Access to Quality Education Program (AQEP) – Fiji

Eighth Six Monthly Report
1 January – 30 June 2015

JULY 2015

TABLE OF CONTENTS

TABLES

ANNEXES

Abbreviations

AMU	Asset Monitoring Unit
APTC	Australia Pacific Technical College
AQEP	Access to Quality Education Program
CAPS	Community and Parents Support
CBA	Classroom Based Assessment
CDU	Curriculum Development Unit
CWD	Children with Disability
DFAT	Department of Foreign Affairs and Trade, Australian High Commission
DIS	Disability Inclusion Strategy
DIDS	Disability Inclusive Demonstration School
DPO	Disabled Persons Organisation
DWS	Department of Water and Sewage
EAU	Examination and Assessment Unit
ECE	Early Childhood Education
EO	Education Officer
EOPO	End of Program Outcome
EPS	Ecological Purification System
EQAP	Educational Quality and Assessment Program
ERC	Educational Resource Centre
FEG	Free Education Grant
FEMIS	Fiji Education Management Information System
FENC	Foundation for the Education of Needy Children
FNU	Fiji National University
FRIEND	Foundation for Rural Integration Enterprises and Development
FTA	Fijian Teachers Association
FY	Financial Year
HRM	Human Resource Management
HT	Head Teacher
IE	Inclusive Education
IEP	Individualised Education Plan
IT	Information Technology
KPI	Key Performance Indicators
KRA	Key Result Area
LANA	Literacy and Numeracy Assessment
LANS	Literacy and Numeracy Strategies
MoA	Memorandum of Agreement
MoE	Ministry of Education
M&E	Monitoring and Evaluation

MOU	Memorandum of Understanding
PCC	Program Coordination Committee
PCN	Peoples Community Network
PEMAC	Physical Education, Music and Art & Craft
PEO	Principal Education Officers
QLST	Quality Learning Support Team
RUMM	Rasch Uni-dimensional Measurement Model
SBM	School Based Management
SCC	School Community Coordinator
SEO	Senior Education Officer
SMAF	School Management Association of Fiji
SMC	School Management Committee
STA	Short Term Adviser
TOC	Theory of Change
TV	Television
TVET	Technical Vocational Education Training
TWG	Technical Working Group
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USP	University of the South Pacific
VAT	Value Added Tax
VT	Visiting Teachers
WASH	Water, Sanitation and Hygiene

AQEP Background

The Access to Quality Education Program (AQEP) commenced in mid-August 2011. It consists of a package of bilateral assistance worth up to A$50 million to the Fiji education sector over six years with an expected end date of 30 June 2017. AQEP is funded by the Australian Government through the Department of Foreign Affairs and Trade (DFAT) and implemented by GRM International.

The Goal of the Program and End of Program Outcomes (EOPOs) are:

> **Goal:**
> The Access to Quality Education Program, in conjunction with the MoE and other relevant stakeholders, will improve the ability of children from very poor communities, including those with a disability, to access a quality school education

> **End of Program Outcome 1: Access**
> Improved access for children from poor communities with a reduction in disparities based on location, disability and gender

> **End of Program Outcome 2: Quality**
> Improved quality of education for children from poor communities with a reduction in disparities based on location, disability and gender

The Program's long term outcome is the sustainable adoption of AQEP approaches and principles at school, district and Ministry of Education (MoE) level to improve access and quality for children from poor communities, including children with disability.

AQEP is currently providing a comprehensive package of support to 85 targeted primary schools. The direct delivery of program support for 49 disadvantaged Cohort A schools commenced with infrastructure renovation in October 2012 (social protection support started in July 2013), in 31 Cohort B schools in November 2014 (with social protection starting in March 2015) and in an additional five Inclusive Education Demonstration Schools since August 2012.

The Program has three components: Component 1 Social Protection, Component 2 Infrastructure, and Component 3 Building education support structures and systems. AQEP's support includes social protection assistance using a school based management (SBM) approach to improve access to school for the most disadvantaged students and to improve literacy and numeracy learning outcomes for struggling students. School buildings are renovated and water, sanitation and hygiene issues are also addressed. In addition, teaching and learning resources are provided with training and/or mentoring of Head Teachers, teachers, school management committees (SMCs) and communities undergoing the SBM approach in each school. For five of these 85 schools, a disability inclusive approach is being piloted to address special learning needs of children with disability (CWD). At the macro level, two major systemic MoE priorities funded by the Program relate to the development of the Fiji Education Management Information System (FEMIS) and improving Literacy and Numeracy Assessment (LANA) processes.

Executive Summary

This is the eighth progress report for the Program covering the six month period from 1 January – 30 June 2015. This report meets GRM, the Managing Contractors' reporting obligations to DFAT. The report describes the progress that the Program is making toward its EOPOs and program deliverables, and factors that have inhibited and facilitated outcome delivery. It analyses whether the Program is still relevant to Fiji's needs within the current context/environment, and discusses cross cutting issues (particularly of gender and disability). The report details *implementation progress* against the annual plan and budget, the quality and reach of *key outputs* of the initiatives in the reporting timeframe and the quality of management systems and processes.

1.1   Progress Towards End of Program and Long Term Outcomes

In the reporting period, the Program increased its focus on results in line with DFAT's Aid Program Monitoring and Evaluation (M&E) Standards, 2014. Consequently, the revised Theory of Change (TOC), Results Framework and M&E Plan for the last three years of the Program has seen a change from eight end of program outcomes to two (improved access and improved quality), 17 interventions and 27 outputs.

AQEP is on track towards the achievement of its end of program and long term outcomes.

EOPO 1 Access[1]

AQEP has substantially met the intermediate target exceeding an average 85% attendance rate in Cohort A schools. The 2015 data on Cohort B schools is still to be validated and analysed and will be reported in the next six-monthly progress report.

The disparity in attendance by gender, location and disability has also reduced. For example, the attendance rate at remote and very remote schools was 79.5% and 81.6% respectively in 2011, and has increased to 90.3% and 90.9% in 2015 Term 1. There are, however, still 13 Cohort A schools who did not reach the EOPO target of a 90% attendance rate in 2015 Term 1. Chronic absence by some children is still a challenge, with a higher proportion of boys (45.6%) reported as being chronically absent (more than five days absent in a term) than for girls (42.7%) in 2015.

At least three factors have contributed to these positive results. First, AQEP's 317 community awareness meetings on both access and quality with all our schools in all

---

[1] In regard to AQEP substantially meeting the intermediate target of exceeding an average 85% attendance in Cohort A schools, 36 schools had over 90% attendance rates, 9 Cohort A schools had attendance rates between 85-90%, 1 school (with 52 students) had an attendance rate of 84% and there was incomplete data on FEMIS for 4 schools. It is important to note that the student attendance baseline for Cohort B schools (2014) will be finalised by November 2015. The EOPO and intermediate target for student attendance may need to be modified in light of this new information.

locations have borne fruit as 501 community meetings were held independently of AQEP since 2013. Second, the newly renovated schools and school-based access activities (e.g. lunches, stationery, uniforms) have encouraged children to come to school. Third, the advocacy and training on FEMIS as well as the emphasis by the MoE that schools had to enter their student attendance data on FEMIS has enabled the availability of more accurate and reliable attendance data.

Despite these positive results, AQEP officers are continuing to work with stakeholders to improve attendance rates and reduce chronic absence. What has not worked too well is the follow up by the Program on out of school children[2] who have re-enrolled in the AQEP schools, particularly over-age students or those who have stayed away from school for a long period of time.

EOPO 2 – Quality

In 2014, of the Cohort A Year 4 students: overall only 23% were in the bottom quartile for literacy and 25% for numeracy. This represents a significant improvement since the 2011 LANA results of 27% and 30% respectively in 2011. The intermediate target with respect to LANA performance at AQEP schools by location has been met, with no statistically significant difference in the 2015 Class 4 literacy and numeracy results between remote/very remote schools and urban or rural schools.

This positive result is partly a result of the specific focus placed by the Program on literacy and numeracy interventions in the AQEP schools through the provision of teaching and learning resources (e.g. 106,920 textbooks) in all learning areas and for all class levels; training for 2,242 (1,690 male and 552 female) Head Teachers, Assistant Teachers, teachers, managers, treasurers, Mother's Representatives); and the activation of access, literacy and numeracy working groups in schools in partnership with teachers, school management and the community. A challenge faced is the variability in the quality of school leadership, teachers and SMCs. In addition, teachers are rushing through the delivery of the curriculum in just two terms which has limited the capacity of the Program to introduce new concepts in teaching and learning to teachers.

Long Term Outcome: Sustainability

AQEP is also on track in terms of sustainable adoption of AQEP approaches and principles at school, district and Ministry level to improve access and quality for children from poor communities including children with disability. A quarter of all Program outputs directly contribute to outcome sustainability. For example, AQEP has trained SMCs in school rehabilitation planning and maintenance and have equipped them with the knowledge to utilise the maintenance component of the Free Education Grant. AQEP is also supporting the MoE in their review of the MoE School Establishment policy (which incorporates the Minimum Infrastructure Standards developed by the Program), and in developing the long term Strategy for Inclusive Education for the MoE.

---

[2] AQEP will be able to report on the progress of out of school children in the next six monthly report.

Emergency Assistance

A dedicated funding allocation is provided in the yearly Program budget to facilitate the emergency response. Working through the Education in Emergency Cluster chaired by the MoE and in consultation with DFAT, AQEP has assisted over 120 Fijian schools affected by natural disasters such as floods, cyclones and droughts.

1.2   Progress of Key Deliverables

The Program is making good progress in the achievement of its key deliverables/outputs as seen in Table 1. One output – standard kit for teaching and learning resources in each target school – has been completed, 18 (67%) outputs are on track and 7 (26%) are partially on track. One output – research, good practices and case studies (Component 3) to build an evidence base for decision making – has not progressed well due to the ill health of the specialist responsible for this output. However, the new Quality Education and Systems Adviser will make this a priority in the last two years of the Program. AQEP is confident that all the outputs will be comfortably achieved before the end of the Program.

Table 1:   Summary of Progress of Key Outputs as at June 2015

Progress of Outputs	Number of Outputs	% of Outputs
Completed	1	3.5
On track	18	67
Partially on track	7	26
Not progressing well	1	3.5

1.3   Key Success Factors and Challenges

Success factors that have contributed positively to the progress of achievement of access and quality outcomes have continued to include an excellent relationship between the Program and MoE, active involvement by district education officers in school monitoring visits, and the presence of strong school leaders, particularly Head Teachers. In the reporting period, additional success factors include high quality AQEP technical support, the increased AQEP and MoE focus on monitoring of attendance reported in FEMIS, increased Program focus on literacy and numeracy, synergy between the MoE Free Education Grant (FEG) and the maintenance of school infrastructure, and the support for inclusive education by the MoE.

The main challenge faced by the Program during the reporting period pertains to implementing the Program in a fluid policy environment at the MoE brought about by a change in government in late 2014. This has included a change in leadership at the Ministry and high staff turnover at all levels. It has also included positive new educational reforms aimed at improving the quality of education by linking teacher performance to student learning/exam results and bringing greater accountability for teachers, school heads and school controlling bodies. The MoE also had a number of access and quality initiatives rolled out to all schools such as free milk for class 1 students, additional free education grants, free

bus fares, free textbooks and grants for registered Early Childhood Education (ECE) providers.

The volume and speed of the educational reforms and access and quality initiatives pose a challenge to the Program, in that the schools we work in have been confused with the many changes, and the morale of teachers and head teachers has been low. AQEP delivery has had to be adjusted in consideration of the impact of these reforms in schools. An example is where AQEP has had to change its approach to school training given the policy mandate that teachers are not to be taken out of schools for training during working hours. The Program has mitigated the challenges by using the opportunity to review our approach to see where we could better align our work with the new policy direction and see how best to support the Ministry.

Another challenge in Year 4 was the high turnover of AQEP adviser staff. However GRM has taken prompt action to find highly experienced replacements. The Team Leader has ensured appropriate handover and induction for the new advisers so that they were able to be quickly effective in their respective roles.

2.0 Highlights for Reporting Period

This section provides a snapshot of Program highlights in the reporting period.

During the period, AQEP has continued to consult widely with key stakeholders in Fiji to ensure that its work is relevant to the needs of Fiji, is implemented effectively and is widely understood and supported.

The 8th meeting of the Program Coordination Committee (PCC) was held on 25 June 2015 where the Year 5 Work Plan and budget were approved. The AQEP M&E Plan (2014-2017), and Formative Evaluations of FEMIS (October 2014), School Based Management (February 2015) and Disability Inclusion Strategy (February 2015) were also submitted for information.

AQEP held its fifth meeting with a broader range of stakeholders on 30 June 2015 to update them on the progress of program implementation, introduce them to the Year 5 Work Plan and gather contextual data on the education sector for the Program. In total there were 35 participants[3] at the meeting from MoE and other government ministries, DFAT, faith based organisations, non-governmental organisations, professional organisations, tertiary institutions, disability service providers, regional and international organisations.

The third meeting of the M&E Technical Working Group (TWG) was held on 24 June 2015. The members were briefed on the Program's updated TOC, Results Framework and the approved M&E plan. The discussions focused on the School Case Study Evaluation which

---

[3] Besides MoE and DFAT, Government Ministries – Ministry for Health and Medical Service, Ministry for Women, Children and Poverty Alleviation, Ministry of i Taukei Affairs, Ministry for Rural and Maritime Development and National Disaster Management, Ministry of Infrastructure and Transport [Water and Sewerage]. Development partners/regional organisations – UNICEF, University of the South Pacific, EQAP/ Secretariat of the Pacific Community. Faith Based Organisations – The Salvation Army, Methodist Church, Arya Pratinidhi Sabha of Fiji, Shree Sanatan Dharm Pratindhi Sabha of Fiji, Catholic Education, Anglican Church. Professional Associations – Fiji Head Teachers Association, School Management Association of Fiji, Fiji Teachers Union. NGOs – People's Community Network, Foundation for the Education of Needy Children. Disabled People's Organisation – Fiji National Council for Disabled Persons.

will commence in Year 5. The members supported the conduct of the survey and provided valuable input on the proposed approach.

The infrastructure TWG[4] has met three times to review the MoE's School Establishment Policy. The draft policy was submitted for consultation to the Education Forums held in April and May 2015 for both the Western and Central Divisions. The feedback from the consultations will be presented at the next meeting of the TWG in late July 2015.

The main AQEP highlights in relation to activity implementation have included:

- Access and Quality Approach training for 35 new Cohort B schools was completed in the reporting period. The schools have now all successfully commenced the planning process for their activities, and will start implementation in Year 5. This is expected to benefit 203 teachers (97 males; 106 females) and 4,293 children (2,241 boys; 2,052 girls).

- A three-day Stakeholder Workshop in late April to early May 2015 with senior MoE officials, representatives of schools including special schools, teacher training institutions and Disabled People's Organisations to review the Policy on Special and Inclusive Education and begin development of an implementation plan.

- In April 2015, the Minister of Education launched the Toolkit for Disability Inclusive Education in Fiji, an AQEP initiative undertaken in conjunction with the MoE. This toolkit, (containing a handbook and resources to provide guidance for teachers and schools on how to undertake inclusive education, and an inclusive education referral guide) will be distributed to all schools in Fiji.

- Roadshows focusing on raising awareness of inclusive education options for children with disabilities were held in the communities surrounding three Inclusive Education Demonstration Schools. People with disabilities were engaged through their representative organisations (Disabled People's Organisations) to lead these awareness-raising events which aim to address disability-related stigma and increase the enrolment of children with disabilities in schools.

- A tool to enable the identification of children with specific learning disabilities such as dyslexia was developed. This tool aims to support teachers in their efforts to identify and support children who struggle to read, write and use mathematical skills. Training in the use of the identification tool, as well as strategies for supporting children with specific learning disabilities, will be provided to AQEP schools in Year 5. It is anticipated that with MoE endorsement this tool would later be used by all Fiji schools.

- The new Literacy Specialist has revised the Literacy Training Package. This has made the training more hands on, easier to understand and has strengthened the links to the new curriculum. The training now also models the "Do, Talk, Record" approach so the teachers are seeing the model in action.

