

Access to Quality Education Program (AQEP)

Six-Monthly Program Report

15 February 2012 - 15 August 2012



GRM



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ACCESS TO QUALITY EDUCATION PROGRAM

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ACCESS TO QUALITY EDUCATION PROGRAM

SIX MONTHLY REPORT, 15 FEBRUARY-15 AUGUST 2012

1.0 Introduction

This is the second progress report for the Access to Quality Education Program (AQEP) covering the six month period 15 February - 15 August 2012. It reports on the progress and achievements of the Program against the Year 1 Work Plan, particularly in relation to implementation roll out of Component 2 and the AQEP emergency response to the January and March 2012 floods in the Western Division. It also reports on the progress of the Program in the first 1 ½ months of Year 2.

2.0 Progress of Program

2.1 Staffing Update

Since the last reporting period, five more locally engaged staff were recruited, bringing the total number of staff to 18. Three short term Engineer Facilitators to support school verification and monitoring activities under Component 2 commenced work in early February 2012 followed by the recruitment of the M&E/Database Coordinator on 12 March 2012 and Disability Inclusion Coordinator on 30 April 2012. Three short term specialists - M&E, Database and Disabilities - had completed between 3-5 separate inputs by mid-August 2012.

Social Protection Specialist, Dr Durga Rauniyar, resigned on 28 March 2012 and was replaced by Ms Bianca Murray on 2 August 2012.

2.2 First Year Birthday

AQEP celebrated a milestone in its development - its first year birthday - on 15 August 2012 with AusAID, Ministry of Education (MoE) staff, PCC members and other organisations it had worked with closely in its first year of operation.

2.3 AQEP Monitoring and Evaluation Strategy

2.3.1 Background

Over 2011/2012 a comprehensive Monitoring & Evaluation (M&E) Framework was developed in draft form for consideration by AusAID. The development of the framework was constrained by uncertainty in the composition or content of Components 1 and 3. However, the M&E for Component 2 (School Infrastructure) was well defined. As the AQEP has evolved, greater certainty has been built into Component 1 in terms of the composition of the Component but more work needs to be undertaken in relation to activity identification (including tasks and inputs) and expected outputs. Activity identification and definition will need to take account of the context of possible social protection interventions and the

strengthening of School Management Committees (SMCs) and by implication, the quality improvement of the use and management of school-based human and financial resources.

A number of data collection exercises have been conducted for understanding the socio-economic and demographic situation of schools and children throughout Fiji. Over 300 schools have responded to a School Checklist questionnaire and a rapid assessment was made of 24 Year 1 schools to establish current arrangements for school-based management. A Household Survey instrument has been prepared with assistance from the Fiji Islands Bureau of Statistics (FIBOS) and an AQEP led Technical Working Group (TWG). This has been trialled and decisions on its ongoing use will be made after consultations with relevant stakeholders.

Schools selected for AQEP support during Year 2 of the Program are being taken through a verification process of their needs and poverty status. This includes the administration of a School Profile Questionnaire (which has superseded the School Checklist). The verification process of Year 2 schools will continue to take place in August and will involve monitoring decisions specific to each school's proposed plan of action for AQEP support.

A draft Monitoring and Evaluation Strategy (July 2012) has been presented to AusAID. The Program will wait on advice from AusAID before finalising the strategy and Monitoring and Evaluation Framework which summarises indicators by Component output. In the meantime, the AQEP monitoring and evaluation team has been developing and/or refining a range of instruments and tools to collect data central to assessing Program outputs, coverage and impact. The key data collection instruments and strategies are summarised below.

2.3.2 Data collection instruments

The following data collection tools will be drawn upon for the regular benefit monitoring and evaluation of the 55 schools targeted for support from the commencement of Year 2 which includes 5 pilot disability inclusive schools.

- School Profile Questionnaire (subject to further revision including validity of items)
- Community Survey
- A revised School Information Management System (SIMS) - the core Ministry of Education survey that requires updating and streamlining to be more responsive and relevant to schools (work to update SIMS is being undertaken under Component 3)
- School Information System (SIS)
- Simplified School Information Instrument
- Rapid Assessment of Disability (Household Survey)
- Rapid Assessment Unstructured Interview (on the status, function and structure of School Management Committees)

The collective benefit of using this range of instruments is that it will underpin the planned monitoring and evaluation Management Information System (MIS) for the AQEP.

2.3.3 Data collection tasks

Data collection tasks are based on eight actions which collectively will provide a tiered framework for gathering, organising and analysing student-level and school-level data. These actions include:

- (i) Routine student-level data collected monthly from all beneficiary schools. This one-page template will be a sub-set of the School Information System (SIS).
- (ii) Routine student-level and school-level data collection annually from all beneficiary schools through the SIS and a simplified School Profile Questionnaire. This data collection for AQEP purposes will occur at the beginning of the school year. It is anticipated that the schools' own use of the SIS will support them to manage their own data and use it more effectively for school development planning and monitoring progress.
- (iii) Quality of School Life scale. This survey will be administered annually to students, parents and teachers (for triangulation) within a sample of schools based on the urban, rural, remote and very remote categories. A sample of four schools by category should be sufficient and the survey will be repeated annually. The survey will aim to identify a relationship between student and community satisfaction levels and student attendance and participation.
- (iv) Rapid assessment of school management arrangements based on unstructured interviews whilst the School Profile Questionnaire is being administered. The sample will be based on roughly 50% of beneficiary schools.
- (v) Analytical studies with a focus on school-based management and social protection dimensions. Several studies will be prepared annually on a sample of schools. These analytical studies will be longitudinal in nature for those schools receiving support over three years.
- (vi) Operational research telling a more comprehensive story across all beneficiary schools (flood affected, the first 24 urban schools, 50 primary schools and 5 pilot disability inclusive schools selected on the agreed formula for Year 2) which points to significant change and evidence for making decisions about the selection of the next 130 schools.
- (vii) A survey based on a list of key features that will be common to all AQEP supported schools (i.e., the key function and outcomes of Components 1 and 2).
- (viii) Routine monitoring of School Improvement Plans or School Development Plans to track if/when school objectives within each plan are being met. This

will entail schools producing 6-monthly and Annual Reports as part of ongoing funding arrangements which the M&E team will review with AusAID input.

2.3.4 Reporting

These strategies and tasks will enable the preparation of 6-monthly and annual reports based on:

- collection of simple student-level and school-level data that reflect school improvements resulting from AusAID funding and program impact;
- school-level data explaining easily understood changes in school management, school-based use of resources and school leadership as a result of program interventions;
- student-level data telling a story of improved student attendance, participation, retention and interest (in learning);
- deeper analytical studies revealing evidence of measurable and sustainable change in the student experience (at school), school life and school-community development that is clearly AQEP related; and
- research within Component 3 providing a comprehensive analysis of the benefits to all beneficiary schools: 50 flood affected schools, 24 urban schools receiving one-off support in Year 1, 5 pilot disability inclusive schools and the 50 schools selected on the agreed poverty and disadvantage formula for Year 2 implementation. Evidence from this research will inform the selection of the next 130 schools taking account of the agreed AQEP selection formula. These studies will need to point to significant change outcomes.

During the last 12 months, the Program Logic for Component 1 has been re-defined. The majority of M&E tasks and activities will focus on assessing progress and evidence of change as a result of Component 1 interventions. Component 1 will focus on:

- supporting students financially to attend school to increase their attendance and improve retention and participation which in turn will increase opportunities for learning;
- success in learning outcomes as this is known to be positively influenced by both individual students factors and school quality factors;
- individual student factors including student ability and success in learning and student well-being and motivation; and

- school quality factors which include (a) appropriate teaching and assessment practices in the classroom; (b) availability of resources to support learning; (c) positive school climate; (d) partnership between school and community; and (e) effective school leadership.

Success in these Component 1 areas will need to be tied to AQEP funding which in turn will be guided by school development planning. The M&E process will track developments in school progress in meeting whole school planning goals.

To this end, a **School Grants Manual** will be developed to cover the necessary SMC grants management procedures and to guide SMCs in deciding how to allocate funds to support attendance and learning. This manual will advise SMCs on possible relationships between poverty and hardship and student absenteeism and/or disengagement. This concerns the quality of school life and student satisfaction levels which is and will be a key function of benefit monitoring.

Formal monitoring and evaluation tasks will be initiated for the schools targeted for AQEP support during Year 2 of program implementation. These schools based on the 50 schools selected according to an agreed level of poverty and disadvantage and an additional 5 schools to be piloted for the inclusive education program will be incorporated into a regular data collection process that will be fed into a central AQEP MIS. Measures are also being put in place to assess the benefits of the 50 schools affected by natural disasters over early 2012. The situation of these schools will be assessed after 12 months of having received program support.

