Access to Quality Education Program (AQEP)
Six-Monthly Program Report

16 February - 30 June 2013

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ANNEXES

Abbreviations

AMU	Asset Monitoring Unit
AQEP	Access to Quality Education Program
AusAID	Australian Agency for International Development
AYAD	Australian Youth Ambassadors for Development
CBA	Classroom Based Assessment
CDU	Curriculum Development Unit
CWD	Children with Disabilities
DEO	Divisional Education Officer
DPO	Disabled People's Organisations
DRR	Disaster Risk Reduction
DSP	Deputy Secretary Professional
EAU	Examinations and Assessment Unit
ECE	Early Childhood Education
ECREA	Ecumenical Centre for Research, Education and Advocacy
EF	Engineer Facilitator
ESRI	External School Review Inspection
FCDP	Fiji Community Development Program
FCOSS	Fiji Council of Social Services
FEMIS	Fiji Education Management Information System
FENC	Foundation for the Education of Needy Children
FESP	Fiji Education Sector Program
FHSSP	Fiji Health Sector Support Program
FNCDP	Fiji National Council for Disabled Persons
FNU	Fiji National University
FTA	Fijian Teachers Association
FY	Fiscal Year
GoF	Government of Fiji
HRM	Human Resource Management
ILO	International Labour Organisation
IT	Information Technology
JAWS	Job Access with Speech
JICA	Japanese International Cooperation Agency
LANA	Literacy and Numeracy Assessment
LANS	Literacy and Numeracy Strategy
M&E	Monitoring and Evaluation
MIS	Management Information System
MoE	Ministry of Education
MoF	Ministry of Finance

NGO	Non-Government Organisation
OLPC	One Laptop per Child
PEARLS	Pacific e-Learning Aids and Resources for Libraries and Schools
PCC	Program Coordination Committee
PCN	People's Community Network
PTA	Parents and Teachers Association
SCC	School Community Coordinator
SMC	School Management Committee
SPBEA	Secretariat of the Pacific Board for Educational Assessment
TC	Tropical Cyclone
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United National Population Fund
USP	University of the South Pacific
VAT	Value Added Tax
WASH	Water, Sanitation and Hygiene

This is the fourth progress report for the Access to Quality Education Program (AQEP) covering the 4½ month period from 16 February to 30 June 2013. It reports on the progress and achievements of the Program against the Year 2 Work Plan.

1.0 Introduction

Two highlights in the reporting period were the approval of AQEP's Year 3 Work Plan and budget by the Program Coordination Committee (PCC) on 23 May and the extension approval and signing of the Phase 2 Head Contract for a further three years in June 2013.

Despite the challenges caused by a budget reduction and uncertainty over whether there was going to be a Phase 2, AQEP has made some significant achievements in the last 4½ months.

Table 1 provides a summary of the scope of AQEP activities and outputs in the reporting period. More detailed description follows for each component. A summary of AQEP's key results against AusAID's headline results for Phase 1 is provided at Annex 1.

Table 1: Summary of AQEP activities and outputs 16 February – 30 June 2013

ACTIVITIES	OUTPUTS
Component 1: Social Protection	

• Access and Quality Training – Planning	• Training Modules and training materials developed
	• 4 training session (3 days Suva, Labasa, Ra, Lau) completed
	• 205 people in 50 Schools trained (36% Female) consisting of:
	  o 50 Head Teachers (28% Female)
	  o 50 School Managers (4% Female)
	  o 49 School Treasurers (22% Female)
	  o 44 Female School leaders[1]
	  o 12 Teachers (3% Female)

• Access And Quality Activity Design and Finance	• Training Modules and training Materials developed
	• 6 training session (3 days 2x Suva, Labasa, Taveuni, 2 x Ra) completed
	• 45 Schools trained
	• 211 people trained consisting of:
	  o 50 Head Teachers (32% Female)
	  o 50 School Managers (4% Female)
	  o 50 School Treasurer (24% Female)
	  o 51 Female School Leaders
	  o 11 Teachers (27% female)

• 50 school communities participating in the access and quality planning process	• 50 schools Resource Maps developed • 2 new Mothers' Clubs formed • Surveys of out of School children underway in over 70 communities

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[1] The female school leaders are community members who are active in the school. These women were targeted for training as a way to address the gender imbalance in school management. The women selected are the leaders of the Mothers Club, or in the case of schools that do not have a Mothers Club, they are women from the community who are already actively involved in the school.

ACTIVITIES	OUTPUTS
	• No cost activities commenced in 50 schools
• Mentoring visits	• 50 school visits (1/2day session each with 2 SCC and 1 DEO) completed • 2086 Participants (41% Female) mentored
• Cycle 1 Access and Quality Grants calculated for Cohort A	• Data collected and verified
• Development of concept for Education Outreach Centres	• Partner identified • Proposal and budget developed
• MoE Consultation Workshop	• 22 Ministry of Education officials (3 Female) consulted • 8 plans for addressing access and quality developed
• Appointment of Social Protection Counterpart at MoE	• 12 Coordination Meetings • Mentoring strategy for LANA developed
• Development and printing of acquittal files for schools	• Acquittal System and forms developed • 100 acquittal files printed for distribution to schools
• Special Needs Identification Form	• System developed • AQEP staff trained
Component 1: Disability Inclusion	
• Provision of disability equipment to 5 Disability Inclusive Demonstration schools	• Each school has two Braille machines, Braille paper, a desktop computer installed with JAWS Software, white canes and sign language dictionaries in preparation for inclusion of special needs students.
• Inclusive Education Teacher Aides Workshop	• 5 Teacher Aides trained
• Increased enrolment in 5 disability inclusive demonstration schools	• 30 students with special needs (20 Males; 10 Females) newly enrolled by June • Two Teacher Aides in each inclusive education demonstration schools recruited
• In-house Professional Development on Disabilities	• Once-a-month professional development sessions conducted for teachers in all the 5 Disability Inclusive schools on Disability Topics
• Vision screening in 5 disability inclusive demonstration schools	• 1,788 students screened for vision • 254 students (14%) have trachoma (145 Males; 109 Females) • 38 students have low vision (23 Males; 15 Females)
• Community consultation program on disability inclusion	• 10 Community awareness programs conducted in catchment areas of the five Disability Inclusive Demonstration schools by teachers • Community consultations with the School Management Committees and parents conducted
Component 2: Infrastructure	
• Hygiene Training and Monitoring	• Significant preparatory work with FTA to develop the work plan and budget completed
• Development and printing of school maintenance manual	• Draft school maintenance manual completed
• Year 2 Infrastructure component implemented and school learning environments improved in 19 primary schools	Total 4,925 students (2,334 girls and 2,591 boys) have improved learning environments through improvements to: • 188 new/repaired classrooms (3.2% of national total) • 14 library buildings • 7 kitchen and dining facilities • 23 teachers' offices/staff rooms • 13 early childhood rooms/buildings • 38 teacher housing units • 7 generators • 25 school toilet blocks (3.53% of national total) • 2 staff toilet blocks • 18 water tanks • 8 water harvesting systems installation

ACTIVITIES	OUTPUTS
	• 4 new septic tanks • 2 water pumps • Ramps and special toilets in two (2) schools
Component 3: Research and Quality Improvement	
• FEMIS development	• 28,794 students registered nationally which is approximately 15% of the entire student primary and secondary school population.
• School Planning, Financial Management and Safer Schools Workshop for Heads of Schools	• 238 school heads including 171 Head Teachers and 67 Principals trained (79% Men; 21% women.
• Literacy and Numeracy Strategy Workshops	• 570 participants from 547 primary schools trained (60% Men; 40% Women).
Emergency Response	
• Revised Social Protection Response to emergency	• Manual and guidelines developed • 25 schools trained • Acquittal packages delivered to 25 schools
• Social Protection Emergency Grants for TC Evan	• 25 schools assisted • 3,949 children beneficiaries: 1,887 Girls 2,062 Boys (This included 38 students with a disability (16 Girls, 22 Boys) • 191 Teachers (95 Women; 96 Men) Number of children supplied with: • School Uniform 2,521 (47% Girls) • Food 2,496 (48% Girls) • School Kits 3,344 (47% Girls)
• Completion of infrastructure assistance to 17 schools affected by TC Evan	• These improvements have benefited a total of 3,484 students: 1,794 Girls and 1,690 Boys • Beneficiary school learning environment have been improved through improvement to: • 37 classrooms • 15 teacher's quarters • 7 ECE rooms • 4 teachers' offices • 1 school hall • 2 boarding halls • 6 toilet blocks • 10 water tanks • 1 water pump • 2 library rooms • Provision of school furniture for 1 school in Ba

2.0 Component 1 – Social Protection

2.1 Key Activities

The Access and Quality approach in Cohort A schools was rolled out at the beginning of 2013 where 50 schools across Fiji were mobilised and asked to refocus the way they think about their school and community. The key activities in this reporting period have been:

(a) 50 schools trained in the Access and Quality Planning approach.
(b) 45 schools trained in the Access and Quality Activity Design and Finance.

(c) 50 School communities participating in the access and quality planning process.

(d) 60 mentoring visits Completed.

(e) Cycle 1 Access and Quality Grants calculated for Cohort A.

(f) Development of concept for Education Outreach Centres.

(g) MoE consultation workshop.

(h) Appointment of Social Protection Counterpart at MoE.

(i) Development and printing of acquittal files for schools.

(j) Formulation of Special Needs Identification Form.

50 schools trained in the Access and Quality Planning approach

Four people from each of the 50 Cohort A schools were trained in the Access and Quality Training Approach: School Manager, Head Teacher, Treasurer and female school leader. The participants examined a range of issues related to school management, poverty and the right of all children to an education.

205 (36% Female) people were trained and consisted of:

- 50 Head Teachers (28% Female)
- 50 School Managers (4% Female)
- 49 School Treasurers (22% Female)
- 44 Female School leaders
- 12 Teachers (3% Female).

Photo 1: Examples of group work from the Access and Quality Training

The training also took the approach of modelling pedagogical methods that could be adopted by the schools. Each module of the training:

- Contained clear learning objectives which were explained to the participants at the start of each module, and then reviewed with the participants at the end of each module
- Utilised both teacher directed and student directed learning
- Focused on locally developed materials which limited the use of PowerPoint - a resource that is not available to schools and used materials developed by the Social Protection team
- Had assessment activities occurring at the end of each module to verify student learning. These activities could be adapted by teachers as different ways to deliver Classroom Based Assessment (CBA)
- In line with adult learning principles, the team ensured the training was problem focussed and realistic to allow participants to relate the training to their own experiences in the community and their schools. Opportunities were provided for peer learning and to allow participants to share experiences.

The following sections provide a sample of training exercises from the Access and Quality training:

School Based Management

Participants considered current school management tasks in the schools and what their roles encompassed. They then looked at who could be participating in school management and what they could be doing. Participants also focussed on a more diverse range of people including other teachers, students, families of students and the community.

Poverty

Participants were provided with case studies based on situations documented in the AQEP rapid assessment. Based on the case studies, each group developed a range of solutions to overcome barriers to education for these children. The majority of solutions developed by the groups did not need money to implement. Photo 1 above is an example of group work by the participants.

Right to all children for an Education

This was a controversial start to discussions when participants were asked to identify groups of children that could not learn. In only one of the four training locations did a participant put a stop to the conversation by saying that 'all children can learn'. For the rest of the training, the conversation was permitted to continue for 10 minutes and then was stopped by the AQEP trainers who reinforced the point that ALL Children could learn.

The remainder of the trainings were focussed on the planning phase and what the schools were required to do.

Resource Mapping

The purpose of resource mapping was to ensure that schools were using all the resources available in their schools and communities. Schools that were already mobilising their local resources would lead to more sustainable interventions than schools that were 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 their needs and weaknesses. This also built upon the MoE leadership domain of 'Community and Partnership'.

