

# Access to Quality Education Program (AQEP) – Fiji

## Six Monthly Progress Report

**1 July 2013 – 31 December 2013**



Australian Aid: managed by GRM International on behalf of the Australian Government and in collaboration with the Fiji Ministry of Education

## TABLE OF CONTENTS

<b>Abbreviations .....</b>	<b>III</b>
<b>Executive Summary .....</b>	<b>5</b>
<b>1.0 Key Program Results .....</b>	<b>8</b>
1.1 Outcomes .....	8
1.2 Australian Aid Headline Results .....	12
<b>2.0 Monitoring and Evaluation.....</b>	<b>13</b>
2.1 Baseline Study .....	13
2.2 M&E Plan.....	14
2.3 Reporting .....	14
<b>3.0 Key Program Issues .....</b>	<b>14</b>
3.1 Uncertainty in Australian Policy and Budget Settings .....	14
3.2 FEMIS Issues .....	15
<b>4.0 Risk Management .....</b>	<b>15</b>
<b>5.0 Sustainability Analysis .....</b>	<b>17</b>
5.1 Social Protection.....	17
5.2 Disability Inclusion Strategy .....	17
5.3 Infrastructure.....	19
5.4 Institutional Strengthening.....	20
<b>6.0 Cross Sectoral Liaison.....</b>	<b>20</b>
<b>7.0 Development Cooperation .....</b>	<b>22</b>
<b>8.0 Organisational Chart.....</b>	<b>23</b>

## TABLES

Table 1: Summary of AQEP Activities and Outputs 1 July – 31 December 2013.....	5
Table 2: AQEP Headline Results .....	12

## **ANNEXES**

Annex 1: Activity Report Component 1: Social Protection.....	24
Annex 2: Activity Report Component 1: Disability Inclusion.....	36
Annex 3: Activity Report Component 2.....	40
Annex 4: Activity Report Component 3.....	52
Annex 5: STA Inputs (schedule).....	59
Annex 6: Risk Matrix .....	60
Annex 7: Organisational Chart.....	67

**Abbreviations**

AMU	Asset Monitoring Unit
APTC	Australia Pacific Technical College
AQEP	Access to Quality Education Program
AVID	Australian Volunteers for International Development
CBA	Classroom Based Assessment
CDU	Curriculum Development Unit
CSO	Civil Society Organisation
DFAT	Department of Foreign Affairs and Trade, Australian High Commission
DPO	Disabled Persons Organisation
EAU	Examination and Assessment Unit
ECE	Early Childhood Education
EMIS	Educational Management Information System
ERC	Educational Resource Centre
ES	Effect Size
FCDP	Fiji Community Development Program
FEMIS	Fiji Education Management Information System
FENC	Foundation for the Education of Needy Children
FESA	Fiji Education Staff Appointment
FHSSP	Fiji Health Sector Support Program
FNCDP	Fiji National Council for Disabled Persons
FTA	Fijian Teachers Association
FY	Financial Year
HT	Head Teacher
HR	Human Resources
IT	Information Technology
ITS	Information Technology Services
KRAs	Key Result Areas
LANA	Literacy and Numeracy Assessment
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoH	Ministry of Health
MOU	Memorandum of Understanding
NDMO	National Disaster Management Office
NGO	Non-Government Organisation
OLPC	One Laptop per Child
PCC	Program Coordination Committee
PCN	People's Community Network
PEO	Principal Education Officer
PSC	Public Service Commission

PTD	Program to Date
QLST	Quality Learning Support Team
SCC	School Community Coordinator
SENCO	Special Educational Needs Coordinator
SIMS	School Information Management System
SMC	School Management Committee
STA	Short Term Advisers
TC	Tropical Cyclone
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
USP	University of the South Pacific
VAT	Value Added Tax
WASH	Water, Sanitation and Hygiene

## Executive Summary

This is the fifth progress report for the Access to Quality Education Program (AQEP) covering the six month period from 1 July – 31 December 2013. It reports on the progress and achievements of the Program against the first two quarters of the Year 3 Work Plan, noting in particular key program results in terms of outcomes, outputs and headline results. A prominent focus is provided on key issues faced by the Program during implementation as well as on risks and strategies to ensure sustainability of results and outcomes.

Despite the challenges associated with changing policy and budget settings in both Australia and Fiji, AQEP has made good progress against its deliverables. The achievements of the Program in the reporting period are summarised in Table 1 below.

**Table 1: Summary of AQEP Activities and Outputs 1 July – 31 December 2013**

ACTIVITIES	OUTPUTS
<b>Component 1: Social Protection</b>	
Social protection implementing in 50 Cohort A schools in 7 clusters	10,744 student beneficiaries from Kindergarten to Class 8
Access Activities	50 schools implementing 104 activities in Term 3 to improve access for disadvantaged children
Quality Activities	50 schools designed and implemented 93 activities in Term 3 to improve student learning outcomes
Cycle 1 Access and Quality Grants distributed to 50 Cohort A schools	F\$562,022 distributed in grants to primary schools in disadvantaged areas
Out of Schools Children reintegrated back at school	85 out of 136 (47% Girls) out-of-school children re-enrolled in AQEP schools
Mentoring visits	50 school visits (half a day session each with 2 School Community Coordinators (SCCs) and 1 District Education Officer) completed 2,086 participants (41% Female) mentored
Education Outreach Centre established and running	Homework Centre established and open 6 days per week (during the school term) Tutor and Community Facilitator hired 65 students attending regularly Women's Club volunteering at centre
Cluster activities	4 Cluster activities <ul style="list-style-type: none"> <li>87 (98% Female) teachers trained in Synthetic Phonics (19 schools in Ra and 8 schools in Labasa)</li> <li>230 students, 15 School Management Committee (SMC) members and 11 teachers in 5 AQEP schools participated in a Spell Well competition in Lau</li> </ul>
Boarding school improvement	<ul style="list-style-type: none"> <li>2 pilot schools selected</li> <li>Partnership established with Ministry of Agriculture</li> <li>F\$26,250 disbursed to 2 pilot schools</li> </ul>
Revision of Finance Procedures	Manual revised based on lessons learnt in Term 3
District Resource Centre	1 District Resource Centre established in Ra with 5 computers and related office equipment.

