

Access to Quality Education Program (AQEP)

Six-Monthly Program Report

16 August 2012 - 15 February 2013



GRM



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Abbreviations

AMU	Asset Monitoring Unit
AQEP	Access to Quality Education Program
AusAID	Australian Agency for International Development
CDU	Curriculum Development Unit
ECE	Early Childhood Education
ERC	Education Resource Centre
FEMIS	Fiji Education Management Information System
FY	Fiscal Year
FESA	Fiji Education Staff Appointment
GOF	Government of Fiji
HT	Head Teacher
IT	Information Technology
ITC	Information Technology & Computing Services
LANA	Literacy and Numeracy Assessment
MoE	Ministry of Education
PCC	Program Coordination Committee
PEMAC	Physical Education, Music and Art & Craft
QEA	Quality Education Adviser
RAD	Rapid Assessment of Disability
SBM	School Based Management
SIMS	School Information Management System
SMC	School Management Committee
SPBEA	Secretariat of the Pacific Board for Educational Assessment
T & L	Teaching and Learning
WASH	Water, Sanitation and Hygiene

This is the third progress report for the Access to Quality Education Program (AQEP) covering the six month period 16 August 2012 - 15 February 2013. It reports on the progress and achievements of the Program against the Year 2 Work Plan.

1.0 Introduction

Throughout 2012, AQEP has responded positively to a series of changes in program design and resources since Inception. The mid-term review of the AQEP commented on this and recommended that *“There is a need to cement the final design of AQEP so that the program can move to focus exclusively on implementation. This should be done by June 2013, before phase 2 commences. After this time, the temptation to add additional activities to AQEP should be avoided to the extent possible, so that effort is not further diffused. The existing AQEP activities under each component already represent a broad agenda that will be challenging to implement in the timeframe left available”*.

However, over the last 6 months, significant changes have occurred in the operating environment which are beyond the control of either the AusAID Post in Suva or the AQEP management team. These changes flow firstly from the occurrence of natural disasters and the imperative for humanitarian relief action, and secondly from a need in Canberra to re-allocate program funds from time to time. AQEP has in both cases provided a rapid and thoughtful response consistent with AusAID’s overarching country strategy and its goals for AQEP. This has required a rapid response capability from Component 2 and various plans for scaling up or scaling back. The pace of implementation and the achievement of program targets across all three components have been reviewed and special efforts have been instituted to counter the risk of program fragmentation and missed opportunities for alignment with Government of Fiji (GoF) plans.

As a consequence of the above, changes in both the profile and number of staff have required establishment of a larger office at Sun Insurance Building, Flagstaff in mid-January 2013. AQEP will still be co-located at the MoE as one office space has been retained at Marela House for the Teaching & Learning/ MoE Liaison Coordinator position.

The following summary highlights the scope of AQEP activities and outputs. More detailed description follows for each component:

Summary of AQEP activities and outputs August 2012 – February 2013

ACTIVITIES	OUTPUTS
Component 1: Social Protection	
<ul style="list-style-type: none"> Appoint new SBM specialist and 5 School Community Coordinators 	<ul style="list-style-type: none"> Agreed SBM approach Quality & Access Manual drafted Teaching and Learning Package distributed to 50 schools including 68,780 textbooks (see Appendix 2) MoE Social Protection Working group established
<ul style="list-style-type: none"> Theory of Change Workshop with AQEP team 	<ul style="list-style-type: none"> Shared understanding of Social Protection intervention logic and defined activities
<ul style="list-style-type: none"> Inclusive education workshops (3 days 	<ul style="list-style-type: none"> 68 teachers (50% female and 50% male) developed

ACTIVITIES	OUTPUTS
duration)	skills in inclusive education
<ul style="list-style-type: none"> • Braille and Sign Language intensive training workshop conducted (3 months duration) • 10 Braille machines, 15 canes and 5 laptop computers provided to pilot disability inclusion schools 	<ul style="list-style-type: none"> • 10 teachers (5 females and 5 males) and 10 community representatives (10 females) competent to teach vision and hearing impaired children • Students supported with specialised equipment
<ul style="list-style-type: none"> • Disability Inclusion study tour to Samoa 	<ul style="list-style-type: none"> • Head Teachers (3 females and 2 males) of 5 disability pilot schools gained knowledge and skills for inclusive education to be shared with their teachers and communities
<ul style="list-style-type: none"> • Community consultation program on disability inclusion 	<ul style="list-style-type: none"> • Evidence base of SMC concerns informs program • The 5 disability pilot schools included in full AQEP program support • 16 children with disabilities successfully enrolled (7 girls and 9 boys)
<ul style="list-style-type: none"> • Develop Social Protection Training package and conduct workshops 	<ul style="list-style-type: none"> • Access and Quality Manual for Primary schools developed with accompanying planning forms • 78 persons trained, including 30 women in Access and Quality
<ul style="list-style-type: none"> • Social Protection Funding model developed with 2 sub-components – school grants and central initiatives 	<ul style="list-style-type: none"> • Coordinated central program of quality improvement initiatives operating
<ul style="list-style-type: none"> • Identification of high performing schools and lessons learned for AQEP 	<ul style="list-style-type: none"> • Evidence base of local success factors informs program priorities
<ul style="list-style-type: none"> • Teaching and Learning Materials 	<ul style="list-style-type: none"> • Text books, science kits, PEMAC and Music kits delivered to 50 schools
Component 2: Infrastructure	
<ul style="list-style-type: none"> • School Acquittal and Maintenance Training 	<ul style="list-style-type: none"> • 54 (46 males and 8 females) MoE and School Management personnel trained in procedures for acquittal, maintenance and hand-over
<ul style="list-style-type: none"> • Training of Year 2 Schools on Comp 2 Operations Manual – combination of centralized workshops and face to face training at school level. 	<ul style="list-style-type: none"> • 61 (53 males and 8 females) MoE and School Management personnel trained in improved supervision of school construction including AQEP procedures and application of minimum infrastructure standards
<ul style="list-style-type: none"> • Year 2 Infrastructure component implemented and school learning environments improved in 19 primary schools 	<p>Total 4,925 students (2,334 girls and 2,591 boys) have improved learning environments through improvements to -</p> <ul style="list-style-type: none"> • 188 new/repared classrooms (3.2% of national total) • 14 library buildings • 7 kitchen and dining facilities • 23 teachers' offices/staff rooms • 13 early childhood buildings • 38 teacher housing units • 7 generator housings • 25 school toilet blocks (3.53% of national total) • 17 water tanks • 5 water harvest tanks • 2 septic tanks • Ramps and special toilets in one special school

ACTIVITIES	OUTPUTS
Component 3: Research and Quality Improvement	
<ul style="list-style-type: none"> Development and implementation of School management training workshops 	<ul style="list-style-type: none"> Since May 2012 workshops have been conducted in 9 regions at 42 centres 1,153 participants (including 21% women) from primary and secondary schools acquired skills and understanding in school management
<ul style="list-style-type: none"> Development and implementation of leadership and Management program 	<ul style="list-style-type: none"> Total 1307 current and future leaders participated in development programs, including 27% women
<ul style="list-style-type: none"> Evaluation of LANA 	<ul style="list-style-type: none"> First phase scoping undertaken 646 classroom teachers from 636 schools participated in literacy and numeracy workshops, including 55 % women
<ul style="list-style-type: none"> Improvement of SIMS/FEMIS 	<ul style="list-style-type: none"> Approach developed and trialed for school information system but progress stalled due to lack of action from MoE and government IT Centre
Emergency Response	
<ul style="list-style-type: none"> Completion of social protection support to 10 schools affected by the floods in March 2012 	<ul style="list-style-type: none"> 1313 students received school packs 10 schools received school grant of F\$90 per child – total of 1465 students
<ul style="list-style-type: none"> Completion of Infrastructure assistance to 36 schools affected by the floods in March 2012 	<p>Total 8,097 students have improved learning environments through improvements to -</p> <ul style="list-style-type: none"> 94 classrooms 21 Teacher's Quarters 6 ECE rooms 6 Teachers' Offices 1 Kitchen 2 School Halls 8 School Fences 1 Boarding hall 1 Dining hall 10 Toilet Blocks 2 Water Pumps 5 Water Tanks Furniture replacement for 14 schools
<ul style="list-style-type: none"> Emergency Assistance for 3 schools identified by AusAID in Duavata and Vatuvula 	<p>Repairs/provision of</p> <ul style="list-style-type: none"> 7 classrooms 3 teacher's offices 2 toilet blocks 1 dining hall 1 5000 litre water tank; plumbing and fitting
<ul style="list-style-type: none"> Response to Cyclone Evan through Component 1 and Component 2 (Note this work is ongoing). 	<ul style="list-style-type: none"> Training for staff in 25 schools ensured that schools able to acquit 100% of grant funds quickly (See Appendix 5). MoA signed and Funds transferred to 25 Social Protection schools 1st Mentoring visit completed in 25 Social protection Schools Verification visit undertaken to 70 schools to scope out works required Building renovations in 17 schools Lessons learned about building factors which caused their failure in cyclone conditions.

2.0 Component 1 – Social Protection

2.1 Key Activities

The SBM Specialist was recruited in October 2012 and five School Community Coordinators joined the Program on 2 December 2012. In this reporting period, the main activities have included:

- Development and approval of the Social Protection School Based Management (SBM) approach;
- Drafting of the Quality and Access Manual, Quality and Access training package and the funding system;
- Teaching and Learning Package approved by MoE and distributed to 50 Year 2 schools;
- Baseline data collected from Year 2 schools;
- Training of Year 2 school Management Committees on SBM; and
- Development of social protection cyclone response, training and grant disbursement to 25 primary schools.

Development of Component 1 Approach

The social protection approach is based on:

- Research and lessons learnt during AQEP's first year
- Strengthening what exists at the MoE
- Building on successful initiatives in schools and communities
- Principles of SBM – local schools and local decisions
- Community Involvement
- Providing a strong Access to Education and Quality Education framework to differentiate this from the existing MoE Grant and
- Theory of Change.

Theory of Change Workshop

The theory of change was developed for Social Protection to assist in refining the Social Protection approach and define the intervention required to achieve the end of project outcome of “improved school access, retention and completion rates for the most economically disadvantaged children in targeted communities, including children with a disability.” Although Poverty is a primary barrier in preventing children from accessing education, others factors are also at play such as how families prioritise education, attitudes of teachers and school committees to disadvantaged children, gender inequality and the perceived role of girls in the community, and structural disadvantage based on geographic remoteness. The theory of change exercise allowed gaps to be identified in the Social Protection approach, identified activities to be prioritised, and provided a shared understanding for AQEP. The theory of change will be reviewed in 2013 with the MoE and other stakeholders.

Development of Quality and Access Manual

The first version of the manual was developed in conjunction with a series of inputs from and revisions by relevant stakeholders, predominately the MoE and other Program component team members. A summary of the manual is provided at Annex 1.

Establishment of MoE Working Group

The first Social Protection Working Group for the Ministry of Education was held in October 2012. Key senior staff from the MoE reviewed the Access and Quality Approach and the manual. The comments and recommendations provided were then incorporated into the approach design and manual.

Implementation of Social Protection Training Package

The Access and Quality Social Protection training for Year 2 schools commenced in January 2013. So far, 67 people comprising School Management representatives have been trained, including 25 females.

Training for the Year 2 schools has been delayed several times from the original date of October 2012 due to the late recruitment of the SBM Specialist, the confirmation by MoE that 98% of Head Teachers of Year 2 schools would be transferred to new schools in 2013 and the request by AusAID in December 2012 for a budget cut for the Program. Consequently, the grant disbursement has been deferred to the next financial year and the planning period for the schools on how to utilise their access and quality grants was lengthened. The Manual will be expanded and revised based on the experience of the Year 2 schools.

Development of School funding model

The funding system for Social Protection provides two funding structures that are integrated to achieve Component 1 objectives of strengthening the SBM approach and building the capacity of School Management Committees to address issues related to access for the most disadvantaged children in Fiji to a quality education. The funding structure is comprised of:

- A grant index system that provides a direct grant to AQEP selected schools based on a best practice core grant and loadings model; and
- A coordinated central funding system to support and extend the school based access and quality activities.

The two funding structures have been developed to be mutually reinforcing to augment and support access and quality education activities at the school level and to contribute to their long term sustainability after the Program ends.