The resources were mapped under the following categories for the entire community:

- Space and facilities
- Materials and equipment
- Network and connections
- Economic power

Photo 2: Children from Taveuni developing their school resource map

- People – gifts of the head, gifts of the heart, gifts of the hands.

Plan to identify children not at school – each school would develop their own plan to identify children not at school with the aim of:
- Promoting ownership of the exercise
- Stimulating thinking about the issue of 'out of school children'
- Allowing plans to suit local context and
- Developing skills related to school based management.

This fed into the sustainability of the approach. The 'Early Warning System' and "Child Poverty Index" below took the same approach. Schools that continued with AQEP for subsequent years would be refining their approach yearly based on lessons learned.

Each school would develop a plan for how to identify disadvantaged children in their community. The plan would include description of the activity, who would do the activity and when the activity would occur.

Early Warning System – involved identifying children that were at risk of disengaging from the education system. Each school would identify risk factors under three key domains – Social, Academic and Behavioural.

Child Poverty Index – This would be used in conjunction with the early warning system to identify students for financial support from AQEP grants. Each school would define the indicators needed to identify the most economically disadvantaged children in their community. The outputs would be:

- Child poverty Index
- Plan for identifying children
- Identification of at risk children
- Report on the process and the children identified.

Dream School – this was the planning module for use of the identified school resources and AQEP Grant using an appreciative inquiry approach. The outputs would be

- Activities linked to 2 domains:
- Access to education
- Quality education
- Summary of activities with timeline
- Budget and Forecast.

This activity based planning was aimed at a program based approach instead of just thinking about the goods that schools needed.

45 schools trained in the Access and Quality Activity Design and Finance

The second part of the Access and Quality training was undertaken in June. The training was organised in smaller groups in six locations: two in Suva, two in Ra, Taveuni and Labasa. This was the original training plan - however in the first round of training, it was necessary to combine two clusters for the training due to extra work created by TC Evan.

The training for Lau has been rescheduled to July because flights were not available for the team to travel to Lakeba for sea travel to Kabara.

The number of people trained in this second round was 212 as shown at Table 2. This training has a focus on schools sharing lessons learned from the planning phase, focusing on activity design, budgeting and acquittal.

Table 2: Access and Quality Training – Activity Design and Finance

Participants	Female	Male	Total
Head Teachers	16	34	**50**
School Managers	2	48	**50**
School Treasurers	12	38	**50**
Female Leaders	51	N/A	**51**
Teachers	3	8	**11**
Totals	**84**	**128**	**212**

The learning objectives for the Activity Design and Finance training are listed below:

- Provide a balanced assessment to common educational problems
- Identify the costs associated with sending a child to school
- Identify other factors required for a child to attend school
- Identify features of diversity and apply to their school
- Identify challenges and ways to promote diversity in their school management structure
- Summarise key issues from the planning process
- Identify challenges of the planning process
- Identify mistakes in a payment voucher
- Understand the different areas of the Access and Quality Grant
- Identify what the grant cannot be spent on
- Identify alternative sources of income
- Describe the key elements for evaluating activities
- Apply evaluation to activities
- Understand the acquittal process
- Complete a payment voucher correctly
- Complete the Monthly Accounts Sheet correctly.

60 Mentoring Visits Completed

Mentoring is a powerful personal development and empowerment tool. It is an effective way of working with School Teams to build capacity. It is a partnership between two people (mentor and mentee) – in this case the schools and the AQEP School Community Coordinators. With experience in different areas of education in Fiji as well as working in different geographical areas, the experience allows them to provide relevant advice and act as role models to the school management teams.

In the 60 mentoring visits completed in this reporting period, Table 3 shows that 2,086 (40% female) people have participated in mentoring visits – the inclusion of the wider school community has assisted in addressing gender imbalance in those participating in school management. If Social Protection only worked with Head Teachers and School Management only 20% of those participating would be female. Please refer to Annex 2 for a record of the progress of each school.

Table 3: Access and Quality Mentoring Visits

A&Q Mentoring Visits					
People	**Female**	**Male**	**Female with a Disability**	**Male with a Disability**	**Total**
MoE Officials	0	24	0	0	**24**
School Management	47	182	0	0	**229**
Head Teachers	15	37	0	0	**52**
Teachers	194	123	1	0	**318**
Teacher's Aides	13	3	0	0	**16**
Students	371	379	12	13	**775**
Parents	110	275	0	1	**386**
Community Leaders	34	64	0	0	**98**
Community Members	70	118	0	0	**188**
Totals	**854**	**1,205**	**13**	**14**	**2,086**

Key tasks of Mentors
1. Orientation for teachers, SMC and parents on Access and Quality Program. Link Manual and Forms to Training.
2. Ensure that planning activities are underway. Set a timetable for how they will be completed if it does not already exist.
3. Review completed planning activities – discuss ways for improvement - can they be improved, is the community involved, etc.
4. Verify that Teaching and Learning materials have been received, unpacked, are in use and recorded in the inventory book of the school and of each class.
5. Plan and start two 'no cost' activities – one for access and one for quality. (Attendance and non-readers would be a good place to start). Bring back a record of no cost activities.
6. Ensure that 'out of school children' are not being placed back in the school without an understanding for why they left and a plan for how to engage them in the school, remedial support, engagement activities, etc.

Schools were encouraged to commence no cost activities in this period, these activities have ranged from small changes such as dance classes at lunch times to engage students, providing lunch for needy students by having children bring an extra lunch to be shared in their class, and remedial activities.
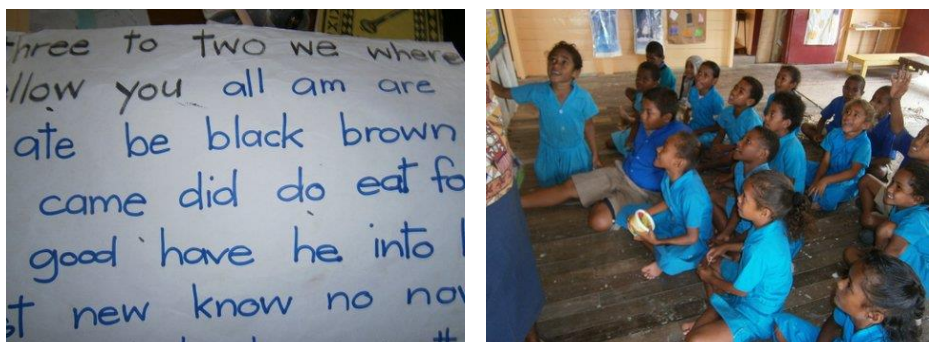
Photo 3: Examples of Remedial Materials and a Remedial Class at Naiviivi Primary School

Please refer to Annex 3 for an example of a no cost activity developed by Naiviivi Primary School for remedial reading. The pictures above demonstrate the class and learning materials at the school.

Cycle 1 Access and Quality Grants Calculated for Cohort A

Data was collected to allow the grant amounts to be revised based on 2013 data. Enrolment and boarding school data was collected directly from schools and verified by the District Education Office. The data on disability was vastly inflated compared to the national data. Therefore, we will leave disability out of the first round of grants and children with special needs will be assessed based on mentoring visits. The data related to children from informal settlements was verified by the People's Community Network (PCN) and no large movements were reported between the settlements that affected the AQEP supported schools.

Development of Concept for Education Outreach Centres

In urban areas, the links between community and schools could be difficult to establish, especially for vulnerable groups. To assist in strengthening the cooperation between urban schools and the communities in informal settlements, a partner organisation that had established networks and trust with the communities will be selected to work in collaboration with AQEP. Education Outreach Centres will be established in or very close to informal settlements that feed into the AQEP schools. AQEP and PCN will ensure that these centres and their staff comply with AusAID's Child Protection Policy and guidelines. The centres will act as a link between the school and community by providing:

- Safe space for homework and extra-curricular activities with resources and people to assist the students
- Remedial support for students
- Community mobilisation to prioritise education
- Education Advocacy
- A first point of contact for caregivers who are having difficulty providing resources for children to attend school
- Monitoring of community issues that affect students and schools

- Community Welfare support to link families to existing social protection services
- Assistance to teachers to contact parents, if children are absent or encountering problems at school.

The objectives of the education outreach centres are:
- To improve the link between the primary schools and the community
- To increase student engagement to the school
- To increase support for education by the community
- Improve understanding of school committees and Teachers or problems faced by children in informal settlements.

The Ministry of Education Consultation Workshop

The Ministry of Education Consultation workshop took place in May. The workshop occurred in cooperation with MoE priorities and involved cost sharing between AQEP and the MoE. The start of the workshop was MoE led with the final two days led by the AQEP Social Protection Team. The workshop was attended by 23 key staff from the MoE, Divisions and Districts as shown at Table 4 which provides a breakdown of trainees by position.

Table 4: MoE Officials Attending Access and Quality Workshops

Total Number of MoE Officials that Attended Access and Quality Workshop					
MoE Officials	**Female**	**Male**	**Female with a Disability**	**Male with a Disability**	**Totals**
Directors	0	2	0	0	**2**
Divisional Education Officers	0	4	0	0	**4**
Principal Education Officers	2	6	0	0	**8**
Senior Education Officer	0	5	0	0	**5**
Education Officers	0	3	0	0	**3**
Secretaries	1	0	0	0	**1**
Totals	**3**	**20**	**0**	**0**	**23**

The workshop covered the following topics:

- Overview of the Access and Quality Approach – discussion of the Access and Quality Approach considering the process and the objectives
- Access and Quality Theory of Change - developing steps that are required to achieve the objectives, building upon current MoE Initiatives
- Compulsory and free education - addressing the challenges to compulsory and free education. What are we able to do now and what needs to be planned for the future?
- AQEP Social Protection Combined Funding mechanism to schools - Overview of Funding Structure with feedback from participants
- Addressing Disability in Education – in a collaboration between Social Protection and the Disability Pilot Schools. Mereoni Daveta presented an update on progress and addressing special needs

- Inclusion in Access and Quality Schools – Discussion of how Inclusion can be extended into the Access and Quality Schools
- Designing Access and Quality activities for schools – providing an understanding of activity design that is being completed in the schools. Including ideas for relevant activities and review of activities to strengthen MoE initiatives at the school level.
- Continued collaboration between MoE and AQEP Social Protection – focusing on what each department, division and district will do over the next six months to address access and quality.
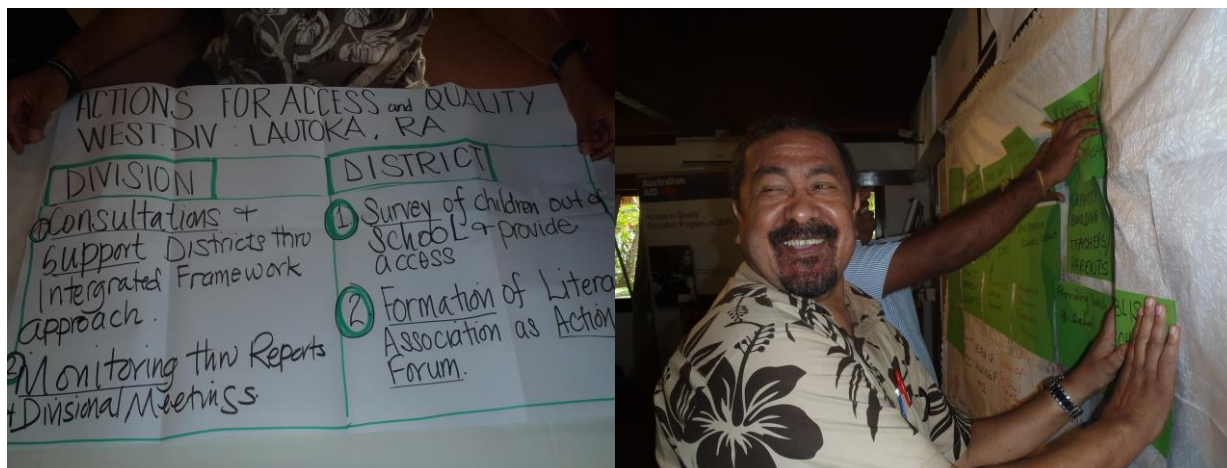
Photo 4: Follow up activities for Western Division and DEO Central contributing to the Theory of Change

Feedback from the workshop evaluation was overwhelmingly positive. The comments included:

- Excellent workshop - the facilitators milked our minds to developing access and quality.
- As a policy officer I have understood the social protection access and quality approach and I will be mindful of integrating this when I am developing policies.
- Probing questions that were very interesting and renewed my thinking about educational issues.
- Excellent work AQEP – we are challenged to improve our work as education officers.

