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Draft Strategic Plan
2006-2008

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1. Introduction to the Community Education Training Centre and its strategic plan

The Community Education Training Centre (CETC) is part of the Social Resources Division of the Secretariat of the Pacific Community (SPC). CETC provides an integrated seven-month residential, education programme for Pacific women community leaders covering a diverse range of practical life skills that are not often included in the courses offered by other local institutions. The diverse culture, race, experience and background of the women who attend the Centre from throughout the region provide a rich learning environment that is unavailable at the national level.

Over the past 42 years the CETC programme has brought together nearly 1,400 women, offering them training in a range of practical subjects essential for family, community and nation building. Graduates have gone on to become leaders in their own countries in various spheres, holding positions of influence in government, education and the community. Many have returned to work within their home communities and applied the skills they learned at CETC to start micro-enterprises or take a leading role in community development activities. For some, the self-confidence instilled by the CETC programme has helped facilitate their entry into higher education.

This strategic plan sets out the direction that CETC will take over the next three years, building on the achievement of many of the programme objectives contained in the 2003-2005 plan. It takes into account the views of stakeholders (including students) and development partners, the recommendations of the 2002 independent external review of the centre, and the results of the three validating activities that were implemented during 2004. These were a peer review of the 2002 review recommendations, a tracer study, and the trial of a summer course. The plan also takes into account development issues and challenges that impact on women in Pacific Island countries and territories (PICTs) – especially those at the grassroots level.

2. Pacific context and challenges

The shared vision of SPC's member countries and territories for the region is "a secure and prosperous Pacific Community, whose people are healthy and manage their resources in an economically, environmentally and socially sustainable way". This vision is intended to direct regional and national efforts by PICTs and SPC to address prevailing and emerging development issues.

Although development challenges are wide ranging and differ depending on context, a common issue for PICTs is increasing poverty and hardship in remote rural locations and in urban/peri-urban squatter communities. The Asian Development Bank (ADB) Regional Poverty Programme reports that "hardship" is a widely shared condition across the Pacific that is perceived to be the result of a lack of economic opportunities, lack of access to basic services, especially health care and education, and lack of responsiveness of governments to the needs of the people. Subsistence production and lifestyles in rural and outer island communities have become monetised, resulting in women in many Pacific Island communities having to bear the dual role of caregiver and producer of cash income.

At a general level, non-communicable diseases (NCDs) and infectious diseases (primarily HIV/AIDS, but also malaria and tuberculosis) continue to threaten PICTs along with increasing population, diminishing resources, security related issues (internal and external), global warming and rising sea levels. Leadership attributes and skills are required at all levels to promote good governance and encourage transparent and efficient management of resources. While all of these issues have implications for the social harmony, economic prosperity and general well-being of the Pacific Community, women in particular feel the impact of these challenges. They have fewer opportunities to acquire new knowledge and skills, gain access to information and new technologies, make important decisions that affect their lives and the lives of their families, or actively participate in nation building.

Despite steps taken by many PICTs to accommodate the Beijing +5 Platform, and their endorsement of the Pacific Platform for Action (PPA), there are still numerous examples of barriers to women's empowerment at all levels. Gender stereotyping in school curricula is common, and the resulting restriction of vocational choice leads to a gender-segregated workforce in which girls who are not able to pursue advanced academic studies are relegated to the informal sector. This restricts their access to credit and other financial resources, reduces their employment opportunities and decision making ability, and limits their control of resources (e.g. land). Women also bear the risks and burdens associated with childbirth, maternal health, child care, and care of family members stricken by NCDs and infectious diseases. In addition, many Pacific women still carry out labour-intensive agricultural activities and are engaged in general community activities. These examples highlight inequitable sharing of responsibilities, opportunities, and resources – the *raison d'être* for the third Millennium Development Goal (MDG), which is to promote gender equality and empowerment of women.