2.4 AQEP Emergency Response

AQEP had set aside A\$500,000 in the Year 1 Work Plan for humanitarian assistance in the education sector during times of disaster as part of its emergency response. This funding was fully utilised in response to two floods that affected the Western Division in late January and late March 2012. AusAID provided an additional A\$385,000 in order for AQEP to undertake further infrastructure renovations for all schools that had been affected by the second flood. See Annex 1 for a summary of emergency assistance provided by AQEP. In summary, the outputs of AQEP's emergency response included:

- AQEP supported 50 schools affected by both floods and 1 school whose hostel had been destroyed by a fire;
- 44 schools were renovated, including toilets and installation of water tanks;
- 16 schools had damaged equipment and furniture replaced;
- All the students in 9 flood-affected schools received individual student school packs; and
- 10 schools received a school levy of \$90 per child.

Details of assistance provided, beneficiaries and impact are contained in relevant sections below (Component 1, Component 2 and Section 3 Achievements).

2.5 Progress by Component

2.5.1 Component 1

2.5.1.1 Overview

At the Program Coordination Committee (PCC) meeting of 25th January 2012, the PCC withheld its approval of the Component 1 Work Plan and the three social protection papers that had been presented. AusAID provided comprehensive feedback to the AQEP team on Component 1 on 9th February 2012, including papers 5.1 Proposed Options; 5.2 Guidelines; and 5.3 Targeting. The AQEP team made the necessary changes to the three papers and resubmitted them for AusAID's consideration. AusAID approved the revised Year 1 Component 1 Work Plan and related papers in mid-April 2012.

An understanding was reached that AQEP would work towards a School Based Management (SBM) approach where grants are channelled through the schools and administered and managed by School Management Committees who would identify the social protection interventions relevant to their school communities as well as use the grants to improve the quality of teaching and learning in their schools.

There was agreement that the Program would need time to develop the structures, processes and mechanisms required to roll out the SBM approach under Component 1. Consequently, the preparatory phase was extended into the Year 2 Work Plan with the new timeline of grant disbursement to schools now planned for November 2012 for use by schools in the first half of the 2013 school calendar year. It was also agreed that the 24 Year 1 selected schools would not receive any assistance under Components 1 and 3 in Year 1.

2.5.1.2 Key Activities in Component 1

The following activities were completed in this reporting period:

- Provision of social protection support to 10 flood-affected schools as part of AQEP's emergency response in early March 2012
- A study tour to Tonga to learn about the Tonga School Grant Program (TSGP) in April 2012
- A study tour to Samoa to learn about the Samoa School Fee Grant Scheme (SSFSGS) in July 2012
- A workshop on lessons learned from the emergency social protection response on 25 June 2012
- Orientation program for the new Social Protection Specialist in the first two weeks in August.

2.5.1.2.1 Social Protection Support in Emergency

A tropical depression in January 2012 brought severe flooding in the Western Division and created substantial damage to school physical infrastructure, utilities, teaching & learning equipment and also household belongings of affected communities. Social protection rehabilitation through AQEP financial support to schools was carried out in 10 of the worst affected school communities.

The intervention included:

- payment of a school levy grant of F\$90 per child directly to 10 primary Flood 1 affected schools as a pilot for Component 1 for School Management Committees to manage for social protection and quality improvements;
- Every student in 9 schools was also provided student school kits which consisted of exercise books, stationery, lunch box, water bottle, toothbrush and toothpaste; the procurement and distribution of the school kits was outsourced to Save the Children Fiji (SCF had already distributed school kits directly to the 10th school immediately after the flood);
- Two AQEP School Community Coordinators conducted training for the 10 Head Teachers and School Managers on the use of the school levy grant and acquittal requirements and provided relevant support and advice, including monitoring visits
- A workshop on sharing lessons learnt for the 10 schools provided with school levy grants was undertaken on 25 June in Nadi.

2.5.1.2.2 Regional Study Tours on SBM/School Grants

Two regional study tours were undertaken to Tonga and Samoa to learn about their School Based Management grant modality, benefits, challenges and impact. The Tonga study tour took place from 16-21 April 2012 and involved 3 AQEP staff: Team Leader - Priscilla Puamau, Senior Program Manager - Jemima Reeves and School Community Coordinator - Jone Naisau. The Samoa Study Tour took place from 21-28 July. The 7 member team comprised 3 senior staff from the Ministry of Education; 1 from AusAID Suva Post and 3 from AQEP. They were:

- MoE – Deputy Secretary/Professional, Api Movono; Director/Primary Education, Tomasi Raiyawa; Director/Assets Monitoring Unit, Saimoni Waibuta;
- AusAID – Program Manager/Bilateral Education, Padric Harm; and
- AQEP – Team Leader, Priscilla Puamau; School Community Coordinators: Jone Naisau and Josateki Naisoro.

The key findings from these two study visits are contained in two separate reports which are available at the AQEP Office. The lessons learned from the country visits will inform the way the team formulates the approach for SBM in Component 1.

2.5.1.2.3 School Levy Grant - Lessons Learned Workshop

As noted above the emergency response school levy was paid out in early March 2012 to these 10 schools badly affected by the January floods in the Western Division. Amounts given to the schools ranged from \$6,000 to \$22,000 depending on the school roll at the time of the floods. A short training for the Head Teachers and SMCs on planning, budgeting, rehabilitation activities and acquittals was carried out by School Community Coordinators (SCC) during cheque handover sessions to schools. An advisory visit was carried out by the SCCs at the end of March to monitor progress and provide advice on efficient use of the grant. The final acquittal visit was made in Mid-June and a lessons learned workshop for Head Teachers and School Managers of 10 schools utilised as pilot sites for the school levy grant was held on 25 June 2012 in Nadi.

As noted earlier, emergency grant administration by schools was a pilot activity for Component 1. Lessons learnt from the activities undertaken, challenges faced and achievements gained have provided valuable information to AQEP and District Education Offices in the planning stages of School Grant disbursement for school based management in Year 2.

The objectives of the workshop were to:

- enable School Managers, Head Teachers and District Education Officers to share their experiences in the administration of emergency response grants, noting challenges faced and achievements gained;
- allow managers, HTs and DEOs to gain new ideas and to be aware of new challenges from the various school presentations; and
- allow District Education Officers and AQEP Coordinators to take note of lessons learnt from emergency grant processes as a guide to the Year 2 school grant administration.

Annex 2 provides a summary of what each of the 10 schools utilised their school levy grants on, achievements gained and preliminary impact. Improved student attendance and reading levels were reported by a Head Teachers as tangible impacts of the grant assistance over a four month period (see Annex 3).

2.5.2 Component 2: Infrastructure

Component 2 has gained some significant achievements during the reporting period, including completing the rehabilitation of 44 flood affected schools and 24 Year 1 schools. This section provides an overview of progress while Annex 4 provides a more detailed look at the activities and outputs that relate directly to anticipated outcomes.

2.5.2.1 Capacity Building

Through workshops, training programs and 'one on one' capacity building support, Component 2 has strengthened the skills and capacity of both AMU (Asset Monitoring Unit),

District and Divisional Education Officers (DEOs) to better undertake the roles and functions that they have been charged with at the national level.

In Year 1, a total of 75 Ministry of Education personnel (including staff from AMU, DEO, and District Education Officials), primary school Head Teachers, and school management committee representatives participated in 3 training programs in Suva and Nadi. 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 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 (four 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. Follow-up through a post-renovation assessment visit in late 2012 will provide more comprehensive information about the short and medium term application of new knowledge, understanding and skills, the extent of behavioural change, and the magnitude and sustainability of the overall impact.

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

One of the main challenges for Component 2 work in Year 1 was the late start of the Program that led to a short project implementation period of only four months. Yet, despite this challenge, 24 Year 1 schools are in the process of completion or have completed renovation works. At 31 July 2012, renovations in 5 schools had been completed; 19 schools have reached 90% work progress and would be completed before the end of August 2012. The financial acquittal and handover workshop will be undertaken in September 2012.

Further, by the end of July 2012, 295 classrooms and 47 school toilets had been renovated. Moreover, 5 of the 24 Year 1 schools have installed ramps and toilets for children with a disability. These improvements have benefited a total of 7,530 students: 3,578 girls and 3,951 boys.

