education Strategic Plan (2008-2011).

Participants included representatives from Island Councils, church education authorities, community leaders—the *unimwane* (old men) and *unnaine* (old women), school heads, teachers, parents, women's interest groups and, encouragingly, youths. The levels of education covered early childhood, primary, junior secondary, senior secondary and tertiary.



**Singing the Kiribati National Anthem at the Education Summit**

The first 'outside' regional/international perspective on the issues and challenges facing Kiribati's educational system was presented by a team from the University of the South Pacific (USP): Mr Teweiariki Teairo (School of Education), Mr Urium Timiti (Faculty of Business and Economics), Dr Ueantabo Mackenzie (Director, Kiribati Campus) and Dr Priscilla Puamau (PRIDE Project Team Leader).

A focus of the USP presenta-

tion was data on Kiribati student achievement at the Laucala Campus. These data complemented data from the South Pacific Board for Education Assessment (SPBEA).

Dr Richard Wah represented the SPBEA at the summit, presenting the second 'outside' perspective with data on Kiribati children's educational achievements at both primary and secondary levels.

With the exception of the presentations made by Priscilla and

Richard, all other presentations and discussions were carried out in the Kiribati language to encourage the participation of all participants in the deliberations. Fortunately, with three I-Kiribati colleagues providing ready translation, the non-Kiribati outside participants were able to follow the gist of discussions.

An important feature of the workshop was the inclusive consultative and collaborative approach taken to finalising the next four-year education strategic plan, expected to be presented to the Cabinet for its approval soon.

Memorable moments from the Kiribati visit include three male participants falling off their chairs during the summit, several participants being carried to their transport after the reception, and riding on the back of a truck because of the fuel shortage.

Warm congratulations are offered to the Minister for Education, Honourable James Taom; Secretary for Education, Mrs Teekoa Iataake and her hardworking staff for a forum that was truly I-Kiribati driven and consultative in nature. And a big thank you to those wonderful caterers for the delicious food provided during the summit.

**Priscilla Puamau**  
**PRIDE Team Leader**

## Health Promoting Schools: healthy schools, healthy children, healthy nation



**Participants in Brisbane's WHO Workshop**

Did you know that 75% of deaths of Pacific Islanders are due to non-communicable diseases caused by making unhealthy lifestyle choices, including poor diet and lack of exercise?

Each morning, with pedometers firmly attached to their waists, 26 Pacific Islanders panted their way through a 'walk for health' as part of a regional workshop on health promoting schools (HPS) held at the Griffiths University in Brisbane from 23-27 October 2007.

With the theme 'building partnerships and upscaling local actions', the workshop was attended by 26 participants from 14 Pacific countries and was the result of collaboration and partnerships among the World Health Organisation (WHO), Griffiths University and the PRIDE Project. In most cases, two participants per country participated, representing both the education and health sectors.

An initiative of the WHO, the HPS concept and prac-

tice has the support and mandate of both Pacific Health and Education Ministers.

A health promoting school is defined as a school which integrates strategies and activities that promote good health in students for sustainable futures, with good health referring to physical, mental, social, emotional, cultural and spiritual well-being.

It became very clear as the workshop progressed that for the HPS concept to find solid root in each country, there had to be a solid partnership between the Ministries of Health and Education.

Two important workshop outcomes were the development of a draft MOU and a joint action work plan (between health and education).

Priscilla Puamau represented the PRIDE Project at this workshop where she made several presentations. In providing an educator's viewpoint, some of her

Suggestions included:

- Develop school health and PE/sports policies. Including a canteen policy where limited/no junk food is allowed.
- bring back daily health inspection (check nails, hair, handkerchief, teeth) and continue with daily tooth brushing
- have dental and medical checks in all primary schools
- start health promotion early from pre-school
- lobby, lobby and lobby people of influence
- do not neglect cultural and spiritual health
- teach that good health matters, healthy lifestyles matter, and there are benefits all round: health, education, the community, the economy, society, the nation
- reduce the increase in communicable and non-communicable diseases and educate students and community in reducing risks to diseases
- encourage non-participating schools to become HPS—health promoting schools matter
- educate parents on good health with community support
- the teamwork approach between Ministries of Health and Education is vital if HPS is to become a reality in the Pacific.