Appointment of Social Protection Counterpart at MoE

Social Protection spans several departments at the MoE – Primary, CDU, Exams, HRM, and AMU. A request was made to the MoE to appoint a social protection counterpart at a higher level. Mrs Kelera Taloga, Deputy Secretary Professional (DSP) was appointed. Her role within the MoE is to co-ordinate the implementation of special projects targeting:

- the improvement of teacher quality
- improvement of student performance
- resourcing of schools
- national substance abuse.

The Social Protection Specialist and the DSP have now been meeting regularly to exchange information and the DSP has played a key role in tasks already being targeted such as

moving the LANA work forward with the Exams and Assessment Unit. This allows the AQEP SCC (School Community Coordinators) to focus on assisting teachers with using LANA as a diagnostic tool. This also provides an opportunity for Component 1 to reinforce the work of Component 3 at the school level. In such cases, the teachers that have received the Component 3 LANA training will be mentored in the schools by the Component 1 SCC during cluster professional development.

Development and Printing of Acquittal files for schools

The experience of AQEP to date has been that the majority of school have low financial literacy and that record keeping is a problem in the majority of schools. This is supported by the Director Primary who has reported that in 2013, only 30% of primary schools have returned their audited financial report files and the majority of these are not complete.

To assist the schools in improving their financial practice, an acquittal file was printed for each school. The file contained forms that the school would need to keep accurate records. This consisted of blank forms, instructions and a completed form for each of the following:

- Payment Voucher
- Payment Voucher continued
- Monthly Summary Sheet
- Quality Check Sheet.

This also reduced the impact AQEP would have on school resources as they would not need to photocopy sheets for AQEP mandated activities, allowing schools to direct all resources to teaching and learning.

Special Needs Identification Form

AQEP has developed a special needs identification form for use by AQEP supported schools that are not included in the Disability Inclusion Pilot program – currently 49 schools. Originally it was planned that supplementary funding for these students would be available to assist with supporting these children to access medical treatment. However these funds were not approved in the Year 3 Budget. AQEP will continue to track the children and register with the District office.

2.2   Achievements/Outputs

Key outputs for Component 1 Social Protection for this reporting period are already summarised in Table 1 and will not be repeated here.

2.3   Issues/Risks

Challenges in the implementation of Component 1 activities that are related to working in the schools include:

High turnover of teachers

School staff were still being changed by the MoE as late as June. To mitigate the risk, follow up visits have occurred in each school after the training to orientate all teachers and School

Management to the Access and Quality Approach. New Head Teachers are receiving additional support. For future trainings, the Assistant Head Teacher will also be included.

Variable quality of Head Teachers

In any profession, leaders have varying abilities. In Cohort A schools, Head Teachers range from extremely motivated and inspiring to the other end of the spectrum. Some Head Teachers are not in school when the Social Protection team visits. Some Head Teachers have openly said they would prefer not to work with Social Protection as it is extra work. In these cases, we ensure that we work in the schools and distribute the tasks.

Number of Head Teachers nearing retirement age

Due to the early retirement age, a large number of Head Teachers are retiring in the next 12 months. For example in the Macuata Cluster, 4 out of 9 Head Teachers are retiring at the end of the year. Teachers transferring still retain the knowledge in the education system but in the case of retiring teachers, the knowledge of the Head Teachers is lost to the system. To address this, Assistant Head Teachers will be a larger focus for AQEP interventions.

Extra work by Component

There have been complaints by some Head Teachers that Social Protection Approach is too much work. Part of the reason for this perception is that up until now, schools have participated in infrastructure assistance under AQEP, FESP, MoE, JICA. Infrastructure has a big fiscal investment and a small amount of work to facilitate the grant. Social Protection is a small fiscal investment but requires time and the involvement of many people. To mitigate this a variety for strategies is being employed. This includes raising awareness about the variety of roles and stakeholders that can participate in management, for example, the Head Teacher and School Manager do not have to do all tasks themselves. SCCs will provide follow up mentoring to all members of the School Management Committee (SMC), Teachers, mothers club and PTA representatives to ensure that responsibilities are diffused among more people and the work is not concentrated on a small group of people. AQEP will also reinforce existing Ministry of Education processes to ensure we do not add unnecessarily to the workload.

Time taken for grant to get to schools

The delay of the grants to July 2013 has disfranchised a portion of the schools and the Ministry of Education staff. Although the delay has been outside the control of the Social Protection Component, the perception is that we have fallen short of our commitments. In an effort to overcome this AQEP is working closely with MoE counterparts and it is hoped that as the grants are released and increased activity is seen in the schools opinions will change.

Ministry leadership

The Access and Quality Approach is taking existing MoE practices and supplementing them at the school level. However, compared to the infrastructure component, it can be perceived as intangible. Alongside the delays to implementation in the schools, staff at the MoE who are not directly engaged in the development of this approach do not have a clear understanding of what is occurring. To help increase the understanding from Term 3, MoE

staff will be invited to the schools to see the work in action and increase their participation in the Program.

Boat travel

The mentoring visits require regular travel by boat to Lau, and three of the other clusters have schools that can only be reached by boat. These visits are at the mercy of the weather and heavy sea conditions sometimes result in trips being cancelled. To minimise the risk of trips being cancelled, AQEP is looking at weather patterns and attempting to schedule trips when on average the chances are better during good weather conditions. Visits have also been cancelled because boats have developed engine problems on the way to the schools and have not been able to complete the trip. To reduce the risk of this in the future, the boats will be assessed for safety by an external party and the same boats will be used on subsequent trips.

Increasing demands for documentation

In the last twelve months, the MoE has commenced several new procedures at the school level such as ESRI and CBA. Many of the schools are struggling under the demands as they have not yet streamlined these activities into their daily work practices. Instead, they leave the work until the last minute and then attempt to complete it all at once placing a large burden on all involved. This, alongside the increased work from AQEP, is causing frustration in some schools. To overcome this, AQEP is stressing that Access and Quality work must be distributed and not all completed by one person. Specifically, it is required that Head Teachers cannot write any activities or be responsible for their implementation. During schools visits, if Head Teachers are struggling with delegating tasks, they are mentored through the process by the SCC.

Numeracy and Literacy

A large proportion of the teachers have not received any in-service training on Numeracy and Literacy which means that they have not upgraded their skills since leaving Teachers Colleges. When asked to design literacy and numeracy activities, they are uncertain about how to proceed. The new Quality Learning teams that are coming on board will play a large role in developing skills in this area.

2.4   Sustainability

Sustainability measures taken include:
- Scaling back of the grant by 50% each year
- Design and implementation of no cost activities
- Activities with high recurrent costs will not be approved
- Piloting of income generation activities
- Resource mapping to promote use of existing resources in the school and community.

3.0   Component 1 – Disability Inclusion

3.1   Key Activities

Handing over of Disability Equipment

In February 2013, the five Disability Inclusive Demonstration Schools each received disability equipment comprising two Braille machines together with Braille papers, a desktop computer installed with JAWS[2] Software, white canes and sign language dictionaries in preparation for inclusion of special needs students.

Photo 5: Mr Padric Harm of AusAID handing over the Disability Equipment to school management of Arya Samaj Primary School in Suva.

Vision Screening

Vision screening was also conducted in all five Disability Inclusion Demonstration schools. AQEP contracted Mrs Vilisi Salafabisi of the Fiji Society for the Blind to conduct vision screening for all students in the five schools. The vision results, as shown at Table 5, showed 14% of students had trachoma, a serious eye disease, which if left untreated can lead to blindness.

A face washing program was introduced as an immediate solution and all students were referred to their nearest medical and health centres. Two students with low vision have already received assistance with the purchase of their eye glasses. It has been noted that poor hygiene and poor water source is a major contributing factor to trachoma and school heads and teachers have been advised to monitor students' hygiene through daily health inspection and a face washing program.

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[2] JAWS stands for Job Access with Speech. It is a computer screen reading software that allows blind and visually impaired users to read the screen either with a text-to-speech output or by a Refreshable Braille display. It features talking installation, two multi-lingual speech synthesizers, fully compatible with screen magnification software, and formatted basic training in text and audio.
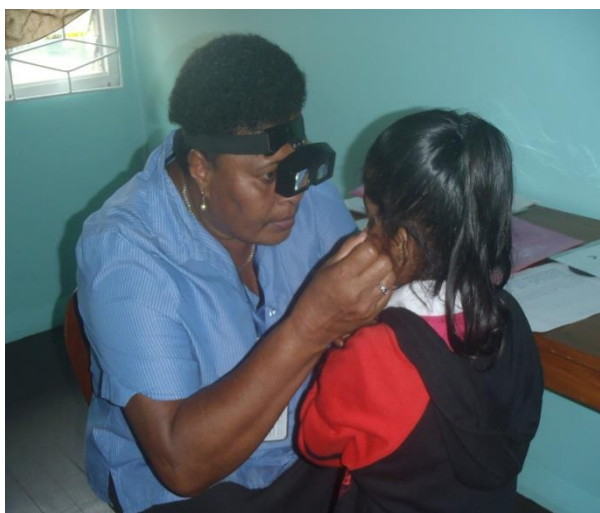
Photo 6: A child undergoing vision screening

Photo 7: Children learning how to clean their faces

Table 5: Vision Screening Results

#	School	School Roll	Trachoma			Low Vision		
				M	F		M	F
1.	Adi Maopa Primary School	110	28	14	14	1	0	1
2.	Arya Samaj Primary School	557	21	9	12	17	7	10
3.	Ratu Latianara Primary School	323	78	49	29	4	4	0
4.	South Taveuni Primary School	412	109	63	46	11	10	1
5.	Tavua District School	386	18	10	8	5	2	3
	Total	1,788	254	145	109	38	23	15

Ongoing school visits, monitoring and mentoring

The five schools were visited regularly by the Disability Inclusion Coordinator who monitors the progress of the newly enrolled students and mentors the teachers and teacher aides working with the students. Talks are also given to the whole school during school assemblies on the inclusion of students with disabilities. Professional development on areas of concerns with teachers, such as behaviour management, is covered. The Disability Inclusion Coordinator also met with parents of the CWD enrolled to hear their concerns, needs of their children and how they could be further assisted.

Community Awareness

Community awareness has been an integral part of the disability inclusion program as AQEP tries to ensure that everyone around the school communities is aware of the inclusive education program. Apart from school awareness, teachers also go out into the communities and into homes to advocate for the education of children with disabilities (CWD). This awareness has resulted in an increase in the number of children with disabilities enrolled at the five schools.

Photo 8: Community Awareness meetings

Teacher Aides Workshop

Five out of ten Teacher Aides working in the five disability inclusion schools attended a one-day workshop. The objectives of the workshop were for the Teacher Aides to share their experiences, ideas and the challenges they faced in their schools and for them to create learning resources that could make learning more fun and interactive for students that they work with. Topics on Autism Spectrum Disorders, Down syndrome and Learning Styles were also covered. The workshop was coordinated and facilitated by Jane Strickland, an AYAD Volunteer who was attached to AQEP. Teacher Aides from the remote schools were not able to attend because of the distance.