2.5.2.3 Infrastructure Emergency Response

A tropical depression swept parts of Fiji twice in January and April 2012 bringing heavy rains resulting in severe flooding and a number of landslides affecting schools and communities located on low lying areas in the Nadroga/Navosa, Lautoka/Yasawa, Ba/Tavua, Nadi, and Ra Districts.

Two joint assessment missions were undertaken in February and April 2012 in response to the flood emergency in the Western Division. The team consisted of personnel from the Ministry of Education, AQEP, UNICEF and Save the Children Fiji. The main purpose of the visit was to verify the damages and to assess the needs of schools and students.

The assessment team found that 14 schools were badly affected by the January flood and an additional 36 schools were affected by the late March flood. The team found that 6 of the schools affected by flood 1 were also affected by flood 2. A\$694,000 worth of assistance was given to 44 affected schools to repair the damaged infrastructure. This included school building repainting, repair of damaged toilets, replacement of damaged roofs and ceilings, and replacement of damaged furniture and teaching equipment.

Through this assistance AQEP has repaired:

- 158 class rooms
- 26 Toilet blocks
- 65 school facilities (this including teachers' quarters, kitchen, dining room, dormitory, and other relevant school facilities)
- 13 water tanks.

2.5.2.4 Quality Assurance

The 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 comparable to the quality of school infrastructure available nationally; and (b) the need for a system or systems for quality assurance and improvement over the medium to long-term.

The AQEP has worked intensively with AMU of the MoE to ensure that the buildings renovated under the program meets the AQEP and MoE Minimum Infrastructure Standards.

Of the Year 1 supported schools, five schools have been provided with ramp access for students with a disability and all the 24 schools have toilet facilities (boys and girls) that can be accessed by children with a disability. In terms of basic criteria, all AQEP supported schools meet or exceed the minimum standards.

2.5.3 Component 3: Research and Quality Improvement

Component 3 has eight outputs:

1. Development of Component 3 Work Plan;
2. Research Studies;
3. Disability Inclusion Strategy;
4. Scoping of capacity development needs at district level;
5. Coordination and consultation meeting with stakeholders;
6. Provision of teaching and learning materials for schools;
7. Support for MoE priority activities; and
8. Communication strategy.

Output 1, 3, 4, 5 and 7 have been achieved. The remaining outputs were deferred through the rollover of funds and activities associated with outputs 2, 6 and 8 and have been incorporated in the Year 2 Work Plan.

2.5.3.1 Disability Inclusion Strategy

The Disability Inclusion Coordinator commenced work with AQEP on 30th April 2012. The Disability Specialist made a short in-country input in March 2012 to finalise the Disability Inclusion Strategy (DIS) and present it to AusAID and the Ministry of Education. The DIS was approved by the Project Coordinating Committee (PCC) on 7th June 2012. The Work Plan for the DIS was then developed.

Visits to 3 potential schools in each division were made, all of whom satisfied the basic criteria for selection as Pilot Inclusive Education Schools. A refined set of criteria was developed against which 5 schools were chosen. These 5 schools were approved by the PCC via a flying minute:

- South Taveuni Primary School (Northern Division)
- Tavua District School (Western Division)
- Ratu Latianara Primary School (Central Division)
- Adi Maopa Primary School (Eastern Division)
- Arya Samaj Primary School (Suva).

Agreements have been made with Monash University and the University of the South Pacific for trainers for the teachers from the five Pilot Inclusive Education Schools. Training is scheduled for 22–24 August with 67 confirmed participants.

Capacity development partners (Fiji Association for the Deaf and Fiji School for the Blind) for training sign language interpreters and Braille technicians have been granted advance funding to cover development costs of the 6 month training packages. Training is due to commence in September.

Data collection for the first research project has been completed - the qualitative study into “Barriers and Facilitators of Access to Education for Children with Disabilities”. Dr Martha Morrow (Nossal Institute) was lead researcher and Mereoni Daveta was co-researcher. Analysis is underway. Baseline data for a second research study on teachers’ efficacy and concerns related to inclusive education has been collected through questionnaires with teachers in each pilot school and two control schools per pilot school. Data entry is almost complete.

Disability was incorporated into the baseline pilot survey of AQEP schools.

2.5.3.2 Database Development

A half-day workshop was conducted on 13 July 2012 in Suva by the Database Specialist and M&E/Database Coordinator to validate the design of AQEP data collection instruments and data processing system. The outcome of the workshop was validated data collection instruments for AQEP baseline studies and an approved design for the proposed School Information System. Participants included representatives from the Secretariat of the Pacific

Board for Education Assessment (SPBEA), Fiji Islands Bureau of Statistics (FIBOS), AusAID, People's Community Network (PCN), UNICEF and MoE Statistics, ICT and Curriculum Divisions. The first two weeks of August 2012 were occupied with the AQEP team finalising data collection tools and determining reporting templates.

The Database Specialist carried out a study of the following features of the MoE School Information System (SIMS): the user administration module, the data transfer facility, the query construction module and the report generation facility. An investigation into data quality was also conducted which revealed numerous anomalies and errors, particularly in the teacher data in the system.

A key finding of the study was the understaffing at the MoE ICT Unit which has only two technical experts who have capacity to do system development work on SIMS but do not have the time as they are responsible for the ICT support for the whole of the MoE. As a tangible outcome of this study, AQEP has recruited Colin Connelly, who had worked on the FESP project on the Fiji Education Staffing Appointments database (FESA) and SIMS, for two 4 month inputs as an application developer to improve the MoE databases. The STA began his first input on 1 August 2012.

Work on the AQEP Management Information System (MIS) commenced in April 2012 with the Database Specialist working with the Infrastructure Specialist to work on a prototype of the proposed system to store, process and analyse AQEP project data, including the M&E data. Initial work is focused on Component 2, and in particular on recording data on the school plans, the monthly progress of the schools towards project completion, and details of grant acquittal. AQEP-MIS features also in the discussion immediately below.

3.0 Achievements

Despite the setback to implementation roll-out of the Year 1 Work Plan caused by (a) the shift in Component 1 from the original Program Design to a School Based Management approach and the necessary preparatory work that this required; (b) the concentrated focus on getting the Scale Up Concept Note finalised and a contract amendment negotiated; and (c) implementing the AQEP Emergency Response from February to August 2012, AQEP has made significant progress in this reporting period.

Key achievements in Year 1 include:

3.1 Emergency Response

- Working in close partnership with the Ministry of Education through the Assets Monitoring Unit, the Emergency Education Cluster was successfully mobilised to coordinate the inputs of development partners in meeting the needs of students and schools seriously affected by the two floods;
- 14,882 students in 51 beneficiary schools (ECE, primary, secondary) have benefitted from AQEP's emergency response which included infrastructure renovations to 44 schools; provision of social protection grants to 10 flood-affected primary and 1 fire-

affected secondary school; provision of student school kits to all students in 9 primary schools, procurement of furniture and equipment for 16 flood affected schools;

- Of the 44 flood-affected schools that were assisted through Component 2, the outputs included: Flood 1 – 64 class rooms, 9 toilet blocks, 24 school facilities, and 5 water tanks; Flood 2 - 94 classrooms, 17 toilet blocks, 41 school facilities, and 8 water tanks;
- Through this assistance, AQEP has repaired 158 classrooms, 26 toilet blocks, 65 school facilities including teachers' quarters, kitchens, dining rooms, dormitories and provided 13 water tanks;
- The school levy grant mechanism working through school management committees was piloted via social protection interventions in 10 primary schools affected by the first flood. Lessons learned from this trial will be used to inform the social protection approach in Year 2 schools;
- Handover ceremonies of two renovated Flood 1 schools – Namosau Methodist Primary in Ba and Vitogo District in Lautoka – on 10 August by Acting Australian High Commissioner, His Excellency Glenn Miles.

3.2 Year 1 Schools

- 8,337 students in 24 schools have benefitted from renovations to the school infrastructure so that the learning environment is attractive and pleasing to the eye;
- By the end of July 2012, 295 classrooms and 47 school toilets were renovated in these 24 schools;
- 5 of the 24 schools have installed ramps and special toilets for children with special needs;
- The improvement to the toilets in these 24 schools has benefited a total of 7,530 students (3,578 girls and 3,951 Boys);
- Handover ceremony at Nawaka District School (both a flood 2 and Year 1 school) in Nadi of renovated buildings on 26 June 2012 by Acting Australian High Commissioner, His Excellency Glenn Miles and Minister Counsellor Mr John Davidson.