---

[4] Representatives to this TWG include various sections of the Ministry of Education – the Policy Unit, Assets Monitoring Unit (AMU), Primary Section, TVET Section. The other members are from the United Nations Development Fund (UNDP), United Nations Children's Fund (UNICEF), Ministry of Health and AQEP's Infrastructure team.

- The Women's Leadership Conference in March 2015 was the first of its kind in Fiji that focussed specifically on school management and engaged women from across the country. The conference was also led by women who were already successful school leaders. AQEP staff have reported that on return to the schools, the women mobilised others in their community to be involved in projects in the school.

- Good progress has been made to support FEMIS as a one-stop shop for all Fijian schools (and the MoE) to be able to report on and monitor access and quality (including the integration of LANA results into FEMIS). 1,275 nominees made up of school heads and school administrators have been trained on FEMIS with AQEP funding.

- AQEP supported schools now have a higher compliance in FEMIS reporting attendance than non-AQEP schools. This is despite the fact that 26% of the AQEP schools do not have internet connectivity. These schools are also feeding back recommendations into the FEMIS development process. The schools are now monitoring their attendance data using the FEMIS reports and are becoming very competitive in trying to surpass other schools in their cluster.

- 604 attendees were recorded at the Jittu Estate Homework Centre in urban Suva in Term 1 2015. With support from AQEP, the People's Community Network (PCN) NGO have continued to improve in their delivery of the Education Outreach Centre and have also shown considerable improvement in the finance acquittal process. A second partner, Foundation for the Education of Needy Children (FENC) was contracted in May 2015 to start AQEP's second outreach centre in Lautoka by establishing a new Homework Centre.

- The Foundation for Rural Integration Enterprises & Development (FRIEND) has now been contracted to work with schools on income generation activities to allow them to continue the Social Protection activities after completion of AQEP.

- School infrastructure maintenance training, aimed at developing school management capacity to carry on the routine school infrastructure maintenance activity by using the maintenance portion of the Government's Free Education Grant, was conducted in late May 2015 for 16 beneficiary schools in Ra and Lautoka. For the first time, a Mothers Club representative from each of the schools joined the Head Teacher and School Manager at this training.

- AQEP signed an agreement with the Department of Water and Sewerage (DWS) of the Fiji Ministry of Infrastructure and Transport to assess the water quality in 72 AQEP beneficiary schools. The purpose of this assessment is to reduce student absenteeism caused by waterborne diseases by enabling the schools to address water issues.

- Completion of hygiene education training for 50 AQEP beneficiary schools.

- Emergency assistance for 25 schools that were affected by a dry spell was delivered in early June 2015. This assistance has benefited 3,457 students (1,754 boys and 1,703 girls).

- 16 schools were rehabilitated and works on an additional 13 schools commenced in Year 4. The remaining two targeted schools will be assisted in July 2015 as they have now secured their land lease agreement.

3.0 Analysis of Context and Relevance

This section examines the impact (both positive and negative) on achievement of AQEP goals and outcomes of the changing internal policy environment in the Fiji education sector brought about by a change in government in October 2014 and the MoE's reform agenda. It also looks at how AQEP is shaping the local education context through its targeted interventions, and addresses the question of whether the Program is still relevant to Fiji's needs.

Fiji Education Context

A fluid policy environment in the education sector has included a high staff turnover (at the ministry, district and school levels) caused by promotions, demotions and retirements; a restructuring of positions (including the removal of senior leadership positions in the nine education districts) and reporting accountabilities; and changing policy imperatives (such as closer engagement with and monitoring of schools). It has also resulted in a series of education reforms that impact positively on education quality and directly affect teachers, school leadership, teaching processes and student assessment. Added to the mix are access and quality initiatives of the MoE such as free milk for Class 1 students, additional free education grants, free bus fares, free textbooks and grants for registered ECE providers. The volume and speed of the reforms pose a challenge to the Program in that the 85 schools we work in have been confused with the many changes and the morale of teachers and head teachers has been low.

These collectively have posed some challenges for the implementation of AQEP interventions and have had some negative consequences for the Program. For example, the high staff turnover in key leadership positions such as the Permanent Secretary for Education, and of the Directors of key MoE sections that AQEP works closely with such as Primary, Curriculum, Assessment, Assets and Monitoring Unit (AMU) and Human Resource Management (HRM) has meant that AQEP has had to postpone a number of planned activities in the first three months of 2015. This situation was exacerbated by the removal of Principal Education Officer positions in the nine education districts – key MoE personnel that AQEP liaises with in our work in schools – and the removal of two Deputy Secretary positions who are counterparts to the AQEP Team Leader and Social Protection Specialist.

Whilst changes in the internal policy environment have provided some challenges to AQEP's implementation approaches and activities in schools, the Program has been able to turn challenges to opportunities in order to realign and readjust our thinking, approaches and strategies. Together with DFAT, AQEP has made direct contact with the Minister for Education to introduce him to the Program as well as provide him with regular updates on the status of Program implementation. The Program has now provided a comprehensive briefing for new Directors and district staff as well as new school Head Teachers and Managers in 85 beneficiary Cohorts A and B schools.

An area of AQEP's activity implementation significantly impacted by the constantly changing policy environment has been in the area of training. Previously, AQEP was able to conduct training for Head Teachers and teachers during school hours. However, the policy shift by the MoE not to take teachers out of classrooms during school hours has provided a good opportunity for the Program to look at creative ways of working with teachers. In rethinking the issue of professional development and training for teachers and school heads, training schedules have had to be changed and training approaches and methodologies have had to be revised to incorporate training teachers after school, on weekends and in school holidays. This has meant a closer alignment of AQEP's work in schools with that of the whole Ministry and better engagement with key MoE sections.

More discussion on the facilitating and inhibiting factors that have both positive and negative effects on the achievement of AQEP outcomes can be found in Section 4.3.

AQEP Influence

AQEP has also been successful in shaping the local education context, to the benefit of not just the AQEP schools, in a number of areas. For example, AQEP's work to strengthen inclusive education has resulted in change at both the ministry and school levels. AQEP's five Inclusive Education Demonstration Schools are providing a model for inclusive education that the MoE is learning from as it initiates its own cluster school approach to inclusive education. Both AQEP and the MoE undertake inclusive education initiatives in close collaboration, and AQEP's inclusive education experiences and the tools that result from these experiences support and strengthen the MoE's capacity to undertake inclusive education. These efforts over time have led to strong working relationships, and a conducive environment for continuing to strengthen and refine efforts, as evidenced by the joint development of an implementation plan for the Policy on Special and Inclusive Education. At the launch of the Toolkit for Disability Inclusive Education in Fiji, an initiative of AQEP undertaken in conjunction with the MoE, the Minister of Education announced that a unit would be created to focus on inclusive education – and would add significant human resourcing to the one staff member currently dedicated to this work.

Other areas where AQEP is positively influencing the local education context as a catalyst of change are outlined below:

- Increased focus on attendance not just in AQEP's 85 Cohorts A and B schools but through MoE efforts across all schools. For example, AQEP has supported FEMIS reporting so that education districts and schools can analyse student absenteeism. At the national level AQEP has funded the Vuliroz[5] media campaign on the important role parents and guardians play in sending their children to school every school day.

---

[5] Vuliroz is a coined word drawing on two words from the iTaukei and Hindi languages meaning 'come to school every school day'. This is a national advertising campaign on radio and television focussed on the importance of attending school every day. This is combined with a competition in 32 targeted schools to improve attendance.

- Increased recognition of the value of and better utilisation of FEMIS data by schools, districts and MoE senior executive team that will support the MoE in planning, policy development, decision making and monitoring the progress of the education sector.

- Building up a critical mass of trained personnel at both macro (MoE/nine education districts) and micro (85 primary schools) levels with a body of requisite knowledge and skills in effective school based management, access and quality approaches, financial management, inclusive education, infrastructure planning and maintenance to ensure sustainability of good/best AQEP practices.

- AQEP promoting increased engagement and mobilisation of parents, local communities, traditional and religious leaders and youths through a comprehensive community awareness program on their critical roles in supporting the learning needs of their children and the work of Head Teachers, teachers and school management committees to ensure that student attendance, literacy and numeracy are prioritised.

- Increased recognition of and valuing the important role that women, especially mothers (and Mother's Clubs) and female leaders have in the education of children – women have been empowered through the Program to contribute to school decision making through having a female community leader as a signatory to the AQEP Access and Quality school grants and as a participant at AQEP training.

- Strengthening of quality through systemic technical support provided to the MoE Assessment Unit to improve Literacy and Numeracy Assessment (LANA) processes, systems and standards, including reporting and benchmarking at the national level.

- Supporting policy development in the education sector through funding and technical inputs to the MoE in strategic and corporate planning; access and quality; financial management; inclusive education; infrastructure building standards; and education in emergency or disaster management.

- Development and distribution of AQEP products to both AQEP supported and non-AQEP schools such as hygiene manuals, infrastructure maintenance manuals, Access and Quality manuals, financial management guidelines and disability toolkit which are important tools for sustainability.

It is pertinent to note that AQEP's participation in national consultations and workshops; in monthly MoE Senior Staff meetings and divisional education forums; and close collaboration with various sections of the MoE and the education districts are having an impact on the access and quality agendas in both AQEP and non-AQEP schools and on the education sector more broadly. This is particularly visible, for instance, in the macro level support provided to FEMIS and LANA; the micro level interventions to AQEP supported schools; and the not so visible impact through the policy advice and technical support it provides on education issues more generally. Cumulatively, these benefit all Fijian primary and secondary schools and students. It also increases the capacity of the MoE to use the available data from FEMIS and LANA to strengthen planning, decision making and monitoring of the performance of the education sector.

Relevance

DFAT's investment in the Fiji education sector through AQEP is to achieve improved access to a quality education for the most disadvantaged children, including boys and girls located in rural, remote and very remote areas and children with disability. AQEP is still relevant as poverty and inequity are still prevalent in Fiji, DFAT is still the major donor on whom Fiji relies for support, especially in the education and health sectors, and the Program interventions are themselves relevant for improving access and quality in primary schools.

Stakeholders who attended the June 2015 AQEP Stakeholder meeting, PCC members, members of Technical Working Groups, MoE senior staff, education districts and AQEP supported schools all confirm that the Program is still relevant today as it was when it commenced a little less than four years ago. As indicated earlier, the inclusive education initiatives introduced by AQEP are highly relevant to children with disability across Fiji. In reference to skills transfer already taking place, it has been reported that the Program is having flow-on effects through the transfer of staff where personnel that were trained at AQEP schools have since been transferred to non-AQEP schools and are applying their new found skills. There is acknowledgment by senior staff at the MoE that it is now up to the Ministry to ensure that these efforts are continued and that it would be beneficial to ensure that teacher training institutions are also involved in up skilling so that teachers are trained properly. AQEP will explore its approach to transferring good/best practices in primary education with teacher training institutions in Year 5 as part of its sustainability strategy.

4.0 Progress Towards Achievement of AQEP Outcomes

4.1 Progress Towards Achievement of EOPOs

In the reporting period, DFAT approved a revised TOC, the Results Framework and Monitoring and Evaluation (M&E) Plan for the Program, based on the following EOPOs:

> **Goal:**
> The Access to Quality Education Program, in conjunction with the MoE and other relevant stakeholders, will improve the ability of children from very poor communities, including those with a disability, to access a quality school education

> **End of Program Outcome 1: Access**
> Improved access for children from poor communities with a reduction in disparities based on location, disability and gender

> **End of Program Outcome 2: Quality**
> Improved quality of education for children from poor communities with a reduction in disparities based on location, disability and gender

In summary, AQEP is on track to achieving these Program results.

EOPO 1 Access[6]

AQEP has substantially met the intermediate target exceeding an average 85% attendance rate in Cohort A schools. The 2015 data on Cohort B schools is still to be validated and analysed and will be reported in the next six-monthly progress report.

The disparity in attendance by gender, location and disability has also reduced. For example, the attendance rate at remote and very remote schools was 79.5% and 81.6% respectively in 2011, and has increased to 90.3% and 90.9% in 2015 Term 1. There are, however, still 13 Cohort A schools who did not reach the EOPO target of a 90% attendance rate in 2015 Term 1. Chronic absence by some children is still a challenge, with a higher proportion of boys (45.6%) reported as being chronically absent (more than five days absent in a term) than for girls (42.7%) in 2015.

At least three factors have contributed to these positive results. First, AQEP's 317 community awareness meetings on both access and quality with all our schools in all locations have borne fruit as 501 community meetings were held independently of AQEP since 2013. Second, the newly renovated schools and school-based access activities (e.g. lunches, stationery, uniforms) have encouraged children to come to school. Third, the advocacy and training on FEMIS as well as the emphasis by the MoE that schools had to enter their student attendance data on FEMIS has enabled the availability of more accurate and reliable attendance data.

Despite these positive results, AQEP officers are continuing to work with stakeholders to improve attendance rates and reduce chronic absence. What has not worked too well is the follow up by the Program on out of school children who have re-enrolled in the AQEP schools, particularly over-age students or those who have stayed away from school for a long period of time.

EOPO 2 – Quality

In 2014, of the Cohort A Year 4 students: overall only 23% were in the bottom quartile for literacy and 25% for numeracy. This represents a significant improvement since the 2011 LANA results of 27% and 30% respectively in 2011. The intermediate target with respect to LANA performance at AQEP schools by location has been met, with no statistically significant difference in the 2015 Class 4 literacy and numeracy results between remote/very remote schools and urban or rural schools.

---

[6] In regard to AQEP substantially meeting the intermediate target of exceeding an average 85% attendance in Cohort A schools, 36 schools had over 90% attendance rates, 9 Cohort A schools had attendance rates between 85-90%, 1 school (with 52 students) had an attendance rate of 84% and there was incomplete data on FEMIS for 4 schools. It is important to note that the student attendance baseline for Cohort B schools (2014) will be finalised by November 2015. The EOPO and intermediate target for student attendance may need to be modified in light of this new information.

This result is partly a result of the specific focus placed by the Program on literacy and numeracy interventions in the AQEP schools through the provision of teaching and learning resources to the AQEP schools (e.g. 106,920 textbooks) in all learning areas and for all class levels; training for 2,242 (1,690 male and 552 female) Head Teachers, Assistant Teachers, teachers, managers, treasurers, Mother's Representatives); and the activation of access, literacy and numeracy groups in schools in partnership with teachers, school management and the community. A challenge faced is the variability in the quality of school leadership, teachers and SMCs. Another challenge is the difficulty faced by AQEP to introduce new teaching and learning concepts to teachers in light of the MoE policy mandate for teachers to cover the curriculum content in just two terms.

Long Term Sustainability

AQEP is also on track in terms of sustainable adoption of AQEP approaches and principles at school, district and Ministry level to improve access and quality for children from poor communities including children with disability.

A quarter of all Program outputs directly contribute to outcome sustainability. For example, AQEP has trained SMCs in school rehabilitation planning and maintenance and have equipped them with the knowledge to utilise the maintenance component of the free education grant provided to all school by the Fiji Government. Copies of the AQEP-produced maintenance manual (and AQEP-funded hygiene manuals) have been provided to the schools. AQEP has also commenced supporting the MoE in their policy review and development processes, such as the review of the MoE School Establishment policy which has incorporated the Minimum Infrastructure Standards developed by the Program, and developing the long term Strategy for Inclusive Education for the MoE.

It is pertinent to note that in terms of reach and scope, many of the AQEP consultations influence MoE policies and practices, and that AQEP interventions benefit not only AQEP supported schools, but all schools and children in Fiji.

The development of an AQEP Sustainability Strategy will guide an increased focus on sustainability in the last two years of the Program.

4.2   Progress Towards Intermediate Outcomes

Table 2 below shows the progress that the Program is making toward achieving its intermediate outcome and targets. It also reports on the long term outcomes.