ACTIVITIES	OUTPUTS
<b>Component 1: Disability Inclusion</b>	
Inclusive Education 3-day Follow Up Training	65 teachers, 10 teacher aides, 5 Early Childhood Education (ECE) teachers, 4 Principal Education Officers (Ba/Tavua, Cakaudrove, Eastern and Suva), and Senior Education Officer–Special/Inclusive Education trained.
Increased enrolment in 5 Inclusive Education Demonstration Schools	6 newly enrolled students with disability (totaling 36 over the year: 24 Male; 12 Female)
Rapid Assessment of Disability data collectors training	30 fieldworkers received five-day training in data collection in workshops conducted in 3 locations; including 5 Community Rehabilitation Assistants, 3 Ministry of Health peer educators, 5 village health nurses, 3 persons with disability, 8 community workers (volunteers) and 5 teachers
Early Childhood Development and Education strategy development	Draft strategy for inclusive early childhood development and education completed
Disability Caravan consultation meeting	Tentative schedule and objectives for the “Disability Caravan” in 2014 developed, Disabled People’s Organisation representatives now consulting their respective boards and Fiji National Council for Disabled Persons developing a budget.
<b>Component 2: Infrastructure</b>	
Hygiene Training and Monitoring	Final draft of the Hygiene Education Handbook for teachers and students completed
Technical working group on school maintenance manual	Final draft of School Maintenance Manual completed and submitted to AQEP
Implementation of school infrastructure planning workshop for 20 Cohort A schools	<ul style="list-style-type: none"> <li>20 schools rehabilitation plan/scope of work formalised and agreed by the Schools, Ministry of Education and AQEP</li> <li>20 Memorandums of Understanding signed by the schools, MoE, and AQEP</li> </ul>
Procurement of contractor for 20 Cohort A schools	10 contractors selected for rehabilitation works in 20 Cohort A schools and contract agreements signed
Implementation of school improvement work in 20 Cohort A schools	<p>Total 4,073 student beneficiaries (1,923 girls and 2,150 boys) have improved learning environments through improvements to:</p> <ul style="list-style-type: none"> <li>155 repaired classrooms (2.6% of national total)</li> <li>18 library buildings</li> <li>7 kitchen and dining facilities</li> <li>20 teachers’ offices/staff rooms</li> <li>12 early childhood rooms/buildings</li> <li>21 teacher housing units</li> <li>3 generators</li> <li>22 school toilet blocks – 82 girl pan and 75 boy pan (3.1% of national total)</li> <li>23 staff toilet unit</li> <li>21 water tanks</li> <li>19 water harvesting systems installation</li> <li>3 water pumps</li> <li>Ramps and special toilets in 18 schools.</li> </ul>
<b>Component 3: Research and Quality Improvement</b>	
Fiji Education Management Information System (FEMIS) development	<ul style="list-style-type: none"> <li>Approximately 147,000 student records now in FEMIS (approximately 75% of the total number of students)</li> <li>627 schools (70%) have now logged in and set up classes</li> <li>Training the trainer programs designed and implemented in more than 30 schools in each district currently serving as trainers to clusters of schools in the respective districts</li> <li>All schools in Fiji trained on FEMIS by the end of the calendar year</li> </ul>

ACTIVITIES	OUTPUTS
	<ul style="list-style-type: none"> <li>• District officers in each of the 9 education districts trained in obtaining staffing issues reported by the schools in FEMIS and addressing the issues in Fiji Education Staff Appointment (FESA) database</li> <li>• Tools in place to assist schools, districts and MoE in invoicing, acquittals and overall financial management for the 2014 budget allocations to schools</li> <li>• Key education indicators and reports at all levels incorporated into FEMIS</li> <li>• National FEMIS policy drafted, undergone consultation by schools and districts and now awaiting final MoE approval</li> </ul>
Intervention workshop for measuring educational interventions to enhance learning outcomes	12 AQEP staff trained in effect size methodologies for measuring learning gains from educational interventions
<p>Upgrading of RUMM Software and training of MoE officers in using RUMM software to manage Literacy and Numeracy Assessment (LANA) process</p> <p>Workshops on outcomes for LANA reporting with Curriculum Development Unit (CDU), Examination and Assessment Unit (EAU) and AQEP Quality Learning Support Team (QLST)</p>	<ul style="list-style-type: none"> <li>• 2 EAU staff trained on using RUMM software to construct and analyse LANA data</li> <li>• 12 participants from EAU, CDU and AQEP (QLST) trained on reporting on LANA outcomes</li> </ul>
Establishment of AQEP research and research ethics committee to promote ethical research	Two research projects developed and following research and ethics committee guidelines
MoE 2014 Annual Corporate Planning Workshop	51 (27% Females) MoE Senior Staff beneficiaries
Training for Future Leaders in the MoE Leadership and Management Program	250 Assistant Head Teachers and Vice Principals were identified and trained as future school leaders (36% Females)
Training for ECE Teachers and Management in Stand-Alone Schools in School Planning, Financial Management and Safer Schools	163 teachers and school management committee members (83% female) from 102 ECE centres from 6 districts in the Central and Western Divisions participated in workshop
Financial Management Training for School Heads and their Management to better manage the Free Education grant to schools	1,719 Head Teachers, Principals, Managers and Treasurers (32% Females) were trained on Financial Management in 34 clusters in all 9 education districts.
Emergency Response	
Completion of infrastructure assistance to 7 schools affected by TC Evan	<p>These improvements have benefited a total of 538 students: 251 Girls and 287 Boys</p> <p>Learning environments of 7 beneficiary schools have been improved through improvement/construction of:</p> <ul style="list-style-type: none"> <li>• 6 new classrooms</li> <li>• 3 new teacher's quarters</li> <li>• 1 renovated boarding facility</li> <li>• 2 new toilet blocks (6 girl pan and 5 boy pan)</li> <li>• provision of 195 sets of student desk and chairs.</li> </ul>



## 1.0 Key Program Results

### 1.1 Outcomes

AQEP has 10 high level outcome indicators to report against and a summary of progress against each indicator since the start of the Program is discussed below. Details on the progress of Program activities are provided in Annexes 1-4.