In most PICTs, the rate of participation in primary level education is generally high, but secondary level enrolment rates vary from 14 to 90%. In many Pacific Island countries, an increasing number of young people drop out or finish secondary school without the knowledge and skills to prepare them for productive lives. There has been some progress in the development of vocational training institutions in PICTs, but most are formal and tend to focus on trades traditionally regarded as “male”, such as carpentry, automotive repair and plumbing. Many non-formal education courses are provided on an *ad hoc* basis and are usually unrelated to other courses. According to a 2005 ADB skills development report, these vocational programmes are neither responsive to changing labour market demands nor targeted at reducing youth unemployment. The report also notes that skills training for self-employment and the informal sector will play an important role in future human resource development, and that the greatest potential for employment generation in the Pacific tends to be in small manufacturing, tourism, agriculture and fisheries. However, existing education and training systems have been slow to respond with relevant programmes.

3. SPC's response

Human resource development and achieving the MDGs in the Pacific are two of SPC's corporate strategies. Capacity building through appropriate training is crucial for sustainable and equitable development and for the general well-being of Pacific people. Given the many family and community roles fulfilled by women working at the grassroots level, training of this group, in particular, needs to focus on the non-formal, agricultural and (increasingly) non-agricultural sectors where there are possibilities for self-employment or paid employment. The CETC programme targets potential community workers and leaders among these women, especially those who have been excluded from the formal education process. At CETC, they are trained in a wide range of skills and cross-cutting social development issues to enable them to mobilise and manage the resources required for productive livelihoods. Core courses include community development, management, home economics, food technology, and training of trainers.

The Centre has been quick to respond to changing labour demands by providing elective courses in areas identified by the ADB study as promoting self-employment and income-earning activities in the non-formal sector. These courses include tailoring, carpentry, post-harvest fisheries, fabric arts, horticulture, product design and development, and a variety of appropriate technologies. CETC has also been quick to respond to changing training needs in the areas of information technology, multi-media and management. Utilising experts from other SPC programmes, the Centre also promotes accessible technologies associated with the latest developments in sustainable agriculture, home economics, nutrition and food processing. CETC has strengthened microfinance elements of its core and elective courses and plans to offer advanced summer courses of 3-4 weeks' duration to target "trainers" in the areas of microfinance, entrepreneurship and leadership. The leadership courses focus on equipping women community leaders to act as catalysts for change and as effective champions of sustainable community development practice.

As part of a process aimed at encouraging graduates to apply their newly acquired skills upon their return to their communities, CETC promotes alumni associations, maintains a trust fund to support local projects and actively networks with a wide range of stakeholders in government, civil society and the private sector. The Centre will continue to work towards strengthening these support mechanisms at the national level in order to be able to provide local training where practicable, and will seek formal recognition of the CETC certificate by an appropriate accreditation body. These initiatives will enhance participants' prospects for both employment and further study.

4. Priorities

CETC's priorities for the 2006-2008 period are to:

- deliver appropriate training courses for Pacific Island women working at the grassroots level to empower them to act as catalysts for sustainable development in their home communities;
- develop and deliver appropriate refresher and advanced training for women community leaders, trainers and workers;
- establish stronger mechanisms for providing post-training support to graduates, and
- strengthen further the links with SPC's Pacific Women's Bureau.

5. Mission and objective

CETC is committed to the mission of SPC's Social Resources Division, which is to *maximise the development potential of Pacific Island people in health, culture and information and enhance the empowerment of women and young people.*

CETC's objective for the three years from 2006 to 2008 is: *Increased effectiveness of women in sustainable community development work.*

6. Outputs and key performance indicators

Output 1: Increased capacity of Pacific Island women in key community development and management skills that relate to sustainable development

CETC will continue to provide opportunities for Pacific women community workers and leaders to increase their skills in a wide range of community development areas related to needs identified in regional reviews and reports, e.g. 2002 CETC External Review, 2004 peer review, 2004 Pacific Islands Regional MDG Report, 2005 ADB skills development report, and United Nations Development Programme (UNDP) Human Development Index. Gender, occupational health and safety, production and basic business concepts will be incorporated in the Centre's courses as appropriate. Over the next three years, CETC will ensure that its courses are delivering appropriate training, to the "right people" in an effective and efficient manner.