Table 2:   Progress Towards Achievement of AQEP Intermediate Outcomes

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
**EOPO 1 Access: Improved access for children from poor communities with a reduction in disparity based on location, disability and gender**
		By 2016 average student attendance rate exceeds 85% in all AQEP schools	On track	Average attendance data reported on FEMIS for Term 1, 2015 was 92% for Cohort A and 92% for Cohort B schools.
1	Strengthened School Management and higher priority given to addressing access issues		On track	School management is aware of the importance of school attendance. Although attendance has improved, the biggest challenges remain for managing school attendance during cultural and religious events. For example – in the case of death in the community, children may be absent for up to 10 days. AQEP is focussing on asking SMCs to examine the importance of all activities and see where the balance can be set between learning to take part in community events and formal education. A second challenge is transport for schools outside of urban areas. Increasingly, carriers are refusing to travel on bad roads, or in wet weather, they do not go thus leaving the children stranded.
2	Parents more motivated to address chronic student absence		Partially on track	44% of children in Cohort A schools were chronically absent (away for more than 5 days in Term 1, 2015). FEMIS does not yet accurately record the reason for these absences. However many of these absences are at the start of the school term with parents being slow to enrol their children, particularly in remote areas. Other reasons for critical absence are where parents still have a higher priority for their children to support them in income generation, in caring for other family members or other family duties. AQEP is actively discussing with SMCs how to resolve the factors leading to chronic absence.
3	Reduction in gender based barriers to access at local level		On track	The gap in absenteeism and attendance between boys and girls has narrowed over the life of AQEP. In Term 1, 2011 in Cohort A schools, boys' attendance was 85.5% and girls attendance 87.0% - a gap of 1.5%. In Term, 1 2015 in Cohort A schools, boys attendance was 91.4% and girls attendance 92.1% - a gap of 0.7%.
4	Improved attendance of at risk students	Reduction in number of chronically absent children by 20% by 2016 in AQEP	On track	For Cohort A schools the % of chronically absent children has reduced by over 20% from 66.4% in Term 1, 2011 to 44.2% in Term 1, 2015. Whilst this target has been achieved, there is much room for improvement. AQEP officers report that schools find overall attendance much easier to address than chronic absence. AQEP is communicating with schools about the importance of

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
		targeted schools		providing targeted support to students with the greatest absence – such as developing strong personal relationships between teachers and students. Although AQEP schools have an informal process for follow up, the Education Act lacks an appropriate mechanism to enforce attendance.
5	Student attendance in rural/remote areas increased as a result of improved boarding facilities	85% attendance rate of boarding children in schools with boarding facilities by 2016	On track	The attendance rate at Cohort A Boarding schools in Term 1, 2015 recorded on FEMIS was 93.1%, above the 2016 target. AQEP officers report that the three factors having the biggest impact on children attending boarding is improved food – having enough to eat, electricity – being able to do homework and watch TV and improved supervision – extracurricular activities and reduced bullying. The biggest challenge to boarding remains transport in the maritime zone – if a child misses the boat at the start of the week they have no way to get to school until the following week.
6	Barriers to access at local level (remote schools and urban schools) reduced and links between schools and communities strengthened		On track	There is now minimal gap between attendance rates by school location. For example, the Term 1, 2015 attendance rate at AQEP Cohort A and B schools was Rural (92.9%); Very remote (91.9%); Urban (91.2%); and Remote (91.9%). Nevertheless, AQEP officers are continuing to work with schools to improve attendance rates and reduce chronic absence Two outreach centres have been established in urban areas (Suva and Lautoka) to provide an appropriate environment to support student study and homework. During Term 1, 2015 there were 604 attendances[7] at Jittu Outreach Centre. Girls were more likely to use the centre than boys (178 primary school boys, 375 primary school girls and 51 secondary school students). Parents groups established at all Inclusive Education Demonstration Schools focus on bringing together parents and teachers of children with disabilities. Support is provided to encourage attendance of children with disability in schools through building confidence and knowledge of parents and teachers. AQEP support included a workshop to help parents and teachers support children with disability with reading, and social support activities.
7	Reduction in number of out of school CWD	80% attendance rate for CWD in IE	Partially on track	Reliable data on attendance of CWD is restricted, as data on CWD is not yet systematically recorded in AQEP schools. The finalisation of a measure for

---

[7] This is the total number of attendees recorded and does not mean that a total of 604 different students have turned up to the Homework Centre over the term.

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
		Demonstration schools by 2016		teachers to identify children with a disability will assist in determining progress on disability related outcomes. The development of this tool is one step in a process towards strengthening school and MoE disability data collection and disaggregation systems. The tool will be finalised in advance of the training for teachers in "Disability identification, data collection and entry into FEMIS", which is currently scheduled for March/April 2016. The FEMIS data on attendance of CWD at Cohort A schools has increased from 83.4% (Term 1, 2011) to 88.6% (Term 1, 2015). Whilst data on attendance is collected through FEMIS, data on the number of out-of-school CWD across the AQEP schools has to be collected outside of FEMIS and is proving difficult to reliably collect. However at the 5 Inclusive Demonstration schools, the number of enrolled CWD has increased from 6 in 2013 to 100 in 2015.
EOPO 2 Quality: Improved quality of education for children from poor communities with reduction in disparities based on location, disability and gender				
		By 2016 no statistically significant difference is evident in Class 4 LANA performance between urban, rural and remote/very remote AQEP targeted schools	On track	Across both numeracy and literacy, the proportion of students in AQEP Cohort schools in the bottom quartile of the LANA test results has decreased significantly (for tests in Years 4, 6 and 8). In 2014, of the Cohort A Year 4 students: only 23.2% of were in the bottom LANA quartile for literacy (down from 32% in 2011); 25% were in the bottom quartile for numeracy (down from 29% in 2011).
1	Students more motivated and engaged with literacy and numeracy programs		On track	The LANA results above for Years 4, 6, and 8 reflect improved student motivation for the literacy and numeracy learning. Further work is being done in terms of assessing improved learning outcomes at the lower school levels. In Term 1, 2015, 932 children progressed from non- to slow reader (59% male); 2,062 children progressed from slow to competent reader (53% male) in 23 Cohort A schools. 2,258 children progressed to meet numeracy targets (22% male).

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
2	Teacher capacity, skills, knowledge, confidence and motivation improved	Instruments to be developed for case study	Partially on track	In Term 1, 2015, teachers have struggled to adapt to the MoE changes in relation to the curriculum and speed of delivery. In the face of change they have gone back to what they know and AQEP officers report an increased reliance on teaching from the text book. Another group of teachers have stopped using the textbooks as their only source and are working from the syllabi – these teachers have demonstrated significant improvement and now have the confidence to demonstrate and share ideas with other teachers, as was seen at the cluster meetings in Suva in June 2015.
3	Effectiveness and diversity of School Management Committee	Diversity of School Management Committees reflected in numbers of women involved in SMC Number of women actively engaged in school management	Partially on track	The effectiveness of the SMCs is constrained by a school management system based entirely on volunteers. In urban schools we have management with a higher level of education but less time to be involved in the school. In rural areas the managers tend to have more flexibility with their time. The gender diversity of the SMC continues to grow slowly. SMCs are normally elected for a three year term, so in addition to cultural, gender and other factors, change in gender representation is slow to effect. Overall the proportion of female managers and treasurers in SMCs is only 14% in Cohort A and 7% in Cohort B schools. Only three schools have elected female school managers (with only two remaining after one female school manger left due to work commitments). The positive area of growth for the females is the treasurers with 15 schools now having a female treasurer. One school has a 100% female management committee. At the faith based schools, there is still 100% male representation on the SMCs.
4	Best classroom practice in literacy and numeracy and student evaluation adopted		Partially on track	Significant work was put into making effective use of CBA last year, but this year the Ministry removed CBA in favour of summative testing. Progress has been made in the use of LANA as a diagnostic instrument and some teachers have started using LANA to inform the planning for their classes. The take up of concrete manipulatives is continuing to improve with teachers using resources in the classroom and involving communities in preparing locally made resources. Classroom behaviour management techniques continue to be a challenge for some teachers and will be addressed by revised training packages in the Year 5 Work Plan.

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
5	Improved physical environment in schools conducive to improved student learning	31 target schools in Year 4	On track	The school physical environment upgrading project is progressing well: 27 Schools - completed; 2 Schools - over 95% progress; 2 Schools - will start Year 5 since their land lease issue has been resolved. Linkages between school improvements and attendance/learning outcomes will be evaluated in Year 5. At the request of DFAT, refurbishments will be made to an additional 11 schools in Year 5 for which: 6 Schools Scoping & MoU – completed; 5 Schools Scoping – completed.
6	Teacher and teacher aides in inclusive education demonstration schools have increased knowledge, skills, confidence and self-efficacy towards inclusion		On track	The mid-line "Teachers' attitudes, concerns and efficacy in implementing disability inclusive education" study (June 2015) concluded that over time, teachers showed relatively positive attitudes and fewer concerns related to the implementation of inclusive education. A long term intervention, consisting of ongoing training and mentoring support, was recommended to increase self-reported efficacy. AQEP's Disability Inclusion Coordinators report increased confidence by Teachers and Teacher Aides at demonstration schools as a result of their school-based mentoring and monitoring visits provided at least once each term; as well as from the two workshops for Teacher Aides from AQEP's Inclusive Education Demonstration Schools focussing on (1) the development of Individual Education Plans (IEPs) for students, and (2) Classroom Strategies for Managing Challenging Behaviours in schools.
7	CWD in AQEP targeted schools participating in mainstream activities		Partially on track	As indicated above, data on CWD across all the AQEP schools is limited. 100 CWD in the inclusive education demonstration schools are participating in a range of mainstream and classroom activities at the schools such as Drugs Free Week, Library Week, Clubs and Sports activities. There is some evidence of increased number of CWD sitting the LANA exams (52 CWD at AQEP schools sat Literacy and 45 Numeracy in 2014, up from 10 CWD sitting LANA in 2013). AQEP is working with MoE to discuss adjustments that can be made to the examination process for CWD.

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
8	Reduced turnaround time for LANA results to be loaded to FEMIS	LANA results to be loaded to FEMIS within 18 weeks of assessments in 2015 and 16 weeks in 2016	On track	The AQEP FEMIS Database Developer has supported the MoE to load the LANA exams to FEMIS for use by schools. This will lead to prompter loading of LANA results to FEMIS. The AQEP psychometric specialist will assist in data cleansing and analysis of LANA 2015 results in August 2015 (within the 16 week target). This will lead to data being available for MoE and schools more quickly in Year 5.
9	Strengthening of MoE's FEMIS and LANA resulting in FEMIS and LANA routinely used in schools and MoE for evidence based planning, monitoring and policy analysis/ evaluation		On track	FEMIS has been decentralised to schools and key ministry processes including bus-fare allocation and monitoring, registration of students, registration of exams, school grant allocation and tracking, attendance tracking. FEMIS has become the main source of education data for the Ministry at all levels of governance. FEMIS will soon report on Key Performance Indicators relevant to the Ministry. 1,275 nominees made up of Heads of schools and school Administrators have been trained on FEMIS with AQEP funding.
Long Term Outcome 1: Sustainable adoption of AQEP approaches and principles at school, district and Ministry level to improve access and quality for children from poor communities including children with disability				
1	Income generation activities implemented to increase resource base of remote schools		On track	Income Generation activities have commenced in 10 schools. The financial capacity of the communities continues to pose a challenge. AQEP will continue initiatives to expand this scope in Year 5 (including an increase to the training time by the implementing NGO partner FRIEND).
2	Culture change within school communities regarding issues of chronic absence and students at risk		On track	AQEP officers report that culture change in the schools is evident in the ability of communities to talk about absence and the ways to address absence. They also now have a clear understanding that absence does affect school achievement. Schools have also started to include attendance in their annual plan and is a flow on effect from the Ministry that has included attendance in the strategic plan.
3	Increased commitment from influential stakeholders towards addressing educational outcomes of disadvantaged children.		Partially on track	Some progress has been made in getting buy in and ownership by parents, SMCs and communities of the 85 AQEP Cohorts A and B schools, nine education districts and key sections of the MoE such as Curriculum and Assessment in addressing education outcomes of disadvantaged children. The Sustainability Strategy for the Program, scheduled to be in draft form in the latter part of this calendar year, will address this issue.
4	Improvements in schools infrastructure planning, hygiene practices and maintenance and adoption of innovative infrastructure solutions	Maintenance training for 31 target schools in Year 4	On track	• Ra & Lautoka schools (16 schools) – Training was completed in May 2015. • 14 Schools in the North and Moala will be carried out in the next school holiday. • 100 sets of Hygiene Manual were printed and distributed to 50

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
				schools. • 50 schools were trained in hygiene education. The AMU section of the MoE has taken best practice learned from AQEP's project construction monitoring system (which captures both the physical and financial progress of each construction project) to synergise their monitoring process and enhance the MoE's capacity in monitoring and reporting of its construction progress across schools in Fiji. School establishment policy including school infrastructure standards has been revised by MoE with technical assistance from AQEP. AQEP's infrastructure standards have been incorporated into MoE's revised infrastructure standards. The document is currently under review by the MoE Senior Staff.
5	Increased collaboration & problem solving and partnerships to support MoE implementation of best practice program planning		On track	AQEP is supporting MOE priorities as available budget and relevance of the proposed MoE priority initiatives permit, and working as a supportive partner in developing FEMIS and LANA to enable best practice evidence-based planning and implementation. AQEP and MoE worked collaboratively to deliver a stakeholder workshop to support development of an implementation plan for the Policy on Special and Inclusive Education. AQEP and MoE representatives undertake joint monitoring and mentoring visits to MoE inclusive education cluster schools in Ba and Tavua districts. Minister of Education approved and launched the AQEP-led Toolkit for Disability Inclusive Education.
Emergency Assistance: Provision of sufficient relief assistance to disaster affected schools				
1	Number of students benefitting from emergency assistance		Not applicable	AQEP has delivered a timely emergency assistance for the dry spell affected schools. This assistance has enhanced school resilience in regard to the upcoming El Nino Season. 25 schools received emergency assistance (14 water tanks, 62 hygiene kits, and 6 compost toilet); 3,457 students benefited from this assistance (1,754 boys and 1,703 girls).

End of Program Outcomes/Intermediate Outcomes		Intermediate target	Indicate whether on track, partially on track or not progressing well	Statement to support progress claims
Program Management: Effective and efficient management of AQEP resources				
1	Measure of stakeholders support and understanding of AQEP goals, objectives and key activities		Not Applicable	A quarterly newsletter has been produced since 1 July 2013 with seven published so far. The newsletters contain a number of human interest stories and Program updates. The newsletters are circulated to all major stakeholders. Since the commencement of the Program, 5 stakeholder meetings have been held where an average of 40 participants participate comprised of representatives from the MoE, DFAT, government ministries, faith based organisations, regional and international organisations, professional organisation, disability service organisations, NGOs and CSOs. Participants are briefed on the progress of implementation, introduced to the next year's work plan and take part in group discussions to examine educational issues.

4.3   Factors Impacting on Outcome Delivery

This section focuses on those facilitating and inhibiting factors that have an impact on outcome delivery and can be read in conjunction with Section 3.0.

Facilitating Factors Impacting on Outcome Delivery

Availability of Attendance Data

The availability of attendance data on FEMIS has made it possible for AQEP to report on the EOPO 1 on attendance. This data (including for example new reports identifying students with chronic absences of more than 20 days) has significant potential for schools to put in place measures to get these children back into school and progress their learning. LANA data on FEMIS has significant potential to be used by schools to also identify areas where their literacy and numeracy teaching should be improved.

Renewed Focus on Literacy and Numeracy

The renewed focus on improving literacy and numeracy by the MoE leadership aligns to AQEP's EOPO 2 on quality which is a key focus for AQEP's work in 85 Cohorts A and B schools. The Program still comes across teachers who feel that AQEP requires they do extra work beyond what is required in their day to day job. Now the Minister has sent a very clear message that student learning is the top priority for teachers. This has also provided opportunities for AQEP to work closely with the Curriculum Development and Exams Unit at the Ministry.