#### **OUTCOME 1: Improvements in school access, retention and completion rates for children including those with a disability**

- 85 (47% girls) out-of-school children re-enrolled in AQEP schools
- 50 schools implementing 104 activities to improve access in Term 3 2013
- 36 newly enrolled children with disability in AQEP's Inclusive Education Demonstration Schools (24 male; 12 female) - 34 of these 36 students completed the school year, 1 student migrated to Australia and 1 passed away
- As the disability inclusion program expands into the Cohort A schools in 2014 through the training and support of two Special Educational Needs Coordinators (SENCOs) in each of the 50 schools, a greater number of newly enrolled children with disability is expected in mainstream AQEP schools; SENCOS will have the capacity to determine disability amongst students and record it in the Fiji Education Management Information System (FEMIS).

#### **OUTCOME 2: Reduction in any disparities in student access to schooling by virtue of location (urban, rural, remote)**

Poverty and geographical disadvantage were the two criteria used in the selection of Cohort A schools which have benefited from AQEP support. To ensure a proportional reduction in disparities in student access by virtue of location, AQEP used a proportional representation methodology in relation to their location to select the number of primary schools from each category.

- Using the proportional representation methodology, a total of 50 Cohort A schools comprised of 14 urban, 10 Rural, 13 Remote and 13 Very remote schools were selected as AQEP beneficiary schools in the third financial year (FY).

#### **OUTCOME 3: Adoption of an inclusive approach to the education of children with disabilities in mainstream schooling**

- # mainstream teachers participating in inclusive education workshops – a total of 65 teachers, 10 teacher aides, 5 Early Childhood Education (ECE) teachers, 4 Principal Education Officers, and the Senior Education Officer–Special/Inclusive Education (totalling 85 participants) participated in a follow-up 3-day workshop on Inclusive Education. This was a refresher to the workshop held in August 2012
- # out of school children with disabilities identified – the Rapid Assessment of Disability survey results will indicate children identified in the community who have

not already enrolled in the schools in the areas surrounding the five Inclusive Education Demonstration Schools

- # in-school students referred for diagnosis or services – a total of 18 students were referred for proper medical assessment with 8 referrals for hearing assessment and 10 referrals for proper eye tests
- # devices and learning support provided for students, disaggregated by type of device and support – 3 pairs of spectacles were purchased for the 3 out of the 10 students tested who needed glasses.

#### **OUTCOME 4: Improvement in physical infrastructure which enhances access for students with disability**

A total of 27 schools (5 inclusive education demonstration, 21 selected and 1 emergency school) have been made accessible to students with disabilities through improvements to physical infrastructure. The improvements include:

- Construction of pavement with minimum 900mm for a wheelchair to pass.
- Ensuring that classroom doors must be of a minimum of 900mm wide for a wheelchair to pass through.
- Ensuring floor surfaces must be firm, durable, slip resistant and smooth.
- Construction of ramps with 1:20 – 1:10 gradient.
- Renovation of existing toilet blocks to allow for minimum of one wheelchair-accessible toilet per school. Wheelchair users must be able to approach, enter, transfer to and also use sanitary facilities provided within the school grounds.

It was not possible for two Cohort A schools to make their schools disability friendly as they are located on a steep slope making it unsuitable for the construction of such facilities.

In addition to disability access in Cohort A schools, AQEP has provided disabled access ramps and a toilet facility for special needs students at Nakoroboya Primary School as part of AQEP's Tropical Cyclone (TC) Evan Emergency response.

#### **OUTCOME 5: Reduction in any observed gender disparities in both access and quality**

AQEP will have something to report once the baseline report is ready in February 2014.

#### **OUTCOME 6: Improvement in student learning outcomes in AQEP targeted schools**

- 50 Cohort A schools designed and implemented 93 activities in Term 3 to improve student learning outcomes
- 87 (98% Female) Teachers were trained in Synthetic Phonics<sup>1</sup>

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<sup>1</sup> Synthetic [phonics](#) or blended phonics, also known as inductive phonics, is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words.

- Development of teacher professional development modules to assist teachers to implement school based literacy and numeracy quality interventions
- Development of resource materials and resources compendiums (including aligning current new curriculum changes) to assist schools to implement their school based literacy and numeracy interventions
- Provision of teacher professional development to schools implementing school based quality and access literacy and numeracy interventions.

**OUTCOME 7: Strengthening of school management in Fiji's poorest schools to plan and deliver programs to support school attendance, retention and opportunities for quality teaching and learning**

- 205 people in 50 Schools trained in Access and Quality Planning (36% Female) consisting of:
  - o 50 Head Teachers (28% Female)
  - o 50 School Managers (4% Female)
  - o 49 School Treasurers (22% Female)
  - o 44 Female School leaders
  - o 12 Teachers (3% Female).
- 211 people trained In Finance for Access and Quality consisting of:
  - o 50 Head Teachers (32% Female)
  - o 50 School Managers (4% Female)
  - o 50 School Treasurer (24% Female)
  - o 50 Female School Leaders
  - o 11 Teachers (27% female).
- 6,995 (53% female) people participated in 220 mentoring sessions.