Participants also had the opportunity to visit a primary and a secondary school to witness how the Queensland Government had translated the concept of HPS into local realities.

Progress in Brisbane schools has been considerable given the significant financial commitment by the Australian Government and the determination of HPS coordinators to make this work in their schools.

Pacific Islanders need to acknowledge that we have a serious problem—an increasing number of people are dying younger. There is therefore a need for a shift in our

attitudes. We need to recognise that healthy foods and healthy living, including exercise, is critical to our well being.

The workshop resolutions include: That:

- HPS move from being an initiative to becoming a movement
- HPS needs be entrenched in the curriculum and driven with the 'whole of school approach'
- countries, in order to strengthen partnership between health and education, initiate or review memorandums that reflects clear understanding of particular concepts and processes of HPS and have an organisational structure with the proper TOR that stipulates responsibilities
- proper integration of Health Promoting Schools into Education and Health be ensured and consideration be given for initiation of a joint project
- HPS be complemented by the Department of Education acting as a role model to students and other workplaces
- on-going training be made available for national health coordinators and HPS become part of teacher training
- designated funding be allocated from both ministries to support joint work plans for HPS
- money be seeded to initiate small projects as entry points in schools to motivate at the grass roots level. WHO, SPC and other regional organisations could assist in this.
- Health Promoting School focal points be established for each country in the Ministry of Education and progressively a post be established to ensure continuity
- participants ensure finalisation and implementation of plans they have initiated during the workshop.

**Priscilla Puamau**  
**PRIDE Team Leader**

# PRIDE in FSM



## Signing of the State of Pohnpei MOU

In November two PRIDE team members travelled to the Federated States of Micronesia. Information Specialist Libby Cass, spent two weeks at the Ministry of Education, Pohnpei, working with Ministry staff, providing technical assistance in the areas of website development and school libraries. John Stunnenberg, PRIDE Project manager, met officials of the National Department of Education in order to amend the MOU that PRIDE had signed earlier with FSM. The amendment would then open the way for PRIDE to sign four individual State MOUs. The MOUs would allow the States of Pohnpei, Chuuk, Kosrae and Yap to submit in-State sub-project proposals to

PRIDE in order to utilize the FSM allocation of USD 483,939.

## Website development

A key result area of Libby's visit was enhancements to the Pohnpei DoE website <http://www.pohnpeidoefm/design/>. Preliminary work included two substantive meetings with key DoE staff to develop the Department's website plan. Website aims, audience and content requirements were discussed at their meetings. Feedback was consolidated into the draft PDOE website design document, and time was also spent liaising with Programme Coordinators to ensure content was provided. Training and technical assistance were provided to Monroe David, the Department IT Specialist, who also has responsibility for their website.

## PRIDE in FSM and Palau

John Stunnenberg's first stop was Pohnpei and he met with the Hon Wehns Billen, Acting Secretary for Education for FSM. He was very supportive of the States taking over the responsibility of

producing Strategic Education Plans and more than willing to sign the amendment to their MOU.

The next 14 days were spent travelling to each of the four States of FSM, meeting with local government officials to sign their MOUs and setting up the logistics to be able to transfer future funding as there are no USP Centres in FSM.

In Pohnpei, John was able to meet with the local consultant, Mr. Jimmy Hicks, who is assisting the Department of Education with its State Strategic Education plan, and some of the members of the Plan Steering committee. The draft is finalised now.

Because the flight to Yap was scheduled to stop in Palau, John took the opportunity to stop over for one day and collect the acquittals of one of their completed sub-projects and have a brief meeting with the Minister of Education, the Hon Mario Katosang, to discuss some PRIDE issues.