Application of lessons learnt from local context

Fiji has a number of primary schools that can be regarded as model schools. Taking the lessons learnt from these schools is a more sustainable approach than trying to import practises of another country. These schools work within the Fiji context and the constraints this imposes, such as lack of funding, unavailability of teaching and learning resources and

poor attitudes to education. However they have managed to carve a niche by focussing on what is positive in the system and capitalising on locally available resources. Key lessons learnt are:

- Head Teachers are a key driver of progress; although they have a variety of leadership approaches, all displayed strong collaboration skills and the ability to use what was available in their communities;
- School committees that had an understanding of student learning were feeding into the decisions made by the Head Teacher – for example, committees members with particular professional expertise in a Nadi school had collaborated with teachers to write the syllabus for computer classes and art;
- The major deficiency identified in younger teachers (trained in the last 14 years) was English language skills; some schools put teachers through supplementary English Language classes;
- Teachers with access to the internet are accessing a wide array of supplementary material and are tailoring them for their classes; and
- These schools have an attention to detail where every activity is focussed on the students - from how library books are labelled through the extracurricular activities to how the MoE subjects are packaged and delivered to students.

Provision of Teaching and Learning Packages to schools

50 Year 2 schools are earmarked to receive textbooks, Science equipment and Physical Education, Music and Art & Craft (PEMAC) Kits. The package of Teaching and Learning (T&L) materials was developed with the assistance of the MoE Curriculum Development Unit. Schools were able to select from key texts as well as standard MoE kits for Science, Physical Education, Music, and Art. AQEP coordinated with the Year 2 schools to determine their needs. The procurement and distribution of the kits were outsourced to the MoE Education Resource Centre (ERC) and the T&L materials were scheduled to be sent out before schools commenced in late January. However, the distribution was delayed because the ERC needed to address the requests of the schools affected by Cyclone Evan for the start of the new schools year. The majority of the T&L packages were sent to Year 2 schools in early February. Based on feedback from the schools, the package will be evaluated in April before developing a new package to go to the Year 3 schools.

Table 1 summarises the number of textbooks purchased for the 50 Year 2 schools. A total of 68,780 textbooks were distributed to these schools with the main purpose being to provide class sets for each class and each level of primary school.

Table 1: Distribution of Textbooks to 50 AQEP Schools

Class	No of textbooks distributed
ECE	80
1	10,750
2	11,800
3	7,700
4	5,050
5	9,050
6	6,650
7	7,700
8	10,000
Total	68,780

2.2 Achievement/Outputs

Since the commencement of the Program, key outputs for Component 1 Social Protection have included:

- 1,200 students in 9 flood-affected schools received individual student school packs
- 10 flood schools received a school levy of \$90 per child.
- 25 cyclone affected schools trained on use of emergency social protection grants for access and quality activities
- Disbursement of emergency grants to 25 cyclone affected schools
- Training of 67 SMC representatives and Head Teachers of 14 Taveuni and Macuata schools on plans to develop access and quality activities; 25 (37%) are women
- 68,780 textbooks distributed to 50 Year 2 schools; 1 set each of Science kits, Physical Education materials, musical instruments and Art & Craft materials were also distributed to the 50 schools (See Annex 2).

2.3 Issues/Risks

Due to the change in budget allocation from AusAID, the disbursement of access and quality grants to 50 Year 2 schools has been put on hold until July 2013. This will delay the implementation of access and quality interventions at the school level by at least 18 months given the delays in the past over decisions on the social protection approach and grant mechanism. The implications in the delay to the start-up of school based access and quality interventions in AQEP schools are a shorter implementation timeframe, a reduced number of schools will experience the full impact of the grants and the likelihood that AQEP will not achieve its targets and anticipated outcomes.

2.4 Sustainability

For sustainable impact, in the first year of grant implementation which will commence in July 2013, schools will be encouraged to start thinking about income generation activities. AQEP will include an activity in the Year 3 Work Plan to outsource income generation training to an

organization that will work with each school to identify market opportunities and engage in market chain analysis. It is expected that schools will begin income generation activities in the second year of the grant.

The Program will also work with all the schools on prioritizing their funding, including their fee free grant from the MoE to include a portion on small repairs to the school buildings renovated through the Component 2 grant. Moreover, schools will undertake a resource mapping exercise where they will identify people from their community with skills to help schools (e.g. carpenter, plumber, retired teachers). In addition, the grant will be scaled back (100% - first year; 50% - second year; 25% - final year) to enable school management committees to not only manage their grants more effectively for access and quality activities but to also be able to develop absorptive capacity.

3.0 Component 1 – Disability Inclusion

3.1 Key Activities

Inclusive Education Training

A total of 68 teachers from the five Disability Inclusive schools (Arya Samaj Primary – Suva; Ratu Latianara Primary - Central Division; Tavua District - Western Division; South Taveuni Primary – Northern Division; Adi Maopa Primary – Eastern Division) attended a three-day intensive training on Inclusive Education in Suva from 22-24 August 2012. Participants included Ministry of Education District Education officers. The training was facilitated by Dr Umesh Sharma from Monash University, Melbourne, Australia, Beth Sprunt from Nossal Institute who is also the AQEP Disability Specialist, Joyce Heeraman from the University of the South Pacific and Mereoni Daveta the AQEP Disability Inclusion Coordinator. This training was an eye opener for many teachers who had no training in the teaching of children with disabilities. A follow up workshop is planned to allow participants to share their experiences and to further explore ways of making teaching inclusive of every student in the school.

The workshop was opened by Ms Sarah Goulding, AusAID Counsellor, Fiji and Tuvalu. This event received media coverage on Fiji TV and the *Fiji Times* newspaper.

Specialised Training in Braille and Sign Language

A 3-month intensive training for 10 teachers and 10 community representatives from AQEP's 5 disability inclusion schools in Sign Language and braille began in mid-September and was completed in mid-December 2012. The Fiji Association for the Deaf in partnership with the Hilton Special School provided training in Sign Language and the Fiji Society for the Blind in partnership with the Fiji School for the Blind provided training in Braille and low vision. AQEP provided support to backfill the 10 teacher positions in the 5 pilot schools. The training equipped teachers with the skills to teach vision and hearing impaired students in their respective schools. On AQEP's request, the MoE has reaffirmed its commitment not to transfer these teachers to other schools as the Program has invested significantly in this training.

Disability Inclusion Study Tour to Samoa

A study tour on Disability Inclusion to Samoa took place from 8-12 October 2012 and was attended by the Head Teachers of the 5 pilot disability inclusive schools, the SEO Special Education at the MoE and AQEP's Disability Inclusion Coordinator.

The visit was a great success as the Head Teachers observed first-hand how inclusion can work in their schools. The Head Teachers were empowered after their return and have implemented some of the things they learnt in Samoa, such as enrolling students with disabilities. This is a significant achievement as many of these young children have in the past been denied education because of their disability. The main inhibiting factor leading to their exclusion has been teachers' lack of knowledge and skills in teaching children with a disability.

Community Consultations

Continuing community consultations with School Management Committees (SMCs) and parents are an integral part of Disability Inclusion as many had negative perceptions about the enrolment of students with disabilities. The SMCs expressed their concerns as their schools do not have appropriate facilities to accommodate students with disabilities and parents were concerned about the implications this will have on their children, such as the teacher spending more time with the student with a disability and neglecting theirs. All these concerns were noted and they were informed that all necessary steps will be taken to ensure that the school is supported through modifications of infrastructure and supply of teacher aides to support students with a disability in their schools.

Enrolment

As mentioned earlier, Head Teachers have started enrolling students with disabilities in the five disability inclusive schools. As at January 2013, 16 children with a disability have enrolled in the AQEP pilot schools. The Head Teachers have reported that during the first week class teachers had difficulty in accepting the reality of having a child with special needs in their class. However as they worked alongside the child they applied some of the skills and knowledge learnt during their training.

The five schools will each be equipped with two braille machines and three white canes for blind students, a desktop computer to assist with reporting and student activities as well as sign language manuals in March.

A highlight for the five disability inclusion schools is the decision made by the Program Coordination Committee (PCC) at its December 2012 meeting to include all five schools for the full package of AQEP support. This includes renovations to all the school buildings and a social protection grant for access for disadvantaged children and quality interventions for all students. This additional assistance will strengthen the ability of the five schools to be demonstration schools for inclusive education.

3.2 Achievements/Outputs

- 5 primary disability inclusion schools to pilot disability inclusion interventions

- 68 teachers (50% males; 50% females) trained in inclusive education; 5 Head Teachers completed a study tour to Samoa; 10 teachers and 10 community representatives completed a 3-month course on braille and Sign Language
- 10 Braille machines, 15 white canes and 5 desktop computers with special software provided to the 5 disability inclusive demonstration schools
- 16 students with a disability enrolled in the demonstration schools.

3.3 Issues/Risks

A major issue for some of the schools is the delay in infrastructure support due to budget constraints as the current infrastructure is not suitable for children with disabilities. This is an issue because School Management Committees will not allow these students to attend their school unless necessary changes and modifications are made to the school to accommodate the specific needs of children with disabilities.

Another major issue tied directly to the change in budget is the deferment of these activities to the next financial year (FY):

- 2nd training workshop for 68 teachers in 5 demonstration schools
- Rapid assessment of disability
- Finalisation, publishing and distribution/sharing of two research studies in disability inclusion.

The implications of the change in budget on the education of children with a disability are:

- If the second workshop is not held, the teachers who had undergone the training are likely to lose momentum and will not be able to share their action research that had been set for them during the first workshop in August 2011
- Without the rapid assessment of disability prior to roll out of AQEP interventions, there will not be any baseline data on the disability strategy
- Without funds, the two draft research studies investigating the factors that facilitate or hinder the access and education of children with disability and on teacher efficacy will remain in draft form and will therefore be unusable outside of AQEP.

3.4 Sustainability

The key activity to strengthen sustainable practices in disability inclusion or inclusive education will entail AQEP working closely with the MoE in Phase 2 to develop a 10 year MoE Disability Inclusion Strategy. It will include wide consultations with relevant stakeholders engaged in the education of children with disabilities and will incorporate best practice and lessons learned from the 5 disability inclusion pilot schools.

4.0 Component 2 - Infrastructure

4.1 Key Activities

Capacity Building

Through workshops, training programs and 'one on one' capacity building support, Component 2 has strengthened the skills and capacity of both the MoE and schools to better

undertake the roles and functions that they have been charged with regarding the school infrastructure.

During the reporting period, Component 2 had two capacity building workshops:

- (1) School Acquittal and Maintenance workshop for 24 Year 1 schools - a total of 54 (46 male and 8 female) Ministry of Education personnel (including AMU, Divisional Education Officers, and District Education Officials), Head Teachers and SMC representatives participated in a workshop in Suva from 23 - 26 October 2012. The focus on the training was on: (a) acquittal of school accounts; (b) introducing AQEP's Infrastructure Maintenance Manual to the schools; and (c) handing over of the completed school.
- (2) Component 2 Operational Manual Training Workshop for 19 AQEP Year 2 schools - a total of 61 (53 male and 8 female) MoE personnel (including AMU, Divisional Education Officers, and District Education Officials), Head Teachers and SMC representatives from 9 urban schools participated in a workshop in Suva on 18th – 21st September 2012 and "one on one" school level training was carried out at each of the 10 isolated island schools. The focus of the training was on: (a) improving school construction supervision; (b) introducing AQEP procedures to the schools; and (c) facilitating improved understanding of the issues involved in determining the AQEP minimum infrastructure standards.

While the full extent of the changes brought about by AQEP's capacity building has yet to be determined, evidence from the rapid progress and the high quality of school improvement work by the schools themselves in a very short time (five months) has provided evidence that Component 2 has helped to create both immediate capacity development and the basis for a significant long term capacity improvement and change.

Investing in school infrastructure in the poorest communities to ensure that facilities are adequate and safe (including WASH facilities)

During this reporting period, the contractual works for 19 AQEP Year 2 schools are in progress and the majority of the contracts should be completed by the end of February 2012.

Quality Assurance

AQEP has set up a comprehensive Quality Assurance Program for Component 2 which focuses on:

- (a) the need to ensure basic infrastructure quality in AQEP assisted schools are comparable to the quality of school infrastructure available nationally;
- (b) the need for a system or systems for quality assurance and improvement over the medium to long-term; and
- (c) working very closely with AMU to ensure that the buildings renovated under the program meet AQEP and MoE's Minimum Infrastructure Standards.

4.2 Achievements/Outputs

Component 2 has made some significant achievements during the reporting period which include:

- completion of the rehabilitation of 36 flood affected schools (March 2012 flood)
- commencement of work in 19 AQEP Year 2 schools in July 2012 with the majority of schools to be completed by 30 March 2013
- work in 3 AusAID emergency response schools (Duavata Primary, Duavata Secondary and Vatuvula Primary) are in progress and will be completed at the end of February 2013.

In the reporting period, the following had been renovated or installed through Component 2 interventions:

- 188 classrooms, 14 libraries buildings, 7 kitchen and dining, 23 teachers office, 13 ECE buildings, 38 teachers quarters, 7 generator houses, 25 schools toilets, 29 teachers quarters toilets, 17 water tanks, 5 water harvest system and 2 septic tanks
- 1 school has installed ramps and special toilets for children with special needs
- This improvement has benefited a total of 4,925 students: 2,334 girls and 2,591 boys.