Auditing of the Fee Free Grant

The auditing of the government Free Education Grant (FEG) or fee free grant has identified over 200 schools that have misused the grant and now have the grant controlled by the MoE. This can be viewed as a positive development since it places a renewed focus on the use of the grant and anti-corruption mechanisms within the schools. One challenge that it poses for the Program is the increased risk of misuse of AQEP grants if a school cannot access the FEG. To reduce this risk we remove the AQEP cheque book from any school that has an embargo on their FEG through misuse of grants. These schools still have access to the funds but the transactions are monitored by the District office.

Support for Inclusive Education by MoE

The MoE is supportive of progressing inclusive education and MoE staff have been actively involved in joint AQEP-MoE policy level work, as well as school monitoring. The Minister of Education launched the AQEP-led Toolkit for Disability Inclusive Education and has publicly announced the resourcing of an expanded Inclusive Education and Special Education Unit at the MoE.

Synergy between MoE FEG and Maintenance of School Infrastructure

A constant stream of funding for school maintenance through the FEG has enabled previously renovated AQEP supported schools to undertake routine infrastructure maintenance after AQEP rehabilitation work has been completed.

High Quality AQEP Technical Support

Having available in AQEP highly experienced technical advisers and consultants in key areas – FEMIS development and data analysis; LANA data analysis; Literacy and numeracy materials development and training; Monitoring and Evaluation – are facilitating inputs to improved quality at the systems level in FEMIS and LANA. All these areas of AQEP work are now receiving high quality input based on extensive knowledge of these focus areas from a broad set of countries.

Increased Focus on FEMIS Attendance Data

Much of the AQEP M&E is reliant on data provided by schools. Supported by the FEMIS technical specialist, the MoE has placed increased emphasis on the provision and quality of attendance data in FEMIS. With encouragement by the AQEP School Community Coordinators and Visiting Teachers, the quality of attendance data provided by AQEP schools (65% for Term 1, 2015) is higher than for non-AQEP schools (55%). This is particularly noteworthy given the proportion of AQEP schools (10%) with limited internet access. However, an issue of concern is not having available Correct, Current and Complete data from schools on FEMIS.

Inhibiting Factors Impacting on Outcome Delivery

The challenge of working a fluid policy environment and its impact on the Program has already been comprehensively covered in Section 3. Additional inhibiting factors are discussed below.

New Textbooks and Curriculum

New textbooks and curriculum were introduced at the start of the school year in January 2015. The textbooks and syllabus had not reached some of the remote schools by the middle of Term 2, 2015. The curriculum was also introduced rapidly with no supporting change management process and this has led to some confusion at the school level. This confusion has impacted on the ability of AQEP to introduce new concepts in teaching and learning to the teachers as they already felt overloaded.

Teaching of the Syllabus in Two terms

Some teachers, in their attempts to teach the syllabus in two terms, are focusing only on the delivery of the content and are not checking to see if students are learning the content. This may result in students being left behind and could lead to increased absence if students feel they cannot keep pace with the school work.

Disability Inclusion Strategy

New regulations regarding professional development time for teachers mean that teacher training is limited to school holidays. This impacts on the degree to which in-service training can be provided and the extent to which teachers can be supported to implement inclusive education.

Data collected regarding children with disabilities in AQEP schools beyond the Inclusive Education Demonstration Schools is limited, meaning that the measurement of their attendance and achievement is challenging.

5.0 Key Outputs Delivered – Scope and Reach

AQEP is currently working in 85 selected primary schools where a comprehensive package of support is provided. This support includes social protection assistance using a school based management (SBM) approach to improve access to school for the most disadvantaged students and to improve literacy and numeracy learning outcomes for struggling students. School buildings are renovated and water, sanitation and hygiene issues are also addressed. In addition, teaching and learning resources are provided with training and/or mentoring of Head Teachers, teachers, school management committees and communities undergoing the SBM approach in each school. For five of these 85 schools, a disability inclusive approach is being piloted to address special learning needs of children with disability. At the macro level, two major systemic MoE priorities funded by the Program relate to the development of FEMIS and improving LANA processes.

Charts 1 and 2 below provides a summary of the 85 AQEP supported schools by location and division to get a sense of the reach of the Program. 60% of benefiting schools are located in the remote and very remote maritime areas of Fiji, 19% in rural and 21% in urban locations. For benefiting schools in the four divisions, 35% of schools are located in the Northern Division followed by 34% in the North, 17% in the East and 14% in the Central Division.
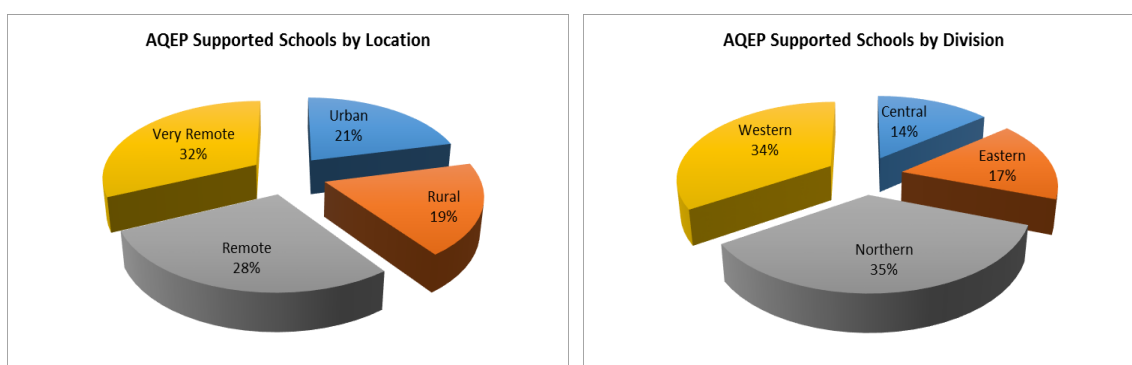
Overall, the key outputs delivered in the reporting period have included:

- **Student Beneficiaries:** 10,744 (boys 5,533; girls 5,211) kindergarten and primary students in 50 Cohort A schools have benefited from 413 school based access and quality activities.
- **Access and Quality Approach training:** Completed for 35 new Cohort B schools. Planning activities commenced with implementation commencing in Year 5 – will benefit 203 teachers (97 males; 106 females) and 4,293 children (2,241 boys; 2,052 girls).
- **Stakeholders Trained:** 283 Head Teachers, Assistant Head Teachers, Managers, Treasurers, and mothers' representatives trained in Access and Quality.

- **Support for Boarding schools in rural and remote areas:** 50 people trained in 17 schools in food production, extra-curricular activities and creating a child friendly boarding environment.
- **Mentoring and Coaching:** A total of 260 coaching days provided to teachers in strategies to improve literacy and numeracy.
- **Community awareness training:** Over 3,346 community members (60% Female) parents and community members comprised of traditional and religious leaders, chiefs, mothers, fathers and youths participated in 53 community awareness training.
- **School building rehabilitation:** 10 school building rehabilitation projects completed consisting of 54 classrooms, 9 school library buildings, 8 kitchen and dining facilities, 9 teachers offices, 5 Early Childhood Education rooms/buildings, 4 teachers quarters, 10 boarding facilities, 19 school toilet blocks, 2 water tanks, 3 rain water harvest systems, 1 borehole, 8 water pumps.
- **Physical disability access:** 6 schools equipped with disability ramps and toilets.
- **Children with Disabilities:** 18 children with disabilities newly enrolled in the 5 Inclusive Education Demonstration schools (total of 100 now enrolled).
- **Support for Inclusive Demonstration Schools:** 500 ECE items[8] provided to all five ECE centers attached to the demonstration schools, vision and hearing screening provided to 432 students, and establishment of disability Parent Support Groups.
- **Hygiene training:** Completion of hygiene education training for 50 AQEP beneficiary schools where 100 sets of Hygiene Education Manual distributed to all 50 schools.
- **Emergency response:** Emergency assistance for 25 schools affected by drought delivered (14 water tanks, 62 hygiene kits, 6 compost toilets) benefitting 3,457 students (1,754 boys and 1,703 girls).
- **Water quality assessment:** Completed in 41 schools in Viti Levu.
- **Case study planning:** Finalised for 10 School Case Studies, representing all location categories, types and sizes of schools and will provide valuable school-level data on the effects of AQEP interventions.
- **FEMIS:** FEMIS has become the main source of education data for the MoE at all levels of governance. To date 1,275 nominees made up of Heads of schools and school Administrators have been trained on FEMIS with AQEP funding.

AQEP's achievements against the indicators in the Australian Aggregate Development Results are summarised in Annex 1 for the reporting period and for the cumulative period since program inception.

See Annex 2 for more details on the key outputs delivered in the reporting period (column 2) and a cumulative total of all support provided since the Program commenced (column 3).

As indicated throughout the report, many of the AQEP initiatives and consultations influence MoE policies and practice that benefit not just AQEP schools but all schools/children in Fiji.

---

[8] Each school received 100 items each. All schools received the same items. These include furniture (e.g. cupboard with double door and lock, long low work tables); educational toys, equipment and materials (e.g. puzzles, lego building blocks, coloured paint, play dough, butchers paper, soccer balls, adult and children's guitars).

6.0 Progress with Implementation of Annual Plan and Budget

The progress of activity implementation of the four main work streams of the Year 4 Work Plan in relation to the 27 outputs has been good in the reporting period. The four work streams are: social protection, disability inclusion, infrastructure and education support structures and processes.

The link between the activities, interventions and outputs with the two EOPOs for the Program is illustrated in the diagram below.
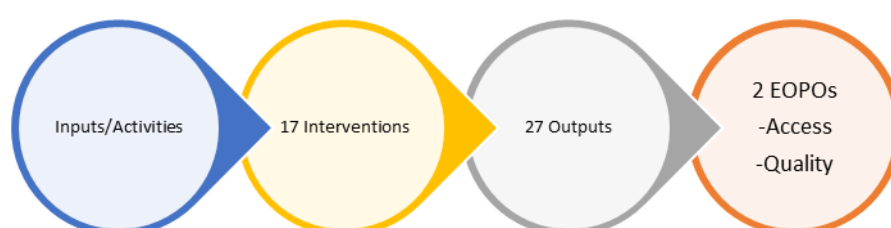
Table 3: Linkage of Outputs to Outcomes

Outcomes	Number of Outputs	% of Outputs
EOPO 1 - Access	5	19
EOPO 2 - Quality	6	22
Access and Quality	9	33
Long term outcome - Sustainability	7	26

As shown in Table 3 above, of the 27 program outputs, 19% are contributing to the achievement of EOPO 1 Access, 22% to EOPO 2 and 33% contribute to both access and quality. A little more than a quarter of the outputs contribute directly to the long term outcome of sustainability.

An analysis of Table 4 below shows that one of the 27 outputs has been completed (standard kit for teaching and learning resources in each target school). 67% are on track (compared to 45% in the last reporting period), 26% are partially on track (compared to 50% in the last reporting period). Only 1 (Component 3) output is not progressing well (research, good practices and case studies to build an evidence base for decision making) due to the ill health of the specialist responsible for this output. However, a new Quality Education and Systems Adviser has been recruited who is responsible for this critical output area and will make this a priority in the last two years of the Program. AQEP is confident that all the outputs will be comfortably achieved before the end of the Program.

Table 4:   Progress of Activity Implementation in Year 4 Work Plan in Relation to Key Outputs

Key Outputs (from Theory of Change)	Indicate whether output is on track, partially on track or not progressing well	Comments
1. Output 1.1 (Component 1) Access and Quality activities planned, approved and implemented by schools	Partially on track	A delay has occurred to implementation in the 31 Cohort B schools because WESTPAC changed the provisions for opening school bank accounts. WESTPAC were consulted in December 2014 and January 2015 where they provided the required forms and training for the AQEP staff. However, after the information was collected they changed the process twice. WESTPAC had committed to have the bank accounts open in February but due to the changes they were not opened until June.

All 85 Cohorts A and B schools have developed and submitted activities for approval. Cohort A schools have continued implementation of their Access and Quality activities while Cohort B and inclusive education demonstration schools are preparing now to commence implementation of their Access and Quality activities in Term 3, 2015. |
2. Output 2.1 (Component 1) Improved boarding facilities in rural and remote areas	On track	Training for the new schools occurred in Term 1 led by the School Managers. There was a noticeable difference in the confidence of the school management to lead the workshop and share success and challenges. Within the schools we see the greatest impact from the improved food and supervision. Children do not always like the food and the healthy options but they have enough food. The improved supervision has reduced bullying and the girls have reported that "boys are not as annoying". The two schools that received solar have reported the biggest improvement as the children have light for their homework, are able to watch TV, and have increased safety because of the light.
3. Outputs 2.2 (Component 1) School communities involved in access and quality awareness programs	On track	Schools are moving beyond the AQEP supported outreach and taking responsibility for the activities themselves. They do call AQEP staff to lead the meetings only when they have a problem they have not been able to solve themselves. For example, a school in Ra was divided along village lines due to a problem between people in the village. This meant that different villages were cooking their children's food separately and children ate in separate places. The School Manager felt they could solve the problem and not get support from someone outside of the community. An SCC and VT visited the school and were able to bring the two communities together and solve the problem the children were allowed to eat together and the villages combined to cook the food.
4. Output 3.1 (Component 1) Standard kit for teaching and learning resources in each targeted school	Completed	
5. Output 3.2 (Component 1) Provision of AQEP developed teaching and learning materials for targeted schools	Partially on track	This activity was delayed whilst a literacy/numeracy specialist was recruited. The specialist commenced in June and has made significant progress in developing draft training packages for AQEP trainers and teachers. The new training package will be tested and rolled out in AQEP schools at the end of Term 2.

Key Outputs (from Theory of Change)	Indicate whether output is on track, partially on track or not progressing well	Comments
6. **Output 4.1 (Component 1)** Outreach centres resources to support homework, study and community awareness	On track	The Jittu Estate Homework centre continues to run and work with the community. A change has been noticed in the increased number of parents that come to the centre to help with homework. The implementing partner PCN has been responsive to the changes in the community such as in the case of the closure of a feeder school where the organisation was able to identify children that had not been enrolled in a new primary school and direct them to a new school. A second implementing partner FENC was identified and has commenced set up of a second site in Lautoka.
7. **Output 5.1 (Component 2)** Lighter, cooler, safer classrooms and dormitory facilities; Improved water supplies and more hygienic latrines, toilets and sanitation facilities; Schools made accessible for children with disability (CWD)	Partially on track	29 of 31 target schools in Year 4 are completed with 6 of these schools provided with disability ramps and toilets. Two schools are not completed due to land lease issue. However, before the end of Year 4, both schools had resolved the land lease issue and will be rehabilitated in Year 5.
8. **Output 6.1 (Component 1)** Mentoring/Coaching program established and operational	Partially on track	Due to the reduced number of inputs from the Quality Education Adviser in the last reporting period, the required technical support was not available to the team therefore the support for literacy and numeracy has not progressed well. With schools adjusting to the many changes from the MoE (curriculum, textbooks, syllabi, exams), AQEP has had to consider a revised approach for Year 5.

Mentoring for Access activities has continued and AQEP staff have been greatly assisted by the increased availability of attendance data in AQEP schools (including data for the chronically absent students), allowing the schools to use the data to monitor their programs. |
9. **Output 6.2 (Component 1)** School based management training in Access and Quality	On track	Training for Cohort B schools and training for the new people in Cohort A schools has been completed. We were able to adapt to the new requirements of the Ministry by splitting the training into two – training management and teachers separately. The training for teachers occurred after school, on Saturdays and during the school holidays.
10. **Output 6.3 (Component 2)** SMCs trained in school rehabilitation planning and maintenance	Partially on track	16 of 31 schools have received training on school maintenance. The remaining15 schools will be trained in the next school break following the new Minister of Education directive not to conduct any training for teachers during the school day.
11. **Output 6.4 (Component 2)** Production of maintenance manual	On Track	Maintenance manuals were printed and delivered to 16 schools.
12. **Output 7.1 (Component 2)** Production of hygiene handbook	On track	100 sets of hygiene education handbooks were printed and delivered to 50 target schools.
13. **Output 7.2 (Component 2)** Training of school staff in WASH	On track	50 schools were trained in Year 4.