3.3 Year 2 Schools

- AQEP's targeting approach to determine beneficiary schools for Years 2-5 was approved by the PCC on 7th June 2012;

- At least 180 primary schools or 25% of all Fiji primary schools will benefit from AQEP support over Years 2-5; when 24 Year 1 schools are added, a total of 204 schools are expected to benefit over 5 years which constitutes 28% of primary schools;
- 5 disability inclusive schools were approved by the PCC via flying minute dated 10 July 2012;
- At least 43,000 primary-aged student beneficiaries are anticipated over the 5-year lifespan of AQEP.

3.4 Capacity Development

- For the 24 Year 1 schools, 48 school representatives (Head Teachers and School Managers) were trained on the AQEP Component 2 implementation manual, infrastructure minimum standards and acquittal processes; 27 Ministry of Education officials (including AMU, Divisional Education Officers, and District Education Officials) also benefitted from the training;
- AQEP funded three capacity development projects implemented by MoE as part of their priorities:
 - 646 Class 4 teachers from 636 schools participated in a round of Literacy and Numeracy workshops (LANA) across the nation; 10% of those trained were HTs and 90% teachers; at least 45% of participants were males; training of 31 teachers from 31 schools in Lau and Rotuma will take place before the end of September
 - 33 workshops were conducted on School Planning/Safer Schools & Financial Management for 458 Primary and 119 Secondary schools; beneficiaries included 811 teachers and 500 school managers and totaled 1,311
 - 591 current and future leaders participated in a Leadership and Management workshop; 433 were males and 158 females.

3.5 Managing Stakeholder Relationships

A key achievement in managing stakeholder relationships was the development of a subcommittee of PCC to select the schools for Year 2 and subsequent years. On 31 May 2012, six senior executive representatives from the MoE, AusAID and the Ministry of Provincial Development met to select 50 Year 2 schools from urban, rural, remote and very remote school lists prepared by AQEP already ranked by the poverty criterion.

4.0 Summary of Key Issues

The key issues faced by the Program and mitigation strategies to address them are discussed below:

- The disaster relief activities distracted attention and resources away from the other components of the program in early 2012, and this is likely to re-occur. This requires the Program team to be flexible and responsive. However, there were also very positive outcomes - building rehabilitation work was carried out in 44 schools and social protection interventions in 10 schools. In the process, positive relationships were established with the Ministry of Education and a collaborative approach was developed. This work also provided some valuable lessons for AQEP which will inform the Program in its second year. .
- There has been limited opportunity to date to integrate the 3 components at school level since Year 1 assistance was confined only to Component 2 support. The senior management team is deliberately and actively encouraging better integration in weekly, component and inter-component staff meetings. A combined team from all three Program components is required to undertake scoping exercises to assess school needs in the Year 2 schools.
- The change in direction of Component 1 and the absence of a Social Protection Specialist for several months has delayed finalisation of the M&E Framework. A new version was presented to AusAID in July. The Program will finalise the document once feedback has been received.
- The rapid growth in staff numbers has put pressure on accommodation and office support. Negotiations are underway to lease a bigger office space and indications are that this will be ready before the end of the year. AQEP will retain an office space at the Ministry of Education but will have the advantage of all team members being able to be co-located for the majority of their time.
- Incomplete and unreliable data and information management system in MoE has put pressure on the Program team to conduct additional research to collect critical data. To mitigate this, measures are being taken to support MoE to improve its databases. The AQEP team will continue to work with relevant stakeholders (e.g. People's Community Network, Bureau of Statistics, Ministries of Local Government, Provincial Development and Social Welfare) to ensure that the latest data from a range of other sources is made available to the Program and can provide verification as needed. In addition, the support for school level data collection and management through SIS will contribute to more complete and more accurate data being provided to the Ministry.
- The success of Component 1, Social Protection, is now heavily dependent on the effective operation of school management committees. The present capacity of these committees is very variable and the concept of driving quality improvement and social protection through school and community planning and action is not well established. School Community Coordinators and mentors, in collaboration with MoE and district officers, will provide intensive support for capacity development. Ongoing program monitoring will identify common themes and needs which can be addressed systematically.

5.0 Update on Risk Management Plan

The risk matrix and mitigation strategies can be found at Annex 6.

6.0 Cross Sectoral Issues

The Program has had two separate preliminary meeting of senior management teams of AQEP and two AusAID funded programs – the Fiji Health Sector Support Program (FHSSP) and the Fiji Community Development Program in July 2012 to introduce each Program to the other. As a follow on, the FHSSP organised for AQEP to make a presentation to the senior executive team of the Ministry of Health on 14 August.

AQEP was also represented at two consultation meetings on disability related issues. The first was a meeting on 24 May 2012 with Australian volunteers on special education placements where the main focus was on how to collectively work together to strengthen partnerships with Disabled People's Organisations (DPOs) and Special Schools, better support Special Schools and to ensure that volunteer placements are successful and meet intended outcomes. The second was a roundtable meeting with the AusAID Disability Reference group on 3 August 2012 where various Pacific initiatives in disability inclusion were presented, including AQEP's Disability Inclusion Strategy.

7.0 Donor Coordination and Cooperation

AQEP has played a pivotal role in the work of the Emergency Education Cluster that was established in early February 2012 to respond to two floods that hit the Western Division in late January and late March. The team worked closely with the Asset Monitoring Unit/MoE to coordinate activities of the Emergency Education Cluster on the floods. Heads of sections or representatives from AusAID, UNICEF, Save the Children and AQEP attended a number of Emergency Education Cluster meetings to discuss the findings of the Flood Assessment Report presented by the AMU Director and to coordinate the support provided to seriously affected schools. AQEP was also instrumental in funding and organising the school verification visits immediately after the two floods.

In addition, AQEP worked with Save the Children Fiji to procure and distribute close to 1,300 school kits to 9 schools after the first flood.

AQEP also collaborated with UNICEF to extend the role of the Emergency Education Cluster to share best practice in the work of development partners represented in the cluster. The first presentation was made by Simon Molendijk, UNICEF Education Specialist on 3 August. He spoke on the work he has done in Vanuatu and Solomon Islands on Minimum Quality Service Standards. AQEP and the MoE will present next on lessons learned on minimum quality service standards in Samoa and Tonga within the next three months.

8.0 Management of Stakeholder Relationships

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

- Regular meetings with MoE senior staff and AusAID on each component, the targeting approach, selection of schools, implementation of MoE priorities and the development of the second AQEP Work Plan
- 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
- A stakeholders consultation meeting on 22 May 2012
- AQEP presentations to key stakeholders – Head Teachers Association, School Managers Association, Ministry of Health Senior Executive Staff
- Technical Working Groups.

8.1 Stakeholders Consultation Meeting, 22 May 2012

A consultation with close to 50 stakeholders from the Ministry of Education, AusAID, government ministries, faith based organisations, professional associations, tertiary institutions, development partners and teacher organisations met on 22 May 2012. The objectives of the consultation were to update participants on the progress of the Program and to consult on the draft plan and targets for each of the three components.

The Chief Guest was Counsellor Development Cooperation responsible for Fiji and Tuvalu, Ms Sarah Goulding.

8.2 Technical Working Groups

Three Technical Working Groups (TWGs) were established and had their first meetings in May 2012 to provide advice and support in the planning and implementation of each of the three Program Components. The agenda for the first meeting of the TWG included an overview of progress, a discussion on the targeting approach and a consultation on the Year 2 Work Plan and targets for each Component. The TWGs would meet as and when needed but not more than twice a month.

Membership for TWG Component 1 Social Protection currently comprises Director Primary Education, MoE (Chair); and a representative each from AusAID, Ministry of Women, Social Welfare and Poverty Alleviation; Poverty Eradication Unit (Prime Minister's Office); People's Community Network (PCN), Save the Children Fiji (SCF) and UNICEF.

TWG Component 2 Infrastructure consists of Acting Director Assets Monitoring Unit, MoE (Chair), and a representative each from AusAID, Ministry of Provincial Development, Ministry of Works, Chief Health Inspector from the Ministry of Health, UNICEF WASH and the Fiji Disabled Persons Federation.

Membership for Component 3 Research and Qualitative Improvement consists of Acting Director Curriculum Advisory Services and TVET at the MoE (Chair) and a representative

each from AusAID, Secretariat of the Pacific Board for Educational Assessment (SPBEA), University of the South Pacific (USP), MoE Exams and Assessment, Fiji Teachers Union, Fijian Teachers Association, Fiji Head Teachers Association, School Management Association of Fiji and the Methodist Church of Fiji.