4.3 Issues/Risks

There were two main challenges for Component 2 at the beginning of Year 2:

- (1) The overlap of Year 1 and Year 2 work due to the late start of Year 1 activities, overlap of March flood emergency response work with the handing over of AQEP's Year 1 schools, and the launching of AQEP's Year 2 infrastructure assistance had impacted on the late handing over of AQEP's Year 1 schools.
- (2) Budget constraint – After the completion of AQEP's Year 2 scoping visit in July 2012, the current Component 2 budget could only cater for 19 of 50 AQEP approved Year 2 schools. The remaining schools would be renovated in Year 3.

Yet, despite these challenges, AQEP managed to start the Year 2 projects as per approved work plan.

The Hygiene training and monitoring activity in the Year 2 Work Plan has been put on hold as a result of the reduction in the budget allocation. The implication of not proceeding with this activity is:

- The impact of building renovations, especially toilet blocks, will be reduced if proper hygiene training and follow up monitoring is not undertaken during or immediately after the intervention. Examples of negative impact is when toilets are not properly used resulting in plumbing blockages or students not trained in proper hygiene practices would pose a health risk

4.4 Sustainability

The following activities under Component 2 will encourage sustainability of inputs and impacts:

1. AQEP has developed a school infrastructure maintenance manual in consultation with MoE. The Asset and Monitoring Unit of MoE is planning to adopt the manual for all MoE schools. The MoE would like to change the school mindset from unplanned maintenance to a comprehensive planned maintenance of school infrastructure.
2. AQEP has adopted and enhanced the existing MoE building grant procedure to ensure that schools better manage future assistance from MoE. In addition MoE has incorporated the AQEP grant procedure section of the Infrastructure operational manual into the standard MoE processes.
3. AQEP's infrastructure operational manual training and implementation has provided an in depth knowledge for the school management on both financial management and construction supervision. With these additional skills AQEP expects that school management committees will have the basic skills to better manage their own school maintenance work.
4. AQEP has adopted the concept of build back better and disaster risk reduction for the school renovation work. This approach is reflected in the use of high quality building material that will prolong the life span of the buildings up to 10 years or more.
5. From Year 3 onwards AQEP is planning to undertake routine awareness training through Component 1 on the importance of school maintenance. The aim of this routine awareness training is to encourage the change of school maintenance practice from un-planned to a well planned maintenance work.

5.0 Component 3 – Research and Quality Improvement

Component 3 has four outputs:

1. Research Studies, including baselines;
2. Coordination and consultations with stakeholders;
3. Support for MoE priority activities; and
4. Communication strategy.

5.1 Key Activities

Support for MoE Priorities

AQEP has supported five MoE projects during this reporting period:

- School Planning, Financial Management and Safer Schools Training
- Leadership and Management training
- Evaluation of LANA
- Improvement of SIMS (FEMIS)
- Co-sponsored the MoE Corporate Planning Workshop, 14-16 November 2012.

A brief summary is provided below on these MoE projects which AQEP supported.

School Planning, Financial Management and Safer Schools Training

The workshops started in May 2012. To date a total of 1,153 participants from primary and secondary schools have been trained on the Safer Schools, Financial Management and School Planning modules. 21% of the participants were women while 79% were men. As a result of the training workshops many schools, both primary and secondary, submitted their school's Strategic Plans, School Annual Plans and the Emergency Evacuation Plans to the District Offices. 15 trainers conducted training at 42 different course centres in all 9 Education Districts.

Leadership and Management Training

The Leadership and Management Training Program commenced in January 2012 and will end in August 2013. It trains school leaders in primary and secondary schools how to effectively lead and manage a school. 1,307 current and future leaders have been trained to date as shown in Table 2 below. 72.5% of the participants were men while 27.5% were women.

Table 2: MoE-Led Leadership and Management Training Workshops

Training Activities	M	F	Total
1. Future Leader's Training	120	83	203
2. Current Leader's Training	702	232	934
3. Training of Trainers – 1	63	22	85
4. Training of modules workshop	63	22	85
Totals	948	359	1307

Evaluation of LANA

The Ministry of Education has outsourced this consultancy to the SPBEA. The first phase was completed in September 2012 which was the identification of all the LANA components and its implementation in Fiji. Unfortunately, there has been a 3 month gap due to the following factors: mismatch in the timelines of the MoE, SPBEA and schools to conduct the evaluation; unavailability of key informants; and inability of SPBEA to access relevant data from the MoE

Interviews will commence in March and the timeline for the submission of Lana evaluation report has been deferred to August 2013.

Improvement of SIMS/FEMIS

An input from August to December 2012 by the Short Term Application Development Specialist addressed shortcomings in the MoE SIMS by re-designing SIMS (now FEMIS) for use primarily by schools and districts. MoE and others will be able to harvest the data entered by schools. The new approach will have immediate benefits of vastly improved business processes and increased data quality as schools consume their own data. Longer term benefits will include increased transparency, backed up records, and the capacity for previously unavailable data analysis. The system is expected to become a portal for the MoE with teachers sharing information and provide on-going increases in business process efficiency. SPBEA and the Pacific Islands Forum Secretariat have expressed interest in the new system as having the potential for regional application.

The approach was ratified by MoE senior management and a fully functioning prototype was delivered in mid-November. Full time posts were created in the MoE IT Unit and capacity building was carried out. End user training of the new system was carried out at education district level. Issues with counterpart illness and a damaged Exams database hindered progress. At the end of the input capacity remains insufficient to fully support the new system and training at the school level remains difficult. MoE IT Unit training at individual schools is not possible and requires strong cooperation from Districts.

The Short Term Application Development Specialist returned for a one week input from 10-16 February to find the project had not progressed since December. Issues with the Government ITC body were cited. A lack of attention by MoE management appears to be another issue. Without such management support the FEMIS project is guaranteed to stall or possibly fail. Procedures and plans are in place to roll the system out; however, without significant attention from MoE management the plans are not expected to succeed.

5.2 Achievements/Outputs

Through support for MoE priorities, the following participants have benefited from some training since Program implementation commenced:

- 1,153 participants from Primary and Secondary schools participated in the School Planning, Financial Management and Safer Schools training; 79% were men while 21% were women
- 1,307 current and future leaders were trained in school leadership and management; 72.5% were men; 27.5% were women
- 646 Class 4 teachers from 636 schools participated in a round of Literacy and Numeracy workshops (LANA); 10% of those trained were HTs and 90% teachers; at least 55% of participants were females.

AQEP has also developed a Gender Equality Strategy and Action Plan for the Program which outlines ways the Program can provide gender equality interventions in each Component and across the Program.

5.3 Issues/Risks

Due to the reduction in allocated budget, many planned activities under Component 3 have been put on hold, including baseline research, some research studies, rapid assessment of

disability (RAD), stakeholder workshops on the Year 3 Work Plan, knowledge sharing workshops for School Committees, Head Teachers and District Education Officers as well as the procurement of computers, printers and training for 50 Year 2 schools. Support for the MoE through the procurement of an industrial printer for the printing and distribution of essential teaching and learning materials for schools has also been put on hold. Activities to progress the communication strategy have also been scaled back.

Staffing has also been affected in the reduction of STA inputs and the deferment of two key positions for Component 3. The recruitment of seasonal data entry persons and translators will also be put on hold.

Implications of the reduction in budget

There are significant implications of the reduction in funding. They include:

- Re-design of Component 3 may not be embedded prior to commencement of Phase 2
- Loss of momentum due to delays
- Potential for loss of confidence from key stakeholders, including the Ministry of Education and selected schools
- No baseline for the disability strategy with the deferment of the RAD
- 2 research reports for the disability strategy still in draft form and cannot be finalised or published
- Opportunity lost to get Component Manuals and training packages translated prior to commencement of Phase 2.

5.4 Sustainability

There is real opportunity for the Program to have a significant impact on the processes and practices of the MoE and other government agencies at district, divisional and national levels on both access and quality issues and therefore strengthen sustainability. Lessons learned from the experiences of disability inclusive demonstration schools, for example, can be taken on by the MoE and rolled out in a number of schools so that children with a mild or moderate disability can actually enrol in nearby schools. Advocacy for sustainable practices from AQEP will be strengthened through the close working relationships AQEP has nurtured with district education officers, relevant sections of the MoE (e.g. CDU, Assessment) and Senior Management. Lessons learned from social protection activities (Component 1) on deliberate planning for access and quality activities will be shared with other schools and the MoE. By regarding AQEP's targeted 180 schools as pilot schools, the MoE can take the best lessons learned and embed what is good in their own systems and practices.

6.0 Emergency Response

6.1 Infrastructure Emergency Response

During this reporting period Component 2 has undertaken three emergency response activities:

- (1) Completion of 36 schools affected by March 2012 flood - In response to the March Flood emergency, AQEP has delivered infrastructure assistance to 36 flood affected schools. A total of FJD \$ 580,667.25 worth of assistance was given to the affected schools.
- (2) AQEP Emergency Infrastructure Assistance started on the 1st of June 2012 and was completed on 30 August 2012. The work includes school building repainting, repair of damaged toilets, replacement of damaged roofs and ceilings and replacement of damaged furniture and teaching equipment.

Through this emergency response, AQEP has provided/repaired:

- 94 classrooms
- 21 Teacher's Quarters
- 6 ECE rooms
- 6 Teachers' Offices
- 1 Kitchen
- 2 School Halls
- 8 School Fences
- 1 Boarding hall
- 1 Dining hall
- 10 Toilet Blocks
- 2 Water Pumps
- 5 Water Tanks
- Furniture replacement for 14 schools

This improvement has benefited a total of 8,097 students: 3,984 girls and 4,113 Boys.

- (3) Emergency Assistance for 3 AusAID requested schools in Duavata and Vatuva

In mid-December 2012, AQEP started the rehabilitation works at Duavata Primary, Duavata Secondary, and Vatuva Primary. To date, the rehabilitation work has reached 90% progress and is expected to be completed by the end of February 2013.

Through this emergency response, AQEP has provided/repaired:

- 7 classrooms
- 3 Teacher's Offices
- 2 Ablution/Toilet Blocks
- 1 Dining hall
- 1 x 5000 litre water tank
- Plumbing and fitting works

6.2 Cyclone Evan Emergency Response

AQEP was asked by AusAID to re-direct F\$2m of the Year 2 budget in response to Cyclone Evan which adversely affected the Western and Northern Divisions on 16-17 December 2012. AQEP's support for cyclone rehabilitation in affected schools will include:

- A social protection grant to 25 primary schools
- Building renovations to 17 primary schools
- Textbooks.

The list of schools to receive social protection and infrastructure support is attached at Annex 3.

Component 1 - Emergency Response to Cyclone Evan

AQEP's emergency response included training 25 schools in the week before Term 1 commenced on the use of the social protection grant and the disbursement of fund to school bank accounts on 22 January 2013 - Day 1 of the new school year. See Annex 4 for details on how the social protection grant is to be utilised.

Within seven working days of receipt of the grants, these schools had spent an average 29% of their funds ensuring all children were able to attend school. Two schools have already acquitted 100% of the funds. The social protection assistance emergency Progress Report is attached at Annex 5.

Component 2 - Building Rehabilitation

School verification and scoping visits were undertaken in 70 cyclone affected schools by the AQEP infrastructure team from 9-16 January 2013. The objectives for these visits were:

- To identify rehabilitation works that needs to be done following the disaster and looking at risk reduction through 'building back better' principles.
- To identify the structural failures that were caused by design flaws and to address the design flaws to protect and secure the school infrastructure from future cyclone disaster.

Examples:

Problem	Solution
Part of the roof structure was blown away.	Install new roof structure complete with tie downs, strappings, and roofing iron fitted with cyclone screws.
Roof structure failure caused by termite attack.	Install new light steel roof structure to avoid future problem with termites.

Through the scoping visit, the AQEP team found five factors that ultimately led to the failure of the school building structure during the Cyclone Evan:

- older structures are more likely to have deteriorated components and substandard building materials (corrosion, rot, termite/insect attack, weathering) leading to a reduction in strength along the critical load path within the building;
- lack of fixing between the building structural elements;

- roof design flaws (overhangs, patios and verandahs experience high wind pressures and should be kept to a minimal length;
- the effect of flying debris generated by loose items, trees, power lines or disintegrating buildings can be a significant factor; and
- Incorrect or poor construction practice.

After the scoping works the Engineer Facilitators undertook a “value for money” costing of the works required following the principles of building back better and disaster preparedness. The Assets Monitoring Unit (AMU) of the MoE and AQEP have selected 17 schools for AQEP Cyclone Evan infrastructure assistance with a total value of F\$1.2m.