To achieve this output, CETC will revise the existing curriculum and develop new curricula in response to changes in development issues and in the needs of women in member PICTs; deliver its community education training programme; improve levels of achievement; and manage the training programme and facilities.

The **key performance indicators** to measure successful achievement of this output are:

- at least 90% successful completion rate for the seven-month training programme;
- percentage of “high satisfaction” ratings from trainees;
- participation by 115 trainees from 70% of SPC member countries over the three year period;
- at least two training modules in areas related to community development/community management revised and/or developed.

Output 2: Enhanced skills of women leaders, trainers, and small business operators in transformative leadership, management and business operation at the community/grassroots level

Over the next three years, CETC will develop and run summer courses in areas such as leadership, local governance and entrepreneurship, targeting community workers and leaders who are engaged in training activities at the local level. The Centre will also explore the viability of offering technical courses such as tailoring and design at an advanced level.

To achieve this output, CETC will develop new short, practical summer courses in priority areas for grassroots training at both advanced and refresher levels; deliver these summer courses; develop national-level training strategies and in-country or regional delivery options where feasible using external/national training providers and non-formal providers; and seek funding for these summer courses, exploring cost-sharing options.

The **key performance indicators** are:

- high quality delivery of practical courses that are not readily available nationally;
- at least 90% successful completion rate;
- number of national workshops and/or short courses facilitated by CETC and number of local participants;
- funding secured for summer courses;
- national-level training strategy in place with at least one agreement signed with an external training provider or non-formal provider

Output 3: Support systems for graduates strengthened

Training is only the first part of the empowerment process. The Centre will seek formal recognition of the CETC certificate by an appropriate accreditation body. CETC will develop mechanisms in-country to facilitate and promote the active engagement of graduates upon their return and provide mentoring and professional support where needed. The Centre will also investigate ways in which CETC alumni could be utilised to provide support and strengthen existing in-country networking with relevant organisations, including government departments, employment agencies and relevant private sector operators.

To achieve this output, the Centre will approach appropriate accreditation bodies to seek recognition of the CETC certificate; promote the establishment of one alumni network or centre in each country where practicable and encourage its active engagement and partnership with CETC in national-based activities; and from 2003 onwards, survey graduates in each country to determine the impact of their CETC training. CETC will also promote the employment of its graduates with community development organisations, government, the education sector and non-state actors; promote further development of CETC graduates through refresher or advanced courses via twinning arrangements with national institutions; seek funds for the CETC trust fund; and administer the trust fund.

The **key performance indicators** are:

- at least one active CETC alumni association established per annum;
- one formal accreditation or mutual recognition arrangement in place at national level;
- one twinning arrangement formalised (MOU signed) with an appropriate local training provider;
- at least one successful trust fund project per annum.

7. Reporting, monitoring and evaluation

Annual progress reports and work plans are provided to SPC Executive and donors, where applicable, with a six-monthly update. This is in addition to specific project reports and any exception reporting. CETC's activities are also formally monitored by Conference and CRGA, whose governance responsibilities include the endorsement of this strategic plan. Independent reviewers evaluate the programme every few years as part of SPC's regular review schedule. The latest external review was carried out in 2002, and its findings were validated in three activities carried out in 2004. Informal feedback from CETC graduates contributes vital information for monitoring, reporting and evaluation purposes.

8. Partnerships and resources

CETC has a core complement of three full-time professional staff comprising the Head, Home Economics/Nutrition Instructor and Community Development/Agriculture Instructor, and four full-time support staff comprising the Programme Assistant, Cleaner, Cook and Gardener. In addition, a range of courses are designed and delivered by staff from other SPC programmes in a variety of technical areas such as health, fisheries, agriculture, information technology, and multi-media. Instructors from outside SPC also design and deliver training. They include trainers from international and regional agencies such as The University of the South Pacific (USP), UNDP, United Nations Development Fund for Women (UNIFEM), educational institutions and private instructors based in Fiji. CETC maintains strong networks with other Fiji-based training institutions, government and non-state actors, and individuals involved in education, training and socio-economic development.