Photo 9: Participants at the one day Teacher Aides Workshop

Increased Enrolment in Schools

By the end of June, the number of CWD enrolled in the five demonstration schools had increased from the initial 15 at the beginning of the school year to 30. This was a result of community awareness programs where many parents of CWD were made aware of the services provided in the schools and were more confident in releasing their children because they know that there is support available for them in the schools. 20 boys and 10 girls are currently enrolled in the 5 AQEP disability inclusive schools as seen at Table 6.

Table 6: Impact of Inclusive Education Program – Increased Enrolment

School	Existing Students with Disabilities			Term 1 Enrolment 2013			Term 2 2013		
		M	F		M	F		M	F
Arya Samaj Primary School	3	1	2	3	0	3	3	0	3
Adi Maopa Primary School	2*	0	2	3	0	3	6	3	3
Ratu Latianara Primary School	1*	1	0	3	3	0	9	9	0
South Taveuni Primary School	1	1	0	3	3	0	4	4	0
Tavua District School	1	1	0	3	1	2	8	4	4
Total	**8**	**4**	**4**	**15**	**7**	**8**	**30**	**20**	**10**

3.2   Achievements/Outputs

- Increased enrolment - 30 new CWD enrolled by June 30 2013
- Vision screening in the five schools identified 254 students with trachoma and 38 students with low vision. 2 students have already received proper eye glasses
- All 30 students have received some form of assistance such as payment of school levies, provision of school uniforms, bags, shoes and other educational needs
- There is increased participation of students with special needs in school activities and excursions
- Arya Samaj Primary School has received full infrastructural support with disability access (including ramps)
- More awareness and capacity development of teachers through professional developments on teaching students with disabilities in schools
- Improved attendance of students with special needs
- Increased community awareness on the education of CWD.

3.3   Issues/Risks

The diverse range of special needs of CWD and their ongoing enrolment are two issues which teachers are finding quite challenging. Moreover many newly enrolled students have never been to school and are not used to following a routine. The first few weeks at school are therefore quite challenging for both the students and their teachers. Regular visits to the schools by the Disability Inclusion Coordinator are important as teachers need mentoring support to help them cope with the increasing demands of these students.

The majority of CWD enrolled have learning disabilities and the school curriculum does not meet their needs and interests particularly when they have missed out on significant years of learning. Individual Education Plans will be drawn up for these students and teachers with the support of the Teacher Aides who have been advised to come up with creative ideas and activities to make learning interesting for these students.

Specialised training has been provided only for Braille and Sign Language but the majority of students enrolled have intellectual impairment and teachers are finding it quite challenging working with these students. To mitigate this, the Disability Inclusion Coordinator will work with the teachers and teacher aides to draw up individual education plans to assist these

students on a one-on-one basis. Each school will also get two additional general teacher aides who will be trained to address the special needs of CWD including those with intellectual impairment. In addition, the August training for teachers in the Demonstration Schools will have an emphasis on skills for children with intellectual disability.

3.4   Sustainability

The sustainability and success of the inclusive education program in the five disability inclusion schools rely a lot on the support provided to - and the capacity development of - teachers. The better they understand the different disabilities of the students and how to manage it, the more welcoming they will be in enrolling the students in future. The support provided by the Teacher Aides will greatly assist the teachers and the students in their classes.

Regular liaison with the Ministry of Education (Special Education Unit) to discuss ways in which they could provide support for the five disability inclusive demonstration schools and students with special needs attending other mainstream schools will also contribute to sustainability of the inclusive education program. In addition, the sustainability of AQEP's Disability Inclusion Strategy will depend a lot on the support of the MoE and the teacher education institutions training teachers on special and inclusive education.

4.0   Component 2 – Infrastructure

4.1   Key Activities

One of the initial challenges for Component 2 at the beginning of Year 2 was the goal to rehabilitate 9 isolated island schools within a timeframe of 8 months. This challenge was made more difficult because of extreme weather during Tropical TC Evan in late December, building material scarcity post-TC Evan and shifting the Component 2 focus to emergency response.

Completion of renovations in 19 Cohort 1 schools

In Year 2, Component 2 utilised a combination of the school grant and direct implementation approach. School grants were given to 9 urban schools as they had good access to banks and building material suppliers. The remaining 10 isolated schools were implemented through a direct implementation approach due to their poor access to the education district offices, banks and building material suppliers.

The rehabilitation works in 19 AQEP Cohort 1 schools were completed during this reporting period and the School Management Committees are in the process of compiling their financial documentation in readiness for the Acquittal and Maintenance Workshop planned in late July 2013.

Hygiene Education Program

The Hygiene Education Program for schools has been deferred to Year 3 due to budget cuts in the reporting period. Despite this challenge, AQEP was able to undertake some no-cost preparation work such as identification of the Fijian Teachers Association (FTA) as a potential implementing partner for this program activity. At the end of June 2013 FTA

submitted a proposal to AQEP. The Hygiene Education proposal will be reviewed by AQEP in July 2013.

Monitoring/Quality Assurance

Component 2 has worked intensively alongside and in partnership with the Assets Monitoring Unit of the MoE in monitoring the school rehabilitation works to ensure that the renovated buildings under the Program meet appropriate standards of construction practices. All AQEP's works were implemented by professional contractor firms that had been selected through a prequalification process. A total of 30 contractors were on AQEP's prequalified contractor list.

A school infrastructure project monitoring database has been established to record the progress of construction work in all AQEP beneficiary schools. This database is updated every month through monthly Engineer Facilitator (EF) school visit reports. During each visit the EF are responsible for completing the monitoring form, providing technical advice to the school managements and contractors, and act as a mediator whenever there is a problem between the contractor and the school.

During this reporting period, the 9 urban schools were visited at least five times and some were visited over seven times. The ten (10) isolated island schools were visited twice due to the budget cut and extreme weather during the cyclone season.

The final school monitoring report form indicates that the work is up to the required standard. Moreover, the school grant beneficiary schools have also been trained to monitor the quality of rehabilitation work in their school.

Formulation of Maintenance Manual

In this reporting period no-cost activities such as face to face discussions with AMU of MoE and the preparation of the first draft of the Maintenance Manual was undertaken by the Component 2 team. The EFs had summarised their field experiences in AQEP schools into the draft manual. A Technical Working Group meeting will be undertaken in July to review the draft manual. After the final revision, the manual will be presented to the MoE senior staff meeting.

4.2   Achievements/Outputs

Component 2 has made significant achievements during the reporting period which include:
- Completion of rehabilitation to 16 of 17 cyclone affected schools. The rehabilitation of Nakoroboya Primary school will be completed in July 2013. This delay was caused by delayed land levelling works by the community therefore the actual works just started in the last week of April 2013
- Completion of the rehabilitation of 19 AQEP Cohort A schools.

In the reporting period, the following were renovated or installed through Component 2 interventions in 19 Cohort A schools:

- 188 classrooms, 14 libraries buildings, 7 kitchen and dining facilities, 23 teachers office, 13 ECE room/buildings, 38 teachers quarters, 7 generators, 25 school toilet

- blocks, 18 water tanks,8 water harvest systems, 2 water pumps, 2 stall toilet blocks and 4 septic tanks
- 2 schools have installed ramps and special toilets for children with special needs (total school roll: 752 students consisting of 387 Girl and 365 Boys)
- This improvement has benefited a total of 4,925 students: 2,334 Girls and 2,591 Boys.

4.3   Issues/Risks

There were three main challenges faced by Component 2 – a budget cut, building material supply issues and misunderstanding between some schools and the building contractors.

Budget Cut

Several key activities were deferred to Year 3 such as the hygiene education and monitoring program for schools. Engineer Facilitators' (EF) monitoring visits were also significantly reduced which affected the provision of technical advice to schools and contractors.

Building material supply issues

After TC Evan, Fiji experienced a serious building material shortage due to higher demand at the national level and insufficient supply from the suppliers. Building materials such as timber, plywood, roofing iron, light steel frame and other materials were not available in the market for a period of time. This shortage has impacted on the timely completion of AQEP's Emergency projects.

Misunderstanding between the school and contractor

The Component 2 team successfully resolved some issues that had arisen between several schools and contractors caused by over-expectation by the school management on what can be achieved with the infrastructure grant.

4.4   Sustainability

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

1. AQEP has developed a draft 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 is aiming to change the school mindset from unplanned maintenance to a comprehensive planned maintenance of school infrastructure. The infrastructure maintenance manual would become the first stepping stone for both AQEP and MoE in promoting self-maintenance activities at the school level that would ensure a good learning environment for students.

2. 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 SMCs 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 and good construction practices that will prolong the life span of the buildings

up to 10 years before requiring "heavy" renovation. Heavy renovation includes "roof frame renewal, ceiling frame, wood frame, frame and all roofing".

5. AQEP is promoting a close cooperation with MoE starting from the formulation of school rehabilitation priorities, co-signing the grant agreement, joint monitoring of the project to final acquittal of the school grant account. This strategy allows a smooth transfer of knowledge from the Program to MoE that would encourage sustainability/continuity after AQEP.

5.0 Component 3 – Research and Quality Improvement

Key outputs of Component 3 include:

- Support for MoE priorities
- Research studies
- Coordination and consultations with stakeholders
- Communication strategy

4.1 Key Activities

Support for MoE priorities

MoE priorities funded by AQEP, but managed and implemented by the MoE, include:

- Improvement of the MoE Fiji Education Management Information Management System (FEMIS)
- School planning, financial management and safer schools workshop
- Literacy and Numeracy Strategy (LANS) workshop
- Leadership and management training workshop
- Review of LANA.

The first three MoE projects continued in the reporting period; the fourth did not have any activity as the training had been completed in December 2012; and the fifth project on the review of LANA, which had been outsourced to the South Pacific Board for Educational Assessment (SPBEA), was deferred by the MoE as the SPBEA review had (i) fallen behind schedule and had not met its milestones; and (ii) did not plan to undertake the core psychometric scaling of the LANA items, required in the original terms of reference.

The Year 3 Work Plan has included planning for a more technically oriented LANA review process which would incorporate a core psychometric review of the LANA items and recalibration of the LANA scales, as well as incorporating new RUMM30 software and undertaking training of MoE staff in this software. Once this psychometric technical review of the LANA scales has been completed, a further LANA review will be undertaken by investigating the development of national literacy and numeracy benchmarks.

A summary is provided below of the key activities of the three active AQEP-supported MoE priority projects.

Improvement of FEMIS

The original plan was to provide in-country database specialist support during the critical initial roll-out phase. However, due to funding cuts AQEP adviser assistance for FEMIS was limited to few days email/phone support during the reporting period. Consequently, the system experienced no significant improvements in this period, only essential fixes.

Despite these setbacks the MoE IT Unit continued to support the system as it rolled out, developed training materials and conducted training in numerous locations around the country. A highlight of the FEMIS development was the system going live on 21 February 2013. The IT Unit also demonstrated and championed the system to MoE staff at every opportunity. This resulted in a steady adoption rate by schools and districts. However, the adoption rate for the new system is not strong enough to reach 100% by the end of 2013 where the system is required to provide data for the MoE annual report.

School Planning, Financial Management and Safer Schools Training

During the reporting period, 13 follow up trainings were completed with 238 participants comprising 171 Head Teachers and 67 Principals. 28 District Education Officers also attended the follow up training. The expected outcomes of the workshops included:

- The Ministry of Education through the District Education Offices should be able to monitor schools' performances and also gauge evidence on assessing teachers' performances against their Individual Work Plans. This is a requirement in the Annual Performance Appraisal now in place to assess the performance of civil servants.
- District officers are in a better position to analyse school plans submitted from their schools and be able to provide feedback.
- District offices are regularly updated with school progress against their school plans as schools will be submitting their monthly and termly reports to their respective districts
- Providing needed support due to the big number of participants, geographical locations and unavailability of facilitators.