The proposed infrastructure works were put to tender on 11 February 2013 and the bids will be opened on 16 February. The selection of contractors will be made on 18 February and the work will commence on 23 February and is expected to be completed by May 2013.

Textbook Provision

AQEP is working with the MoE to identify the textbook gap in cyclone-affected schools. Once the school list has been finalised, the textbooks should be distributed to targeted schools by the end of March 2013.

7.0 Key Program Results

Despite challenges discussed in preceding sections, AQEP has made some notable achievements overall. Key results for the Program presented in consolidated form from when AQEP commenced are summarised below.

7.1 Beneficiaries in Selected Schools

Since the Program commenced 18 months ago, a total of 45 targeted primary schools selected through a fair and transparent targeting approach have been assisted by the Program as shown in Table 3. This comprises 6% of the total number of primary schools in Fiji or 25% of the targeted 180 primary schools.

15,052 students have benefitted from the Program so far in targeted schools which comprises approximately 11.6% of primary school enrolments. Of this number, 7,844 are boys and 7,208 are girls.

Table 3: AQEP Consolidated Assistance and Beneficiaries in Selected Schools

Assistance	No of Schools	Boys	Girls	Total
Year 1 – infrastructure only	24	4,386	4,004	8,390
Year 2 – infrastructure only	19	2,591	2,334	4,925
Disability Inclusion	5	867	870	1,737
	45*	7,844	7,208	15,052

Note: *The total number of schools does not tally because 3 schools which have been assisted more than once have only been counted once.

7.2 Beneficiaries in Emergency Schools

Table 4 shows the number of schools and student beneficiaries from assistance through AQEP's emergency response. A total of 77 emergency schools were supported with 21,955 student beneficiaries comprising 11,127 boys and 10,828 girls.

Table 4: AQEP Consolidated Assistance and Beneficiaries for Emergency Schools

Assistance	No of Schools	Boys	Girls	Total
Flood 1	20	2,564	2,431	4,995
Flood 2	36	6,592	6,574	13,166
Fire	1	42	35	77
Cyclone Evan – Social Protection	25	1,799	1,704	3,503
AusAID Emergency	3	130	84	214
	77*	11,127	10,828	21,955

Note: *The total number of schools does not tally because 8 schools which have been assisted more than once have only been counted once.

Since the commencement of the Program, key outputs for Component 2 Infrastructure have included:

- 9 training workshops for 19 Year 2 schools; 155 participants comprised of 132 (85%) males and 23 (15%) females (See Annex 6)
- 90 schools rehabilitated through both regular and emergency support: 648 classrooms and 83 toilets renovated; 36 water tanks provided; and 354 school facilities repaired (includes assistance to school libraries, teachers quarters, teacher's office/staff room, school fence, ECE, walkways) (See Annex 7).

8.0 Key Program Issues

8.1 Delay in Implementation

The budget cuts and what is increasingly becoming the key focus of AQEP on disaster relief activities will delay the implementation of planned activities and derail the Program from meeting its targets and anticipated outcomes. With school grant disbursement for Component 1 deferred yet again to the third Financial Year, very little has been achieved in integrating the three components at school level since Year 1 and Year 2 assistance have been confined mainly to Component 2 support.

8.2 FEMIS

The redesign of SIMS, now known as Fiji Education Management Information System (FEMIS), got off to a good start. However, activity more recently has stalled for a number of reasons: the inactivity over the Christmas break, the tying up of IT staff in deploying antivirus software for all MoE computers instead of preparing FEMIS for use nationally, the inability of the Government IT Centre to provide reliable server service and the lack of MoE management support. Steps have been taken to rectify this such as meetings with AQEP senior management, advocacy at the MoE Senior Staff Management meetings and increased input to FEMIS work by a designated AQEP locally engaged staff.

9.0 AQEP Monitoring and Evaluation Strategy

Progress of Monitoring and Evaluation

Since August 2012, the major focus has been to revise the monitoring and evaluation (M&E) strategy to include instruments for the collection of student-level and school-level data and collecting baseline information for measuring Program progress in AQEP-funded Year 2 schools.

Unlike Year 1 schools, which received one-off support in the upgrading of classrooms, Year 2 schools will benefit from three continuous years of funding. Activity in these schools will be closely monitored to establish which dimension of the AQEP investment is leading to the best results.

There have been some challenges in M&E activity around baseline information and studies. First, the information on the MoE School Information Management System (SIMS) which we expected to be the most accurate instrument for collecting student-level data to work out Gross Enrolment Rate, Net Enrolment Rate, Gender Parity Index, Retention Rate and Cohort Survival Rate proved to be unreliable as schools do not complete the forms with the required due diligence. To overcome this AQEP will conduct own baseline for the Program to provide robust data. This will be used to strengthen the MoE data and to develop a margin of error for SIMS data used for the AQEP baseline.

The second challenge revolves around data collection and reporting. Currently, this involves a combination of a paper-based system, evolving electronic systems requiring school-based computers and internet connections, and a number of free-standing MoE databases such as

the SIMS, literacy and numeracy assessment (LANA), disadvantaged schools index and data on teachers through the Fiji Education Staffing Appointments (FESA). These separate databases do not enable the assembly of aggregated data. Due to concern about the integrity and quality of data, AQEP working closely with the MoE, has reviewed each separate database and to achieve efficiencies, commenced construction of an integrated MoE database known now as FEMIS (Fiji Education Management Information System). As noted above, development of this data base has stalled and alternative strategies may need to be considered.

It is expected that FEMIS will eliminate the need for AQEP to use the Basic School Data form (for student-level and school-level data) and the School Profile form. But until such time as FEMIS is ready both forms will be needed as important tools for capturing data on students and teachers including out-of-school children.

Once target schools develop and implement their own school improvement plans, the selection of wider quality indicators for a baseline evaluation of innovations and interventions will take place. These quality indicators will require a number of baseline surveys including a School Culture/Climate Survey, Staff/Teacher Assessment Questionnaire (covering the teaching situation and Instructional Leadership), Parent Opinion Survey and Student Opinion Survey. These surveys will be repeated annually and expanded once Year 3 schools are selected.

Issue

Since AQEP relies heavily on student-level data that can be obtained from a functional and reliable FEMIS, issues with EMIS will affect AQEP's collection of data, including baselines. As it is likely that funding for Year 2 AQEP school computers, internet links and power supply will be delayed for some time, the M&E system will need to rely on a paper-based return of Basic School Data forms.

10.0 Update on Risk Management Plan

The risk matrix and mitigation strategies can be found at Annex 8.

11.0 Cross Sectoral Liaison

The Program senior management met with management teams of other AusAID Programs such as the Fiji Health Sector Support Program on 19 July 2012. This resulted in an invitation to make a presentation on AQEP to the Permanent Secretary and senior staff of the Ministry of Health on 14 August. AQEP also met with the Health Gender Specialist on 30 October. The Team Leader made a presentation on the Program to the staff of the Fiji Community Development Program (FCDP) on 18 October.

12.0 Donor Coordination and Cooperation

AQEP spearheaded meetings of the Education Cluster Group to discuss minimum quality standards: UNICEF made a presentation on 3 August 2012 while AQEP and MoE made presentations on the study tours to Tonga and Samoa on 26 October 2012.

The Program was represented at various workshops and meetings, including Gender and Gender Based Violence in Emergencies from 6-8 August 2012; Pacific Education Emergency Cluster Coordination in late September and Education Emergency Cluster Meeting on 11 September 2012.

AQEP accepted an Australia Youth Ambassador for Development to start working with the Program in February 2013 for three months. The main focus of work will be to assist the Disability Inclusion Coordinator to roll out the Disability Inclusion Strategy.

AQEP agreed to assist the Fiji Community Development Program in February 2013 to disburse some funds for Cyclone Evan rehabilitation. AQEP will work closely with Save the Children Fiji to facilitate expenditure of grant money for social protection assistance.

AQEP continued to collaborate closely with development partners and the Ministry of Education through the Education Emergency Education Cluster on the Program's emergency response to Cyclone Evan in January and February 2013.

13.0 Management of Stakeholder Relationships

Key stakeholder relationships have been strengthened in this reporting period through:

- Regular communications with MoE and AusAID executive team on progress and updates on the Program
- Utilisation of MoE in AQEP work, particularly district education officers and the Assets Monitoring Unit
- AQEP presentations to key stakeholders – Head Teachers Association and Ministry of Provincial Development.

AQEP Presentations to Key Stakeholders

The Team Leader made a number of presentations and progress reports to key MoE, GoF and other stakeholder events, including:

- Head Teachers' Conference in Savusavu from 26-27 September;
- MoE Corporate Planning Workshop from 14-16 November where the Team Leader was invited to also close the workshop;
- Joint meeting of AusAID and Acting PS and senior staff of Ministry of Provincial Development 14 January 2013 - Update of AQEP activities, particularly support following cyclone;

- Courtesy visit to the Acting PS Mr Filipe Alivereti and Senior staff of the Ministry of Provincial Development Head Quarters in Suva in 14 January 2013. AusAID was represented by Counsellor Fiji and Tuvalu Ms Sarah Goulding and Senior Program Manager, Bilateral Education Mr Padric Harm. Update provided on AusAID's development assistance, particularly in light of Australia's response to Cyclone Evan;
- AQEP Team Leader meeting with the Divisional Commissioners Western in Lautoka on 29 January 2013 and Commissioner Northern in Labasa on 31 January. A comprehensive briefing was provided on AQEP, the school selection criteria and its support to schools, including the Program Cyclone Evan response.

Representation at MoE Senior Staff Management Meetings

A significant development in relationship building is the invitation for the Program to be permanently represented at the monthly MoE Senior Staff Management meetings. Chaired by the PS Education and attended by all section heads from Director level, there is real opportunity for greater advocacy by the Program for better coordination and integration.

14.0 Organisational Chart

The organisational Chart for AQEP is attached at Annex 9.

15.0 Conclusion

Despite some key challenges faced by the Program in this reporting period such as the shift in focus to disaster relief assistance, a decreased Year 2 budget and the resultant delay in planned activity implementation, the consolidated impact of Years 1 and 2 assistance and AQEP's emergency response show some promising achievements and results:

Cross-cutting Interventions

- A sharper emphasis on disability inclusion is evident through the support provided to five disability inclusive demonstration primary schools where teachers have been trained on inclusive education and braille and sign language, 16 students with a disability have been enrolled, all AQEP schools will have disability access and the five demonstration schools will get the full package of support that all regular AQEP schools receive;
- AQEP has developed a Gender Equality Strategy and Action Plan which outline ways the Program can provide gender equality interventions in each Component and across the Program;

Capacity Development

- A large number of SMCs, District Education Staff and teachers, school leaders and future leaders have received training either from AQEP or through AQEP-supported MoE priorities;
- 50 Year 2 schools are undergoing training in social protection access and quality planning and will receive their grants in Year 3 to implement their plans for reducing financial barriers for the most disadvantaged students, including out of school

children and those with a disability, and on improving the quality of teaching and learning;

Beneficiaries in Targeted Schools and Students

- 45 target primary schools were supported which is 25% of the targeted 185 primary schools; this is 6% of the targeted 25% primary schools in Fiji
- 15,052 students have already benefited from the Program in the 45 targeted schools; this comprises 11.6% of total school enrolments. 7,844 are boys and 7,208 are girls

Beneficiaries in Emergency Schools and Students

- 77 schools affected through a natural or man-made disasters
- 21,955 students have benefitted; 51% are boys while 49% are girls.

In the remaining 4½ months until the end of the FY and Phase 1, the Program will undertake the following activities:

- complete training for all 50 Year 2 schools and District Education Officers on Social Protection access and quality activities as well as review and approve school plans;
- Train 50 Year 2 schools in transparent finance procedures for the acquittal of the Social Protection Access and Quality Grant;
- carefully monitor implementation of social protection access and quality activities and acquittal of emergency grants in 25 AQEP cyclone affected schools;
- monitor developments in 5 disability inclusive demonstration schools;
- complete building renovations in remaining Year 2 schools;
- complete building renovations in Duavata Primary, Duavata Secondary and Vatuvula Primary;
- begin and complete renovations in 17 cyclone affected schools;
- carefully monitor the progress of infrastructure works in these 17 schools;
- develop the Year 3 Work Plan;
- finalise the list of Year 3 schools;
- prepare some human interest stories on the impact of AQEP interventions;
- undertake several public diplomacy events through handover ceremonies of some Year 2 and cyclone affected schools; and
- prepare the fourth six monthly progress report.