8.3 AQEP Presentations to Key Stakeholders

The Team Leader made two presentations on the Program to two of AQEP's main stakeholders. The first was to over 100 participants at the School Management Association of Fiji's Conference on Saturday 2 June 2012 at Vunimono Community Hall, Nausori. The second presentation was to over 50 representatives of the Suva Head Teachers Association on 5 July 2012 at St Marcellin Primary School in Vatuwaqa. Each presentation focussed on AQEP: the 3 questions – What is it? What assistance does it provide? How does it select beneficiary schools?

AQEP also made a short presentation to introduce AQEP to 18 senior executive team of the Ministry of Health, which included the Permanent Secretary, 3 Deputy Secretaries, Directors, National Advisers and the Director of the AusAID-funded Fiji Health Sector Support Program. The main focus of the presentation was to see how best AQEP and the Ministry of Health could collaborate on AQEP's disability inclusion strategy, Components 1 and 2, particularly in regard to nutrition, health, sanitation and hygiene issues. A positive outcome arising from the presentation was the commitment made for the establishment of a forum to operationalise the collaboration initiative.

9.0 Conclusion

While AQEP faced considerable challenges in the first year, it has also made some significant progress: the main procurement processes were completed in good time so that all the key staff were appointed within four months of start-up, the team was accommodated at the Ministry of Education, the Year 2 Work Plan was developed on schedule and the second PCC meeting took place within the stipulated period on 7 June 2012.

Moreover, the Disability Inclusion Strategy, the targeting approach for Years 2-5 and 5 pilot disability inclusive schools, and targeted Year 2 schools lists were approved by the PCC. AQEP's timely disaster response to two floods was well appreciated by the Ministry of Education, development partners on the Emergency Education Cluster, and the affected schools and their communities. The Program management team also continued to work closely with the MoE senior executive team and other relevant sections as well as stakeholders.

For Component 1, in the lead up to grant disbursement to schools in late November 2012, the following key activities will be undertaken in the next 3 months:

- Further develop the AQEP Grants Manual to include chapters on Component 1 that will contain guidelines on the SBM approach, conditions for use of the grant, social protection options to consider, options to select student beneficiaries, responsibilities

of various stakeholders (school management committee, Head Teacher, District Education Office, AQEP team), and monitoring and acquittal processes

- Develop a training program for School Management Committees, Head Teachers and District Education staff on the AQEP SBM approach
- Develop a monitoring and mentoring plan for AQEP supported schools
- Review the resources needed to implement an SBM approach, possibly with a view to recruiting additional staff (e.g. retired Head Teachers as mentors for School Management Committees).

Other activities over the next three months will include:

- Scoping of infrastructure needs for the Year 2 schools
- Tendering process for infrastructure rehabilitation packages and selection of building contractors
- Monitoring remaining renovation work in Flood 2 schools
- Handover and lessons learned workshop for AQEP's 24 Year 1 schools
- Finalising the draft of the M&E Strategy
- Training of 50 Year 2 and 5 pilot disability inclusive schools
- Commencement of infrastructure renovations.

Annex 1: Summary of AQEP Emergency Response Assistance, Year 1

No.	School Name	Roll	Education	Emergency	Assistance Provided				Total Value of Assistance
					School Levy/grant	School Kits	Infrastructure	Furniture/Equip.	(FJD)
1	Balata Primary School	172	Ba-Tavua	Flood 1			√		\$ 14,784.00
2	Rabulu Sanatan Primary	137	Ba-Tavua	Flood 1	√	√			\$ 19,446.80
3	St Teresa's Catholic School	433	Ba-Tavua	Flood 1			√		\$ 15,971.00
4	Tavua District Primary	349	Ba-Tavua	Flood 1			√		\$ 6,586.00
5	Ratu Nemani Memorial	69	Nadroga-Navosa	Flood 1	√	√			\$ 10,067.20
6	Rt. Ilaisa Memorial School	79	Nadroga-Navosa	Flood 1	√	√			\$ 12,171.60
7	Wai District School	101	Nadroga-Navosa	Flood 1	√	√			\$ 15,688.00
8	Drauniivi Public School	245	Ra	Flood 1	√	√	√		\$ 35,011.60
9	Namosau Methodist School	329	Ba-Tavua	Flood 1			√		\$ 103,021.00
10	Navatu Primary School	72	Ra	Flood 1			√		\$ 11,312.80
11	Navoli Sangam School	58	Ba-Tavua	Flood 1	√	√			\$ 9,800.40
12	Rhamatullah Khan Memorial School	171	Nadroga-Navosa	Flood 1	√	√			\$ 23,696.80
13	Sangam SKM College	1009	Ltka-Yasawa	Flood 1 / Flood 2			√	√	\$ 81,417.00
14	Ba Muslim Primary School	379	Ba-Tavua	Flood 1			√		\$ 36,789.00

15	Votua Catholic Primary	162	Ba-Tavua	Flood 1	√		√		\$ 79,580.00
16	Deshbandhu Vitogo Primary School	51	Ltka-Yasawa	Flood 1 / Flood 2			√		\$ 4,998.33
17	Nadi Primary School	311	Ltka-Yasawa	Flood 1 / Flood 2			√	√	\$ 39,397.93
18	Sabeto Muslim Primary & Kindergarten	241	Ltka-Yasawa	Flood 1 / Flood 2	√	√	√	√	\$ 85,580.90
19	Vitogo District School	165	Ltka-Yasawa	Flood 1 / Flood 2	√	√	√		\$ 164,873.37
20	Tavua District Secondary	206	Ba-Tavua	Flood 1 / Flood 2			√		\$ 17,737.36
21	Balevuto Public School	65	Ba-Tavua	Flood 2			√		\$ 2,075.47
22	Moto Sanatan Sammelan	140	Ba-Tavua	Flood 2			√		\$ 2,075.47
23	Talaiya Muslim School	81	Ba-Tavua	Flood 2			√		\$ 2,075.47
24	Tagore Memorial School	146	Ba-Tavua	Flood 2			√		\$ 1,037.74
25	Veisarua Sanatan Primary	216	Ba-Tavua	Flood 2			√		\$ 3,113.21
26	Kamil Muslim College	737	Ba-Tavua	Flood 2			√		\$ 10,377.36
27	Vatukoula Arya Samaj Primary	52	Ba-Tavua	Flood 2			√		\$ 4,150.94
28	Toko Bhartiya School & ECE Center	517	Ba-Tavua	Flood 2			√		\$ 15,566.04
29	Nadelei Catholic	120	Ba-Tavua	Flood 2			√		\$ 3,113.21
30	Nadi Muslim College	1048	Ltka-Yasawa	Flood 2			√	√	\$ 66,951.10
31	Nadi Muslim Primary & ECE Center	688	Ltka-Yasawa	Flood 2			√	√	\$ 52,675.00

32	Nawaka District	389	Ltka-Yasawa	Flood 2			√	√	\$ 26,408.74
33	Nadi Sangam Primary & ECE Center	991	Ltka-Yasawa	Flood 2			√	√	\$ 93,911.66
34	Nadi District	548	Ltka-Yasawa	Flood 2			√	√	\$ 42,934.73
35	Ratu Navula Sec Shool	876	Ltka-Yasawa	Flood 2			√	√	\$ 59,856.42
36	Sabeto District	219	Ltka-Yasawa	Flood 2			√		\$ 16,798.42
37	Sabeto Sangam	270	Ltka-Yasawa	Flood 2			√		\$ 8,201.58
38	Ralete Primary Sch. & ECE Center	88	Ltka-Yasawa	Flood 2			√		\$ 16,061.54
39	Namaka Public ECE Center	75	Ltka-Yasawa	Flood 2			√	√	\$ 8,625.75
40	Lomolomo Primary & ECE Center	71	Ltka-Yasawa	Flood 2			√		\$ 4,569.23
41	Saunaka ECE	20	Ltka-Yasawa	Flood 2			√	√	\$ 5,864.23
42	Bucalevu Primary ECE	25	Ra	Flood 2			√	√	\$ 41,509.43
43	Rakiraki Muslim Primary	127	Ra	Flood 2			√		\$ 14,528.30
44	Rukuruku Primary Sch	44	Nadroga-Navosa	Flood 2			√	√	\$ 39,955.88
45	Naidovi Prim Sch & ECE Center	382	Nadroga-Navosa	Flood 2			√	√	\$ 75,262.77
46	Cuvu College	840	Nadroga-Navosa	Flood 2			√	√	\$ 34,513.86
47	Sigatoka special School	47	Nadroga-Navosa	Flood 2			√	√	\$ 7,340.47
48	Nadroumai Prim Sch	103	Nadroga-Navosa	Flood 2			√		\$ 5,322.38
49	St Joan of Arc Primary	347	Nadroga-	Flood 2			√		\$