**OUTCOME 8: Improvement in the quality and safety of school buildings and associated infrastructure supporting student learning and welfare**

- In the reporting period, AQEP has assisted 7 schools affected by TC Evan:
  - o Rehabilitation and/or new construction in 4 out of 5 schools have been successfully rehabilitated with the work in the fifth school 95% completed; the other two schools received desks and chairs
  - o 195 sets of students' desks and chairs were delivered to 4 schools
  - o A total of 538 students (251 Girls and 287 Boys) have been helped through the additional support provided to these 7 schools.
- Rehabilitation works in 20 Cohort A schools commenced in early October 2013 and the progress of work to date for the 20 Cohort A schools ranges from 50%-75%. The details below show the total commitment on the repair works and new installations through infrastructure interventions in the 20 Cohort A schools:
  - o 155 classrooms, 18 library buildings, 7 kitchen and dining facilities, 20 teachers offices, 12 ECE rooms/buildings, 21 teachers quarters, 4 boarding facilities, 3 generators, 22 school toilet blocks, 23 staff toilet units, 21 water tanks, 19 water harvest systems, 3 water pumps, 23 staff toilets and 23 septic tanks

- A total of 4,073 (1,923 girls and 2,150 boys) have benefitted from this infrastructure assistance
- 5 sets of Hygiene Education Handbooks for teachers and 5 sets of handbooks for students drafted
- Final draft of Maintenance Manual completed.

**OUTCOME 9: Strengthening of Ministry of Education and Schools EMIS to support evidence based policy, planning and resource allocation**

- FEMIS has made significant use of existing data sources – Literacy and Numeracy Assessment (LANA), old School Information Management System (SIMS), and Fiji Education Staff Appointment (FESA) system modules including leave, professional development, teacher placements, teacher registration, teacher qualifications, etc. - by connecting the existing databases together and enabling access to them through a unified, web-based interface. This has increased system usefulness while prompting data validation of the various data sources with an associated increase in data quality.
- All schools which can access the internet now enter their data into the system (districts continue to enter data for the remaining schools - around 25% of the schools).
- A resources area with eLearning materials, a forum and online library added value for little effort.

**OUTCOME 10: Increased capacity within the Ministry of Education to assess student learning outcomes**

AQEP has improved the national literacy and numeracy evaluation instrument LANA by upgrading current Rasch model software Rumm2020 to Rumm2030 and training Examination and Assessment Unit (EAU) staff in its use to design cutting edge national literacy and numeracy evaluations to measure student learning gain.

AQEP also assisted EAU to revise the literacy outcomes which LANA reports on, and revise test items to increase the validity and reliability of the national literacy and numeracy evaluation. To assist in the development of evidence based practice across all Fijian primary schools AQEP identified 3 potential ways of developing LANA benchmarks to inform and shape national literacy and numeracy targets to guide more effective future investment in basic skills development and for teacher professional development. These potential benchmarks will be work-shopped in early 2014 to develop a national benchmarking system that will assist the Ministry of Education (MoE) to assess student learning outcomes.

AQEP is trialling effect size<sup>2</sup> methodologies to measure student learning gains resulting from school based access and quality activities. This trial is being conducted in 6 AQEP schools with input from districts. 12 AQEP staff have been trained in this approach and currently 20 teachers are collecting classroom based assessment (CBA) data from their classes in 2012,

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<sup>2</sup> Way of measuring learning gains from an educational intervention.

2013 and 2014 to analyse using effect size methodology. The aims of the trial are to provide a new way of measuring the effectiveness of school quality and access interventions on individual and class student learning in Fijian schools; to assess the operation of this methodology in a Fijian context; and to provide a new way of evaluating classroom teaching and learning approaches on learning gains for teachers, schools, districts and MoE.

## 1.2 Australian Aid Headline Results

AQEP's achievements against Australian Aid Headline results are summarised in Table 2. The first set of indicators in each row of the second column refers to the reporting period while the second set of indicators provides a consolidated result since Program inception.

**Table 2: AQEP Headline Results**

AUSTRALIAN AID HEADLINE RESULTS	AQEP HEADLINE RESULTS
Number of children enrolled in school	538 students (287 boys; 251 girls from 7 schools through TC Evans emergency assistance)  39,523 students (Boys 20,213; Girls 19,310) in 162 schools <sup>3</sup>
Percentage Grade 3 students reading to national standard	Nothing to report yet
Number of high quality learning materials supplied to schools	No change  90,546 textbooks (68,780 to selected schools and 21,766 to emergency schools)
Number of students provided with financial or nutritional support	No change  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	161 classrooms upgraded and or constructed (155 renovated and 6 newly built) which is 2.74% of primary school classrooms  846 classrooms upgraded (638 in selected schools and 208 in Emergency Schools) which is 13% of primary school classrooms
Number of children able to access more schools that have been made more accessible to children with disabilities	3,731 children (1,949 boys and 1,782 girls) from 19 schools attending schools made more accessible to children with Disabilities  5,785 children (2,986 Boys and 2,799 Girls) from 27 schools (26 selected school and 1 through emergency assistance)
Number of children with disabilities enrolled in school	6 new students enrolled in 5 disability pilot schools (4 Boys; 2 Girls)  Total of 36 enrolled in 2013 (24 Boys; 12 Girls)

<sup>3</sup> This is the total number of existing students in the 162 AQEP supported schools and not additional enrolments as a direct result of AQEP assistance.