ANNEX 1

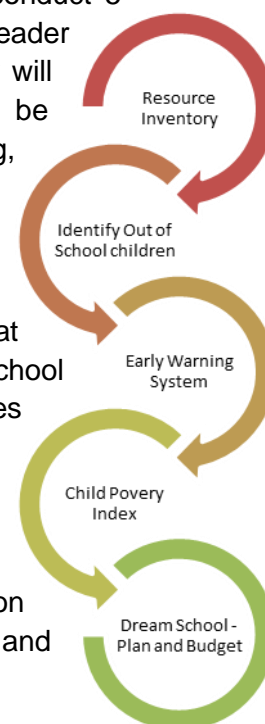
Summary of Component 1 Quality and Access Manual

Annex 1: Summary of Component 1 Quality and Access Manual

The first version of the Component 1 manual was developed in conjunction with a series of inputs from and revisions by relevant stakeholders, predominately the MoE and other Program components. A summary of the manual is provided below.

Introduction

1. Introduction to School Based management – a brief introduction to the concept as SBM is not new to Fiji, the first school grants started around 30 years ago. The Ministry of Education has already completed work in this area, most recently supported by AQEP Component 3 – Leadership Training. Over the next four years further Modules on aspects of SBM will be developed based on need and demand.
2. Overview of roles and responsibilities for AQEP – same as Component 2 Infrastructure Manual.
3. Education for Everyone – the concept of targeting the most disadvantaged students, inclusive education and quality education.
4. Planning Phase - In the planning phase school will be required to conduct 5 activities. The key staff (Head Teacher, School Manager, Treasurer, Leader of the Mothers Club) will be trained by AQEP. After the training they will return to their schools for community consultation. The schools will be provided with templates that cover the activities – planning, implementing, and reporting. The AQEP School Community Coordinators will provide in-school support during the planning process.
5. Resource Mapping – The purpose of resource mapping is to ensure that schools are using all of the resources that they have available in their school and community. Schools that are already mobilising their local resources will lead to more sustainable interventions than schools that are waiting for someone to provide money to solve their problems. Asset-based community development contrasts with traditional problem-solving philosophies by focusing on the assets and strengths of a community rather than its needs and weaknesses. This also builds upon the Ministry of Education leadership domain of Community and Partnership.



The resources will be mapped under the following categories for the entire community:

- Space and facilities.
- Materials and equipment
- Network and connections
- Economic power
- People – gifts of the head, gifts of the heart, gifts of the hands

6. Child Poverty Index – This will be used in conjunction with the early warning system to identify students for financial support from AQEP grants. Each school will define the indicators needed to identify the most economically disadvantaged children in their community. The outputs will be –
 - Child poverty Index
 - Plan for identifying children
 - Identification of at risk children
 - Report on the process and the children identified
7. Dream School – this is the planning module for use of the identified school resources and AQEP Grant using an appreciative inquiry approach. The outputs will be
 - activities linked to 3 domains –
 - Access to education
 - Quality education
 - Income generation
 - Summary of activities with timeline
 - Budget and Forecast

This activity based planning is aimed at a program based approach, instead of just thinking about the goods that they need.

ANNEX 2

Teaching and Learning Materials for 50 Year 2 Schools

Text Books (All Subjects, Primary & ECE)

	CODE	ITEM/BOOK	SUPPLIER	REQUIRED
1	EA93305	PACIFIC MATHS PUPILS WORKBOOK -CLASS 1	Govt. Print	1200
2	EA93404	PACIFIC MATHS PUPILS WORKBOOK -CLASS 2	Govt. Print	1200
3	EA104007	MATHEMATICS 3A	Govt. Print	1200
4	EA104106	MATHEMATICS 3B	Govt. Print	1200
5	EA65002	MATHEMATICS CLASS 4	Govt. Print	1200
6	EA59602	MATHEMATICS CLASS 5	Govt. Print	1200
7	EA67603	MATHEMATICS CLASS 6	Govt. Print	1200
8	EA101310	MATHS CLASS 7	Govt. Print	1200
9	EA101409	MATHS 8A	Govt. Print	1200
10	EA103207	MATHS 8B	Govt. Print	1200
11	EA104909	ENGLISH ACTIVITY BOOK -CLASS 2	Govt. Print	1200
12	EA104810	ENGLISH ACTIVITY BOOK -CLASS 3	Govt. Print	1200
13	EA67108	STORIES FOR US - CLASS 5	Govt. Print	1200
14	EA75208	PUPILS WORKBOOK FOR 'STORIES FOR US' -CLASS 5	Govt. Print	1200
15	EA7406	LISTEN, SPEAK, READ AND WRITE - CLASS 6	Govt. Print	1200
16	EA101508	LINK 1 PUPIL'S WORKBOOK - CLASS 7	Govt. Print	1200
17	EA101607	LINK 1 RAPID READING - CLASS 7	Govt. Print	1200
18	EA101805	LINK 2 RAPID READING CLASS 8	Govt. Print	1200
19	EA101706	LINK 2 PUPILS BOOK - CLASS 8	Govt. Print	1200
20	EA95013	BATAK KA BACHA-CLASS 3	Govt. Print	500
21	EA66308	MERI PAHELE PUSTAK-CLASS 1	Govt. Print	500
22	EA95020	PAKE AMROOD -CLASS 1	Govt. Print	500
23	EA71711	MERI DOOSHRI PUSTAK-CLASS 2	Govt. Print	350
24	EA71909	SOOPAN 1-CLASS 2	Govt. Print	500
25	EA 72005	SOOPAN 2 -CLASS 3	Govt. Print	350
26	EA68909	SOOPAN 3 -CLASS 4	Govt. Print	500
27	EA71810	MERI TEESRI PUSTAK- CLASS 3	Govt. Print	350
28	EA75307	MERI PANCHVI PUSTAK -CLASS 5	Govt. Print	350
29	EA75901	MERI CHAUTHI PUSTAK - CLASS 4	Govt. Print	500
30	EA68810	MERI CHAUTHI PUSTAK - CLASS 6	Govt. Print	400
31	EA75802	GYAN PRADEEP 1 -CLASS 7	Govt. Print	400
32	EA77402	GYAN PRADEEP 2 -CLASS 8	Govt. Print	400
33	EA75505	ELEMENTARY SCIENCE PUPILS WORKBOOK CLASS 5	Govt. Print	1200
34	EA102506	BASIC SCIENCE PUPILS WORKBOOK -CLASS 7	Govt. Print	1200
35	EA102605	BASIC SCIENCE PUPILS WORKBOOK -CLASS 8	Govt. Print	850

36	EA107606	SOCIAL STUDIES -CLASS 5 [LIVING IN R/U COMMUNITIES]	Govt. Print	1200
37	EA102308	Living in Families Cls 7 S/Studies P/Bk	Govt. Print	1300
38	EA102110	LIVING IN COMMUNITIES PUPILS WORKBOOK CLASS 8	Govt. Print	1300
39	EA108505	HEALTH SCIENCE- PUPILS WORKBOOK 5	Govt. Print	1300
40	EA107604	HEALTH SCIENCE- PUPILS WORKBOOK 6	Govt. Print	1300
41	EA103605	HEALTH SCIENCE- PUPILS WORKBOOK 7	Govt. Print	1200
42	EA103911	HEALTH SCIENCE- PUPILS WORKBOOK 8	Govt. Print	1200
43		NUMERACY BOOK 1 PUPILS BOOK	Suva Bkshop	1450
44		NUMERACY BOOK 2 PUPILS BOOK	Suva Bkshop	1450
45	EA75109	SWISS FAMILY ROBINSON -CLASS 8	Suva Bkshop	1450
46	ACROBAT	NEW FIJI SPARK READER 1- MY FAMILY	Suva Bkshop	1450
47	ACROBAT	NEW FIJI SPARK READER 1- MY FAMILY WORKBOOK	Suva Bkshop	1450
48	ACROBAT	NEW FIJI SPARK READER 2 THE BULA FAMILY	Suva Bkshop	1450
49	ACROBAT	NEW FIJI SPARK READER 2- THE BULA FAMILY WORKBOOK	Suva Bkshop	1450
50	EA72907	NA VITI DUA CLASS 1	Suva Bkshop	1450
51	EA73003	NA VITI RUA CLASS 2	Suva Bkshop	1450
52	EA73012	NA VITI TOLU CLASS 3	Suva Bkshop	1450
53	EA73201	NA VITI VA CLASS 4	Suva Bkshop	1400
54	EA73311	NA VITI LIMA CLASS 5	Suva Bkshop	1400
55	EA76404	NA VITI ONO CLASS 6	Suva Bkshop	1350
56	ACROBAT	SOCIAL STUDIES - PUPILS BOOK CLASS 1	Suva Bkshop	1450
57	ACROBAT	SOCIAL STUDIES - PUPILS BOOK CLASS 2	Suva Bkshop	1450
58	ACROBAT	SOCIAL STUDIES - PUPILS BOOK CLASS 6	Suva Bkshop	1200
59	ACROBAT	HEALTH EDUCATION 1 PUPILS WORKBOOK	Suva Bkshop	1300
60	ACROBAT	HEALTH EDUCATION 2 PUPILS WORKBOOK	Suva Bkshop	1300
61	ACROBAT	HEALTH EDUCATION 3 PUPILS WORKBOOK	Suva Bkshop	1450
62	ACROBAT	HEALTH EDUCATION 4 PUPILS WORKBOOK	Suva Bkshop	1450
63		ECE NOQU MATANICIVA PACKAGE (6 BOOKS)	Suva Bkshop	40
64		CURRICULUM PLAN- A WEEKLY GUIDE TEMP - TEACHERS	Suva Bkshop	40

SCIENCE KIT

		ITEM	QUANTITY	SUPPLIER
		BEAKER POLYPROPYLENE 250 ml	10 X 250 ml	KAKS MAKTING

	BEAKER GLASS 250ml - GRADUATED	10	KAKS MAKTING
	TEST TUBES GLASS W/RIM 15X150mm 50/pk	50	KAKS MAKTING
	TEST TUBES RACK PP 6 HOLE 28mm + 6 PEGS	10	KAKS MAKTING
	EYE DROPPER GLASS WITH TEAT - 67 mm 10/PK	1 pkt	KAKS MAKTING
	MEASURING CYLINDER GLASS- 100 ml x 1 ml grad	5 x 100ml	KAKS MAKTING
	MAGNIFIER HANDHELD 100mm 2x/4x	5 x 250ml	KAKS MAKTING
	BOILING FLASK FB 250ml NN	5 x 250ml	KAKS MAKTING
	BOILING FLASK RB 250ml	5	KAKS MAKTING
	GLASS TUBING SODA GLASS 6mmx50 cm	10	KAKS MAKTING
	WATCH GLASS 90mm DIA 10/PK	2	KAKS MAKTING
	GAS JAR GLASS 50 X 150 mm w/cover	2	KAKS MAKTING
	GAS JAR GLASS 50 X 200 mm w/cover	5	KAKS MAKTING
	PLAIN MIRROR 10 cm x 8 cm	5	KAKS MAKTING
	THERMOMETER ALCOHOL [-10°C - 110°C]	5	KAKS MAKTING
	SPIRIT BURNERS WITH WICK 100 ml	5	KAKS MAKTING
	CRUCIBLE PORCELAIN WITH LID 50 ml	5	KAKS MAKTING
	COMPASS MAGNET [45 mm] with lid	5	KAKS MAKTING
	PLASTIC TUBING 8 MM DIAMETRE [50 cm]	5	KAKS MAKTING
	WIRE GAUZE CERAMIC CENTRE 15 cm x 15 cm	5	KAKS MAKTING
	TRIPOD STAND 127 X 125mm	5	KAKS MAKTING
	TONGS-FOR CRUCIBLE STAINLESS STEEL	5	KAKS MAKTING
	RUBBER STOPPERS,SOLID,15 mm DIAMETER	5	KAKS MAKTING
	RUBBER STOPPER -2 HOLES, 32 mm BASE	5	KAKS MAKTING
	MAGNET 75 mm ALINICO BAR - PAIR	5	KAKS MAKTING
	SIGNAL PULLEY (PLASTIC) WHEEL 50 mm	5	KAKS MAKTING
	COPPER WIRE, STANDARD, BARE	5	KAKS MAKTING
	PLASTIC FUNNEL PP [6 cm diametre]	5	KAKS MAKTING
	RUBBER BUNGS TO FIT FLASK	5	KAKS MAKTING
	BULB HOLDER [2.5 -3.0 VOLTS SCREWW BULB] PK/5	5	KAKS MAKTING
	SPRING BALANCE 10N - 1000g	5	KAKS MAKTING
	SYRINGERS PLASTIC DISPOSAL [5 ml]	10	KAKS MAKTING
	ALUMINIUM FOIL 2.5 m – ROLL	2	KAKS MAKTING