			Navosa						18,096.11
50	Sigatoka Meth Prim Sch	794	Nadroga-Navosa	Flood 2			v		\$ 29,600.00
51	Levuka Public School	77	Eastern	Hostel Fire	Hostel Grant				\$ 29,876.00
		14,882			11	9	44	16	\$ 1,530,379.60

Annex 2 Summary of AQEP Flood Levy Support – Social Protection Intervention

Annex 2 Summary of AQEP Emergency Flood Levy Support – Social Protection Intervention						
No.	School	Roll	Levy \$	Activities	Achievements/Impact	Remarks
1.	Drauniivi Public School (Ra District)	245	22,860	<ul style="list-style-type: none"> • \$802 levy reimbursement to parents • Three School lunches/week, menu prepared by mothers • New photocopier purchased with supply of stationery • Utility bills settled, transport, minor repair, maintenance of school equipment • Reinstalment of telephone and fax • Badges purchased for school prefects • School uniform for needy students purchased • Sports uniform for males and female team members purchased • New lawn mower purchased 	<ul style="list-style-type: none"> • Improved attendance especially on days when lunch was prepared. • Communication improved with phone in place • General cleanliness of compound • CBA administered regularly due to new photocopier 	<ul style="list-style-type: none"> • 3 monitoring visits made • All funds acquitted after guidance by coordinator. • Final report submitted by SMC
2	Navoli Sangam School (Ba/Tavua)	59	6,390	<ul style="list-style-type: none"> • No refund of levy as none was paid • 2 lunches supplied weekly. SMC arranged menu and cooking • Pots and cooking equipment purchased • Student needing uniform were identified & supplied one pair • Office stationery stocked • New computer and printer purchased including ink supply • Purchased garden tools and cleaning agents for toilets 	<ul style="list-style-type: none"> • Student records improved • School data stored & readily available when required by MoE • 18 students received new uniforms • 100% attendance recorded for the months of April and May • School garden developed through tools purchased to sustain lunches • Cooking equipment hired when required as income for the school 	<ul style="list-style-type: none"> • 2 monitoring visits completed • Impressed with sustainable plan with the school gardens • Funds well acquitted
3	Rabulu Sanatan Primary (Ba/Tavua)	137	12,600	<ul style="list-style-type: none"> • Levy refund for 33 students • 2 lunches for 140 students weekly. Menu prepared by teachers & SMC source out to parents' groups • 1 pair uniform for all students • Purchase of teaching aids and school stationery in bulk • Payment of pending utility bills from February to June 	<ul style="list-style-type: none"> • 92% attendance recorded in March, up from 85% in February. • High attendance maintained in April and May • Improved teacher morale noted during visits due to increased 	<ul style="list-style-type: none"> • HT is a motivated officer and this has influenced the staff and SMC • Acquittal procedures well followed • Final report submitted

				<ul style="list-style-type: none"> Ground maintenance costs paid 	<ul style="list-style-type: none"> teaching resources made available Close partnership with management noted during visits 	
4	Rahmatullah Khan Mem (Nadroga/ Navosa Dist)	171	15,480	<ul style="list-style-type: none"> \$8,665 was reimbursed to school communities for community fundraising in late 2011 School canteen supplies one lunch weekly to all students, menu arranged by SMC & grocery purchased by bursar/ HT Purchase of teaching aid/stationery requested by staff Payment of all utilities and ground maintenance 	<ul style="list-style-type: none"> A strong bond between the community and school staff noted during visits. Reimbursement of levy to communities greatly assisted rehabilitation at the villages which were badly affected. Stationery made classroom conducive to learning Attendance improved 	<ul style="list-style-type: none"> No student paid levy but school community raised fund to begin the school year. Amount raised was refunded to the 5 communities. Remaining grant was acquitted & finale report submitted
5	Ratu Ilaisa Memorial (Nadroga/ Navosa Dist)	79	7,920	<ul style="list-style-type: none"> Reimbursement of levy to 5 parents 2 lunches a week to all students. Menu provided by teachers and SMC provide funds to mothers to purchase groceries Clearing of school compound and transport costs for SMC activities Purchase of school stationery Payment of pending school bills (utilities) Repair & maintenance of school equipment Purchase of Sound system 	<ul style="list-style-type: none"> School lunches allowed parents to send their children to school as all food source were destroyed Student attendance maintained although the community was very badly affected Mothers empowered through planning meals and buying groceries Sound system has generated income for the school through hire 	<ul style="list-style-type: none"> Community located along the river and most of the food source was destroyed during the flood. Grant acquittal followed procedures and finale report submitted to AQEP
6	Ratu Nemani Memorial (Nadroga/ Navosa Dist)	69	6,570	<ul style="list-style-type: none"> 2 lunches a week to all students by mothers who are rostered. Mothers prepare food list and submit to SMC who arrange purchase of groceries and firewood. Needed stationery purchased in bulk Utilities paid from February to June Continuous maintenance of school compound. 	<ul style="list-style-type: none"> Increased attendance of students noted due to parents' presence in the school Interest in school created in parents as they take active roles in food preparation, ground maintenance and maintaining proper drainage. 	<ul style="list-style-type: none"> Bulk purchase of stationery damaged in flood No 2 (March). This was a flash flood. Acquittal completed
7	Sabeto Muslim	206	21,240	<ul style="list-style-type: none"> Levy reimbursement paid to 20 parents 	<ul style="list-style-type: none"> Constant water supply ensured 	<ul style="list-style-type: none"> Management did little on

	Primary (Lautoka/ Yasawa Dist.)			<ul style="list-style-type: none"> • School uniforms and footwear purchased for needy students • Borehole funded through the grant due to the constant water problems in the school • Construction of student lockers high near the ceiling to avoid damage from future floods • Payment of pending utilities cleared • Computer lab renovation including tiling, repair of air-conditioning, curtains • Purchase of two new computers 	<ul style="list-style-type: none"> • Safety of student resources ensured due to high lockers • Computer lab renovated • Student data stored due to new computers 	<p>social protection and bulk of their grant was used for infrastructure e.g. borehole, tiling and construction of lockers including painting. This shows that SMCs have their own priorities</p> <ul style="list-style-type: none"> • Acquittal and finale report submitted
8	Vitogo District School (Lautoka/ Yasawa Dist.)	165	14,670	<ul style="list-style-type: none"> • Refund of school levies to parents • 3 lunches a week by mother's club (rostered) to all students (March to April) and 2 lunches in May - June. Menu recommended by teachers and purchases done by SMC • Purchase of stationery for teaching & learning • Supplement ECE teacher allowance from February • Purchase of sports uniform for boys and girls • Settle all pending utility bills and other school debts from school suppliers • Meet other SMC expenses 	<ul style="list-style-type: none"> • Attendance ensured after the flood • Teachers motivated due to abundance of teaching/learning resources • Mothers showed increased support for the education of their children by taking interest in meal preparations • SMC relieved from the burden of servicing school debts 	<ul style="list-style-type: none"> • The school was very badly affected by both floods. • AusAID & AQEP reps officiated in the presentation of the levy grant • School fully assisted with infrastructure support. • Acquittal and finale report submitted
9	Votua Catholic School (Ba/Tavua)	162	15,210	<ul style="list-style-type: none"> • 2 weekly lunches by mothers who are rostered. Menu provided by teachers but purchases done by mothers. • Cooking facilities purchased • Teaching /learning materials purchased in bulk • Two new computers damaged by the flood replaced • Utilities paid from February to June • Cleaning & maintenance of compound paid 	<ul style="list-style-type: none"> • Attendance recorded monthly and analysis showed marked improvement • Cooking equipment become school assets that will be used for other school functions • Interest in school created in husbands who accompanied their wives during their cooking rosters • Women completing their rosters 	<ul style="list-style-type: none"> • School was badly affected by the two floods • HT's office has been relocated to the top floor to protect the new equipment and vital school records. Infrastructure support also provided • Japanese AID will be constructing two new