Literacy and Numeracy Strategy workshop

In March 2013, the EAU and CDU with AQEP funding rolled out the second year of LANA & LANS two-day training workshops. The focus of the training was to empower teachers of primary schools to better equip them with strategies to teach literacy and numeracy. The target groups were Class 6 teachers and those from schools that did not attend the workshops in 2012. The key activities included:

- 26 workshops were carried out in 16 different venues around Fiji and Rotuma and in all 9 education districts
- The key coverage of these workshops were;
  - Analysing Literacy and Numeracy Assessments or LANA results
  - The main topic covered on day one of the workshop was on Mathematical strands, namely Chance and Data, Geometry and Algebra, Measurements, and Numbers and Numeration
  - In day two, the major focus was mostly on Literacy strategies.

Development of research studies to full scoping stage

AQEP has advanced the development of research studies through thorough scoping and analysis. This work included:

- Close analysis of LANA tests from 2010-2012 to underpin the planned research on how assessment for learning school and classroom data, such as CBA and LANA performance can be used to evaluate effect size of Component 1 interventions and other evaluation measures of literacy and numeracy and access to schooling activities funded by the AQEP in schools.
- Investigation of school climate and school satisfaction surveys internationally to prepare for developing an AQEP access and quality school barometer. Preliminary determination of the core domains in the barometer through discussions with AQEP staff, schools and teachers has been undertaken. The barometer will be designed to measure the perceptions of teachers, students, parents and community, Head teachers and School managers from schools in Fiji about the domains of learning, resources, partnerships and engagement in their school.
- Scoping and development of three research studies to assist in the provision and planning of disability inclusion - these studies will assist in helping the identification of out of school children with disability and will also be used to create baseline rates of enrolment, attendance and learning for children with disabilities to assist in M&E data collection.
- Planning and scoping of school case studies was undertaken in preparation for the implementation of the Year 3 work plan, which requires a series of case studies of AQEP schools to be conducted.

Coordination and consultations with stakeholders

AQEP has undertaken significant consultation and coordination with a range of stakeholders to advance the development and strategic agenda of improving access to quality education:

- A series of consultation meetings were held with MoE to determine and focus MoE's articulated priorities. The priorities identified for future implementation include a continuation of the work to improve MoE databases, support the development, refinement and use of LANA, support MoE workshops to develop MoE corporate and business plans, and fund a high quality/capacity printer to support development of higher quality teaching and learning materials for the Fijian Education system.
- A series of collaboration meetings with universities to include them in research capacity building and deployment of Fijian expertise in the development of the Component 3 research studies program which will lead to the development of Memorandums of Understanding to structure future research collaborations.
- In following up MoE priorities, a series of professional meetings have been held with SPBEA and with the EAU to structure the support that AQEP will provide in 2013-2014 to the further review of LANA. These professional meetings have developed ToRs for Short Term Specialists to assist EAU to further refine and develop LANA and for advancing the LANA review which will recommence in August 2013.

- A number of coordination and collaboration meetings have been held with USP's PEARLS[3] implementation group who are developing digital support materials, teacher training and initial digital architecture to support the Fiji Ministry of Education OLPC - one lap top per child program and its roll out. The meetings have developed collaborations in how AQEP can support this policy initiative through its provision of computers and digital resources in AQEP schools.

Communication Strategy

During this reporting period the Program focused primarily on increasing the amount of media coverage AQEP receives. The Program staff have developed strong ties with the MoE media section as well as the Permanent Secretary's Executive Liaison person which has helped to attract print and TV media to AQEP events. The Program staff have also worked hard to develop a number of human interest stories, in particular focusing on the students who have recently enrolled in the disability inclusion schools. AQEP has established a library of images and videos that have been shot at a number of the Cohort A schools.

In the latter part of this reporting period the Program was able to secure the services of a professional photographer who will start accompanying staff on school visits. The main purpose of the photographer will be for him to capture images of the activities that we are undertaking at the schools and within the community in a way that tells the viewer a story.

AQEP has also developed a website that outlines the Program's primary goals and intended outcomes. It highlights all the key information about the Program and staff and provides the viewer with contact details. The website will be updated regularly with reports and news releases. The website will go live once AusAID has reviewed and provided approval.

4.2   Achievements/Outputs

A key achievement in the FEMIS development project is that since FEMIS went live in February 2013, a total of 28,794 students have been registered nationally as shown at Table 7. This is approximately 15% of the entire student primary and secondary school population. Interestingly schools appear to have recorded substantial attendance data even though the system currently has limited capacity to report on attendance. Also, schools are using the system to effectively report staffing issues directly to districts.

Through support for the two MoE capacity development projects, the following participants have benefited from some training in the reporting period:

- 238 school heads including 171 Head Teachers and 67 Principals participated in the School Planning, Financial Management and Safer Schools training; 79% were men while 21% were women
- 570 participants from 547 primary schools participated in Literacy and Numeracy Strategy workshops; 40% were women.

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[3] PEARLS stands for Pacific e-Learning Aids and Resources for Libraries and Schools. Pearls has been developed by the e-learning centre at USP and will provide schools with free digital access to a wide range of e-learning resources in a database form on DVDs and in portal form on the world wide web.

Table 7: Student Registration in FEMIS at early July 2013

	Primary	Secondary	National
Students Enrolled in FEMIS	20934	7548	28794
Student Absences[4] in FEMIS	27834	11494	39339
Total Students From Previous Annual Report	131622	68425	200047

4.3   Issues/Risks

The reduction in advisor support in-country during this reporting period caused by the budget cut has meant the deferral of the consolidation of the national exam data (LANA) into FEMIS to Year 3. FEMIS will require substantial support in the coming six months to bolster the roll-out sufficiently to reach 100% adoption required by the end of the year. A lack of MoE management attention continues to hinder progress in the evolution of FEMIS. To mitigate the risks, advisor support is planned for 80-90% of the period July 2013 to June 2014. This support will reinforce the roll-out of FEMIS and drive the integration of LANA exam data into FEMIS. Also, AQEP has provided funding for a national Train the Trainer program for the period August 2013 to December 2014 to train FEMIS at the school level with significant involvement at the district level. AQEP advisers will work with MoE to improve management of the IT Unit, both in terms of improved management skills and increased management resources.

The issues identified for the School Planning, Financial Management and Safer Schools and the Literacy and Numeracy Strategy trainings included the difficulty in getting participants from very remote islands to the training, the difficulty faced by the trainers when schools leaders find it difficult to accept new changes, shortage of training equipment such as Multimedia and Laptops due to parallel workshops occurring in different venues and unavailability of facilitators which affects preparation and arrangement of flight, accommodation and transport at the last minute.

4.4   Sustainability

Sustainability – FEMIS

The IT Unit demonstrated the capacity to support FEMIS operationally for six months with minimal external support but does not appear to have the capacity to grow the system nor the capacity to roll the system out at a sufficient pace.

The roll out of FEMIS is a one off event. MoE is not expected to have the capacity to repeatedly roll out systems of such scale. AQEP will support this one off event. MoE will then assume responsibility for maintaining and growing the system.

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[4] The number 39339 is the total number of student absences recorded in FEMIS for 2013 to date. A single student absence is either am or pm. Thus, a student absent for the entire day will record two absence events. AQEP will probably change the wording to Days Absent (not absences) and divide the number by 2 in the near future.

The IT Unit currently has the technical capacity to grow FEMIS. However, this technical capacity is limited to one software developer. AQEP advisers will work to spread this knowledge to at least one other technician during the period July 2013 to June 2014.

The management of the IT Unit was hindered during the reporting period. During this period MoE placed significant demands on the IT Unit manager diverting management attention away from the IT unit to other matters within MoE. AQEP will work with MoE 2013-2014 to improve managerial oversight for the IT Unit. AQEP will also continue to push for additional staffing resources for the IT Unit to allow a minimum of two dedicated software developers to fully support FEMIS in the longer term.

Sustainability – School Planning, Financial Management and Safer Schools

- Cluster Leaders from each District are able to train their cluster schools, report against their achievement in their school plan, and evaluate at the end of the year on how best to improve their school plans.
- The School Planning Cycle needs to be completed for all schools in order to get significant school improvement.
- Professional Development sessions will be conducted in schools to assist teachers who are future School Heads to better understand the planning process.

Sustainability – LANS

More awareness and professional development is needed for each individual school to help them understand and carry out LANA successfully. The Workshop Evaluation showed that the teachers' knowledge and skills were upgraded in:
- remedial strategies
- roles as monitors and leaders in improving the effectiveness of LANA in their own schools
- participants' confidence in being trainers for the rest of the teachers in their schools
- understanding LANA as a diagnostic tool for assessment
- linking the prescriptions, Scheme of Work and Workbooks with LANA outcomes so that LANA improvements become a whole school approach
- need for monitoring and mentoring visits from the MOE to individual schools.

5.0 Emergency Response

AQEP was asked by AusAID to re-direct F$2m of the Year 2 budget in response to TC Evan which had adversely affected the Western and Northern Divisions on 16-17 December 2012. 44 schools have benefited from AQEP's emergency assistance as outlined in Annex 4. AusAID has since provided an additional F$495,500 for TC Evan rehabilitation in late June 2013.

AQEP's support for cyclone rehabilitation in 44 cyclone-affected schools is in three areas:

- A social protection grant to 25 primary schools
- Building renovations to 17 primary schools
- Textbooks to 22 schools

5.1 TC Evan Emergency Response: Social Protection

25 schools were supported by the AQEP Social Protection Component in response to TC Evan and received at total of $559,200.00 in emergency grants. The schools were selected by AQEP and MoE based on locations where food supply and income generation activities were badly affected. These schools were approved by the Education Cluster. AQEP focussed social protection assistance in:

- Yasawa Group - 11 schools
- Lautoka Urban & Ra - 8 schools
- Bua - 6 schools.

The Head Teachers and School Management Committee members were trained in the use of the grant and funds were placed in the school accounts before the start of the new 2013 school year. The schools were provided with 3 priority areas and a timeline for expenditure. They could adjust the priorities to best meet the needs of their communities.

Emergency assistance in action at the school level

Overall 3,949 children from ECE to Class 8 benefited from Social Protection Emergency Grants - which included 48% girls and 38 children with a disability. Of these children 2,521 received schools uniforms, however, the schools had different approaches to the provision of the uniforms. Some schools provided two full sets, including underwear and wet weather gear while other schools provided only essential items for students.

Due to the destruction of food crops by TC Evan, schools commenced feeding programs with a total of 2,496 children receiving lunch and 413 boarders receiving three meals a day. An additional 3,344 children benefited from students kits and were able to attend school with new bags and the stationery they required to participate in class and complete their homework. Table 8 provides further details of beneficiaries.

Table 8: Number of Beneficiaries of Social Protection Assistance

Beneficiaries	Girls	Boys	Total
Total Students	1887	2062	3949
Students with a Disability	16	22	38
Boarders	186	227	413
Teachers	95	96	191
Children Supplied with			
School uniform	1181	1340	2521
Food	1198	1298	2496
Student Kits	1579	1765	3344

The breakdown of the main areas where schools directed their spending is shown in Table 9. The largest category was 30% for student kits that were immediately passed to the students. Also at 30% was school improvement - this included improving the condition of dormitories such as mattresses, beds, mosquito nets, toys and games, and improving

cooking equipment. 25% of the grants were spent on Teaching and Learning Materials for items that were kept in the classrooms, classroom stationery kits, supplementary reading materials and textbooks. All the schools were able to acquit the grants within a 3 month period.