AUSTRALIAN AID HEADLINE RESULTS	AQEP HEADLINE RESULTS
Number of school officials trained	2,020 teachers, MOE staff and school management committee members trained through AQEP funding (Males 1,371, Females 649)  2,020 <sup>4</sup> teachers, MOE staff and School Management Committee members trained through AQEP funding (Males 1371; Females 649)
Number of additional children enrolled in school	6 new students enrolled in 5 inclusive education demonstration schools (4 Boys; 2 Girls)  36 new students enrolled in 5 disability pilot schools (24 Boys; 12 Girls) <sup>5</sup>
Number of textbooks provided	No change  90,546 textbooks (68,780 to selected schools and 21,766 to emergency schools) <sup>6</sup>
Humanitarian and disaster preparedness and response	7 additional supported schools in cyclone Evans  92 schools supported in 2 floods, 1 fire and 1 tropical cyclone.
	538 students: 251 Girls and 287 Boys benefited from AQEP's emergency assistance  21,919 students: 10,840 girls and 11,079 boys have benefitted from AQEP emergency assistance.

## 2.0 Monitoring and Evaluation

### 2.1 Baseline Study

The collection and analysis of baseline data is a key activity within the Monitoring and Evaluation (M&E) program of work for Year 1 of Phase 2 of AQEP. A draft Baseline Study Design and Plan was prepared in October and November 2013 following the mobilisation of the new M&E Specialist and submitted to the Australian Aid Program in mid-November. The key reference point for the baseline study is an AQEP Results Framework which draws on the original design at program level, the amended design for Component 1 and the approved Annual Plan for FY 2013/14.

The purpose of the baseline study is to establish some measurements or readings on a range of indicators linked to the Program Key Result Areas (KRAs) which will then be used as a comparison point with data collected on the same measures over the life of the Program. Work on the data collection and analysis is well advanced and a draft Baseline Report based on the Cohort A schools is scheduled for completion by mid-February 2014.

<sup>4</sup> This consolidated figure is low due to the same School Committee members and head teachers undergoing new training and are counted only once.

<sup>5</sup> This is also reported under number of children with disabilities enrolled in school.

<sup>6</sup> This is also reported under the number of quality materials supplied to schools.

## 2.2 M&E Plan

AQEP prepared an M&E framework (February 2013) as part of its Phase 1 M&E activities. Work is now underway on the preparation of a fully elaborated M&E Plan to cover all M&E activities within AQEP for the period 1 July 2013 to 30 June 2016. The Baseline Study referred to above is an initial key activity within the Plan.

The M&E Plan, to be completed in the first quarter of 2014 will be a 'road map' to guide and articulate all of the various M&E activities to be undertaken over the remaining period of the Program, as currently contracted. As agreed in consultations involving the AQEP M&E Specialist and the Australian Department of Foreign Aid and Trade (DFAT) in October 2013, the Plan will reflect the specific M&E standards which have been developed for Australian Aid and which are being progressively rolled out in a number of countries, including Fiji.

A Technical Working Group (TWG) is being established to provide input to key elements of the plan and, in particular, the set of key evaluation questions which will be an anchor point for the Plan.

## 2.3 Reporting

AQEP has undertaken a review of its key reports and templates with a view to ensuring that the reports have a clear and succinct focus on output delivery and achievement of outcomes. Consultations with DFAT have taken place regarding the six-monthly reports and the structure of the fifth Six Monthly Report reflects these consultations. The revised structure is intended to assist the reader in understanding how the AQEP outputs are being delivered and the extent to which the Program is on track to achieve the expected high level outcomes. The revised structure also gives a more prominent focus to key issues and risks and the actions and strategies to ensure sustainability of results and outcomes. Further work on the timing, purpose and structure of AQEP's various reports will be elaborated in the M&E Plan.

## 3.0 Key Program Issues

### 3.1 Uncertainty in Australian Policy and Budget Settings

At the time of preparation of this report the full implications of the election of the new Australian Government in September 2013 on the budget settings and policy direction for AQEP are not yet known. What is known is that the Australian Aid Program, now under the direct responsibility of DFAT, is operating under significantly reduced budget allocations and under a set of guiding principles where the objective of the aid program is to contribute to economic growth and to poverty reduction. It is also known that a future program is to be designed and implemented to support Australia's foreign and trade policy and that a geographic priority will be the South Pacific region.

AQEP was advised verbally in late November 2013 that there is likely to be a cut to the Australian Aid program for Fiji and that shifts in the Australian Government policy towards Fiji are likely to generate cost pressures on the existing Program. While wanting to protect the integrity of the goal and purpose of AQEP, DFAT has advised that it would like to see a realignment of AQEP from the beginning of 2014 to reflect the new budget and policy



settings of the Australian Government and also the recent budget settings of the Fiji Government particularly in respect of the free education grants. AQEP has provided some advice to DFAT on how AQEP can best respond to the new environment through the provision of tailored and timely support to MoE over the short, medium and longer terms. However effective annual planning of AQEP operations for the 2014 school year and the 2013/14 financial year cannot proceed until a clear new direction for AQEP is determined. It is expected that this will be clarified prior to the February 2014 Program Coordination Committee (PCC) meeting.

### **3.2 FEMIS Issues**

It is not possible to fully develop and sustain FEMIS while the staffing of the MoE Information Technology (IT) Unit remains at its current level, with only two officers capable of carrying out FEMIS development. IT Unit support is often completely unavailable more than one day per week and because of this, system failure could persist unattended for several days. FEMIS has peak simultaneous user count of 300 and FESA has 100 users. These staff are also responsible for dealing with FESA, distance learning, and so on. At the same time, the lack of a manager specifically devoted to the IT Unit (the manager is responsible for six other units) means that the IT Unit does not have a leader who is solely responsible for managing, and representing the interests of the IT Unit itself.

Though a move to increase the capacity and develop a revised organisational structure for the IT Unit obtained general MoE approval, the reorganisation is yet to take place. This initiative needs further support if FEMIS is to be sustainable. There has been verbal indication of an increase in staffing resources for the IT Unit in 2014 in response to new governmental staffing controls shifting the onus for hiring and firing of staff from the Public Service Commission (PSC) to Permanent Secretaries.