Key Outputs (from Theory of Change)	Indicate whether output is on track, partially on track or not progressing well	Comments
14. Output 8.1 (Component 2) Review and revision of MoE policies and infrastructure minimum standards including light steel, concrete and timber structures	On track	The review of the MoE School Establishment Policy has been completed with the draft document presented to MoE Senior Staff for review/approval.
15. Outputs 9.1 (DIS) Five Inclusive Education Demonstration schools established and supported as first stage of adoption of IE approach	On track	Five inclusive Education Demonstration Schools have continued to be supported through close monitoring and mentoring by two highly experienced local Disability Inclusion Coordinators who have close relationships with the school staff and are able to provide responsive and tailored support to enable quality implementation of inclusive education. Some examples of the types of support provided include provision of resources for kindergartens at these schools, provision of flexible grants to support issues which impact on attendance such as uniforms and transport, vision and hearing screening, and establishment of parents groups which allow for school based identification and meeting of priorities.
16. Output 10.1 (DIS) Awareness training on inclusive education provided to teachers, students, teacher aides, SMCs, parents, volunteers and districts	On track	Awareness raising has occurred within the communities of the remaining three Inclusive Education Demonstration Schools (that were not completed in July – Dec 2014), as well as in five communities surrounding the MoE's Inclusion Cluster schools. Recognising that awareness raising regarding disability issues is most powerful when it is led by people with disabilities themselves, this awareness raising has been led by Disabled People's Organisations representatives, with support from AQEP's Disability Inclusion Coordinators. Awareness raising regarding disability inclusive education was held for 18 AQEP Component 1 Staff, including School Community Coordinators, Quality Learning Support Team and the Visiting Teachers for the AQEP schools. The main objective of the training was to raise awareness regarding inclusive education, to equip them on how they can assist and support the teachers in the schools in which they work in order to support children with disabilities.
17. Output 10.2 (DIS) Teachers and Teacher Aides provided with training on inclusive education, specialist sign language and braille	On track	Training was provided for Head Teachers and Teacher Aides as planned by trained facilitators. In addition, tools to support school staff in the implementation of inclusive education were developed and finalised. These include the Toolkit for Disability Inclusive Education, including a Referral Directory, and a tool to enable the identification of children with specific learning disabilities.
18. Output 11.1 (DIS) Baseline survey of CWD in target communities; research into barriers and enablers to education of CWD conducted	On track	The baseline survey report, which was intended to be completed in Year 3, was completed in Year 4. The delay was due to issues with the database and data entry.

Key Outputs (from Theory of Change)	Indicate whether output is on track, partially on track or not progressing well	Comments
19. Outputs 12.1 (Component 3) Improvement in LANA processes and development of national learning benchmarks; Teachers and Ministry personnel trained	Partially on tack	The first literacy benchmarking workshop with MOE and teachers has been delivered. Further work is required to develop up to 5 benchmarking levels that can be agreed and implemented across all schools. This activity was supposed to have been conducted in November 2014 but had to be delayed due to the prioritised request by the Minister for Education for the AQEP funded psychometric specialist working with the Examinations Unit to support the scaling review team that had been commissioned by the Minister.
20. Output 13.1 (Component 1) School Based Management developed literacy and numeracy improvements at school and classroom levels supported by professional development and expert guidance implemented	Partially on track	Please see output 6.1 above.
21. Output 14.1 (Component 3) Web-based, student focused FEMIS implemented in schools, districts and MoE	On track	FEMIS is producing useful data that can be utilised by schools, districts and MoE. The data is specifically useful for AQEP analyses and reporting on attendance and LANA data.
22. Output 15.1 (Component 3) Annual program of activities approved and implemented supporting Ministry of Education priorities	On track	Within the limits of AQEP's available budget this output is on track in terms of providing support to MoE priorities and working collaboratively.
23. Output 15.2 (DIS) Long term strategy for inclusive education adopted by MoE	On track	A draft long term implementation plan was developed during a multi-stakeholder workshop in April/May 2015. This was a highly interactive workshop, engaging 50 participants in review of the Policy on Special and Inclusive Education, as well as development of key components of a long term implementation plan. Given the importance of taking a collaborative approach to finalising the implementation plan, a follow up consultation with a core group of participants is planned for August 2015, with launch of the final plan indicatively scheduled for International Day for Persons with Disabilities, December 3 2015.
24. Output 16.1 (Component 3) Development of AQEP M&E strategy comprising baseline study, Theory of Change and M&E Plan	On track	M&E Plan (2014-2017), including theory of change, has been approved by DFAT. All activities listed in the plan for Jan-Jun 2015 have been completed.
25. Output 16.2 (Component 3) Communication and stakeholder consultations	On track	Quarterly newsletters produced on time. 5th Stakeholder meeting held in June with 35 participants. Two TWGs conducted (on policy review of MoE School Establishment Policy and M&E). Further stakeholder consultations as part of M&E will be held in early 2016.
26. Output 16.3 (Component 3) Research, good practices and case studies to build an evidence base for decision-making	Not progressing well	Delayed due to ill-health of previous Component 3 lead. Now plans are in place to develop research studies, collate knowledge from the classroom, school and system level over Year 5 (and 6) after a new Quality Education and System Advised was recruited in February 2015.

Key Outputs (from Theory of Change)	Indicate whether output is on track, partially on track or not progressing well	Comments
27. Output 17.1 Training, coaching and mentoring **(Components 1 and 2)**	On track	The divisional workshop was held in June and was attended by all of the Senior Education Officers and Education Officers from the four divisions. Due to the number of new staff in the districts and the number of changes in the Ministry AQEP carried out training on attendance and chronic absence and successfully linked this to the FEMIS reporting. Construction monitoring is progressing well and the local authority has issued a completion certificate for each of the completed 29 schools.

Key: Colour Code

	On track
	Partially on track
	Not progressing well

Delays in Work Plan Implementation

Some activities were either not implemented or put on hold or deferred.

Activities Not Implemented

Workshops for Out of School Children and Attendance (02.3.8)

This was cancelled due to new Ministry of Education priorities. Although still seen as an important issue other forums have been reactivated, such as the Education Forum and the topic should be debated in the existing forums first.

Outreach Centres (2.8)

A total of four Education Outreach Centres were supposed to be established by Year 4. However only two centres have been established in Suva and Lautoka. Two centres were cancelled due to the lack of available partners and suitable spaces to host the centre.

Excellence in Access and Quality Awards (2.13)

The awards were not carried out because of the change of staff in the Primary Section and Education Districts. The staff involved in developing the criteria were no longer available and the new staff needed time to adjust to their positions and develop a knowledge of the schools. The purpose of the awards was to highlight success stories and share learning amongst the schools.

Early Learning Development Standards (5.7)

Development of the Early Learning Development Standards (activity 5.7.6) and provision of advisory Support to Early Childhood Development (activity 5.7.1) was discontinued in January 2015 as it was no longer an identified priority for the Ministry of Education.

Deferred Activities

For the Disability Inclusion Strategy, there were delays in the following activities:

• Training for Inclusion Coordinators across all 9 districts (activity 5.3.2) was not held due to a directive from the MoE to cease training for teaching staff during school term time. Instead, training in inclusive education was provided to Component 1 staff who work in Cohorts A and B schools in March 2015. The aim of this training was to enable Component 1 staff to support inclusive education efforts in mainstream schools within Cohorts A and B.

• An activity which aims to document lessons learned from the Inclusive Education Demonstration Schools (activity 2.9.3) did not occur in this reporting period due to clashes with other work plan activities. It has been shifted to the July – December 2015 reporting period.

• The tool to support disability identification and disaggregation of FEMIS (activity 2.98 - 11) is currently under development. This has involved stakeholder consultations and data collection which were completed during this reporting period. However, data

analysis, leading to the finalisation of the tool, will be completed in the next reporting period.

For Component 2 Infrastructure there have been delays in the completion of two out of 31 target schools due to their inability to resolve their land lease issues. A lesson learned from this experience is that schools with a land lease issue will not be assisted in Year 6. There has also been a delay in completing water quality testing in the planned 72 schools at the end of this financial year caused by the lengthy process in finalising the contract agreement with the Department of Water and Sanitation (DWS) under the Ministry of Infrastructure and Transport. The unavailability of the DWS officers has further delayed this project. The water quality testing in the remaining 31 schools will take place in Year 5.

For Component 3 Building Education Support Structures and Systems, the ill health of the previous Component 3 lead has caused a delay in planned research activities and the quality work in Literacy and Numeracy. The new Component 3 lead and Quality Education and Systems Adviser joined the Program in February 2015 and has developed some research activities in the Year 5 Work Plan. For the work on Literacy and Numeracy, a new (STA) Teacher Education Adviser (Literacy) Helen Stannard joined the Program in May 2015 and is progressing the work on materials development and training of the Component 1 and Quality Learning Support teams.

7.0 Cross Cutting Issues

Gender

Gender equality in access to a quality education is a central premise of the Program, as reflected in the goal and outcomes, articulated through the Gender Strategy and implemented and monitored as a core part of the Work Plan.

In Term 1, 2015, the attendance rates recorded on FEMIS for Cohort A schools was comparable for both boys (91.4%) and girls (92.1%). A higher proportion of boys (45.6%) were reported as being chronically absent (more than five days absent in a term) than for girls (42.7%).

With respect to the 2014 LANA results for the Cohort A schools, a higher proportion of boys were in the lower cohort for both literacy and numeracy at all school levels. For example in Year 4, 17.0% of girls were in the bottom quartile for literacy (performing well above the national average) compared to 28.6% of boys. In the Year 4 numeracy exam, 22.1% of girls were in the bottom quartiles compared to 27.2% of the boys. This disparity in the results of boys compared to girls will need to be closely monitored in the analysis of the 2015 LANA results (due September/October), so as to further investigate reasons for the disparity and to take any mitigating action.

The Program is also active in promoting gender equality in decision making and management of the schools. The Access and Quality team continues to engage female leaders on each coaching visit. The first Women's leadership conference was held in March 2015 and it was the first time for any of the women to be invited to discuss leadership and look at how to increase participation of other women in education. Each female leader developed an action plan of three actions that they would implement when they returned to their community. In terms of being elected to management positions in the school, it tends to

be women from families that hold positions of leadership in the community except for female treasures who are willing and have the required skills to be elected. The actions included creating more conducive learning environments – creating teaching and learning resources, setting up libraries, supervision of boarding students during the reading time. The female representatives mobilised the women in their communities to become involved in non-traditional activities within the school.

The Program has also embedded a gender strategy within its infrastructure planning process and hygiene education as follows:

- Women participation in the school infrastructure planning process is ensured through the inclusion of a Mother's Club representative as one of the workshop participants.

- Hygiene Education Training at the school level, by the Fijian Teachers Association, has included a topic on the girls' hygiene needs.

- Girls and boys student toilet ratio[9] is one of the main indicators in the school toilet facility rehabilitation planning. The rehabilitation program will ensure that the school meets this standard.

In addition, all M&E data is disaggregated by gender, including attendance and LANA data and also with respect to school management (such as percentage of females who are managers/treasurers of School Management Committees).

Disability

Disability inclusive education is a central feature of AQEP. In addition to the targeted work at the five Inclusive Education Schools, the Program is having a wider impact across the Fiji primary education sector. Through the Disability Inclusion Strategy, sustainable approaches to disability inclusive education are being built through training Head Teachers, Teachers and Teacher Aides in inclusive education; raising awareness of educational opportunities amongst school communities in Fiji; developing a long term implementation plan for the national Inclusive and Special Education Policy; developing tools to support school staff in their inclusive education efforts, including a Disability Inclusion Toolkit, Disability Referral Directory and a Specific Learning Disability identification tool; and validating a tool for identification of children with disability to enable schools to identify learning support needs and disaggregate FEMIS by disability. The Disability Inclusion team has made particular efforts to build disability inclusion into the work of others across the AQEP components, notably the Component 1 team.

AQEP's M&E Plan includes specific research activities which enable the measurement of outcomes regarding inclusive education, and the M&E framework includes indicators related to disability which enable the measurement of progress towards disability inclusive education in Fiji. In addition, data collection for the Rapid Assessment of Disability was undertaken in 2014 but delays in analysing the data have since occurred. The report will be available by

---

[9] Generally, the standard student: toilet ratios are Girls 1: 25; Boys 1:30.

August 2015. Lessons learned from the survey will be used to ensure that results from the follow up comparative survey to be undertaken in Year 6 will be available in a timely manner. Detailed data on attendance and Literacy and Numeracy Assessment by students in the Disability Inclusive Demonstration schools is collected and analysed by the Program.

Program attendance and LANA data for AQEP and non-AQEP schools is analysed separately by disability. However, although the data is indicative, it is likely that there is significant under-reporting of CWD (particularly of children with non-physical disabilities that affect learning) in Fijian schools. AQEP staff are working with the MoE to develop reliable definitions for disability for use in FEMIS and other reporting.

In relation to building infrastructure, schools in Fiji have not been designed to accommodate children with mobility difficulties. Lack of guidance/policy from MoE on this issue is clearly visible at the school level such as steep sloped school sites, improper site layout, poor connectivity between buildings, and no provision of toilet for wheel chair access. AQEP had addressed these issues in two ways:

- The review of the MoE school establishment policy - This policy document sets out clearly the level of acceptability of a standard and also gives guidance on how to achieve standards. AQEP assistance includes a review of the school infrastructure minimum standards, school building design, and layout options.

- In the reporting period, 6 schools have been made more accessible through the installation of wheelchair access ramps and toilets for special needs students.

Innovation

Much of the work described above being undertaken with respect to gender equality, school-based management and inclusive education is innovative in the Fijian context. In addition, the Program has designed an early grade literacy approach[10] and will train all early grade (Years 1-4) classroom teachers in AQEP schools on how to implement it. The expected outcome is that teachers will deliver more effective, interesting and student-centred literacy lessons every day. Students will be more engaged with their learning which should result in improved literacy skills.

For infrastructure, AQEP has also piloted the construction of six units of compost toilets for Somolevu Primary School in the Yasawa islands as part of its emergency assistance for dry spell affected schools. The compost toilets will reduce the water usage for flushing. This will enhance school resilience during the upcoming El Nino season.

---

[10] Teachers are expected to spend 60-90 minutes every day teaching language. This includes skills in listening and speaking, reading and viewing, writing and shaping. The AQEP literacy approach helps teachers to plan and implement activities that promote active learning in all these areas. Teachers will be trained in how to deliver thirty activities that are effective for children's literacy development. Each day, the teacher will select appropriate activities from the repertoire of thirty. The activities require few or no resources and are easy to deliver in the classroom.

As well, AQEP has introduced light steel – an innovative building practice – since Year 3 in at least seven schools infested with termites in the Western Division and is rolling this out in areas where the requisite timber is unavailable. The new initiative to construct light steel structures is sustainable compared to timber structures. Firstly, it guards against building deterioration through the action of termites. Secondly, the light steel structure panel (i.e. wall and roof) can be prefabricated and assembled in a factory and delivered directly to the school from the supplier. However it can also be assembled on site as well but this is determined by the location of the school and logistics to the site. Thirdly, in terms of cost, light steel construction costs are comparable as the labour needs are more costly for timber construction.

The Program will also carry out action research into classroom practice to look for innovative teaching and/or use of materials, and best practice.

Fraud

No cases of fraud were identified during this reporting period.

8.0 Management Systems

8.1 Strategic and Annual Planning

A total of 20 AQEP staff comprised of the Team Leader, Senior Program Manager, component leads, short term advisers, coordinators and other locally engaged staff from each component gathered from 25-27 February 2015 to discuss a wide range of issues relating to the strategic direction of the Program and the Year 5 Work Plan. They were joined by the GRM Contractor Representative and DFAT Senior Program Manager in Fiji. The outcomes from the meeting were:

- A review of lessons learned to date and development of a proactive strategy for the systematic documentation, reporting, dissemination and sharing of AQEP best practice.
- A shift in focus from activity based planning to results oriented and strategic planning for the last two years of the Program (Years 5 and 6).
- A review of the formative evaluation reports to ensure agreed recommendations are incorporated in the Year 5 Work Plan.
- A review of the AQEP Gender Strategy and Implementation Plan to ensure that the Year 5 Work Plan is gender compliant.
- A clear understanding of the M&E Plan to ensure that (a) data collection requirements are clarified; and (b) key activities are incorporated into the Year 5 Work Plan.