Table 9: Primary Categories of Expenditure – Social Protection

Finance Category	Description	%
Amount Disbursed to Schools	The total amount dispersed to schools	**100**
Student Kits	Items for that went directly to students included, school uniforms – shirts skirts, shorts, underwear, belts, stockings, handkerchiefs, hats, rain coats, umbrellas, sports uniforms, shoes, school bags, workbooks, exercise books.	**30%**
School Improvement	Items for the schools, water purifiers, cooking equipment stoves, fishing nets, gardening equipment, minor repairs to infrastructure, Dormitory equipment – beds, linen, mosquito nets, mattress and pillows, cleaning equipment, electrical equipment.	**30%**
Teaching and Learning	Items for the classroom, supplementary reading materials, big books, textbooks, science equipment, sports equipment, games, early learning toys, geometry sets, clocks, vanguard sheets, paper, photocopy toner, art materials and musical instruments.	**25%**
Food for Students	Food for students' lunches, or three meals for boarders, morning tea for ECE students.	**10%**
Transport and Fuel	Freight costs, boat fares for people and goods, fuel for transportation and generators.	**5%**

Schools also reported a range of impacts as a result of the grants:

- Increased attendance, especially for the first weeks of school when children generally do not attend.
- Families in remote areas that were going to relocate due to lost income stayed in the village due to the assistance offered by the school.
- Increased community support for the school.
- Families that were not going to send all of their children to school because of the impact on their income were able to send all children to school.

Photo 10: Improved dormitory conditions and a hot school lunch

5.2   AQEP Infrastructure Support for TC Evan

Building rehabilitation for TC Evan schools has been completed in 16 of 17 cyclone-affected schools. The schools were selected by AQEP and the MoE after a joint scoping of infrastructure damage. The schools were approved by the Education in Emergency Cluster.

Summary of Infrastructure Assistance Provided

A total of FJD $ 1,224,615 worth of assistance was given to the affected schools. Through this assistance a total of 37 classrooms, 7 ECE rooms, 6 school toilet blocks, 2 boarding facilities, 2 Library rooms, 1 school hall, 4 teachers offices and 15 teachers quarters were renovated and an additional 10 water tanks and 1 water pump were provided for the beneficiary schools. These improvements have benefited a total of 3,411 students: 1,794 girls and 1,690 boys.

Impact of Infrastructure Assistance

- Like AQEP's selected schools, AQEP has adopted the concept of build back better and disaster risk reduction for the school renovation works in emergency schools. This approach is reflected in the use of high quality building material and good construction practices following the local authority requirements. Buildings that have received structural repair through this project are expected to be able to withstand future disasters and have a prolonged life span of up to 10 years before requiring any major renovation work.
- AQEP's initiative in introducing light steel structure for the termite-affected schools is welcomed by school heads and school management. Gandhi Bhawan Primary is planning to replicate this approach to fix other buildings still infested by termites.
- Beneficiary schools are able to operate normally and several schools that have undergone significant repair works are looking much better than before.

Lesson Learned

- Involve the MoE in every step of the project – when AQEP sub-contractor faced a material supply issue, MoE was able to assist the sub-contractor to negotiate with the supplier to ensure that the supplier would give a higher priority to cyclone rehabilitation projects.
- Build back better – following this principle AQEP has introduced light steel structure to the termite-infested schools in Lautoka.
- Sub-contractor selection – slow rehabilitation work was mainly caused by building material scarcity after the disaster. This could be avoided by selecting the sub-contractors that have sufficiently available stock of building material in their warehouse for the job. An AQEP sub-contractor was able to complete the work before the deadline because the company had sufficient building materials in their warehouse.

5.3   Teaching and Learning Resources

F$140,000 was provided directly to the Ministry of Education to purchase textbooks and other teaching and learning materials for 22 schools. The MoE is still to fully procure all the

materials for distribution to these schools. The delay has caused the Program some concerns and these have been communicated to MoE senior staff.

6.0 Key Program Results

AQEP has made some notable achievements. Key results for the Program are provided below and cover the Phase 1 period from 15 August 2011 to 30 June 2013.

Key Program results against the AusAID Headline results are provided at Annex 7

6.1 Beneficiaries in Selected Schools

The Program assisted 76 schools in Phase 1 which comprises 10% of all primary schools in Fiji. A total of 19,619 students (10,147 Boys and 9,472 Girls) benefited from AQEP assistance as shown at Table 10. This comprises approximately 16% of all primary school students.

Table 10: AQEP Selected Schools Beneficiaries

Assistance	No of Schools	Total Boys	Total Girls	Total
Year 1	24	4, 386	4, 004	8, 390
Cohort A	50	5, 533	5, 211	10, 744
Disability	5	885	902	1, 787
	76	**10, 147**	**9, 472**	**19,619**
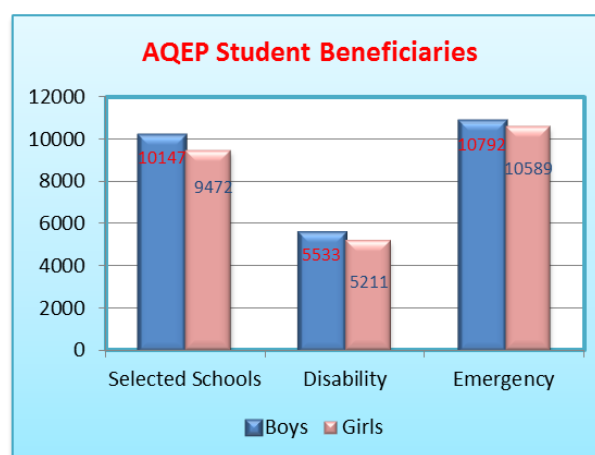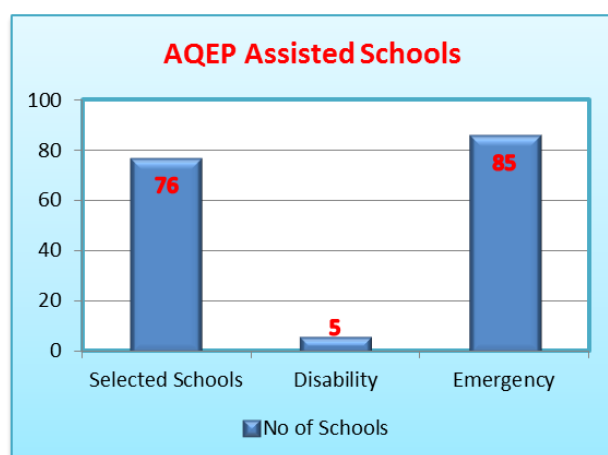
6.2 Beneficiaries in Emergency Schools

A total of 85 schools were assisted through AQEP's emergency response. A total of 21, 382 students were assisted comprising 10, 792 boys and 10, 589 girls as shown at Table 11.

Table 11: AQEP Emergency Beneficiaries

Assistance	No. of Schools	Total Boys	Total Girls	Total
January 2012 flood	20	2, 564	2, 431	4, 995
March 2012 flood	36	6, 592	6, 574	13, 166
Fire	1	43	34	77
TC Evan	39	3, 472	3, 346	6, 818
AusAID Emergency	3	130	84	214
	85	**10, 792**	**10, 589**	**21, 382**
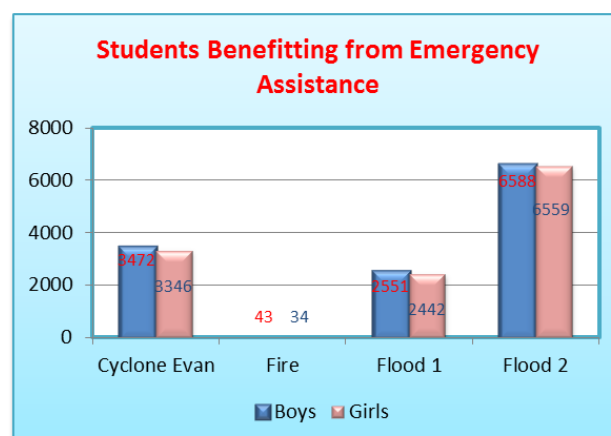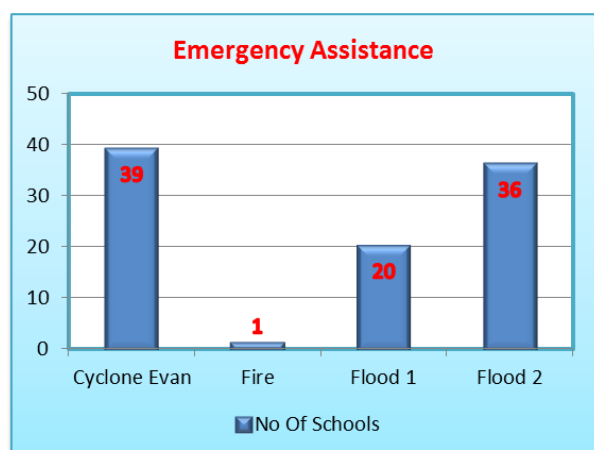
6.3   Other Key Program Results

Total number of schools assisted – 155 (excludes 11 schools which benefited two or more times from AQEP assistance)

Total number of students assisted – 38,986

Total number of girls assisted – 19,059

Total number of boys assisted – 19,926

Training

- 139 teachers (81 male and 58 females) and 183 School Management Committee members (110 males and 73 females) were directly trained by AQEP officials
- 709 teachers and MOE staff (448 male and 261 female) were trained through AQEP funding.

Textbooks provided

- 68, 780 textbooks, 50 science kit sets and 50 sports equipment sets provided to 50 selected schools
- 21, 776 textbooks procured for Emergency assistance.

Number of classrooms upgraded

- 685 classrooms upgraded which is 11% of primary school classrooms
- 483 classrooms in 43 selected schools benefiting 13941 students (7203 boys and 6738 girls)
- 202 classrooms in 56 emergency schools benefiting 17, 251 students (8731 boys and 8520 girls).

Number of children attending more accessible schools

- 2, 054 children (1, 037 boys and 1, 017 girls) from 8 schools attend schools which have been made more accessible after AQEP funded infrastructural improvements.

Number of Children with Disability enrolled in mainstream schools

- 30 students in 5 pilot schools (20 Boys; 10 Girls).

Number of students registered in FEMIS

- 28,794 students have been registered nationally (approximately 15% of the total number of students enrolled in both primary and secondary schools)

Number of students provided with nutritional support

- 4,165 students (2,209 Boys and 1,956 Girls) from 36 schools benefited from school feeding programs in emergency assistance.
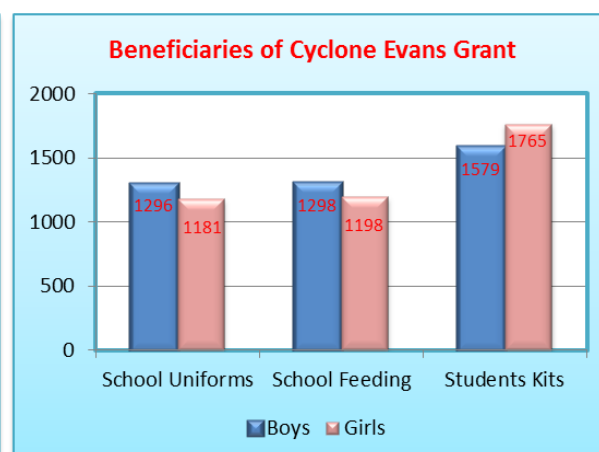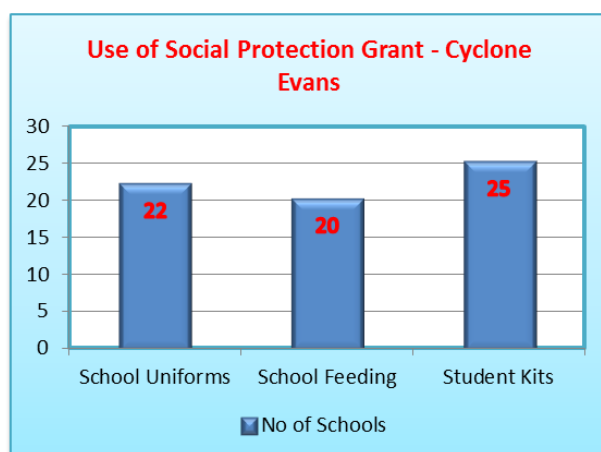
7.0 Key Program Issues

Reduced Year 2 budget and increased focus on disaster relief

A significant reduction in the Year 2 budget in the reporting period has caused the Program to scale back its planned activities. Combined with the increased focus of AQEP on disaster relief activities, there is the risk of derailing the Program from meeting its targets and

anticipated outcomes and in making a real difference in the lives of the most disadvantaged children and communities in Fiji. Funding projections seem to indicate that AQEP may only be able to deliver assistance to up to 105 schools compared to the earlier estimation of up to 180 schools selected through a fair and transparent process based solely on the poverty criterion.