	LITMUS RED 1 PKT/100 STRIPS	1 pkt	KAKS MAKTING
	LITMUS BLUE 1 PKT/100 STRIPS	1 pkt	KAKS MAKTING
	PLASTERCINE [5 COLOURS X 500 gram]	1	KAKS MAKTING
	DISSECTING KIT - 11 PIECE PCS IN WALLET	1 set	KAKS MAKTING
	DISSECTING TRAY [WAXED]	1 tray	KAKS MAKTING
	MICROSCOPE MONOCULAR 400 X [BATLIGHT & MIRROR]	1	KAKS MAKTING
	CONICAL FLASK BOMEX 250 ml NN GRAD	5	KAKS MAKTING
	COVER SLIP MICROSCOPE 22 X 22 mm pkt/100	1 pkt	KAKS MAKTING
	MICROSCOPE SLIDES 75 X 25 mm pkt/50	1 pkt	KAKS MAKTING
	SPATULA METAL SPOON SPADE 150 mm	5	KAKS MAKTING
	TEST TUBES W/RIM 18 X 150 mm	5	KAKS MAKTING
	GAS BURNER & CARTRIDGE - COMPLETE	2	KAKS MAKTING
	PLASTIC BASIN APPROX 30 cm	2	KAKS MAKTING
	FILTER PAPER 9 cm pkt/100	1 pkt	KAKS MAKTING
	SAFETY GOGGLES COATED CLEAR LENS	6	KAKS MAKTING
	HAND GLOVES DISPOSABLE VINYL LATEX	1 pkt	KAKS MAKTING
	AMMONIA SOLUTION	1 x 500 ml	KAKS MAKTING
	COPPER SULPHATE	1 x 250g	KAKS MAKTING
	CALCIUM HYDROXIDE	1 x 100g	KAKS MAKTING
	CALCIUM OXIDE	1 x 100g	KAKS MAKTING
	HYDROCHLORIC ACID [DILUTE]	1 x 500 ml	KAKS MAKTING
	NUTRIC ACID	1 x 500 ml	KAKS MAKTING
	SODIUM HYDROXIDE	1 x 250g	KAKS MAKTING
	COPPER STRIPS	1 x 100g	KAKS MAKTING
	IODINE CRYSTALS	1 x 25g	KAKS MAKTING
	ION FILINGS	1 x 100g	KAKS MAKTING
	POTASSIUM PERMANGANATE	1 x 100g	KAKS MAKTING
	SODIUM CARBONATE	1 x 100g	KAKS MAKTING
	POTASSIUM IODIDE	1 x 100g	KAKS MAKTING
			TOTAL
TOTAL FOR 45 SCH/SETS			

Physical Education Materials				
	ITEMS		QUANTITY	SUPPLIER
1.		ATHELETICS RELAY BATON	6	SPORTS WORLD
2.		STARTING GUN	1	SPORTS WORLD
3.		PISTOL CAP	1	SPORTS WORLD

4.		STOP WATCH	1	SPORTS WORLD
5.		WHISTLE	6	SPORTS WORLD
6.		MEASURING TAPE 50 m	1	SPORTS WORLD
7.		HULA HOOPS	10	SPORTS WORLD
8.		CONES	10	SPORTS WORLD
9.		BEAN BAGS	5	SPORTS WORLD
10.		JUMP ROPE	5	SPORTS WORLD
11.		FRISBEE	5	SPORTS WORLD
12.		RUGBY BALL	3	SPORTS WORLD
13.		SOCCER BALL	3	SPORTS WORLD
14.		NETBALL BALL	3	SPORTS WORLD
15.		VOLLEYBALL NET	1	SPORTS WORLD
16.		VOLLEYBALL BALL	2	SPORTS WORLD
17.		SOFT BALL/ROUNDER BALL	3	SPORTS WORLD
18.		SOFT BALL/ROUNDER BAT	3	SPORTS WORLD
		TOTAL		
50 sets				

Musical Instruments

		ITEMS	SUPPLIER	Quantity
1		GUITAR STANDARD CLASSICAL NYLON STRING	S.SEAS MUSI	1
2		UKELELE	S.SEAS MUSI	1
3		RECORDER	S.SEAS MUSI	10
Total				
50 sets				

F. ART & CRAFT MATERIALS

		ITEMS	SUPPLIER	QUANTITY
1		PAINTING BRUSH [VARIOUS SIZES]	Suva Bkshop	50
2		PLASTERCINE [5 COLOURS X 500 gram]	Suva Bkshop	10
3		CRAYONS	Suva Bkshop	20
4		POWERED PAINTS [RED, BLUE, YELLOW, BLACK, WHITE]	Suva Bkshop	10
5		STENCIL CUTTER	Suva Bkshop	4
6		SCREEN FOR SCREEN PRINTING	Suva Bkshop	3
7		HEAT SET DYES [RED BLUE YELLOW BLACK WHITE]	Suva Bkshop	10
8		OIL PAINT MARBELLING [RED BLUE YELLOW BLACK WHITE]	Suva Bkshop	10
TOTAL				
Total for 50 sets				

ANNEX 3

Cyclone Evan Schools for AQEP Social Protection and Infrastructure Support

No	Division	District	School Name	Roll	Social Protection	Infrastructure
1	WEST	Tavua	Nakoroboya	117		✓
2	WEST	Lautoka	Vitogo District School	161		✓
3	WEST	Lautoka	Amichandra Mem	321		✓
4	WEST	Lautoka	Lautoka Xong Hua School	212		✓
5	WEST	Lautoka	Drasa Primary	238		✓
6	WEST	Lautoka	Lautoka Sunshine Special	87		✓
7	WEST	Nadi	Sabeto District Sch	207		✓
8	WEST	Nadi	Nadi District	629		✓
9	WEST	Nadi	Sabeto Central Primary School	165		✓
10	WEST	Nadroga	Malomalo Primary & ECE	126		✓
11	WEST	Ra	Malake Village Sch	124		✓
12	NORTH	Macuata	Kia District School	58		✓
13	WEST	Lautoka	Gurukul Primary School	434	✓	
14	WEST	Lautoka	Dreketi Sangam Primary School	68	✓	
15	WEST	Lautoka	Lautoka Delana Pri	328	✓	
16	WEST	Lautoka	Ghandi Bhawan Primary School	441	✓	✓
17	WEST	Nadi	Vaturu District Sch	194	✓	
18	WEST	Ra	Vatukacevaceva	102	✓	
19	WEST	Ra	Nailuva District	171	✓	
20	WEST	Nadroga	Namamanuca Primary School	143		✓
21	WEST	Nadroga	Vatulele District School	179		✓
22	NORTH	Bua	Galoa Primary	68	✓	✓
23	NORTH	Bua	Yadua Primary School	31	✓	✓
24	WEST	Yasawa	Rt. Namasi	53	✓	
25	WEST	Yasawa	Gaunavou Primary	152	✓	
26	WEST	Yasawa	Bouwaqa Primary	44	✓	

No	Division	District	School Name	Roll	Social Protection	Infrastructure
27	WEST	Yasawa	Navotua Infant	20	✓	
28	WEST	Yasawa	Bukama Village Sch	60	✓	
29	WEST	Yasawa	Namara Village Sch	80	✓	
30	WEST	Yasawa	Yaqeta Village Sch	110	✓	
31	WEST	Yasawa	Nasomolevu Catholic	103	✓	
32	WEST	Yasawa	Naviti District	144	✓	
33	WEST	Yasawa	Rt. Meli Memorial	111	✓	
34	WEST	Yasawa	Rt. Naivalu Mem	133	✓	
35	WEST	Lautoka	Lautoka Ahmadiyya Muslim School	357	✓	
36	NORTH	Bua	Baravi Primary Sch	97	✓	
37	NORTH	Bua	Nadi District	109	✓	
38	NORTH	Bua	Naivaka Primary	45	✓	
39	NORTH	Bua	Nawaca Wairiki	47	✓	
Totals				6,269	25	17

ANNEX 4

Social Protection Support in Emergency – Cyclone Evan Response

The Social Protection emergency response incorporated lessons learnt from the flood response, not just for AQEP but the MoE and other agencies. To ensure that money was spent quickly so that affected communities were sending their children to schools, school management was provided with an orientation for how the money should be prioritised and acquitted. The funding priorities are:

Priority 1 – Ensuring that ALL children are able to attend school in a safe environment as soon as possible

To be completed in the first two weeks after receiving the AQEP Emergency Grant:

- Identify and overcome the immediate barriers to students attending school, for example, the provision of clothes or school uniforms; food; stationery, exercise books and a school bag for students; needs of boarders.
- Identify and overcome immediate barriers to a safe and accessible school environment, for example, removal of any debris, installation of temporary fencing to keep children away from dangerous areas, the provision of clean drinking water.

Priority 2 - Returning the schools to normal

To be completed between Week 2 and 10 after receiving the AQEP Emergency Grant:

- Address psychosocial support needs of the children
For example, after-school activities to be provided for children to help normalise the situation, based on the interests of the children.
- Replacement of teaching and learning materials – stationery, sports equipment, supplementary material not provided by MoE, clocks, rulers, PEMAC equipment, and science kits, library books.
- Replacement of additional school equipment - for example, phones, gardening equipment, photocopiers.

Priority 3 - Bouncing back better

To be addressed from Month 2 to 6 after receiving the AQEP Emergency Grant

- Procurement of additional teaching and learning equipment
- Procurement of items that would have been purchased with school levies
- Introducing some income generating activities.

ANNEX 5

Progress Report on AQEP Cyclone Evan Social Protection Intervention (as at 31 January 2013)

No	School Details Reporting Officer	Total Fund Given	Total Fund Used(Est.)	%Fund Used	Progress
Cluster: Yasawa West Total No. of Schools: 5					
1	Namara District School, Waya Lailai	\$14,000	\$4,000	9%	School began on 21/01/13 Current Roll is 83/83.100% Attendance 74 Boarding and 9 Day Students. Items bought: Students stationery School Bags Lunch-Feeding Program for All Students Food Rations for Boarding Students School Stationery Text Books Classes 1-3 Water Piping re-connections Infrastructure repair by Govt. still pending Community is grateful to AUSAID
2	Ratu Naivalu Memorial School, Waya	\$21,950	\$10,000	46%	School began on 21/01/13 Current Roll is 113/113. 100% Attendance 92 Boarding and 21 Day Students. Items bought: Students stationery School Bags Lunch-Feeding Program for All Students Boarding Students Food Rations Mattresses, Mosquito Nets, Blankets School Stationery Text Books Classes 4 & 5 Community cleaned up school compound Infrastructure repair by Govt. still pending Community is grateful to AUSAID
3	Naviti District School	\$23,600	\$13,000	55%	School began on 21/01/13 Current Roll is 150/158. 95% Attendance Items bought: Students stationery School Bags Lunch-Feeding Program for All Students Boarding Students Food Rations Mattresses, Mosquito Nets, Blankets School Stationery & Equipment Text Books Classes 4 & 5 Community cleaned up school compound Some Teachers living in tents & sharing Toilet, Bathroom facilities Infrastructure repair by Govt. still pending Community is grateful to AUSAID
4	Gaunavou Primary School	\$24,800	\$3,000	12%	School began on 21/01/13 Current Roll is 150/152. 99% Attendance 2 Students awaiting Boat at Lautoka Items bought: Students stationery School Bags

					Lunch-Feeding Program for All Students School Stationery Treasurer left 31/1 enter rest of fund to account for further purchasing Community cleaned up school compound One Tent used for Temporary shelter Infrastructure repair by Govt. still pending Community is grateful to AUSAID
5	Yaqeta Village School	\$18,500	\$1,000	5%	School began on 21/01/13 Current Roll is 106/115. 92% Attendance 9 Students awaiting Boat at Lautoka Village Community met together on first day of school. Support is great. Students Need Assessment Completed Items bought: 70% Students stationery-from School Supplies Lunch-Feeding Program for All Students Community cleaned up school compound Transportation to Lautoka & Weather a difficulty Treasurer to live 1/2/13 to purchase needs Infrastructure repair by Govt. still pending Community is grateful to AUSAID
Cluster: Lautoka Urban & Ra Total No. of Schools: 8					
6	Nailuva Village School - Ra	\$25 650.00	\$10 500.00	39%	Exercise books Text Books Students Stationery Uniforms Bags Teachers School Needs Lunch Program Boarders Meals 60 Desks and Chairs
7	Vatukacevaceva Village School – Ra	\$15 300.00	\$ 4200.00	27%	Exercise books Text Books Bags Uniforms Shoes
8	Gurukul Primary School – Lautoka	\$65 000.00	\$7000.00	10%	Exercise books Text Books Students Stationery
9	Ghandi Bhawan Primary School – Lautoka	\$66 150.00	\$8500.00	12%	Exercise books Text Books Students Stationery Students Lunch Teaching and learning Materials Bags Shoes Uniform
10	Dreketi Sangam School – Lautoka	\$10 200.00	\$3300.00	32%	Exercise books Text Books Students Stationery Stationery Sandals Bags Uniforms Teachers teaching and Learning needs
11	Vaturu Primary School - Lautoka	\$29 100.00	\$11 600.00	39%	Exercise books Text Books Students Stationery Bags