CETC has a close relationship with SPC's Pacific Women's Bureau. Logical areas of collaboration include the integration of gender issues (including PPA awareness) into CETC curricula.

CETC has excellent training facilities with specialised training rooms and areas for practical classes in sewing, cooking, carpentry, radio, and information technology. It also has ample land for agricultural-based activities and has installed appropriate technology demonstration equipment such as drum/smokeless ovens, wood stoves and similar items. Its landscaped grounds and new multi-purpose sports courts provide opportunities for recreational and health-related activities. The Centre's residential facilities can accommodate up to 46 people. However, to enable CETC to meet changing training needs and attract non-CETC participants for retreats and conferences, for example, the facilities need further development and upgrading.

SPC's core budget covers a portion of CETC salaries and administrative expenses. The Commonwealth Secretariat, AusAID, NZAID, the Government of France, UNIFEM Pacific, and the Country Women's Association (Australia and United Kingdom) contribute funds in the form of scholarship support for students. Taiwan/ROC and the Government of Japan have contributed to development of the Centre's facilities.

CETC endeavours to solicit donor funds to enable member countries and administrations to send candidates, particularly from non-Commonwealth countries and territories. Nominating governments and administrations are also requested to secure funding for their nominees' studies. There is an emerging trend for non-state actors to secure funds from their own development partners, and CETC will continue to support and encourage this. Since 2002, all travel and related costs of trainees have been borne by the nominating member. In exceptional circumstances, SPC may assist members on a cost sharing basis.

9. Matrix summary

Objective, Outputs and Key Performance Indicators	Means of Verification
<p>Objective: Increased effectiveness of women in community development work</p> <ul style="list-style-type: none"> • Communities benefiting from graduate-led sustainable development • Effective performance and support of CETC graduates at the local level • At least 50% of graduates employed • Wide ranging respect and acknowledgement of CETC graduates contributing to sustainable community development 	<ul style="list-style-type: none"> • Community and employer surveys (checklist of skills/attributes gained and utilised) • Independent regular SPC programme review • Anecdotal/surveyed feedback from graduates/alumni associations on training impact • Feedback from alumni and other groups (regional women's groups/organisations), including SPC's linked programmes
<p><i>Output 1: Increased capacity of Pacific Island women in key community development and management skills that relate to sustainable development</i></p> <ul style="list-style-type: none"> • At least 90% successful completion rate for the seven-month training programme • Percentage of "high satisfaction" ratings from trainees • Participation by 115 students from 70% of SPC member countries over the three-year period • At least two training modules on community development/community management related areas revised and/or developed 	<ul style="list-style-type: none"> • Student test/assignment results • Number of women successfully graduating • End of course evaluations and documented anecdotal evidence from graduating trainees • Enrolment records • Training modules published
<p><i>Output 2: Enhanced skills of women leaders, trainers, and small business operators in transformative leadership, management and business operation at the community/grassroots level</i></p> <ul style="list-style-type: none"> • High quality delivery of relevant practical courses that are not readily available nationally • At least 90% successful completion rate • Number of national workshops and/or short courses facilitated by CETC and number of participants • Funding secured for summer courses • National level training strategy in place with at least one agreement signed with an external training or non-formal provider 	<ul style="list-style-type: none"> • Course evaluations and documented anecdotal evidence • Trainers' reports • Records of CETC courses offered at local level • Financial records • Documented agreements
<p><i>Output 3: Support systems for graduates strengthened</i></p> <ul style="list-style-type: none"> • At least one active CETC alumni association established per annum • One formal accreditation or mutual recognition arrangement in place at national level • One twinning arrangement formalised with an appropriate local training provider • At least one successful trust fund project per annum 	<p>External/internal reviews</p> <ul style="list-style-type: none"> • Site visit reports • CETC progress/annual reports • Documented agreements • End of project report and monitoring report (site visit)