8.2 Monitoring and Evaluation

The M&E Plan 2014-2017 was finalised in April 2015. The Theory of Change, Results Framework and the plan for Years 5 and 6 will guide M&E activities over the remaining two years of the Program. During the reporting period, a formative review of the Quality assurances practices and systems of the work on Infrastructure Upgrading (Component 2) was completed. A consolidated report of the recommendations from the five formative

evaluation reports undertaken in 2015 was also prepared to ensure that the implementation of all recommendations are monitored in Years 5 and 6. The M&E team has also prepared a draft case study evaluation plan for implementation in Year 5.

The Program has now put in place reporting systems across all program components to ensure that the input, output and outcome data under the Results Framework is collected/reported and analysed at appropriate intervals. This has included working with the FEMIS team to extract attendance and LANA data for the AQEP schools disaggregated by attributes such as gender, disability and school location.

The quality of M&E activities is guided by the plan and the DFAT M&E Standards, 2014. The M&E Technical Working Group (consisting of members from the MoE, DFAT, USP, FNU, the Bureau of Statistics, and other donors) has also been formed to provide external guidance on the quality and relevance of program M&E.

8.3   Human Resources

There are 37 staff on the AQEP team employed to deliver the program supported by the GRM central office. Four are long term adviser positions (Team Leader, Senior Program Manager, Social Protection Specialist, Infrastructure Specialist), five are short term advisers (Disability Specialist, Database Specialist, Database Developer, Quality Education and Systems Adviser, M&E Specialist), and 28 are locally engaged staff.

Five new advisers and a locally engaged staff have commenced with AQEP in the reporting period:

- Senior Program Manager – Ms Sheena Hannan (maternity cover).
- Quality & Systems Adviser – Dr Myra Harrison.
- M&E Specialist – Ms Ceri Bryant.
- Database Specialist – Mr Jim Shoobridge.
- Disability Specialist – Ms Sally Baker.
- School Community Coordinator – Mr Lima Nakula.

While there has been considerable turnover in adviser staff, GRM has taken prompt action to find highly experienced replacements. The Team Leader has ensured appropriate handover and induction for the new advisers so that they were able to be quickly effective in their respective roles.

As noted in the last reporting period, Quality and Systems Adviser, Professor Mike Horsley, has suffered with a long term illness that has resulted in him withdrawing from his role with AQEP. Dr Myra Harrison started with the Program in February 2015. Myra has worked in the education and development sectors for over 20 years in a range of areas and in many countries including the Pacific. She has expertise and relevant experience at the systems level having worked as a secondary teacher, Senior Education Adviser and Chief Education Adviser. She has provided technical and strategic advice on education program development and has expertise in monitoring and evaluating education programs.

Senior Program Manager, Ms Jemima Stancombe, will be starting maternity leave at the start of the next reporting period. Ms Sheena Hannan, GRM employee, will be acting in this

position for the eight months that Jemima will be away. Sheena spent a week in Fiji at the start of June to start the handover process and Jemima will spend two weeks at the start of July in the GRM Brisbane office finalising the handover prior to Sheena's mobilisation.

Infrastructure Specialist, Mr Jeffrey Ing, will not be renewing his contract with AQEP going into Year 5 of the Program. GRM started the recruitment process to find a replacement for Jeffrey towards the end of this reporting period, with interviews carried out at the end of May. GRM hope to have a suitable replacement for Jeffrey starting early in the next reporting period. The Infrastructure Manager, Mr Sowane Puamau, is acting in the position of Infrastructure Specialist until Jeffrey's position is mobilised. AQEP does not foresee any delays with the Component 2 work whilst this recruitment is underway.

Monitoring and Evaluation Specialist, Mr Ian Hind, completed his two year contract with the Program in June 2015. Ian made the decision to move on from the Program in order to spend more time with his family overseas. Following a select recruitment process, GRM nominated Ms Ceri Bryant as a suitable replacement for Ian and she started with the Program at the end of June. Ceri's work experience has primarily been in the education sector, with over 15 years contribution to the design, delivery and M&E of a range of Australian Government funded education sector programs in the Pacific. Ceri has wide-ranging practical experience in designing and undertaking research and evaluations (primarily in the Pacific region, including in Fiji).

Annex 5 outlines the short-term adviser inputs that have been completed during this period.

An organisational chart at Annex 6 details the current AQEP team structure. There has been no turnover in the locally engaged staff since the commencement of the Program.

8.4   Risk Management

The updated Program risk matrix is outlined at Annex 7. All new and amended risks are highlighted in green. Seven of the 31 identified risks (22%) have been rated high – lack of appropriate support for implementation of FEMIS; FEMIS is underutilised as a tool for monitoring, analysis, planning and management; delay in LANA feedback to the schools is a barrier to the use of appropriate and relevant teaching and learning strategies by teachers; program funds reduced part way through Financial Year; SMC/MoE/AQEP staff changes and/or turnovers lead to lack of continuity; fraud/mismanagement of funds by school management committees; and new MoE reforms. The mitigations strategies to address these risks are provided in Annex 7.

As already discussed in Section 3, the main issue affecting program implementation of the Year 4 Work Plan in the reporting period was related to implementing the interventions and activities in a changing policy environment at the Ministry of Education.

A risk to the Program is associated with the considerable turnover in short term adviser staff with five changes made in Year 4 as mentioned in Section 8.5. However, GRM has acted promptly to find highly experienced replacements. Another mitigating strategy to ensure that the work program was not negatively impacted was an appropriate handover and induction for the new advisers so that they were able to be quickly effective in their respective roles.

9.0 Recommendations and / or Management Responses to Key Issues

A key challenge associated with the Program is having to adjust to a fluid policy and staffing environment at the MoE Headquarters, education districts and schools and the ensuing confusion and loss of morale at AQEP supported schools. The Program has already dealt with this in a number of ways as already described. In summary, AQEP has had to cancel or defer some activities, stop and reflect on ways to better support the schools and the MoE, and engage more collaboratively with senior management and relevant section heads at the Ministry on new ways of doing AQEP work within the confines of the policy restrictions.

In Year 5 the Program will engage more strategically and directly with the executive leadership of the Ministry on issues of concern for AQEP. This includes, for example, the much needed five-day training for Years 1-4 teachers and school heads in the AQEP literacy approach in September (first week of Term 3) with the Program paying the costs of relieving teachers. This is to ensure the new innovative approach to literacy improvement is rolled out in the 85 Cohorts A and B schools from Term 3.

AQEP will also strengthen its advocacy with new senior executive staff at the level of Permanent Secretary, Deputy Secretary and Director to introduce the program to them and to progressively make them fully conversant with the goal, approaches, activities and the strategic direction of the Program.

Furthermore, once new appointments are made at the district education offices – particularly Divisional Education Officers and Principal Education Officers – AQEP will ensure that they, as well as primary curriculum and assessment officers, are also fully briefed on the Program and involved in AQEP activities in the schools. This is a critical step to ownership, sustainability and adoption of best practice and lessons learned from the AQEP experience at the MoE, districts and schools.

Sustainability of good/best practices gleaned and collected through documented products will become a key focus in the final two years of the Program. As mentioned earlier, AQEP will develop its Sustainability Strategy. To fast track the work planned on the Sustainability Strategy for AQEP a budget has been included in the Year 5 Work Plan for 28 days of Technical Assistance input. A specialist will be contracted to develop the Sustainability/Exit Strategy and ensure that the first draft is completed by the second quarter of Year 5.

ANNEX 1

AQEP Contribution to DFAT Aggregate Development Results

Annex 1: AQEP Contribution to DFAT Aggregate Development Results

AUSTRALIAN AGGREGATE DEVELOPMENT RESULTS	AQEP RESULTS (JANUARY- JUNE 2014)	AQEP RESULTS (AUGUST 2011 – JUNE 2015
Number of children enrolled in school	No assistance provided in this period	42,204[11] students (Boys 21,643; Girls 20,561) in 193 schools
Percentage Grade 3 students reading to national standard	Data not yet available	Data not yet available
Number of high quality learning materials supplied to schools	No assistance provided in this period	128,686 textbooks (106,920 to selected schools and 21,766 to emergency schools)
Number of students provided with financial or nutritional support	No assistance provided in this period	4,165 students (Boys 2,209; Girls 1,956) from 36 schools benefited from school feeding programs via AQEP's emergency assistance
Number of classrooms built or upgraded	54 classrooms upgraded and or constructed	942 classrooms upgraded (734 in selected schools and 208 in Emergency Schools)
Number of children able to access more schools that have been made more accessible to children with disabilities	350 children (182 boys and 168 girls) from 4 schools attending schools made more accessible to children with disability	6,909 children (3,555 Boys and 3,354 Girls) from 33 schools (32 selected school and 1 through emergency assistance)
Number of children with disabilities enrolled in school	18 children (9 boys and 9 girls) newly enrolled in demonstration schools (100 in total)	Total enrolled in 5 demonstration schools since Program began: 100 (65 boys; 35 girls)
Number of school officials trained	283 (42 female) from 65 AQEP schools – Head Teachers, Assistant Head Teachers, Managers, Treasurers, and Mother Representatives – were trained directly by the program	4,810[12] teachers, MoE staff and School Management Committee members trained through AQEP funding
Number of additional children enrolled in school	18 children (9 boys and 9 girls) newly enrolled in 5 demonstration schools	100 students enrolled in 5 disability pilot schools (65 Boys; 35 Girls)[13]
Number of textbooks provided	No assistance provided in this period	As reported above, 128,686 textbooks (106,920 to selected schools and 21,766 to emergency schools)
Humanitarian and disaster preparedness and response (Number of schools)	25 drought affected schools received drought relief assistance.	117 schools supported in 2 floods, 1 fire, 1 tropical cyclone and 1 drought
Humanitarian and disaster preparedness and response (Number of student beneficiaries)	3,457 students (1,754 boys and 1,703 girls)	25,376 students (12,833 Boys; 12,543 Girls) have benefitted from AQEP's emergency assistance.

---

[11] This refers to the total number of existing students in the 193 AQEP supported schools and NOT additional enrolments as a result of AQEP assistance.

[12] This consolidated figure is low due to the same School Committee members and head teachers undergoing new training; they are counted only once.

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

ANNEX 2

Summary of Outputs Delivered, January – June 2015

Annex 2: Summary of Outputs Delivered, January – June 2015

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
1. Output 1.1 (Component 1) Access and Quality activities planned, approved and implemented by schools	The number of activity plans approved and implemented: 73 literacy 68 numeracy 88 access 10 school have selected income generation projects, and developed plans with technical assistance provided by FRIEND.	A total of 413 activities in access, literacy and numeracy approved and implemented. 50 access, literacy and numeracy groups activated in partnerships with teachers, school management and the community. 10 school have selected income generation projects, and developed plans with technical assistance provided by FRIEND.	1 and 2
2. Output 2.1 (Component 1) Improved boarding facilities in rural and remote areas	50 people (30 males and 20 females) from 17 schools trained in food production, extra-curricular activities and creating child friendly boarding environment. Training was led by the community of the 2 pilot boarding schools.	77 (50 males and 27 females) people from 17 schools trained in food production, extra-curricular activities and creating child friendly boarding environment. Training was led by the community of the 2 pilot boarding schools. Of the 77 participants, 70 were SMC members, 6 Head Teachers and 1 education officer. Of the 27 females, 25 were mother's representatives and 2 were SMC members.	1
3. Outputs 2.1 (Component 1) School communities involved in access and quality awareness programs	53 Community meetings held by schools This includes CAPs, Village meeting with an education component, women's club meetings, Mataqali meeting, Outreach. A total of 3,346 community members (1,352 males and 1,994 females) attended the meetings.	317 Community meetings held by schools with assistance from AQEP officials. 501 community meetings organised by the communities without program assistance. This includes CAPs, Village meeting with an education component, women's club meetings, Mataqali meeting, Outreach. A total of 6,645 community members (2,671 males and 3974 females) attended the meetings.	1 and 2
4. Output 3.1 (Component 1) Standard kit for teaching and learning resources in each targeted school	Completed in 2014.	The following resources were provided to 85 supported schools: 106, 920 textbooks 85 Science Kits 85 PEMAC Kits	2

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
5. Output 3.2 (Component 1) Provision of AQEP developed teaching and learning materials for targeted schools	Locally contextualised alphabet cards printed for delivery in Term 2.	N/A	2
6. Output 4.1 (Component 1) Outreach centres resources to support homework, study and community awareness	Outreach Centre operating in Suva Contract signed and set up commenced for Lautoka. A total of 604 students; 553 primary (178 boys, 375 girls) and 51 secondary students (11 boys and 40 girls) have used the homework centre.	Outreach Centre operating in Suva Contract signed and set up commenced for Lautoka. A total of 604 students; 553 primary (178 boys, 375 girls) and 51 secondary students (11 boys and 40 girls) have used the homework centre.	1
7. Output 5.1 (Component 2) Lighter, cooler, safer classrooms and dormitory facilities; Improved water supplies and more hygienic latrines, toilets and sanitation facilities; Schools made accessible for children with disability (CWD)	Rehabilitation works completed in 10 schools: • 54 classrooms • 9 school library buildings • 8 kitchen and dining facilities • 9 teachers offices • 5 Early Childhood Education rooms/buildings • 4 teachers quarters • 10 boarding facilities • 19 school toilet blocks • 2 water tanks • 3 rain water harvest systems • 1 borehole • 8 water pumps	The following school buildings/facilities have been renovated: • 734 classrooms • 69 school library buildings • 39 kitchen and dining facilities • 103 teachers offices • 49 Early Childhood Education rooms/buildings • 92 teachers quarters • 18 boarding facilities • 97 school toilet blocks • 46 water tanks • 31 rain water systems • 6 boreholes • 9 water pumps	1 and 2
8. Output 6.1 (Component 1) Mentoring/Coaching program established and operational	Term 1 - 77 days by the 7 SCCs and 55 days by the 4 VTs. Term 2 – 57 days by the 6 SCCs 71 days by the 4 VTs. A total of 260 coaching days.	A total of 587 days of mentoring provided to teachers in 85 supported schools since 2013.	1 and 2
9. Output 6.2 (Component 1) School based management training in Access and Quality	283 (241 Male and 42 Female) from 65 schools Head Teachers, Assistant Head Teachers, Managers, Treasurers, and mother Reps in Access and Quality training. Finance training – 139 (116 males and 23 females) people from 69 schools trained in financial management.	A total of 2242 (1690 males and 552 females) SMC members, Head Teachers, Assistant Head Teachers, Managers, Treasurers and Mothers Reps trained in Access and Quality.	1 and 2
10. Output 6.3 (Component 2)	16 managers and mothers club	200 school officials including Head Teachers,	Long term sustainability