Need to Refocus on Supporting Most Disadvantaged

The mid-term review of the Program of November 2012 had 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".*

AQEP has not had the opportunity to focus solely on implementing interventions for the most disadvantaged schools, children and their communities in the way envisaged (i.e. a holistic approach to school improvement for the best impact on access and quality). The imperative for humanitarian relief action when natural disasters occur has meant the diversion of human and financial resources away from AQEP's core business of supporting the most impoverished schools and students. It is hoped that the Program can focus exclusively on implementation in Phase 2 as recommended by the mid-term review.

8.0   AQEP Monitoring and Evaluation Strategy

Progress of Monitoring and Evaluation

The Monitoring and Evaluation strategy was approved in February 2013. The team had a series of in-house discussions over two days to map out the M&E plan and develop a draft implementation plan. The focus was to agree on a set of indicators for each of the components and finalise the baseline and data sources.

The Program will rely on FEMIS for student level data. An in-house MIS will be developed to store all relevant program data that will not be available in FEMIS. Data collection templates have been designed for use during trainings and school monitoring visits to ensure uniformity and ease of entry to the AQEP MIS.

From July, the Program will recruit data entry personnel to enter attendance records of 54 selected schools for the last two years from FEMIS. Attendance books for 2011 and 2012 have been collected from these schools. As the Program will provide schools with information technology packages, schools will be expected to provide enrolment and attendance records for the Program through FEMIS.

Teachers have also been trained by AQEP staff on the use of FEMIS. A total of 15 school heads have already been trained. 24 of the 54 selected schools have logged into FEMIS.

9.0 Update on Risk Management Plan

No changes have been made to the risk matrix as presented in the last six monthly progress report. Risks and mitigation strategies during this reporting period have been discussed under each Component.

10.0 Cross Sectoral Liaison

The AQEP Social Protection team has actively liaised with existing Social Protection providers:

- Ministry of Social Welfare - through monthly meetings with the Assistant Director Child Officer, Ms Ela Tukutukulevu, Ministry of Social Welfare to coordinate better and plan for the Social Services Directory that will be used in AQEP schools.
- Foundation for the Education of Needy Children (FENC) – liaising with Mere Tikoduadua-Fonmoa to establish regular coordination meetings between all NGOs and CSOs working in Primary schools
- People's Community Network (PCN) - Father Kevin Barr and Save Tawake assisted by sharing information on movements in informal settlements and verified the 2013 data submitted by schools on students from informal settlements
- Met with Women's Crisis Centre Senior Counsellor- Ms Shamima Ishu and the Fiji Social Welfare Child Protection Officer on 11 April to share information on at risk children assessment.

Component 2 assisted the Disaster Risk Reduction (DRR), Environment and Climate Change Focal Point Network (funded by AusAID) by organising a field visit to two schools in Nadi (Vitogo District School and Nadi Muslim College) for their training participants on 9 May 2013. The objective of this study visit was to learn from AQEP's experience in addressing DRR principles in the emergency response.

The AQEP Social Protection Specialist also met USP Gender and Poverty Specialist Dr Priya Chattier on 14 June to identify gaps on education data related to gender and poverty. She also met with Ms Losalini Tavaga, Manager of 'Fred Hollows New Zealand' (a network of doctors) to discuss the establishment of a referral system for primary school children requiring medical attention.

11.0 Donor Coordination and Cooperation

AQEP facilitated a meeting between AMU and the Japanese Embassy on 18 February 2013 to discuss AQEP's TC Evan Emergency response. In this meeting the Infrastructure Specialist presented the summary report of the TC Evan Joint Assessment visit. This report has assisted the Japanese embassy (Mrs. Megumi Noble) to identify potential projects for the embassy and prevented overlapping activities between AQEP, AMU and the Japanese Embassy.

AQEP assisted the Fiji Community Development Program (FCDP) in February 2013 to disburse some funds for TC Evan rehabilitation working through Save the Children Fiji to facilitate expenditure of grant money for social protection assistance. Five schools were assisted by the Program: Ratu Meli Primary, Yaqeta Village, Nakoroboya Primary, Nadarivatu Primary and Naivaka Primary.

The Social Protection Specialist and her team met with ILO on 20 June 2013 to share lessons learnt from their child labour project and the reintegration of children into school. The project will now be handed over to the MoE and AQEP will form part of the strategy group to assist the integration.

The Senior Program Manager attended the Education Sector Donor meeting with AusAID on 11ᵗʰ June 2013. The MoE presented their strategic plan and outlined their priorities for 2013. The following donors were present: High Commission of India, UNICEF, JICA, ILO, UN Women, UNESCO and UNFPA. Donors outlined their intended focus for 2013. Following the meeting the Social Protection Specialist met with ILO to discuss their out of school work project.

Following a request from AusAID, AQEP agreed to take on an Australian Youth Ambassador for Development (AYAD) for a period of five months from February to June. Ms Jane Strickland carried out a number of activities in relation to the disability inclusion strategy, primarily working to develop the Disability Referral Directory, which involved identifying and then seeking information from all the disability service providers in Fiji. Jane worked closely with a number of Disabled People's Organisations (DPO) and other Australian volunteers, including facilitating training for the disability inclusion teacher aides.

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

- Monthly progress reports to key stakeholders - MoE, Ministry of Rural and Maritime Development and AusAID
- AQEP Team Leader's membership and participation in monthly meetings of the MoE Senior Staff
- Utilisation of MoE in AQEP work, particularly district education officers and the Assets Monitoring Unit
- AQEP preparation of 2012 annual report for the MoE in April 2013
- AQEP presentations to key stakeholders, including at the 3rd Stakeholders meeting
- Thorough briefings for the members of the Program Coordination Committee on the 4th PCC meeting papers prior to the meeting which was held on 23 May 2013.

AQEP Presentations to Key Stakeholders

The 4ᵗʰ meeting of the Program Coordination Committee (PCC) was held on 23ʳᵈ May 2013 where the PCC approved the Year 3 Work Plan for the Program.

The third AQEP Stakeholders meeting was held on 28 June in Suva. 31 participants from the following government bodies and organisations attended the one-day meeting: MoE, other government ministries (Ministry of Finance, Ministry of Strategic Planning, Ministry of Women and Social Welfare), faith based organisations (Catholic, Anglican, Arya Samaj, Methodist, Salvation Army), NGOs (Save the Children, ECREA, FCOSS, FNCDP, FENC, Fiji Disabled People's Federation), professional organisations (Fiji Head Teachers Association, SPBEA), tertiary institutions (USP, FNU), development partners (WHO, Pacific Islands Forum Secretariat) and another AusAID funded program – the Fiji Health Sector Support Program (FHSSP). The main purpose of the meeting was to provide participants with an update on the Program as well as to inform them of the Year 3 Work Plan.

The Team Leader and/or Component Heads also presented to key MoE, Government of Fiji (GoF) and other stakeholders at:

- A meeting with the Permanent Secretary for Rural and Maritime Development, Mr Filipe Alifereti and his team on 3 May to provide an update on AQEP's TC Evan emergency response
- A courtesy visit to the Divisional Commissioner Eastern, Mr Netani Rika, on 30 May where a comprehensive briefing was provided on AQEP, the school selection criteria and its support to schools, including the Program TC Evan response.

12.0 Organisational Chart

The organisational Chart for AQEP is attached at Annex 5.

13.0 Conclusion

The key hallmarks of AQEP's success since Program inception include the following:

1. AQEP has demonstrated how flexible and responsive it can be in times of disasters while still making clear progress towards Program objectives. This can be seen in its timely response to three national emergencies in 85 schools while at the same time working in 55 targeted schools.

2. AQEP has a very close and trusted relationship with the Ministry of Education which has been strengthened through:

   - Regular dialogue and consultations with designated counterparts at senior executive staff levels – both at managerial and technical levels;

   - Participation of AQEP at the policy level through the Team Leader's membership on the monthly Senior Staff meeting forum;

   - Inclusion of relevant MoE staff in AQEP activity implementation in schools; and

   - Provision of monthly progress updates to the executive, senior staff, four divisional education offices and nine education districts.

3. The team has been expanded and there is now a balance of expertise in both national and international staff.

4. The disability strategy is showing Ministry and key stakeholders what can be achieved and is likely to become a model program in the region.

5. Key stakeholders – other relevant Government Ministries, faith based organisations, NGOs, professional associations, tertiary institutions, regional and international organisations have been kept abreast of Program developments through stakeholder consultations held every six months.

ANNEX 1
**Summary of AQEP Key Results – Phase 1
(August 2011-30 June 2013)**

AUSAID HEADLINE RESULTS	AQEP HEADLINE RESULTS
Number of children enrolled in school	38,986 students (Boys 19,926; Girls 19,059) in 155 schools[5]
Percentage Grade 3 students reading to national standard	Nothing to report yet
Number of high quality learning materials supplied to schools	90, 556 textbooks (68, 780 to selected schools and 21, 766 to emergency schools)
Number of students provided with financial or nutritional support	4,165 students (Boys 2,209; Girls 1,956) from 36 schools benefited from school feeding programs in emergency assistance.
Number of classrooms built or upgraded	685 classrooms upgraded (483 in selected schools and 202 in Emergency Schools) which is 11% of primary school classrooms
Number of children able to access more schools that have been made more accessible to children with disabilities	2,054 children (1,037 boys and 1,017 girls) from 8 schools attending schools made more accessible to children with disabilities
Number of children with disabilities enrolled in school	30 new students enrolled in 5 disability pilot schools (20 Boys; 10 Girls)
Number of school officials trained	1,031 teachers and MOE staff and School Management Committee members trained through AQEP funding (Males 639; Females 392)
Number of additional children enrolled in school	30 new students enrolled in 5 disability pilot schools (20 Boys; 10 Girls)[6]
Number of textbooks provided	90,556 textbooks (68,780 to selected schools and 21, 766 to emergency schools)[7]
Humanitarian and disaster preparedness and response	88 supported schools in 2 floods, 1 fire and 1 cyclone
	21,382 children (Boys 10,792; Girls 10,589) benefited from AQEP emergency assistance

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[5] This is the total number of existing students in the 155 AQEP supported schools and not additional enrolments as a direct result of AQEP assistance.

[6] This is also reported under number of children with disabilities enrolled in school.

[7] This is also reported under number of high quality learning materials supplied to schools.