Though the schools have shown great interest in using FEMIS, districts seem to be confining themselves to entering the data for unconnected schools, and not using FEMIS as a monitoring tool, which is its main use for the district. Similarly, advocates for FEMIS do not seem to be present among senior staff at MoE. Two upcoming milestones present an opportunity to at least partially resolve these issues. The 'Free Education Grant' presents an enormous task for the Ministry to calculate, disperse and monitor the new funding model. FEMIS is easily adapted to perform the allocation calculations based on student roll and to monitor the spending. A significant challenge still exists to roll out and monitor this process. The second opportunity is with the new approach to LANA student registration. Schools are no longer required to register students for LANA. LANA will simply use the student data in FEMIS. This will eliminate several months of processing time by EAU.

## **4.0 Risk Management**

Risks associated with FEMIS development and the emerging risks surrounding the new MoE Free Education grants are discussed here and summarised in the updated Risk Matrix attached at Annex 6. All existing risks have also been reviewed.



## **FEMIS**

In relation to the risks associated with FEMIS discussed in Section 3.2 above, to address the above risks and ensure sustainability of FEMIS in the near future, significant AQEP support is needed as follows:

- Continued advocacy of the need to strengthen the IT unit and for it to have its own manager at least at Senior Education Officer level
- Continued advocacy for, and increasing the awareness of, FEMIS to senior managers in MoE and management of districts
- 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 managers at each level
- Full support of FEMIS as the Ministry-wide tool underpinning the management of the new funding model.

## **New MoE Free Education Grant**

An emerging risk that has the potential to reduce the effectiveness of AQEP's interventions is linked to the new government initiative of increased per capita school grant. The 'Free Education' grant, which will be paid out to school bank accounts in three tranches prior to the beginning of each term, is expected to be available for use in over 900 primary and secondary schools from 20 January 2014.

For the 50 AQEP Cohort A schools the risk level in several key areas has increased. They include:

- Absorption capacity of the schools – when calculating the amount for the Access and Quality Grant a key consideration was the ability of the schools to receive the money and use it effectively. The new Government Free Education grant has worked only on a per capita allocation and has not taken the absorptive capacity of large schools into consideration. Increasing the funding to schools does not mean the money will be spent effectively or lead to improvements in education.
- Financial mismanagement and corruption – some schools had a history of financial mismanagement and corruption but the MoE has improved this over the last few years. However the grant amount has increased without significant support structures in place to manage the process or build the capacity of the managers in the schools.
- The gap between urban and rural schools will increase now that the differential funding mechanism has been removed. This will contribute to the movement of families to urban areas in search of a better education and add to the problems of urban drift that already exist in the country.
- Concerns about how long the grants will continue from the management committees – a few school committees have indicated they would like to spend their 'free education grant' on infrastructure as they feel this may be the only time they receive large amounts of money.

- Some large urban schools may not want to continue working with AQEP Social Protection as they do not want the added layer of oversight over the relatively small AQEP Access and Quality grant.

AQEP will mitigate these risks by strengthening relationships with the District Education Offices and aim for early identification of mismanagement or corruption issues. This will also mean accelerating some of the mentoring areas including transparency and accountability with the community, independent audits, and planning how to effectively use all of the schools' available funds.

## **5.0 Sustainability Analysis**

At Program and activity levels, AQEP has built into its practices, processes and core activities strategies for the sustainability of the results, outcomes and impact of its interventions. At the core of AQEP's operations is the embedded practice of close collaboration and consultation with the MoE by AQEP senior management and component heads on planning, implementation, monitoring and decision making. For example, AQEP works closely with the District Education Officers on monitoring and mentoring visits. Moreover, since inception, AQEP has been sensitive to ensure that we do not reinvent the wheel but work on building on current MoE practices and regularly sharing lessons learned with key counterparts at the Ministry.

Sustainability issues and mitigation measures associated with activity implementation are discussed below.

### **5.1 Social Protection**

The core foundation of the Social Protection approach is its sustainability and measures taken to encourage sustainability include:

- Scaling back of the grant each year to reduce dependency by school committees
- Design and implementation of no cost (Any Body Can Do) activities
- Activities with high recurrent costs will not be approved
- Piloting of income generation activities
- Resource mapping to promote use of existing resources in the school and community.

As the schools have started implementing access and quality activities, AQEP has also been able to incorporate lessons learnt back into the implementation cycle to ensure that schools are continuing to move forward and learn from their mistakes.

### **5.2 Disability Inclusion Strategy**

Within the Disability Inclusion Strategy, there are a number of activities which contribute to sustainable practices in inclusive education in Fiji. Firstly, AQEP and the MoE Inclusive Education Unit have agreed to co-train the newly appointed Special Educational Needs Coordinators (SENCOs) in AQEP's Cohort A schools, as well as the new SENCO's in 10 non-AQEP schools, selected by the MoE. This partnership between AQEP and MoE for this rollout of capacity development and co-monitoring and mentoring of the new cadre of skilled teachers is exciting and has occurred as a result of the momentum and example achieved

by AQEP's five Inclusive Education Demonstration Schools. The transition of children from special schools to regular schools has already started under the direction and support of the MoE. The first co-training of SENCOS by AQEP and MoE will take place in January 2014.

The second aspect in relation to sustainability relates to this focus on supporting processes to increase inclusive education in the Cohort A schools. The model of building capacity and processes for inclusion is different from the five Demonstration schools, and it is hoped that the approach within this model will be directly applicable to all schools in Fiji as it is more feasible financially to scale up this approach. In the Demonstration schools all staff have received training, monitoring and mentoring directly from AQEP's Disability Inclusion Coordinator, whereas in the Cohort A schools only two teachers will receive training as SENCOS and will be responsible for supporting other staff in inclusive education practices, using the training of trainers materials that are provided.