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
SMCs trained in school rehabilitation planning and maintenance	representatives (8 males and 8 females) from 8 schools trained in School Infrastructure Rehabilitation Planning 25 (13 males and 12 females) managers, head teachers, mother's club representatives from 16 schools trained in Schools Infrastructure Maintenance.	Treasurers, Managers and Mother's representatives from 93 schools trained in School Infrastructure Rehabilitation Planning and Maintenance.	
11. Output 6.4 (Component 2) Production of maintenance manual	16 Schools have received a copy of maintenance manual	87 Schools have received a copy of maintenance manual	Long term sustainability
12. Output 7.1 (Component 2) Production of hygiene handbook	50 Schools received a set of hygiene education handbook	93 Schools received a set of hygiene education handbook	1
13. Output 7.2 (Component 2) Training of school staff in WASH	50 Schools received Hygiene Education/WASH Training	93 Schools received Hygiene Education/WASH Training	1
14. Output 8.1 (Component 2) Review and revision of MoE policies and infrastructure minimum standards including light steel, concrete and timber structures	Review of MoE school Establishment Policy including Infrastructure Minimum Standards is completed. At the moment the MoE's Senior Staff is doing the final review of the document.	Review of MoE school Establishment Policy including Infrastructure Minimum Standards is completed. At the moment the MoE's Senior Staff is doing the final review of the document.	Long term sustainability
15. Outputs 9.1 (DIS) Five Inclusive Education Demonstration schools established and supported as first stage of adoption of IE approach	• At least 2 monitoring and mentoring visits conducted to each of five Inclusive Education Demonstration Schools by 2 Disability Inclusion Coordinators • 500 ECE resources delivered to ECE centres in these five schools • School grants used by schools to fund uniforms for newly enrolled students with disabilities, teaching and learning resources for teachers and Teacher Aides, 2 students travelled to Suva to enable screening and referral of children with disability for surgery in Hawaii • Vision and hearing screening provided to 432 students (227 males and 205 females) at the 5 Inclusive Education Demonstration Schools.	14 monitoring and mentoring visits to each of the five inclusive demonstration schools. School grants provided to fund uniforms, stationery, school bags, assistive device, teaching and learning resources and medical referrals to all the 5 demonstration schools The Inclusive demonstration schools efforts were acknowledged when they were awarded during the Fiji Special and Inclusive Education Award Night in 2014.	1 and 2
16. Output 10.1 (DIS) Awareness training on inclusive education provided to teachers, students, teacher aides, SMCs,	Public awareness raising on Inclusive education at 4 schools on Totoya Island (Cohort B), in Lau. No data available	Public Awareness raising at Lami Primary, Lomary Primary, Draiba Primary and Vashist muni Primary School- No data available.	1 and 2

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
parents, volunteers and districts	10 teachers (M:3, F: 7) from the Labasa Cohort A schools were assisted in assessing their students with special needs. Public awareness raising on inclusive education at Namosau Methodist Primary School, Burenitu Distrcit, Naloto District School and in 3 communities in Savusavu district. No data available. Disability Inclusion Training held for 18 AQEP Component 1 Staff (M: 7, F: 11).		
17. Output 10.2 (DIS) Teachers and Teacher Aides provided with training on inclusive education, specialist sign language and braille	• Inclusive Education Workshop for 52 Head Teachers from the Eastern Division (35 Males and 17 Females) • Individual Education Plan (IEP) Workshop for IEP Champions from each of the special schools, including 4 staff from AQEP's Inclusive Education Demonstration Schools • 15 Teacher Aides (M: 2, F: 13) trained in Managing challenging behaviours in schools/ Child Protection and Classroom Strategies to assist learning of students with special needs • Tool to enable the identification of children with specific learning disabilities developed through two workshops (total of 5 days) with 15 teachers (M: 8, F: 7) and validation testing in several schools.	• A total of 68 teachers and head teachers trained in August 2012 from 5 demonstration schools and includes 7 ECEs and 12 teacher aides (Male 34, Female 34). • Follow up training (Aug 2013) on IE by Dr. Umesh. A total of 87 participants inclusive of all PEO from the 4 divisions (M:32, F 55). • A total of 10 teacher aides(All female) received specialised training (5 braille; 5 sign language). • 3-day Inclusive Education training program conducted by Monash University for 45 Master Trainers (Males 27, Females 18) from all 9 education districts - participants comprised of 18 education district officers and 27 head teachers - training focused on building capacity to strengthen inclusive education at the district and school level in Fiji. • 3-day ECE Curriculum Na Noda Mataniciva Refresher training completed for 47 ECE teachers in 4 education districts (Males 2, Females 45). • Inclusion Coordinator training package	2

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
		completed. • 2-day IEP workshop conducted for 12 Teacher Aides (F: 12) from the 5 Demonstration schools. • 403 school heads and MoE officers (Primary 360, Secondary 36, MoE 7) in all 9 education districts have received 3-day training in IE (Males 237, Females 166.	
18. Output 11.1 (DIS) Baseline survey of CWD in target communities; research into barriers and enablers to education of CWD conducted	Draft report regarding baseline survey of CWD in target communities completed.	• Baseline survey of children with disability in communities around the five Demonstration schools conducted. • Qualitative study into barriers and enablers to education for children with disability completed.	1
19. Outputs 12.1 (Component 3) Improvement in LANA processes and development of national learning benchmarks; Teachers and Ministry personnel trained	• Benchmarking for literacy workshop held for MoE and teachers. • LANA literacy results analysed in 2014, and compared against baselines in 2011 and 2012. • The capacity to distribute exams directly to schools was developed and piloted in preparation for rollout in July 2015.	• 2012-LANS -3 days workshops starting from the 7th Feb to 25th May, 2012 for 708 class 4 teachers in 9 Districts, at 74 centres. • 2013-LANS – 2-day workshop starting from 18 March to 24 May 2013 for 547 out of 567 made up of 567 teachers of class six and those schools which missed out in 2012. Procurement and installation of 2 Kodak scanners and training of 5 operators. Procurement Read soft software for the scanner and training of 4 officers; and procurement of RUMM 3030 and training of 2 staff on writing of items and analysis of test.	2
20. Output 13.1 (Component 1) School Based Management developed literacy and numeracy improvements at school and classroom levels supported by professional development and expert	245 (94 males and 151 females) teachers from 38 schools trained in Literacy and Numeracy.	456 (174 males and 282 females) teachers from 86 schools trained in Literacy and Numeracy.	2

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
guidance implemented			
21. Output 14.1 (Component 3) Web-based, student focused FEMIS implemented in schools, districts and MoE	• New hardware provision for the FEMIS unit was agreed and procurement commenced. • Reports on compliance with attendance data were piloted in AQEP schools resulting in more complete attendance data. Reports are scheduled for national release in July 2015. • The FEMIS training for school-nominated Administrators and Heads of schools was completed in 28 clusters, at different venues in 8 Education Districts. The Eastern Division training is left and will be conducted in Term 2. • Analysis of the Education sector has commenced to determine KPI for monitoring of the education sector through FEMIS reporting.	• 1,275 nominees made up of Heads of schools and school Administrators have been trained on FEMIS with AQEP funding. • FEMIS has been decentralised to schools and key ministry processes including bus-fare allocation and monitoring, registration of students, registration of exams, school grant allocation and tracking, attendance tracking. FEMIS has become the main source of education data for the Ministry at all levels of government.	1 and 2 Long term sustainability
22. Output 15.1 (Component 3) Annual program of activities approved and implemented supporting Ministry of Education priorities	Six proposals received from MOE. Reviewed and discussed by AQEP Approvals Committee, 3 approved	Six proposals received from MOE. Reviewed and discussed by AQEP Approvals Committee, 3 approved	Long term sustainability
23. Output 15.2 (DIS) Long term strategy for inclusive education adopted by MoE	Stakeholder workshop for representatives of MoE as well as schools, Disabled People's Organisations, teacher training institutes and faith based organisations held and initial draft implementation plan produced	Stakeholder workshop for representatives of MoE as well as schools, Disabled People's Organisations, teacher training institutes and faith based organisations held and initial draft implementation plan produced	1 and 2
24. Output 16.1 (Component 3) Development of AQEP M&E strategy comprising baseline study, Theory of Change and M&E Plan	• M&E Plan 2014-2017 (Approved by DFAT April 2015). • AQEP (2015). Review of the Quality assurances practices and systems of the work on Infrastructure Upgrading (Component 2). • Component 2 formative evaluation. • Consolidated recommendations from Year 4 formative studies. • Drafting of case study evaluation plan.	AQEP (2014). Baseline Study Report AQEP (2014). Implementation of School Based management (SBM) as part of Component 1 AQEP (2014). Implementation of FEMIS AQEP (2014). Review of the objectives and structure of Component 3 – Building Sustainable support systems and structures AQEP (2014). Implementation of the Disability Inclusion Strategy.	Long term sustainability

Key Outputs (from Theory of Change)	Progress with output implementation January –June 2015	August 2011 – June 2015	Linkage to End of Program Outcome (EOPO)
25. Output 16.2 (Component 3) Communication and stakeholder consultations	Stakeholder meeting held 30 June with 49 (M-33 (67%); F-16 (33%) participants attending	7 newsletters printed and distributed to key stakeholders. 5 stakeholder consultations/meetings held. 8 PCC meetings have been held.	Long term sustainability
26. Output 16.3 (Component 3) Research, good practices and case studies to build an evidence base for decision-making	Plans now in place for case studies; first pre-study school visit made. Plans made for action research at classroom level.	Plans now in place for case studies; first pre-study school visit made. Plans made for action research at classroom level.	Long term sustainability
27. Output 17.1 Training, coaching and mentoring **(Components 1 and 2)**	A total of 528 school officials (335 males and 193 females) including head teachers, assistant head teachers, teachers, managers, treasurers and mothers representatives received training, coaching and mentoring in: - Access and Quality. - Literacy and Numeracy. - Awareness on Inclusive Education. - School Infrastructure Rehabilitation Planning. - School Infrastructure Maintenance. A total of 260 coaching days in strategies to improve literacy and numeracy provided to teachers.	A total of 2,242 (1690 males and 552 females) including head teachers, assistant head teachers, teachers, managers, treasurers and mothers representatives received training, coaching and mentoring in: - Access and Quality - Literacy and Numeracy - Awareness on Inclusive Education - School Infrastructure Rehabilitation Planning - School Infrastructure Maintenance A total of 587 coaching days in strategies to improve literacy and numeracy provided to teachers.	2

ANNEX 3

AQEP Short-term Adviser Inputs:
1 January – 30 June 2015

**Annex 3:   AQEP Short-term Adviser Inputs: 1 January – 30 June 2015**

Short-term Adviser	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Days Remaining until 30 Jun 16
Ian Hind Monitoring & Evaluation Specialist	1-31 Jan 2 days	1-28 Feb 15.5 days	1-31 Mar 3.8 days	1-30 Apr 12.2 days	1-31 May 8 days	N/A	N/A
Ceri Bryant Monitoring & Evaluation Specialist	N/A	N/A	N/A	N/A	1-31 May 4.5 days	1-30 Jun 10.5 days	90 days
Beth Sprunt Disability Specialist	1-31 Jan 4 days	N/A	N/A	N/A	N/A	N/A	N/A
Sally Baker Disability Specialist	1-31 Jan 2 days	1-28 Feb 9 days	1-31 Mar 10 days	1-30 Apr 4.5 days	1-31 May 7 days	1-30 Jun 0 days	90 days
Colin Connelly Database Development Specialist	1-31 Jan 7.7 days	1-28 Feb 9.6 days	1-31 Mar 26.8 days	1-30 Apr 7.9 days	1-31 May 1.9 days	1-30 Jun 12 days	120 days
Linda Jenkinson Teacher Education Adviser	8-30 Jan 21 days	N/A	N/A	N/A	N/A	N/A	N/A
Jim Shoobridge Specialist to conduct Formative evaluation and review of implementation of FEMIS	28 Jan 1 day	22-28 Feb 7 days	1-31 Mar 7 days	6-8 Apr 3 days	5-27 May 2 days	3 Jun 1 day	60 days
Helen Stannard Teacher Education Adviser – Literacy and Numeracy	N/A	N/A	N/A	N/A	21-31 May 7 days	1-30 Jun 22 days	100 days

Juho Looveer Psychometric Specialist	1-31 Jan 0 days	1-28 Feb 0 days	1-30 Mar 0 days	1-30 Apr 9 days	1-31 May 31	1-5 Jun 5	60 days
Myra Harrison Quality and Systems Adviser	N/A	1-28 Feb 6 days	1-30 Mar 2 days	1-30 Apr 15 days	1-31 May 14 days	1-30 Jun 20 days	120 days

ANNEX 4

AQEP Organisational Chart – June 2015

Annex 4:   AQEP Organisational Chart – June 2015
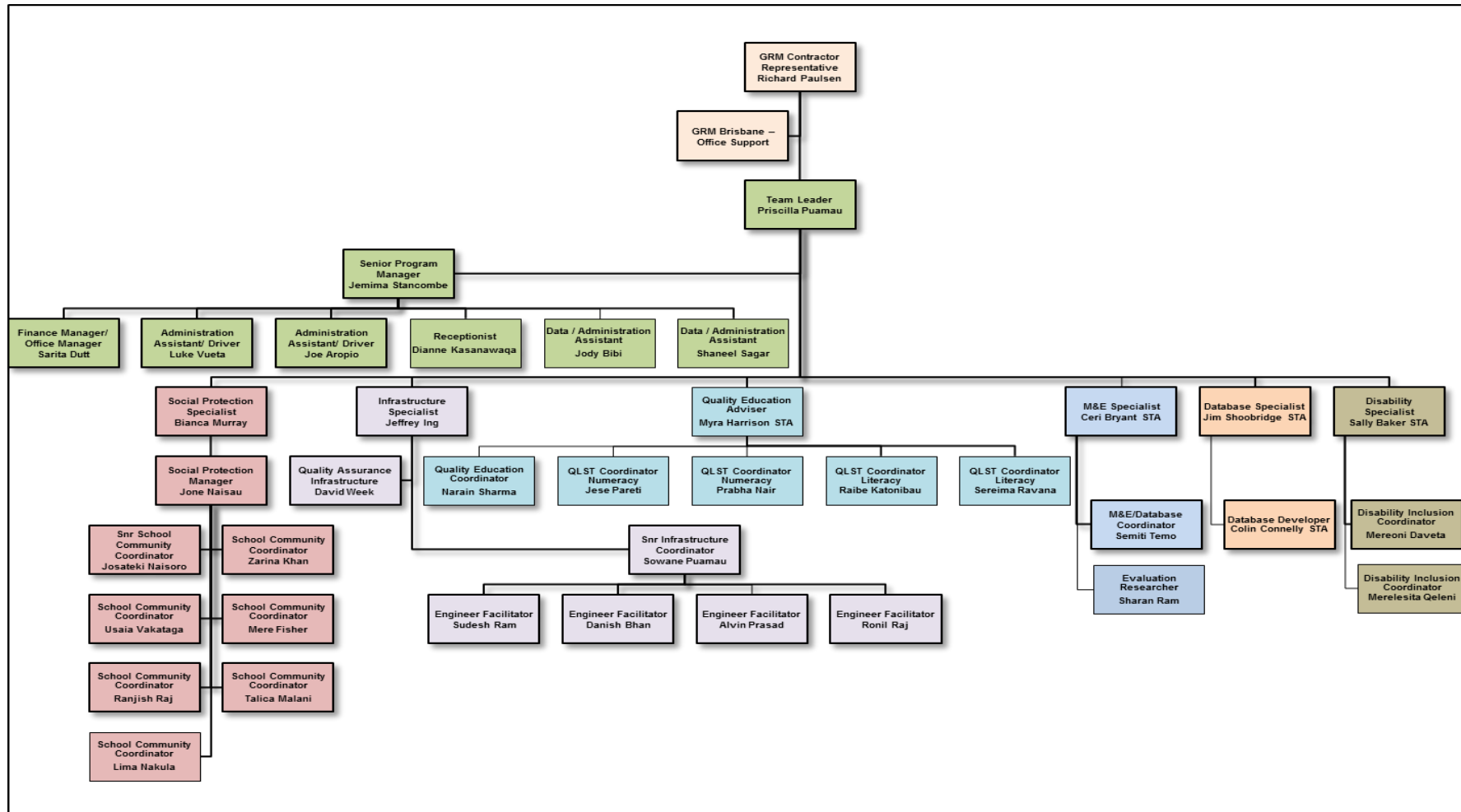
NOTES: The M&E/Database Coordinator and Disability Inclusion Coordinators report to STA Specialists on technical matters; however, they report to the Team Leader on a day-to-day basis from a management perspective. QLST – Quality Learning Support Team.