**John Stunnenberg, Project Manager & Libby Cass, Information Specialist**

## Teacher and Education in the Pacific Project

The ADB-AUSAID-funded 'Teachers and Education in the Pacific' (TEP) project held a regional workshop in Suva, Fiji from 5<sup>th</sup> – 7<sup>th</sup> December, 2007. The IOE team were pleased to welcome 22 country participants from Fiji, Cook Islands, Kiribati, Niue, RMI, PNG, Samoa, Solomon Islands, Tonga, Tokelau, Tuvalu and Vanuatu. Unfortunately, Nauru was not able to attend the workshop. The team also welcomed representatives from the Pacific Islands Forum Secretariat, SPBEA, FTA, Corpus Christi Teacher Training College, Fulton SDA College, the USP's School of Education and other regional agencies. An AUSAID officer was also present.

The TEP participants were welcomed to Fiji with a traditional *sevusevu* ceremony. Dr 'Ana Taufe'ulungaki, Pro VC Research and Graduate Affairs (USP), gave the opening keynote address, speaking of the importance of setting a clear country vision for education. She asked, "What kinds of communities do we want for the Pacific?", "What type of citizens do we want to produce in our schools?", "What skills, knowledge and values are needed by these communities?", "What curriculum and, most importantly, what kind of teachers and teaching are needed to advance the vision?".

The TEP team presented 13 country reports over the first two days. We were fortunate to have James Agigo and Dr M Tapo present the PNG report and Hatesa Lopa present the Tokelau report. Others also assisted in the presentation including John Niroa and Lidcha Nakou, who assisted Sereima Lumelume to present the Vanuatu report. The Solomon Islands report was co-presented by Stanley Karuo'o and Kabini Sanga (in the absence of Stan Manu – author of Solomon Islands report). Sereana Tagivakatini and Seu'ula Johansson Fua presented the remaining reports. Pala Wari and Priscilla Puamau did a great job facilitating the discussion and ensuring that country participants had opportunities to respond to the reports presented. The discussions were lively, engaging and showed a new level of honesty and determination.

The final day of the workshop was used to discuss the second phase of TEP, which will be the research study. The TEP team guided the group in discussing logistics and 'realities' of donor assisted projects.

One of the key outcomes of this regional meeting was the unanimous agreement amongst the TEP participants that all 12 member countries and PNG participate in the TEP second phase. It came across strongly that there is a need for research and identification of best practice to inform policy and practices in ways that will improve teacher performance in our region. It was also voiced in the discussion that, without or without funding, the TEP group will find ways of enabling all countries to participate in the study. The spirit of solidarity that came through was tremendously encouraging for the TEP team in preparation for the second phase.

Soon after the regional workshop, the TEP team finalised the Phase I Report for submission to ADB-AusAID and is currently developing the second phase of TEP.

On behalf of the IOE, the TEP team would like to thank all participants for their contributions, frank discussions and great support. Thanks are also offered to regional organisations for their support.

## Education news from the Pacific

The Project has farewelled several NPCs this year and welcomes the new.

• **Mr Jarden Kephas**, NPC for Nauru since the project began, is now the Nauru High Commissioner for Fiji. Congratulations, Jarden. The project is delighted to welcome **Dr Maria Gaiyabu**, Secretary for Education for Nauru, as Nauru's new NPC. Dr Gaiyabu has an M.Ed from the University of Hawaii and received her PHD from the University of Cambridge. Prior to joining the Education Department, Dr Gaiyabu was the Director of the USP Extension Centre in Nauru and was a primary school teacher and principal.

• **Mr Tebakabo**, NPC for Kiribati is now enjoying retirement. **Mr Kinta Eram**, Senior Statistic Project Officer in the Ministry of Education, is the new Kiribati NPC.

• **Ms Myln Kuve**, NPC for Solomon Islands, is now the Permanent Secretary for the Ministry of Education and Human Resources Development. Mylyn will act as the NPC until the Ministry confirms her replacement.