					<p>were able to have more free time to gather produce for sale at the market</p> <ul style="list-style-type: none"> • School records well stored in the computers 	<p>classrooms on piles & toilets upstairs to be used during disasters</p> <ul style="list-style-type: none"> • Grant very well acquitted and finale report submitted
10	Wai District School (Nadroga/ Navosa Dist)	101	10,350	<ul style="list-style-type: none"> • Reimbursement of levies to 4 parents • Boarders provided three meals daily by mothers who are rostered weekly. Menu recommended by teachers and purchases are done by SMC • Purchase of teaching/leaning resources as requested by teachers • School purchased fishing net and boat to be used by parents to catch fish for improving diet of boarders. • Purchase of drums to supplement the school's intermittent water source. • Purchase of television for the school • Renovation of the school's library 	<ul style="list-style-type: none"> • Increased parental support for school activities • Increase in the hostel enrolment • Sustainability of improved diet for boarders from fishing investment • Students are exposed to technology through learning from a wide screen • Sanitation improved due to readily available water reserves 	<ul style="list-style-type: none"> • This is a boarding schools with 45 students in the hostel • HT is a motivated officer who has created interest in the parents through facilitating the grant. • A supportive SMC had been noted • Grant was well acquitted

Annex 3: Snapshots Depicting Impact of School Levy Grant Assistance

(These are parts of presentations given by a school head at the lessons learned workshop)

(a) Report on Improvement in Performance by Wai District School**READING WITH UNDERSTANDING COMPREHENSION TEST IN CL.8**

DATES OF EXAM	22/02/2012	12/3/2012	15/06/2012
ASENACA LEWENI	3%	4%	6%
DAIANA DOKAI	4%	6%	8%
SALOTE MAHU	5%	6%	7%
SHAIFA SHAH	6%	8%	9%
TALICA TALEI	3%	5%	7%
ULAMILA VASOKI	5%	6%	8%
UNAIISI VUETILOVONI	6%	6%	7%
EMOSI NAQIMA	2%	4%	5%
JALE LOTAWA	6%	6%	8%
KEMUELI LESU	6%	7%	9%
MALEKIELI TEREI	5%	7%	8%
MANASA NEIVOU	4%	6%	7%
MANOA NARIRI	4%	6%	6%
PENI NARUBE	4%	6%	7%
SAKIUSA VAKA	4%	6%	8%
TOMASI TIKOWALE	3%	5%	6%

B. Improvement in Attendance at Wai District School

The school showed vast improvement in hostel attendance when comparing the 4th week of term 1 or after the flood with the second week of term 2

VILLAGES	TERM 1 WEEK4	TERM 2 WEEK 2
LOMAWAI	8%	36%
KUBUNA	2%	25%
NAVUTU	36%	84%

Annex 4: Component 2 School Infrastructure – Outcomes, Outputs and Results

Component 2 School Infrastructure – Outcomes, Outputs and Results	
Outcome 1: Upgraded and/or well-maintained school and WASH facilities in the poor areas	
Output 1.1.1 :	24 schools renovated. (295 Classrooms, 47 toilet blocks renovated, and 5 schools with disability access and toilets).
Output 1.1.2 :	48 school representatives (Head Teachers and School Managers) were trained on AQEP Component 2 implementation manual and 24 MoUs including school improvement plans were signed.

Output 1.1.1 :	24 schools renovated. (295 Classrooms and 47 toilet blocks renovated)
<p>Progress and Main Achievements during 2011 – 2012:</p> <ol style="list-style-type: none"> 24 schools for AQEP year 1 school rehabilitation program were launched in mid April 2012. During this reporting period, 5 schools had been completely renovated as at July 31st 2012 and 19 schools have reached 90% work progress and would be completed by the end of August 2012. 	
<p>Sustainability of Progress and Achievements:</p> <ol style="list-style-type: none"> All constructed school buildings have met the AQEP Minimum Infrastructure Standards. These standards have been developed through a review of the existing MoE minimum infrastructure standards, Establishment and Registration of School Regulation - 1966 and MoE Occupation, Health and Safety Manual for Schools, and a consultation process with the Assets Monitoring Unit of the MoE. The AMU (Asset Monitoring Unit) is the leading department from the Ministry of Education and is assisting AQEP in the implementation of the Program. AQEP has added value to the AMU's prior work in funding school construction and maintenance by adding: <ul style="list-style-type: none"> School Improvement Grants Technical assistance through the Infrastructure Specialist, Infrastructure Coordinator and Engineer-Facilitators. 	
<p>Issues and Challenges:</p> <ol style="list-style-type: none"> The main challenges for the AQEP Component 2 in the 2011 - 2012 period was that the implementation period was short and AQEP was in the process of developing its Year 2 work plan and the operational manual. AQEP Year 1 work plan was approved by the end of January 2012. After the approval, AQEP Component 2 team had to undertake scoping visits to selected schools and implement the work in a four month time period. Despite this challenge, renovations to the 24 year 1 schools have progressed very well with most in the completion stages. Limited School Management Committees knowledge on construction practices was one of the main constraints for the school to properly monitor the renovation works. This issue was resolved by routine bi-monthly monitoring visits by the Engineer Facilitators. Capacity of the District Principal Education Officers (PEOs) in managing the school grant varied between districts. In general, the district with a good PEO would have a better quality of renovation works compared to the other districts. In the absence of the PEOs, AQEP covered these gaps through the Engineer Facilitators' 	

monitoring visits who provided advice to the school on technical and financial management issues.

4) Lack of school commitment in following AQEP guidelines and the agreed scope of work.

How Issues and Challenges were resolved during 2011-2012:

1) Through a routine school monitoring visit, the Engineer Facilitators were able to identify defects and deviation from the agreed scope of work and these issues were resolved immediately on the spot before the problem got out of control.

2) AQEP Component 2 has established a project monitoring database and the monitoring system that enables the management team to easily monitor overall progress on the ground and provide timely and effective decision making.

3) AQEP Component 2 is adopting the existing school grant management system that is already in use by the school management committees.

4) Through a number of workshops, training programs on Component 2 operational manual and 'one on one' capacity building support, Component 2 has ensured widespread improvement in the skills and capacity of both AMU (Asset Monitoring Unit), District and Divisional Education Officers, and School Representatives to better undertake the various roles and functions that they have been charged with through AQEP.

5) Whenever issues regarding the school improvement project arise, AQEP and MoE have facilitated an open forum/meeting with the community members, contractors and relevant stakeholders to resolve the issues.

Output 1.1.2

48 school representatives (Head Teachers and School Managers) were trained on AQEP Component 2 implementation manual and 24 MoUs including school improvement plans were signed.

Progress and Main Achievements during 2011 – 2012:

1. 24 MoUs and school improvement plans were agreed to and signed off in April 2012.
2. 48 schools representatives (Head Teachers and School Managers) were trained in April 2012.
3. Successful sites have been marked by strong school construction committees and community involvement. Schools with well-functioning school committees have achieved better standards and took less construction time.

Sustainability of Progress and Achievements:

1) Through a number of workshops, training programs and 'one on one' capacity building support, Component 2 has ensured improvement in the skills and capacity of both AMU (Asset Monitoring Unit), District and Divisional Education Officers, and School Representatives to better undertake the various roles and functions that they have been charged with through AQEP.

In Year 1 a total of 75 Ministry of Education officials (including AMU, DEO, and District Education Officials), school principals, and school management committee representatives, participated in 3 training programs.

This focus on capacity building has impacted all areas of the AQEP Component 2. For example: (a) improving school construction supervision; and (b) facilitating improved understanding of the issues involved in determining AQEP minimum infrastructure standards.

While the full extent of changes from the AQEP capacity building is yet to be determined, evidence from the rapid progress and quality of school improvement work by the school themselves in a very short implementation period (four month) has provided the core evidence that AQEP Component 2 has helped to create both immediate capacity development and the basis for significant long term capacity improvement and change.

Issues and Challenges:

Over-expectation of the school management - AQEP assistance is limited to renovation works only while the schools are expecting new building construction works.

How Issues and Challenges were overcome during 2011-2012:

AQEP organised a school planning session that allowed the school and the EF to work out a reasonable school improvement plan that could be funded by AQEP. This agreed scope of works was included in the MoUs that were signed by AQEP, AMU/ MoE, and the School Management Committee.

Outcome 2: Emergency Infrastructure Assistance**44 Flood affected schools repaired**

- Output 2.1 :
- flood 1 = 64 classrooms, 9 toilet blocks, 24 school facilities, and 5 water tanks
 - flood 2 = 94 classrooms, 17 toilet blocks, 41 school facilities, and 8 water tanks

Output 2.1 : 44 Flood affected schools repaired**Progress and Main Achievements during 2011 – 2012:**

1. Renovations to 14 schools affected by the January flood are completed.
2. During this reporting period, the repair works at 36 schools (2 schools also affected by flood 1) affected by the April flood have reached 70% work progress and would be completed by the end of August 2012.