ANNEX 5

AQEP RISK MATRIX – 30 JUNE 2015

Annex 5: AQEP Risk Matrix – 30 June 2015

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

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Component 1 Risks						
Schools governance structures that include a central controlling authority have strict rules and are reluctant to relinquish control at the school level.	• Controlling Authorities reduce funds to schools receiving AQEP grants. • School Committee loyalty is to the central authority not the community, therefore attempts to involve the community in decision making is limited. • Social Protection will be unable to meet outcomes in these schools.	3	2	M	• Briefing of school controlling authorities, as well as School committee members. • Development of different models that accommodate different management structures. • Nonnegotiable mechanisms for community consultation a precondition to funding. • Contractual requirement that school funding levels should be maintained whilst working with AQEP.	AQEP and MoE
The Education system is centralised and local schools have limited decision making power, restricting effectiveness of School Based Management approaches.	• Ability for the Program to influence access and quality at the school level is restricted. • School personnel become frustrated and do not engage fully with the Program. • Component 1 outcomes not achieved. • SMC disengagement from schools.	4	3	M	• Advocacy to MoE management about the scope of schools in decision making. • Training and mentoring of teachers, community and SMC. • Training SMCs and HTs together. • Supporting the MoE by explaining the positive side of changes to SMCs.	AQEP, MoE, School Management Association
Increased MoE 'Free Education' grant has potential to reduce effectiveness of social protection interventions.	• Absorptive capacity of AQEP schools to manage AQEP school grants is reduced. • Gap between urban and rural schools will increase with removal of MoE differential funding mechanism. • Financial mismanagement and corruption by SMCs may increase. • Different acquittal processes reduces strength of AQEP acquittal process. • Schools are over enrolling students to increase the funding under the per capita grant system. • Component 1 outcomes not achieved.	3	3	M	• Strengthening training and mentoring of SMCs and community. • Consultations with MoE on support to be provided to small schools. • Strengthening relationships with District Education Officers to work with schools. • Accelerating mentoring areas e.g. transparency, accountability, independent audits. • Development of FEMIS to strengthen monitoring of acquittal for all schools. • Alerting MoE to over enrolment and encouraging action.	AQEP, MoE, SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Focus on improvements in access and quality is new to Fiji.	• Low level of support from MoE for expanded role of school management committees. • Program will need an increased level of inputs to implement new approach. • Lack of school experience in developing initiatives to achieve quality education goals. • Lack of Commitment from teachers to improving literacy and numeracy – it is perceived as extra work.	3	2	M	• Higher level of support to MoE from core team. • Use of interlinked funding system that encompasses grants to schools coordinated central fund to expand school based activities. • Advocacy for enhanced SBM based on regional experience and international research. • Utilise current MoE initiatives and materials that have yet to be implemented significantly to develop system capacity to promote quality education. • Support from District Offices to encourage teachers, • Community awareness activities to encourage parents to hold schools accountable.	AQEP and MoE
Program creates unrealistic expectations and adverse reactions in non-AQEP supported schools.	• Complaints and adverse publicity. • Unrealistic expectations from community. • Parents move children from non-supported schools to AQEP schools. This will disadvantage the non-supported school further.	3	3	M	• Clear communications strategy implemented. • Ongoing consultations with all stakeholders working in poverty alleviation. • Clustering beneficiary schools to share learning in districts to share AQEP school access and quality interventions. • Create model and resources for successful school support for access and quality interventions that can be used across schools districts in non-AQEP schools. • Transparent targeting approach.	AQEP, MoE, and SMCs
The SBM approach will not guarantee that the poorest students are targeted as decision-making sits at the school level.	• Financial barriers not alleviated amongst the poorest students. • Complaints and adverse publicity. • Component 1 outcomes not being fully achieved.	3	3	M	• Ensuring that options are provided to SMCs outlining options for assisting the poorest students either individually or through a school based approach. • Clear communications strategy implemented. • Ongoing school planning support will be provided to SMCs, teachers and community members by AQEP. • Specific school funding will specifically target access programs.	AQEP and SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Children may not go to school even with financial barriers reduced.	• Students attend school for a short time whilst there is a perceived advantage, e.g. school feeding. But they stop as soon as the advantage is removed. • Social Protection retention and transition outcomes are not met.	3	3	M	• The quality of education in the school is increased through the coordinated fund to expand school activities, for example – programs aimed at increasing school engagement, training and mentoring to increase the capacity of teachers to use CBA and LANA as a diagnostic tool. • Specific interventions in AQEP schools target literacy and numeracy achievement. • Awareness raising occurs in the broader community and the school about the value of education. • Specific interventions designed to target parental and community attitudes about the importance of students attending and engaging in school. Improved infrastructure will change community, parent and student attitudes.	AQEP and SMCs
Lack of support from schools (in particular Special Schools) and communities for disability inclusion in mainstream schools.	• Delay in implementation of disability inclusion strategy. • Teacher and community perceptions that students with disabilities are burdens on classes, schools and communities. • Children with disabilities are not enrolled in school, or drop out.[14]	3	3	M	• Community awareness meetings in collaboration with District Education Officers. • Close collaboration with disabilities stakeholders including Ministry of Health and suppliers. • Advocating to Special Schools the importance of disability inclusion in mainstream school. • Directing targeted funding through the AQEP school grant index to support education of students with disabilities.	AQEP, MoE

[14] Additional impact

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Children with disability are enrolled in schools but schools do not yet have capacity or resources to support these children.	• Children experience failure, disappointment and drop out.	4	3	M	• Prioritise training of inclusion coordinators in all AQEP schools. • Employ second Disability Inclusion Coordinator • Prioritise training of SCCs and QLST in disability inclusion. • Provide resources for disability inclusive education to each school.[15]	AQEP, MoE
Children with disability are at greater risk of abuse by being enrolled in school.	• Children with disability experience physical, sexual or emotional abuse.	1	5	M	• Inform school and community of the issues around child protection and special issues related to children with disability including child protection policy information. • Include child protection in training provided to school staff.[16] • Ensure police checks are undertaken for personnel working with children. • Include child protection in training provided to school staff.	AQEP, MoE
Component 2 Risks						
Conflict between School Management Committee, Head Teacher and Contractor due to poor communication and understanding of scope of work	• Delays in completion. • Incomplete works. • Component 2 outcomes not fully achieved. • Poor perception of AQEP by the school community. • Unrealistic expectations from the school management.	3	3	M	• Appropriate training provided to SMCs and contracts outlining clear roles and responsibilities. • Provision of mediation and issue resolution by AQEP and MoE. • Routine monitoring and site visits. • Clear and detailed scope to be provided prior to work commencement. • Appropriate guidance and mentoring to be provided to SMCs.	AQEP, MoE, SMC and Contractors

[15] Additional mitigation strategy

[16] Additional mitigation strategy

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
					• Provision of school planning session in the component 2 operational manual training workshop. • The Engineer Facilitators will follow a participatory planning approach during the formulation of scope of work with the school management. • AQEP will require the school to obtain the renovation work permit from local authorities before the commencement of any works in the school.	
Limited monitoring of schools due to poor access	• Limited monitoring of schools depending on weather conditions. • Safety risk to AQEP Staff. • Increased monitoring cost.	3	3	M	• Provision of Safety equipment including satellite phones. • No travel during bad weather. • Close collaboration with the District Education Offices and Schools. • Enforce remote management system for the non-accessible schools.	AQEP, MoE, and SMC
Building materials in short supply	• Delay in completion of works. • Increase in cost of building materials.	3	3	M	• Routine monitoring and site visits by AQEP's Engineer. • Sharing information between AQEP's sub-contractor regarding building material supplier and availability. • Work closely with AQEP's Engineers and MoE regarding alternative building material solutions.	AQEP, MoE, and AQEP's Sub-Contractors.
Frequency and scale of natural disasters diverts AQEP personnel from planned activities.	• Ongoing AQEP work activities delayed. • AQEP resources stretched.	3	3	M	• Close collaboration with DFAT and MoE in emergency response. • Outsource emergency response work where possible and appropriate. • Contingency planning.	AQEP, DFAT and MoE
Maintenance work undertaken by contractors is of poor quality.	• Defective school structure. • Reflects poorly on the Australian Aid Program.	2	4	M	• Routine monitoring prior to payment of contractors. • Staging payments. • Joint monitoring undertaken by AQEP and MoE. • Minimum Infrastructure standards are part of contractor agreements.	AQEP, MoE
Child is injured or hurt during	• Negative perception of the Australian Aid	2	3	M	• Public liability insurance is a requirement for all	AQEP

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
renovation works.	Program. • Delay in completing program works.				contractors. • Child Protection Policy in place. • Child Protection training provided to contractors.	
Schools lack a sense of ownership over renovation works.[17]	• No ongoing maintenance work after AQEP's work is completed • Infrastructure condition of schools deteriorates rapidly • Project sustainability is undermined	3	3	M	• Ongoing on-site maintenance training • Combining school maintenance training with ongoing Component 1 training. • Establishing a referral system with MoE on non performing school (school with no maintenance program). • Review of MoE's policy and standards that would encourage the school on self-maintenance.	AQEP, MoE
Component 3 Risks						
Lack of appropriate management support for implementation of FEMIS.	• Development work stalls and quality of monitoring and evaluation within the MoE suffers. • Reporting of utilisation of Free Education Grants potentially adversely affected.	4	5	H	• Continued advocacy of the need to strengthen the IT unit. • Commitment to formulating a long term development and operating strategy for FEMIS for approval by MoE and partners[18] • Continued advocacy to, and increasing the awareness of, FEMIS to senior managers in MoE and management of districts • Continued AQEP support in terms of management, design and development of FEMIS.	AQEP, MoE
FEMIS is underutilized as a tool for monitoring, analysis, planning and management.	• Districts predominantly see FEMIS as a vehicle for entering data for the unconnected schools and do not realise its potential as a tool to monitor the performance of schools.	4	5	H	• Additional training of districts in solving staffing issues and use of FEMIS for school monitoring • The incorporation of more reporting tools for school, district and MoE into FEMIS to increase its utility for	AQEP, MoE

---

[17] Additional new risk

[18] Amendment to mitigation strategy

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
	• Efficiency gains and improvements in quality of M&E within MoE are not realised.				managers at each level. • Specific additional training for MoE as soon as point immediately above is addressed • Recognition of districts that are productively utilising FEMIS as a tool for monitoring.	
Delay in LANA feedback to the schools is a barrier to the use of appropriate and relevant teaching and learning strategies by teachers.	• Teachers are unable to address the students' specific weaknesses in literacy and numeracy. • Students continue to underachieve in literacy and numeracy.	4	4	H	• Specific training of teachers in LANS in AQEP supported schools. • Ongoing analysis of LANA results to review student performance.	AQEP, MoE
Data in FEMIS is of poor quality.	• FEMIS/LANA/FESA reports are unusable or unreliable. • Confidence in FEMIS deteriorates and FEMIS is not used as a management tool. • Reduced ability to monitor achievement of AQEP outcomes[19]	3	4	M	• Establishment of a permanent post for a data quality officer. • Repeated training at the school level to mandate the importance of data quality. • Train schools on how to use FEMIS as a monitoring tool. • Improvement and regular dissemination and advocacy for reports showing data completeness in schools.[20] • Linking release of grants to schools to quality and completeness of school data.[21]	AQEP, MoE
Lack of familiarity within MoE with evidence based research procedures to measure the impact of activities and interventions	• Schools are unable to identify the impact of their activities and interventions. • Ineffective use of resources at the school and ministry levels.	3	3	M	• Specific training provided for schools on collecting and analysing data. • Specific training provided for schools on measuring the impact of different activities and decision making that is evidence based.	AQEP, MoE

---

[19] Additional impact

[20] Additional mitigation strategy

[21] Additional mitigation strategy

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
					• Engaging ministry and district officers in the use of FEMIS as a monitoring tool. • Linking FEMIS to routine planning, monitoring and evaluation through further development of purpose built reports.[22]	
General Risks						
District Education Officers do not fully understand their roles and responsibilities within AQEP or feel excluded.	• AQEP activities are not monitored correctly leading to poor quality outcomes. • Lack of support from the Divisional and District Education Offices.	3	4	M	• Program will involve the MoE (including all District & Divisional offices) from the initial planning stages of the Program. • MoE Staff accompany AQEP on all school visits. • Provision of training to District and Divisional Education Officers on AQEP procedures that clearly outline the roles and responsibilities of each level of education administration in relation to SBM.	AQEP, MoE
Fraud/Mismanagement of funds by school management committees.	• Schools at risk of losing funding support and therefore students negatively impacted. • Program outcomes not being fully achieved. • Australian Aid Program reputation negatively impacted. • GRM financially at risk. • Negative impact on community support. • Delay in delivery of services. • Negative perception of school following incident.	4	4	H	• Memorandum of agreement in place with each school. • Regular monitoring by AQEP and MoE – checking acquittals. • Clear accountability procedures and support for school committees. • Clear grants implementation guidelines including anti-fraud strategies. • Annual external financial audit to be conducted • Clear separation of powers for all financial and other key approvals. • Undertaking regular fraud training with AQEP staff • Recruitment of District based Bookkeepers to assist with monitoring of school finances. • Clearance with bank for AQEP to have full access on	AQEP, MoE and SMCs

---

[22] Additional mitigation strategy

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
					school AQEP bank accounts. • Training for new Head teachers and SMC at the start of each year. • Involvement of MoE district staff in mentoring visits. • Alignment between AQEP and MoE Grant acquittal procedures to reduce confusion in the school acquittal process.	
Program funds reduced part way through Financial Year.	• Work Plan compromised and activities reduced. • Program outcomes not being fully achieved.	4	4	H	• Regular communication with DFAT.	DFAT, AQEP, GRM
SMC/MoE/AQEP staff changes and/or turnovers lead to lack of continuity.	• Pressure on Program team to address systemic issues rather than concentrate on key Program outcomes. • Ongoing weakening of education leadership at the school levels that cannot be addressed through MoE and AQEP systems. • AQEP activities put on hold or delayed.	4	4	H	• Program will provide regular training on AQEP procedures to ensure current knowledge of the Program and activities. • Closer engagement with MoE senior staff. • Comprehensive handover and transition strategies and plans implemented in the case of changes in AQEP advisers.[23]	AQEP
Confidential data on students is accessed by unauthorised persons.	• Delay in Program outcomes due to possible loss of data. • Breach of confidentiality. • Loss of trust from schools, communities and MoE.	3	4	M	• Training to be provided to MoE and SMCs on the proper handling of data. • Secure storage devices to be used by AQEP. • Compliance with Child Protection Policy. • FEMIS security of data.	AQEP, MoE and SMCs
AQEP used as an emergency response facility.	• Delays to AQEP achieving Program objectives. • Pressure on team to keep work plan on track.	3 [24]	3	M	• Regular communication with DFAT. • Clear Emergency Response Approach. • Inclusion of AQEP in the Emergency Education Cluster.	DFAT

---

[23] Additional mitigation strategy

[24] Probability, Impact and Rating reduced

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
Progress reporting not adequately capturing outcomes	• DFAT and MoE not able to gauge satisfactorily whether AQEP is on target to meet its objectives	3	4	M	• M& E Plan developed with very clear focus on outcomes and comprehensive evaluation studies • Baseline report prepared with baseline measurements for AQEP high level outcomes • Progress reporting restructured to give greater attention to outcomes and inhibiting/enabling factors within the AQEP delivery context • Theory of Change /Program logic developed with strong stakeholder engagement and included as part of M&E Plan[25]	AQEP
Conflict of interest.	• Negative perception towards the Program. • Loss of trust and support from the community and other stakeholders.	2	3	M	• Clear conflict of interest policy. • Continuous guidance and direction provided to staff prior to field visits.	AQEP
New Ministry of Education reforms	• Significant change of MoE staff. • Lack of counterparts for AQEP staff. • Delay in planned activities due to shifting priorities of MoE. • Rate of change at the schools has led to increased paperwork and some confusion.[26]	5	3	H	• Clear and open communication with MoE staff. • Focus on activities that have not been impacted. • Liaise with MoE senior staff when appropriate on activities that have been impacted. • AQEP advocacy and briefings with new senior staff at Headquarters and the districts. • Follow up with MoE on establishment of an AQEP Committee.	AQEP, MoE

NB: Cells shaded with pale green represent amended or additional risks added from the previous version of this matrix dated 14 December 2014.

[25] Amended Mitigation Strategy

[26] Additional Impact