**Dr Stan Manu** IOE Fellow (Maths and Assessment) was awarded a one month fellowship as a Foreign Visiting Researcher at the Naruto University of Education (NUE) in Japan. This Exchange Research Program is designed to facilitate research and sharing of information.

## Appointment of new cabinet ministers for education in the region.

Recent elections and cabinet reshuffles in the region have seen the appointment of several new Ministers for Education. They include the following:

**Fiji** **Hon. Filipe Bole**, Interim Minister for Education, National Heritage, Arts and Culture and Youth and Sports

**Kiribati** **Hon. Mr James Taom**, Minister for Education

**Nauru** **Hon. Roland Kun**, Minister for Education, Fisheries and Marine Resources

**Sol Is** **Hon. Job Dudley Tausinga**, Minister for Education and Human Resources Development

**Tuvalu** **Hon. Iakoba Taeia Italeli**, Minister for Education and Sports, and Health

**Tokelau** **Hon. Mr Kuresa Nasau**,

Minister for Education

## Important dates to remember

PRIDE Project Auditors' visit:

early April

Forthcoming NPC Workshop: 14-18th April.

## Announcement - Year of Languages

The year 2008 has been proclaimed International Year of Languages by the United Nations General Assembly. With the slogan "languages matter!", UNESCO is aiming at extensive fulfilment in its role as coordinator of activities for this Year. The conviction that language diversity is essential to the human heritage—as each and every language embodies the unique cultural wisdom of a people—is the common working ground for all those who will respond to this call for action.

Quoting **Mr Koichiro Matsuura**, Director General of UNESCO: "The common goal is to ensure that the importance of linguistic diversity and multilingualism in educational, administrative and legal systems, cultural expressions and the media, cyberspace and trade, is recognized on the national, regional and international levels".

SCO therefore invites governments, United Nations organisations, civil society organisations, educational institutions, professional associations and all other stakeholders to increase their own activities to foster respect for, and the promotion and protection of all languages, particularly endangered languages, in all individual and collective contexts.

The formal launching of the Year of Languages will be on 21 February 2008, the International Mother Language Day.

Extensive information is to be found on the official UNESCO website [www.unesco.org](http://www.unesco.org) <<http://www.unesco.org>>

## News from Tonga

The Tonga Ministry of Education Women and Culture's Curriculum Development Unit is continuing their work on reviewing the curriculum for primary school students. The review is based on concepts and data

collected through the Sustainable Livelihood and Education in the Pacific (SLEP) project that was piloted by IOE in Tonga in 2006. Chief Education Officer **Kalala Unu** from the Curriculum Development Unit, interviewed on Tonga TV One in early February, described the progress that her team is making in reviewing the curriculum and using the data gathered from the SLEP/TO. The concepts being used and the ideas guiding the review of subjects and subject content are reflective of the report that IOE prepared. It was a great feeling to see a piece of research that IOE went 'all out for' being put to use! We can truly say that the SLEP/TO was worthwhile and useful!

## Relocation Seu'ula Johansson-Fua,

IOE Fellow (Research and Leadership) is now based at the USP Campus in Tonga. Seu'ula is finalising the last few activities of the Sustainable Livelihood and Education in the Pacific project (SLEP) Tonga. One activity is the *Luva* process, which is the gifting of the report. IOE has put a proposal to NZAID to present the report to the Ministry of Education in Tonga, to the participating villages and also to the general public. As part of the gift, the report to the Ministry will be accompanied by five resource booklets for Tongan teachers to use. These booklets will be based on data collected from SLEP/TO and will include the following: Research Skills for Secondary School Students and Teachers, Evaluation and Assessment, Learning Styles, Group Work and Tongan Ethics. Keep an eye out for updated pictures!

## Call for Papers for Directions: Journal of Educational Studies

IOE is now accepting manuscripts for publication in IOE's academic journal. *Directions: Journal of Educational Studies*, a peer-reviewed journal. Papers on Pacific education that are conceptual, research-based and/or practice-based can be accepted. For more information contact IOE editor,