					Teachers Teaching and learning Needs Stationery Desk 15 desk 15 chairs) Whole School lunch program 86 Boarders..... breakfast, lunch, dinner
12	Lautoka Delana Primary School Lautoka –	\$49 200.00	\$7 500.00	15%	Exercise books Text Books Students Stationery Bags Shoes Teachers Teaching and learning Needs School lunch program
13	Lautoka Ahamadiyya Muslim Primary School – Lautoka	\$53 550.00	\$8 500.00	15%	Exercise books Text Books Students Stationery Bags Teachers Teaching and learning Needs Stationery Pots and Plates etc (Cooking Things) School Lunch Program
Cluster: Bua Total No. of Schools: 6					
14	Yadua Island	\$6650.00	\$6,000.00	90.2%	Printer, stationery, uniforms, text books, fuel, food and utensils -School Kits assisted from some other organisations
15	Naivaka Village	\$8750.00	\$7,00.00	8%	Sandals, uniforms, text books, stationery, sports and musical equipment School Kits assisted from some other organisations
16	Galoa Island Pri	\$12,200.0 0	\$8,850.00	72.5%	Water pump, school uniforms, sports and musical instrument, text books. School Kits assisted from some other organisations
17	Baravi Primary	\$16550.00	\$8,700.00 –on plan	0%	To shop next Monday
18	Nadi Primary	\$18,350.0 0	\$5900.00	32.1%	Uniforms, furniture ,benches ,raincoats, uniforms, sandals, bags, stationery, food for students
19	Nawaca /Wairiki Primary	\$9,050.00	\$9,050.00	100%	Stationery, gardening, sports equipment, text books ,computer(1), Textbooks, food for students
Cluster: Yasawa North Total No. of Schools: 6					
20	Bukama Village School, Yasawa-i-rara	\$11000	\$2,000	18%	Items bought: Students stationery School Bags The SMC and HT will be coming this week to buy more school items.
21	Bouwaqa Primary School	\$8600	\$6696	78%	Items bought: Students stationery School Bags Lunch-Feeding Program for All Students Generator , 3 Computer Set Wire Mesh with 40 chicks
22	Somolevu Catholic School	\$17450	\$17448	100%	Items bought: Students stationery School Bags Mattresses, Mosquito Nets, Blankets School Stationery & Equipment Text Books Classes 1-8 Sports equipment Community cleaned up school compound

23	Navotua Infant Head Teacher	\$5000	\$3,000	60%	Items bought: Students stationery School Bags Shoes, Water Currently the SMC and HT are doing some more shopping of more school items and items for food program.
24	Ratu Meli Memorial School	\$18650	\$3200	17%	Items bought: Students stationery, sandals, school bags bought- Lunch-Feeding Program for All Students Community cleaned up school compound Used for boat fuel to transport students from Navotua as Boat assistance provided by MoE does meet all the cost of the boat fare. Currently the HT and SMC are doing some shopping of school items. Waiting to return but unfavourable weather.
25	Ratu Namasi Memorial School	\$9950	\$4530	45%	Students stationery, sandals, school bags bought- Lunch-Feeding Program for All Students Community cleaned up school compound Currently the HT and SMC are doing some shopping of school items. Waiting to return but unfavourable weather.
Total		\$559,200.00	\$165,774.00	29%	

ANNEX 6

**AQEP Component 2 School Training
– Consolidated Report**

Training Activity	Venue	Date	Male Participants	Female Participants	TOTAL
District Education Staff – Year 1 Training on Component 2 manual for DIO	Tanoa International Hotel Nadi	15 th – 16 th March 2012	20	6	26
School Committee – Year 1 Training, for 10 AQEP School (Central, Northern & Nadroga/Navosa) (Group 1)	Pearl Resort Pacific harbour	17 th – 20 th April 2012	43	9	52
School Committee – Year 1 training for 14 AQEP School From Lautoka/Yasawa,Ba/Tavua (Group 2)	Tanoa International Hotel Nadi	24 th – 27 th April 2012	28	6	34
School Committee – Year 1, School maintenance , acquittal & handover Training (Group 1)	Novotel Hotel, Suva	23 th -24 th OCT 2012	28	5	33
School Committee – Year 1, School maintenance, acquittal & handover Training (Group 2)	Novotel Hotel, Suva	25 th – 26 th OCT 2012	18	3	21
School Committee – Year 2 Training, for 9 AQEP School from Central Division	Tanoa International Suva	18 th – 21 th Sep 2012	21	2	23
Very Remote School Training Year 2, Lau Group for 5 AQEP School	Training was done on each School	5 th -12 th July 2012	20	-	20
Very Remote School Training Year 2, North for 2 AQEP School	Training was done on each School	16 th -21 th July 2012	4	3	7

Training Activity	Venue	Date	Male Participants	Female Participants	TOTAL
Remote School Training Year 2, Taveuni, for 5 AQEP School	Naiselesele Primary School	17 th July 2012	13	4	17

Note : If these figures are added, they will be found to be different to the totals provided in the bottom table because the same participants in Groups 1 and 2 for the School Committee training in Year 1 had attended two trainings and have not been double counted. The numbers in the second training were also pruned.

Participant Attended/Invited	Male Participants	Female Participants	Total
No. of DIO	12	3	15
No. of PEO	5	2	7
No. of AMU	3	1	4
No. of Head Teachers	37	8	45
No. of Manager	40	4	44
No. of Treasurer	35	5	40
Total	132	23	155

ANNEX 7

AQEP Component 2 Support – Consolidated Report for Targeted and Emergency Schools

Assistance	Year 1	Year 2 (Nearing Completion)	Emergency – Flood 1	Emergency – Flood 2	Emergency – Duavata Vatuvula	Total
No. of Schools	24	19	14	36 (6 also in Flood 1)	3	90
No. of class room	295	188	64	94	7	648
School Toilet	30	25	9	17	2	83
Water tank	5	17	5	8	1	36
Water harvesting	-	5	24 School Facilities	41 School Facilities	-	354 School Facilities
Generator	-	7			-	
School Library	23	14			-	
Dinning & Kitchen	17	7			1	
ECE	13	13			-	
Teachers Quarters (TQ)	20	38			-	
Septic Tank	-	2			-	
Disability Access & Toilets	5	1			-	
TQ Toilet	17	29			-	
Teachers Office/Staff room	45	23			3	
School Hall	-	-			-	

Assistance	Year 1	Year 2 (Nearing Completion)	Emergency – Flood 1	Emergency – Flood 2	Emergency – Duavata Vatuvula	Total
School Fence	5	-			-	
Boarding Hall	1	-			-	
Water Pump	-	-			-	
Furniture	24 schools	-	3 schools	13 schools	-	40

ANNEX 8

AQEP Risk Matrix – February 2013

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Component 1 Risks						
Schools governance structures that include a central controlling authority have strict rules and are reluctant to relinquish control at the school level.	<ul style="list-style-type: none"> Controlling Authorities reduce funds to schools receiving AQEP grants. School Committee loyalty is to the central authority not the community, therefore attempts to involve the community in decision making is limited. Social Protection will be unable to meet outcomes in these schools. 	5	3	M	<ul style="list-style-type: none"> Briefing of school controlling authorities, as well as School committee members. Development of different models that accommodate different management structures. Non-negotiable mechanisms for community consultation a precondition to funding. Contractual requirement that school funding levels should be maintained whilst working with AQEP. 	AQEP and MoE
The Education system is centralised and local schools have limited decision making power, restricting effectiveness of School Based Management approaches.	<ul style="list-style-type: none"> Schools become frustrated that they have little decision making power and remain focussed in what they do have control over infrastructure and the school environment. 	4	3	M	<ul style="list-style-type: none"> Advocacy to MoE management about the scope of schools in decision making. Strengthening of School Management Association to advocate on behalf of schools, and deliver training to school management. Training and mentoring on teachers. Students, community, and school committee. Training school management committees and head teachers together. Research and recommendations to MoE on decentralisation 	AQEP, MoE School Management Association
MoE has not been able to fund the differential funding mechanism ensuring that primary schools remain chronically underfunded.	<ul style="list-style-type: none"> The sustainability of access and quality approach will be diminished as schools cannot meet even basic needs. 	3	3	L	<ul style="list-style-type: none"> Advocacy to increase funding to primary sector. Development of income generation models for the schools. Matching and aligning school grants to MoE and other funding and revenue sources to promote long term financial stability. Development of no cost activities for access and quality. 	AQEP, School Management Association MoE, NGO partner
Improvement to access and quality approach is new to Fiji.	<ul style="list-style-type: none"> Low level of support from MoE for expanded role of school management committees. Program will need an increased level of inputs to implement new approach. 	4	3	M	<ul style="list-style-type: none"> Higher level of support to MoE from core team. Use of interlinked funding system that encompasses grants to schools coordinated central fund to expand school based activities. 	AQEP and MoE

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
	<ul style="list-style-type: none"> Lack of school experience in developing initiatives to achieve quality education goals. 				<ul style="list-style-type: none"> Advocacy for enhanced SBM based on regional experience and international research. Utilise current MoE initiatives and materials that have yet to be implemented significantly to develop system capacity to promote quality education. 	
Lack of knowledge of school committees to understand access and quality issues.	<ul style="list-style-type: none"> School plans remain focussed on school environment (school grounds, infrastructures). Narrow scope of interventions. Component 1 outcomes not being fully achieved. 	4	4	H	<ul style="list-style-type: none"> Ongoing school planning support and mentoring will be provided to SMCs. Support from district offices. Dissemination of best practices provided to school, districts and school committees. Strengthen the role of the Head teachers in School Management. Utilise school leadership competency framework to promote strengthened school committee partnership and distributed leadership. 	AQEP, MoE and SMCs
Diversity of community conditions (urban, rural, remote, very remote) will mean different challenges in reaching the community and disadvantaged groups.	<ul style="list-style-type: none"> Disadvantaged children in urban communities continue to slip through the cracks. Component 1 objectives not being fully achieved. 	3	3	M	<ul style="list-style-type: none"> Education One Stop Shops opened in urban communities. Diverse approaches developed by AQEP and refined by communities. School activities and interventions planned at the local level and within diverse contexts. 	AQEP, MoE, SMC, Head Teachers, communities, partner NGO
Lack of commitment to a free education and compulsory by the government of Fiji.	<ul style="list-style-type: none"> Children will continue to be excluded from school due to non-payment of school levies and charges. No mechanism exists in the system to ensure that education is compulsory. 	3	3	M	<ul style="list-style-type: none"> Use of rights based approach in schools. Specific interventions that ameliorate levy non-payment in AQEP schools. Official policy on strategies for school levy compulsory education. Use of millennium goals in establishing purpose of school and project access activities and interventions. 	MoE, School Management Association, AQEP, School Committees, Ministry of Social Welfare
Program creates unrealistic expectations and adverse reactions in non-AQEP supported	<ul style="list-style-type: none"> Complaints and adverse publicity. Unrealistic expectations from community. Parents move children from non-supported schools to AQEP schools. This will 	5	3	L	<ul style="list-style-type: none"> Clear communications strategy implemented. Ongoing consultations with all stakeholders working in poverty alleviation. Clustering beneficiary schools to share learning in 	AQEP, MoE, and SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
schools.	disadvantage the non-supported school further.				districts to share AQEP school access and quality interventions. • Create model and resources for successful school support for access and quality interventions that can be used across schools districts in non-AQEP schools • Transparent targeting approach	
Poorest students may not be targeted by the SBM approach.	• Financial barriers not alleviated amongst the poorest students. • Complaints and adverse publicity. • Component 1 outcomes not being fully achieved.	3	4	M	• Ensuring that options are provided to SMCs outlining options for assisting the poorest students either individually or through a school based approach. • Clear communications strategy implemented. • Ongoing school planning support will be provided to SMCs by AQEP. • Specific school funding will specifically target access programs.	AQEP and SMCs
Social protection is not valued by the MoE or schools but seen as a necessary requirement to gain infrastructure from AQEP continual delays to funding reinforce this belief.	• Schools and MoE display a superficial level of support to Social Protection activities. • Component 1 outcomes not fully achieved • Sustainability of component 1 outcomes unlikely to be met.	5	4	M	• A senior person within the MoE is appointed as the social protection focal point. • No further delays occur to funding of the schools or support activities. • Transparent understanding that social protection provides the rationale for funding access and quality school activities and interventions.	AQEP
Poverty alone is not a barrier to students accessing education, but the priority placed on education by the family and community is a key risk factor.	• Students attend school for a short time whilst there is a perceived advantage, e.g. school feeding. But they stop as soon as the advantage is removed. • Social Protection retention and transition outcomes are not met.	3	3	L	• The quality of education in the school is increased through the coordinated fund to expand school activities, for example – programs aimed at increasing school engagement, training and mentoring to increase the capacity of teachers to use CBA and LANA as a diagnostic tool. • Specific interventions in AQEP schools target literacy and numeracy achievement. • Awareness raising occurs in the broader community and the school about the value of education. • Specific interventions designed to target parental and community attitudes about the importance of students attending and engaging in school.	AQEP