AQEP's monitoring and mentoring of inclusion aspects within the Cohort A schools is included in the role of the School Community Coordinators (SCCs) and Quality Learning Support Team and will be a major focus of the work of the Disability Inclusion Coordinator in the 2014 work plan. An emphasis will be placed on building skills for this monitoring and mentoring amongst the MoE Principal Education Officers (PEOs) in the districts, through co-monitoring trips with AQEP's Disability Inclusion Coordinator, SCCs and the QLST. PEOs have been attending the training provided to the Demonstration Schools. The Small Grants Facility which is available in the Demonstration Schools supports additional costs required by students with disability. Access to funds for these costs in the Cohort A schools will be part of Access and Quality grants, leaving decision-making about these costs to School Management Committees (SMCs). This model requires educating SMCs on the purpose and value of funding items such as assistive devices, etc. However it is seen as more sustainable because it is in line with other mechanisms for funding students at risk of marginalisation.

The third element of sustainability for inclusive education is the progress made on two key resources for Fiji: *Disability Inclusion Toolkit for Fijian Schools* and *Fiji Disability Referral Directory*. The *Disability Inclusion Toolkit for Fijian Schools* is in its second draft form and is being used as the key training resource for the SENCOS, both in AQEP schools and in the MoE schools. AQEP will trial the Toolkit in 2014 in terms of its usefulness for teachers who have not received direct training in workshops, then adapt it as required, and then release a final version around the third quarter of 2014. The *Fiji Disability Referral Directory* is getting close to finalisation of the first draft for release. This will enable schools to make appropriate referrals for students who may require services related to disability. It is being developed as a resource that will support people with disability generally, i.e. is not purely focused on the educational needs of children with disability. The Fiji National Council for Disabled Persons (FNCDP) is a partner in this work; they will host the online version of the Directory on their website and will keep the details up to date. Hard copies will be produced by AQEP and made available to schools. The senior consultant and the Ministry of Health (MoH) Community Based Rehabilitation Coordinator at the Tamavua Rehabilitation Hospital have expressed a strong desire to collaborate on this Directory, in line with work they are planning with the World Health Organisation.

### 5.3 Infrastructure

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

1. AQEP has developed a school infrastructure maintenance manual in consultation with the Assets Monitoring Unit (AMU) of the MoE. AMU is planning to adopt the manual for all schools. The MoE is aiming to change the mindset of schools and communities from unplanned maintenance to a comprehensive planned maintenance of school infrastructure. The Infrastructure Maintenance Manual is the first stepping stone for both AQEP and MoE in promoting self-maintenance activities at the school level that would ensure a good learning environment for the children.
2. AQEP has adopted and enhanced the existing MoE direct procurement procedure to ensure that the most efficient and cost effective approach is being followed with best value for money. MoE is fully supportive of this approach by AQEP and have increased their capacity by working closely with AQEP during each procurement phase.
3. AQEP has utilised a participatory planning approach for its school planning workshops. The participatory planning approach has generated a two-way learning process which matches project interventions to school needs, opportunities and constraints. In the long term, this learning process should lead to local empowerment and effective support at the school level. With this additional knowledge AQEP expects that SMCs will have the basic skills to better manage their own school's maintenance work.
4. AQEP has adopted the concept of 'build back better' and disaster risk reduction for the school renovation work. This approach is reflected in the use of high quality building materials and good construction practices that will prolong the life span of the buildings up to 10 years before requiring "heavy" renovation. Heavy renovation includes "roof frame renewal, ceiling frame, wall frame, frame and all roofing".
5. From Year 3 onwards AQEP and the Fijian Teachers Association (FTA) will conduct routine awareness training for AQEP's beneficiary schools on the importance of school maintenance and hygiene practices. This collaboration with FTA will ensure that the knowledge on school maintenance and hygiene is available locally and this activity could continue after AQEP.
6. AQEP is promoting close cooperation with MoE starting from the formulation of school rehabilitation priorities, co-signing the grant agreements, joint monitoring of the projects and final acquittal of the schools' grant account. This strategy allows for a smooth transfer of knowledge from the Program to MoE that would ensure sustainability/continuity after AQEP.
7. AQEP is using small and medium scale contractors for the school rehabilitation work. The small and medium scale contractors are more affordable than large scale contractors as their overhead cost is lower, therefore the beneficiary school could engage them again for future rehabilitation work. Ghandi Bhawan Primary (AQEP TC Evan beneficiary school) has engaged one of AQEP's prequalified contractors to carry out additional works in their school.

8. AQEP infrastructure assistance has significantly upgraded the condition of school infrastructure in 20 Cohort A schools. This assistance has positively impacted on the reduction of annual maintenance costs for each AQEP supported school.

The Khemendra Central School Manager noted that after the AQEP renovation works at his school, the school finance status has greatly improved with the annual operational cost reduced significantly from F\$50,000/year to \$25,000/year. This situation is further improved through the new “Free Education Grant” in 2014 that has embedded a budget line specifically for school infrastructure maintenance that provides some financial capacity for all schools to carry out some maintenance of their infrastructure.

## 5.4 Institutional Strengthening

The core task of Component 3 is to develop educational infrastructure and systems that will survive AQEP because they will be adopted by MoE as current and best practice. This is the rationale for Component 3 funding for FEMIS, LANA, leadership and management training and other MoE priorities.

In relation to this core task, Component 3 is working on:

- Improving the capacity of LANA to provide valid and reliable data on learning outcomes of all students that can inform teachers’ planning and improve teaching and learning; this capacity also includes the development of national benchmarks and improved LANA procedures to promote student learning
- Developing new ways of measuring the impact of teacher and school quality learning activities and interventions and a legacy to promote evidence based teaching and learning for the future
- Undertaking research that promotes improvements in policies, practices and interventions for the longer term
- Conducting training and professional development to lead to long term growth in professional capital – especially in relation to literacy and numeracy remediation and disability inclusion.