ANNEX 2
Progress of Cohort 1 Schools (Social Protection)

No.	School Reg.	School Name	Education District	Mentoring Visit1	Mentoring Visit 2	Training	No cost activities	Planning Complete
Cluster 1 (Suva/Nausori) Joe								
1	2353	Tacirua Primary School	Suva		√	√	√	
2	2391	Narere Primary School	Suva		√	√	√	
3	2368	Bishop Kempthorne Memorial School	Suva		√	√	√	
4	1812	Kalabu Fijian School	Suva		√	√	√	
5	2046	Bucalevu Primary School	Ra		√	√	√	
6	2020	Bureivanua District School	Ra		√	√	√	
7	2006	Bureiwai District School	Ra		√	√	√	
8	1883	Davuilevu Methodist Primary School	Nausori		√	√	√	
Cluster 2 (Suva/Lami) Raj								
1	2365	Navesi Primary School	Suva		√	√	√	
2	2361	Lami Primary School	Suva		√	√	√	
3	2340	Arya Samaj Primary School	Suva		√	√	√	
4	2379	Pandit Vishnu Deo Memoral School	Suva		√	√		
5	2326	Nabua Fijian School	Suva		√	√	√	
6	2341	Tacirua Bhartiya Primary School	Suva		√	√	√	
7	1043	Amichandra Memorial School	Lautoka-		√	√	√	
Cluster 3 (Ra/Rakiraki) Talica								
1	2016	Saivou District School	Ra	√		√	√	
2	2023	Naroko Primary School	Ra	√		√	√	
3	2050	Naseyani Primary School	Ra	√		√	√	
4	2014	Navatu Primary School	Ra	√		√	√	
5	2037	Sudha Primary School	Ra	√		√	√	
6	2003	Nabau District School	Ra	√		√	√	
7	2007	Nalawa Central School	Ra	√		√	√	
8	2008	Navitilevu District School	Ra	√		√	√	
Cluster 4 (Ra/Nakorotubu) Usa								
1	2019	Mataso Primary School	Ra	√		√	√	
2	2018	Nakorotubu District School	Ra	√		√	√	
3	2021	Namuaniwaqa Village School	Ra	√		√	√	
4	2024	Bayly Memorial Primary School	Ra	√		√	√	
5	2039	Vunikavikaloa Arya Primary School	Ra	√		√	√	
6	2005	Nasau District School	Ra	√		√	√	
7	2053	Dobuilevu Muslim Primary School	Ra	√		√	√	
8	2047	Liwativale Primary School	Ra	√		√	√	
Cluster 5 (Taveuni) Zarina								
1	1228	Wainikeli District School	Cakaudrove		√	√	√	
2	1232	Bouma District School	Cakaudrove		√	√	√	
3	1912	Naselesele Primary School	Cakaudrove		√	√	√	
4	1256	Naiviivi Primary School	Cakaudrove		√	√	√	
5	2602	Lavena Primary School	Cakaudrove		√	√	√	
Cluster 6 (Macuata) Mere								
1	1651	Qawa Primary School	Macuata-Bua		√	√	√	
2	1281	Labasa Muslim Primary School	Macuata-Bua		√	√	√	
3	1625	Vunimoli Islamia Primary School	Macuata-Bua		√	√	√	
4	1609	Naduri District School	Macuata-Bua		√	√	√	
5	1629	Tabia S D Primary School	Macuata-Bua		√	√	√	
6	1632	Bulavou District School	Macuata-Bua		√	√	√	
7	1617	Dogotuki District School	Macuata-Bua		√	√	√	
8	1616	Kia District School	Macuata-Bua		√	√	√	

No.	School Reg.	School Name	Education District	Mentoring Visit1	Mentoring Visit 2	Training	No cost activities	Planning Complete
9	1615	Cikobia District School	Macuta/Bua		√	√	√	
Cluster 7 (Kabara) Jone								
1	1422	Komo Village School	Eastern				√	
2	1417	Namuka District School	Eastern				√	
3	1416	Kabara District School	Eastern				√	
4	1453	Naikeleyaga District School	Eastern				√	
5	1436	Vunigigia Village School	Eastern				√	

ANNEX 3

Example of a No cost activity at Naiviivi Primary School – Remedial Reading

QUALITY ACTIVITY PLANNING: Using Existing Resources			
SCHOOL ID	1256	**SCHOOL NAME**	Naiviivi Primary School
ACTIVITY NAME	Teaching of English Phonics	**TARGET GROUP**	Non Readers
PERSON RESPONSIBLE	Teachers and SMC, Parents	**OTHERS INVOLVED**	SMC, students

IMPACT OF THE ACTIVITY

What specific impact will occur in the school as a result of the activity?
The children will be able to
-sound letters
- blend sounds
-pronounce new words
-read independently and fluently
-read with understanding
- enjoy reading
- teacher's work load will be lighten
- children will speak English fluently

Description of the activity?
In this activity we are trying to teach children the letters and their sounds. Blending sounds in order to read a word will be taught.
The teachers will be teaching at different level.
Level 1 – Recognising letters with its names. In this level Class 1 teacher Mrs Savaira Suraki will teach non readers letters A – Z recognising the letters with its name.
Level 2 – Once the children master level 1 then they move to level 2 which is learning the letter sound. The class 3 & 4 teacher Mr. Luke Naisuludriu will be responsible for this level.
Level 3 – Blending. In this level the class 5&6 teacher Mr Iowane Voreqe teach children the blending of consonants and vowels.
Level 4 – Decoding. In this level class 2 teacher Mrs Filomena Naisuludriu takes decoding. They also learn the list of frequently used words (Dolch Words – 4 levels)
Once the children can decode and read words the students will be moved up to the next level.
Level 5 – Running record. When the child can decode and read words then the class 8 teacher will take running record. An Intervention of whole language approach will also be included in this activity.
Then reading with understanding will be the last focus area in this activity.
Children who can read fluently will move on to extra activities, i.e Music, art, sports, and Library.

Implementation steps
1. Teachers identify non readers from their classes using reading running records.
2. Levels of teaching phonics identified and teachers assigned to teach each level
   - Alphabet names (vowels and consonants) – Mrs Suraki
   - Sounds of Consonants and vowels – Mr. Naisuludriu
   - Blending Consonants – Mr. Voreqe
   - Reading Running Record – Mr Lalabalavu
   - Blending sounds and decoding using dolch words – Mrs. Naisuludriu
3. Teaching Time – daily for 30 minutes using Recess Period Mon. – Friday
4. Implementation of the programme beginning in week 11 term 1. Continuous monitoring of children's progress by filling in the individual checklist template.
5. Fortnightly Reviewing of children's progress
6. Those children who had read fluently with understanding will be rewarded with learning how to play the Guitar along with ukulele and recorder.

How will we know the activity has been successful?	Why?	Where?
Children will be able to pronounce new or difficult words.	Children understand the relationship between letters, sounds and words	In the classroom
Improvement in their word count.	Children decode and read new words from their reading materials independently.	In the classroom
Improvement in reading fluency With understanding	More reading activities have been given to them.	In the classroom

One off – What will you need to get the activity started?	Recurrent – what will you need each month to keep the activity going?
Teacher's support and commitment Librarian	Teaching material - Big books - Flash cards - Pens

ANNEX 4

TC Evan Final List of Schools for AQEP Infrastructure, Social Protection and Teaching & Learning Materials Support

No	DIVISION	DISTRICT	SCHOOLS	ROLL	INFRASTRUCTURE	SOCIAL PROTECTION	T & L MATERIALS
1	WEST	Ba	Nalotawa District	83			√
2	WEST	Lautoka	Ratu Saimoni Raseru Primary School	63			√
3	WEST	Ra	Ra District	100			√
4	NORTH	Maucata	Korotolutolu Primary	60			√
5	NORTH	Bua	Dama District	214			√
6	WEST	Tavua	Nakoroboya	117	√		
7	WEST	Lautoka	Vitogo District School	161	√		
8	WEST	Lautoka	Lautoka Sunshine Special	79	√		
9	WEST	Lautoka	Lautoka Xong Hua School	212	√		
10	WEST	Lautoka	Drasa Primary	238	√		
11	WEST	Lautoka	Amichandra Mem	321	√		
12	WEST	Nadi	Sabeto District Sch	207	√		
13	WEST	Nadi	Sabeto Central Primary School	165	√		
14	WEST	Nadi	Nadi District	629	√		
15	WEST	Nadroga	Malomalo Primary & ECE	126	√		
16	WEST	Ra	Malake Village Sch	124	√		
17	NORTH	Macuata	Kia District School	58	√		
18	WEST	Nadroga	Vatulele District	179	√		
19	WEST	Nadroga	Namamanuca Primary	143	√		√
20	WEST	Lautoka	Ghandi Bhawan Primary School	441	√	√	√
21	NORTH	Bua	Galoa Primary	68	√	√	√
22	NORTH	Bua	Yadua Primary School	31	√	√	√
23	WEST	Lautoka	Gurukul Primary School	434		√	√
24	WEST	Yasawa	Ratu Namasi Memorial	53		√	√
25	WEST	Yasawa	Gaunavou Primary	152		√	√
26	WEST	Yasawa	Bukama Village Sch	60		√	√

No	DIVISION	DISTRICT	SCHOOLS	ROLL	INFRASTRUCTURE	SOCIAL PROTECTION	T & L MATERIALS
27	WEST	Yasawa	Namara Village Sch	80		√	√
28	WEST	Yasawa	Yaqeta Village Sch	110		√	√
29	WEST	Yasawa	Nasomolevu Catholic	103		√	√
30	WEST	Yasawa	Naviti District	144		√	√
31	WEST	Yasawa	Rt. Meli Memorial	111		√	√
32	WEST	Yasawa	Rt. Naivalu Mem	133		√	√
33	NORTH	Bua	Baravi Primary Sch	97		√	√
34	NORTH	Bua	Naivaka Primary	45		√	√
35	NORTH	Bua	Nawaca Wairiki	47		√	√
36	WEST	Lautoka	Dreketi Sangam Primary School	68		√	
37	WEST	Lautoka	Lautoka Delana Pri	328		√	
38	WEST	Nadi	Vaturu District Sch	194		√	
39	WEST	Ra	Vatukacevaceva	102		√	
40	WEST	Ra	Nailuva District	171		√	
41	WEST	Yasawa	Bouwaqa Primary	44		√	
42	WEST	Yasawa	Navotua Infant School	20		√	
43	WEST	Lautoka	Lautoka Ahmadiyya Muslim School	357		√	
44	NORTH	Bua	Nadi District	109		√	
			Totals	**6,781**	**17**	**25**	**22**

ANNEX 5
AQEP Organisational Chart

GRM Contractor Representative
Hetty Cislowski

GRM Brisbane – Office Support

Team Leader
Priscilla Puamau

Senior Program Manager
Jemima Stancombe

- **Finance Manager/ Office Manager** — Sarita Dutt
- **Administration Assistant/ Driver** — Luke Vueta
- **Administration Assistant/ Driver** — Joe Aropio
- **Receptionist** — Dianne Kasanawaqa
- **Data / Administration Assistant** — TBC
- **Data / Administration Assistant** — TBC

Infrastructure Specialist — Jeffrey Ing

Social Protection Specialist — Bianca Murray

M&E Specialist — Karyn Docking

Database Specialist — Alan Parkes STA

Disability Specialist — Beth Sprunt STA

Quality Education Adviser — Mike Horsley STA

- **Quality Assurance Infrastructure** — David Week
- **Snr School Community Coordinator** — Jone Naisau
- **Snr School Community Coordinator** — Josateki Naisoro
- **School Community Coordinator** — Zarina Khan
- **School Community Coordinator** — Usaia Vakataqa
- **School Community Coordinator** — Mere Fisher
- **School Community Coordinator** — Ranjish Raj
- **School Community Coordinator** — Talica Malani
- **Disability Inclusion Coordinator** — Mereoni Daveta
- **M&E/Database Coordinator** — Semiti Temo
- **Quality Education Coordinator** — Apao Solomone

Infrastructure Coordinator — Sowane Puamau

- **Engineer Facilitator** — Sudesh Ram
- **Engineer Facilitator** — Danish Bhan
- **Engineer Facilitator** — Alvin Prasad
- **Engineer Facilitator** — Ronil Raj