Sustainability of Progress and Achievements:

- 1) AQEP has repaired all damaged roof sheets that would prevent further damage caused by rainwater leakages.
- 2) AQEP has provided solid wood furniture that would not be damaged by future floods.
- 3) AQEP used premium quality materials for repair works that should last longer and are more durable.
- 4) AQEP has provided water tanks for the schools that would provide them with enough water especially during the flood period.
- 5) AQEP is working through the Emergency Education Cluster that is led by the Ministry of Education. Working through this system has enabled AQEP to avoid overlapping activities with other donor agencies and ensuring aid efficiency.

Issues and Challenges:

- 1) The accuracy of MoE preliminary assessment is poor especially regarding the number and names of flood affected schools.
- 2) Over-expectation of the schools regarding flood relief assistance.
- 3) Contractor workmanship varied from site to site; therefore a monitoring visit by EF is mandatory before issuing a payment.

How Issues and Challenges have been resolved during 2011-2012:

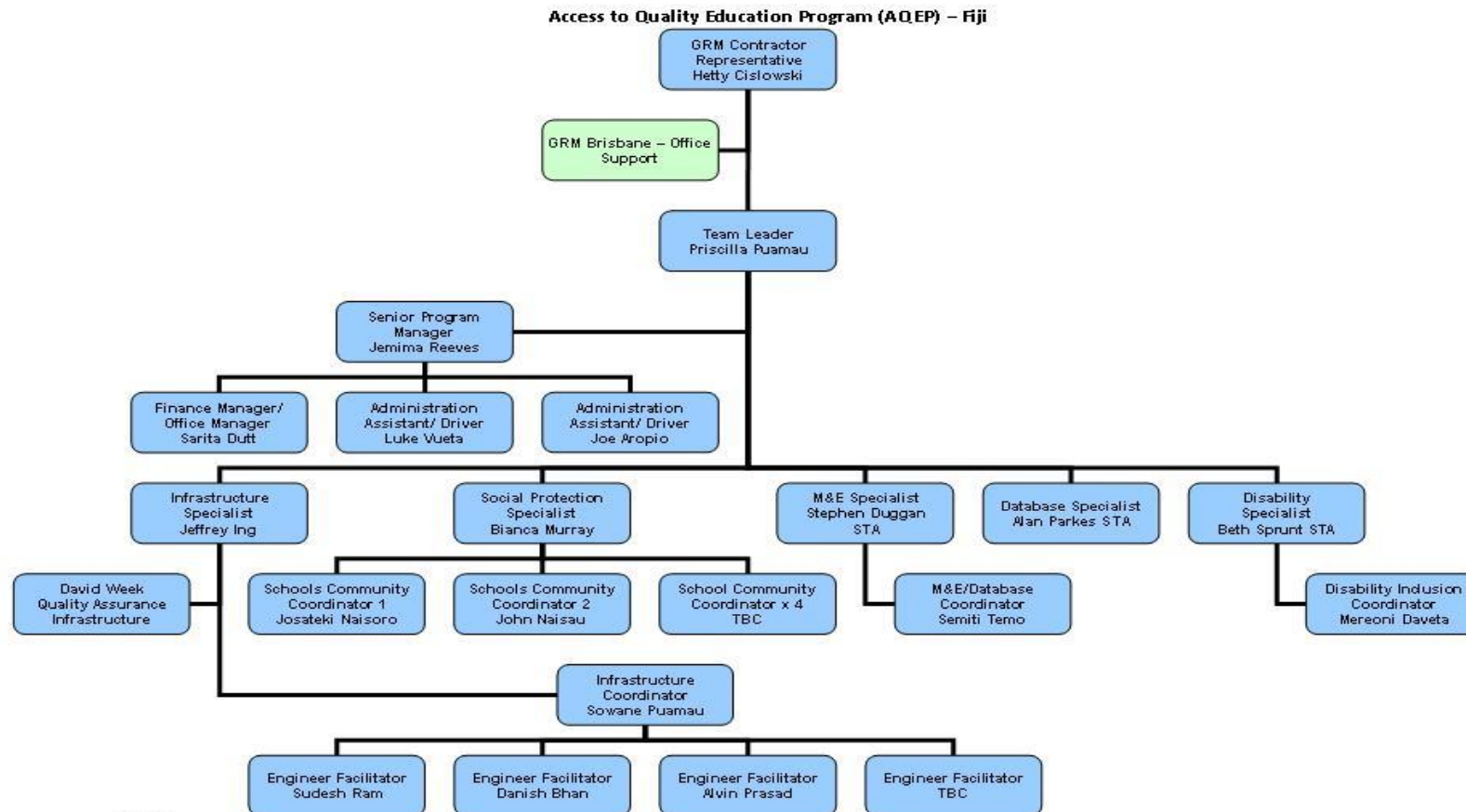
- 1) Through a routine school monitoring visit, the EFs were able to identify defects and deviations from the agreed scope of work and this was resolved immediately on the spot before the problem got out of control.
- 2) AQEP Component 2 has established a project monitoring database and a monitoring system that enables the management team to easily monitor overall progress on the ground and provide timely and effective

decision making.

3) AQEP was involved in two joint assessment missions in February and April 2012 in response to the flood emergency in the Western Division of Fiji. The output of this mission was an approved scope of works that was agreed to by all members of the Education Emergency Cluster. Through this process all AQEP emergency relief work was well coordinated with other donor agencies and MoE.

4) Before AQEP started its emergency relief work, all the head teachers from flood affected school were invited to a briefing meeting in Nadi to ensure that every school management fully understood the type of assistance that they would receive from AQEP.

Annex 5: 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.

Annex 6 AQEP Risk Matrix**AQEP RISK MATRIX – AUGUST 2012**

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Component 1 Risks						
School governance structures are very diverse reflecting varying ownership and authority delegation arrangements.	<ul style="list-style-type: none"> Great difficulty in defining a uniform set of guidelines for self-managing schools that would be subject to MoE audit and review 	5	3	M	<ul style="list-style-type: none"> Revision of MoE guidelines on school management to MoE policy, regulations and procedures Widening of AMU responsibility for the school-based management of block grant New MoE regulations in place for monitoring school use of block grants and MoE tuition fees 	AQEP and MoE
Qualitative improvement through the SBM 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 resources to implement new approach 	4	3	M	<ul style="list-style-type: none"> Higher level of support to MoE from core team Advocacy for enhanced SBM based on regional experience and international research Stimulate interest and commitment through research summary, stakeholder forum and study visits 	AQEP and MoE
Low capacity of school committees for planning and budgeting.	<ul style="list-style-type: none"> Poor quality of school plans 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 through training to SMCs 	AQEP, MoE and SMCs
Program creates unrealistic expectations and adverse reactions in non-AQEP supported schools.	<ul style="list-style-type: none"> Complaints and adverse publicity Unrealistic expectations from community 	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 Transparent targeting approach 	AQEP, MoE, and SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Poorest students may not be targeted by the SBM approach.	<ul style="list-style-type: none"> Financial barriers not alleviated amongst the poorest students Complaints and adverse publicity Component 1 outcomes not being fully achieved 	3	4	M	<ul style="list-style-type: none"> Ensuring that comprehensive guidelines are provided to SMCs outlining options for assisting the poorest students Clear communications strategy implemented; Ongoing school planning support will be provided to SMCs by AQEP 	AQEP and SMCs
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 	4	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 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	2	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 	AQEP
Limited experience and low leadership capacity at the school level	<ul style="list-style-type: none"> Delays in completion of works 	3	2	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 	AQEP, MoE, SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
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	3	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
Component 3 Risks						
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 	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 schools 	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
Shortage and/or delay in procurement of remedial teachers and ECE short term consultant.	<ul style="list-style-type: none"> Delay in implementation of the literacy and numeracy program for underperforming schools 	3	3	L	<ul style="list-style-type: none"> Close collaboration with teacher unions and MoE to identify appropriately trained teachers Procurement process started early 	AQEP
General Risks						

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
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
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 	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 	AQEP

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
	additional research to collect critical data				<ul style="list-style-type: none"> Use of repeat surveys to cross-check Program results and outcomes (by settlement/village, school, District and Division) 	
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

Key: P = Probability (5=Almost certain; 4=Likely, 3=Possible, 2=Unlikely, 1=Rare); I = Impact (5=Severe, 4=Major, 3=Moderate, 2=Minor, 1=Negligible); R = Risk Level (H=High, M=Medium, L=Low)