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Lack of support from schools (in particular Special Schools) and communities for disability inclusion in mainstream schools.	<ul style="list-style-type: none"> Delay in implementation of disabilities inclusion strategy. Teacher and community perceptions that students with disabilities are burdens on classes, schools and communities. 	3	3	M	<ul style="list-style-type: none"> Community awareness meetings in collaboration with District Education Officers. Close collaboration with disabilities stakeholders including Ministry of Health and suppliers. Advocating to Special Schools the importance of disability inclusion in mainstream school. Directing targeted funding through the AQEP school grant index to support education of students with disabilities. 	AQEP and MoE
Delay in procuring assistive devices in pilot schools.	<ul style="list-style-type: none"> Delay in implementation of disabilities inclusion strategy. 	2	3	L	<ul style="list-style-type: none"> Guidance from international best practice and suppliers. 	AQEP
Component 2 Risks						
Delay in completion of school renovations and construction in remote and isolated schools.	<ul style="list-style-type: none"> Underspent in Component 2. Component 2 outcomes not fully achieved. 	2	3	M	<ul style="list-style-type: none"> Planning undertaken at the beginning of each FY to ensure the most effective clustering of remote and island schools. Ongoing and regular monitoring and oversight undertaken by AQEP and MoE leading to early resolution of problems/delays. 	AQEP, MoE and SMCs
Conflict between School Management Committee and Contractor.	<ul style="list-style-type: none"> Delays in completion. Incomplete works. Component 2 outcomes not fully achieved. 	3	3	L	<ul style="list-style-type: none"> Appropriate training provided to SMCs and contracts outlining clear roles and responsibilities. Provision of mediation and issue resolution by AQEP. Routine monitoring and site visits. 	AQEP, SMC and Contractors
Poor understanding of scope of work by the SMCs and HT.	<ul style="list-style-type: none"> Delays in completion of works. Cost of work increased. 	3	3	L	<ul style="list-style-type: none"> Clear and detailed scope to be provided prior to work commencement. Appropriate guidance and mentoring to be provided to SMCs. Provision of school planning session in the component 2 operational manual training workshop. 	AQEP

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
					<ul style="list-style-type: none"> The EF will utilise participatory planning approach during the formulation of scope of work with the school management. 	
Limited experience and low Leadership capacity at the school level.	<ul style="list-style-type: none"> Delays in completion of works. Poor quality of works. 	3	3	L	<ul style="list-style-type: none"> Routine monitoring and site visits Work closely with MoE school account signatory to monitor school expenditure. Regular checks of school acquittal documentation Hold grant disbursement if problems arise. Training of school management on component 2 operational manual that includes financial management training. 	AQEP, MoE, SMCs
Poor quality of renovation/construction work.	<ul style="list-style-type: none"> Additional costs to Program. Delay in completion. Complaints and adverse publicity. Component 2 outcomes not fully achieved. 	3	4	M	<ul style="list-style-type: none"> Regular inspections of work carried out by AQEP Engineers. Appropriate training provided to SMCs to ensure ongoing monitoring of works by schools. Appropriate hold points that require expert review before proceeding with further payment. 	AQEP and SMCs
Frequency and scale of natural disasters diverts AQEP personnel from planned activities.	<ul style="list-style-type: none"> Ongoing AQEP work activities delayed. AQEP resources stretched. 	3	3	M	<ul style="list-style-type: none"> Close collaboration with AusAID and MoE in emergency response. Outsource emergency response work where possible and appropriate. Contingency planning. 	AQEP, AusAID and MoE
Insufficient fund for school renovation works.	<ul style="list-style-type: none"> Component 2 outcomes not fully achieved. Reduced number of beneficiary schools. Complaints and adverse publicity. 	4	5	H	<ul style="list-style-type: none"> Close collaboration with AusAID and MoE. Reduce the scope of work at the school level in order to cut cost. Reduce the number of target school. Regular communication with AusAID prior to problem occurring. 	AusAID
Component 3 Risks						

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Delay in MoE use of FEMIS in operations and operational planning.	<ul style="list-style-type: none"> Incomplete data collection makes baseline data gathering and monitoring difficult. Failure to make use of significant investment in hardware, software and database development. 	5	4	H	<ul style="list-style-type: none"> Specific implementation support provided through constant contact with AQEP office. Representation of AQEP team leader in senior Ministry participants meetings prioritising FEMIS in operations planning and support. Further development of database to incorporate features desirable to ministry. Provision of hardware, software and training to AQEP schools to support use of FEMIS. 	AQEP and MoE
Data provided in school profile lacking in validity.	<ul style="list-style-type: none"> Increased difficulty in devising and operating M&E strategy. Reduce ability of schools to identify and measure impact of effect of activities and interventions to increase access to quality education. 	4	3	H	<ul style="list-style-type: none"> Develop strategies for reconciling profile data with circumstances through M7E and SCC monitoring visits. Train schools and SBM staff in use of data for measuring impact of interventions and activities. 	AQEP
Lack of familiarity with evidence based research procedures to measure the impact of access and quality school based activities and interventions.	<ul style="list-style-type: none"> Schools unable to identify the impact of their activities. Funding unable to be linked to specific and targeted interventions and activities across the AQEP schools. Possibility of ineffective use of resources. 	5	3	L	<ul style="list-style-type: none"> Specific training provided for schools on collecting and analysing data. Specific training provided for schools on measuring the impact of different activities and decision making that is evidence based. 	AQEP
General Risks						
District Education Officers do not fully understand their roles and responsibilities within AQEP or feel excluded.	<ul style="list-style-type: none"> AQEP activities are not monitored correctly leading to poor quality outcomes. Lack of support from the Divisional and District Education Offices. 	3	4	M	<ul style="list-style-type: none"> Program will involve the MoE (including all District & Divisional offices) from the initial planning stages of the Program. Provision of training to District and Divisional Education Officers on AQEP procedures that clearly outline the roles and responsibilities of each level of education administration in relation to SBM. 	AQEP, MoE

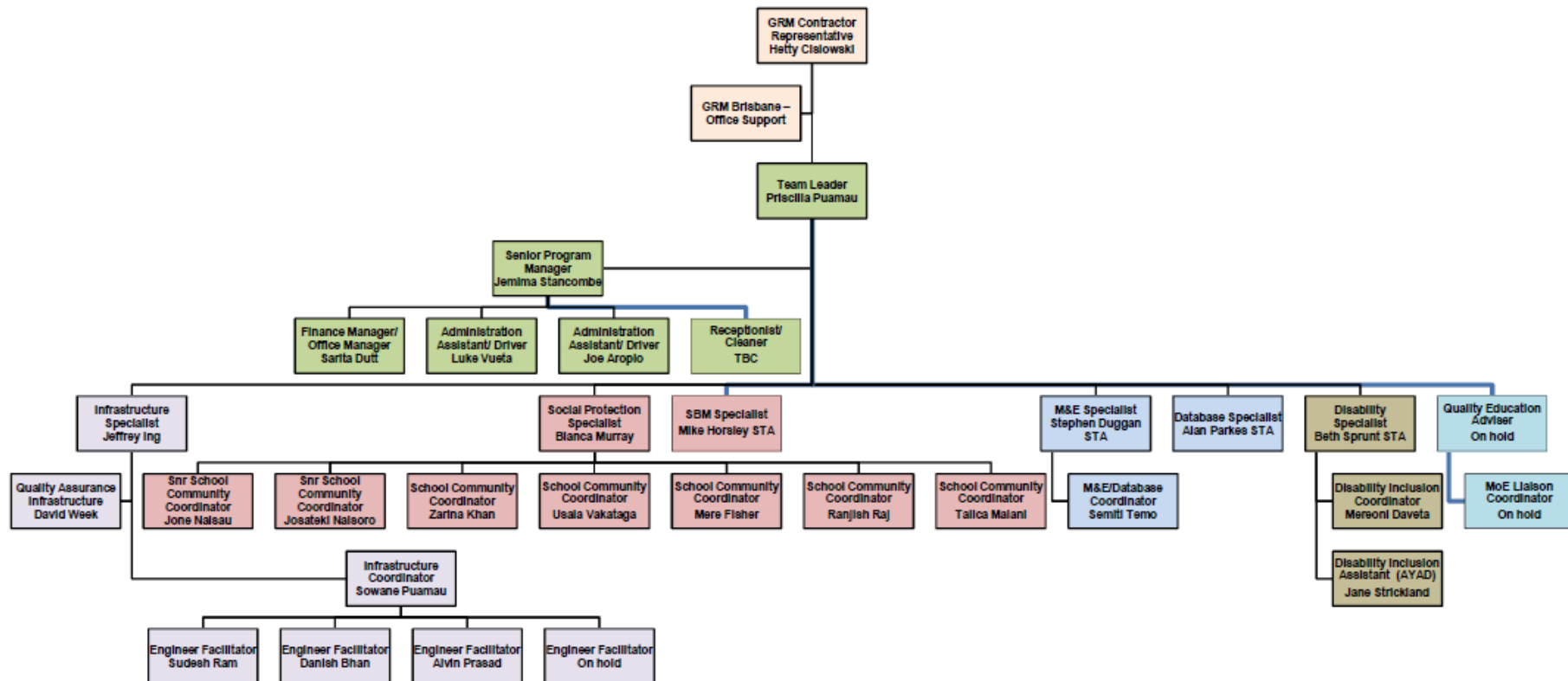
Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Mismanagement of funds by school management committees.	<ul style="list-style-type: none"> Schools at risk of losing funding support and therefore students negatively impacted. Program outcomes not being fully achieved. 	3	4	M	<ul style="list-style-type: none"> Memorandum of agreement in place with each school. Regular monitoring by AQEP and MoE Clear accountability procedures and support for school committees. Clear grants implementation guidelines including anti-fraud strategies. Annual external financial audit to be conducted Clear separation of powers for all financial and other key approvals. 	AQEP, MoE and SMCs
MoE staff changes and/or turnovers lead to lack of continuity.	<ul style="list-style-type: none"> Pressure on Program team to address systemic issues rather than concentrate on key Program outcomes. Ongoing weakening of education leadership at the school levels that cannot be addressed through MoE and AQEP systems. 	4	3	M	<ul style="list-style-type: none"> Program will provide regular training on AQEP procedures to ensure current knowledge of the Program and activities. Closer engagement with MoE senior staff. 	AQEP
Poor handling of complaints from stakeholders.	<ul style="list-style-type: none"> Negative perception towards the Program. Loss of trust and support from the community and other stakeholders. 	2	3	L	<ul style="list-style-type: none"> Program will strengthen the complaint handling system at the school level, including tracking of complaints and monitoring of responses. Training in support of self-managing schools and Whole School Planning. Robust measures in place for reporting the outcomes of each SMC meeting with parents. 	AQEP
Limited availability of up to date action research, baseline data and policy studies.	<ul style="list-style-type: none"> Program at risk of poor planning and decision-making. Pressure on Program team to conduct additional research to collect critical data. 	5	3	M	<ul style="list-style-type: none"> Baseline studies and rapid assessments conducted. Collection of data undertaken on a continuous basis for monitoring purposes. Use of repeat surveys to cross-check Program results and outcomes (by settlement/village, school, District and Division). 	AQEP
Misuse of AQEP collected data.	<ul style="list-style-type: none"> Delay in Program outcomes due to possible loss of data. Breach of confidentiality. 	3	4	M	<ul style="list-style-type: none"> Training to be provided to MoE and SMCs on the proper handling of data. Secure storage devices to be used by AQEP. 	AQEP, MoE and SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
AQEP used as an emergency response facility.	<ul style="list-style-type: none"> Delays to AQEP achieving. Program objectives. Pressure on team to keep work plan on track. 	4	4	H	<ul style="list-style-type: none"> Regular communication with AusAID. Clear Emergency Response Approach. 	AusAID
Conflict of interest.	<ul style="list-style-type: none"> Negative perception towards the Program. Loss of trust and support from the community and other stakeholders. 	2	3	L	<ul style="list-style-type: none"> Clear conflict of interest policy. 	AQEP

NOTE: Cells highlighted in light green are risks that have been added since the last six-monthly report.

ANNEX 9

AQEP Organisational Chart

**NOTES:**

The M&E/Database and Disability Inclusion Coordinators report to STA Specialists on technical matters; however, they report to the Team Leader on a day-to-day basis from a management perspective.

The M&E/Database Coordinator reports to both the M&E and Database Specialists from a technical perspective.

The Disability Inclusion Assistant has been provided by AYAD and will be with AQEP for a period of 3 month Feb – April 2013