## 6.0 Cross Sectoral Liaison

### **Courtesy Visit to Ministry of Social Welfare**

Team Leader, Dr Priscilla Puamau, accompanied Ms Joanne Choe and Mr Padric Harm from the Australian Aid Program on a courtesy visit to meet the Permanent Secretary for Women and Social Welfare, Dr Josefa Koroivueta on 30 October. Dr Koroivueta acknowledged the good work the Program is doing and indicated that he would represent his Ministry at all PCC meetings.

### **Social Protection**

The AQEP Social Protection team has actively liaised with the following Social Protection providers:

- Ministry of Social Welfare Regional Offices (Ra, Labasa, and Taveuni) – Meeting with each district office to include 'out of school children' which is mandatory in Child Protection reporting as this is a form of child neglect covered by the current policy
- Foundation for the Education of Needy Children (FENC) – liaising with Mere Tikoduadua-Fonmoa to establish regular coordination meetings between all NGOs and CSOs working in primary schools
- People's Community Network (PCN) – Father Kevin Barr and Save Tawake assisted by sharing information on movements in informal settlements and verifying the 2013 data submitted by schools on students from informal settlements
- A Girl and her World (Ra) – AQEP and A Girl and Her World are both working in Ra to share information about the roles of both projects and to look for potential areas to work together
- UNICEF – The Social Protection Specialist had a series of meetings with Bjorn Gelders and contributed to the design of the Social Protection research for UNICEF.
- Fred Hollows New Zealand – Shared information about AQEP Social Protection and obtained information from Fred Hollows to link AQEP schools to their services
- Ministry of Agriculture – liaised with Director Research to request the assistance of research station staff to work with schools for agriculture development. The response was positive and as a result Agriculture Officers have visited all the schools in Lau and have commenced visitations to AQEP schools in Ra and Labasa
- Tei Tei Taveuni – Meeting with Jeff and Joe Dean to identify areas for collaboration in shared schools in Taveuni
- Education Cluster Social Protection Working Group to develop emergency forms with a Social Protection focus.

### **Disability Inclusion Strategy**

The Disability Inclusion team has initiated a number of meetings and workshops with cross-sectoral partners mainly in relation to the following: early identification of children with disability through existing health providers, referral options for services, means of diagnosing disability, strategy development of AQEP's Early Childhood Development and Education strategy, strengthening the role of Disabled Persons Organisations (DPOs) in the communities surrounding the AQEP schools and the links between DPOs and education stakeholders, and options for scaling up the screening for vision and hearing impairments in AQEP schools. Cross-sectoral agencies include MoH, Tamavua Rehabilitation Hospital, Project Heaven, Save the Children, Fiji Disabled Persons Federation, Fiji Association of the Deaf, United Blind Persons of Fiji, Fiji Spinal Injuries Association, Fiji Psychiatric Survivors Association, Fiji National Council for Disabled Persons, Early Intervention Centre, and Fiji Society for the Blind. Stakeholders within the education sector include Fiji National University and the University of the South Pacific.

### **Component 3 Liaison**

Component 3 provides MoE liaison support between AQEP and MoE. In relation to the development of research ethics procedures and protocols - the MoE Liaison Officer met with the Research Officers of the MoE and MoH on the establishment of the AQEP Research and Ethics Committee. Further reference materials were sought from the Fiji Immigration



Department and the University of the South Pacific (USP) Research Department through MoE.

Component 3 staff have also had a series of meetings with USP staff to support the MoE in the introduction of the One Laptop Per Child (OLPC). These discussions have been held with Ian Thomson and Shikha Raturi, from the USP Teacher Education and E-Learning Centres who are involved in researching and supporting the MoE OLPC policy. AQEP and USP have been working towards collaboration and sharing to support digital learning resources in schools.

## **FEMIS**

The AQEP Database Development Specialist met with a large team from the Ministry of Health to discuss student health data in FEMIS. MoH followed up the meeting with a request to implement a version of the MoE staffing system FESA at the MoH. Discussions are ongoing but at this point MoE resources are not available to assist MoH with implementation.

The AQEP Database Development Specialist also met with the DFAT Disaster Management Consultant working at the Fiji National Disaster Management Office (NDMO), Michael Gloeckle. MoE is contemplating a physical site census at every school to audit the student roll as part of the new funding model. Discussions with the DFAT Disaster Management Consultant centred on the possibility of embedding an engineer for the purpose of carrying out a disaster management building survey in schools at the same time as the MoE audit of school rolls.

Meetings were held with the Government Information Technology Centre (ITC) regarding hosting of the AQEP-procured FEMIS servers in the ITC Data Centre. Servers were delivered to ITC in mid-December. Additional discussions with the Manager ITC and Ministry of Justice regarding access to the Births, Deaths and Marriages database are ongoing.

The AQEP Database Development Specialist met with Digicel and Telecommunications Fiji Ltd (TFL) regarding proposals for distance learning and Internet connectivity. A project to connect 400+ schools is in the pipeline.

## **7.0 Development Cooperation**

AQEP continued to collaborate on common issues with other Australian Aid Programs and development partners in the reporting period.

The Disability Inclusion team liaised with the Fiji Health Sector Support Program (FHSSP) on several occasions in relation to issues related to the needs of children with disability. AQEP's relationship with the Australian Volunteers for International Development program (AVID) is growing, largely due to the shift from special schools to inclusive education within the MoE and the convergence of the training approaches and support provided by AQEP and AVID volunteers. AQEP is actively working to ensure that tools developed (such as Individual Education Program formats and guidance) are consistent. AQEP also liaised with the Australia Pacific Technical College (APTC) to understand the opportunities for training and certifying teacher aides - this relationship will increase as and when the MoE moves forward

on the formalisation of a teacher aide role within Fiji. This may include building on the array of certificates available already through APTC to suit the needs of a teacher aide more specifically.

AQEP has provided updates of its work to FHSSP and the Fiji Community Development Program (FCDP) to allow for collaboration on topical areas. AQEP has kept in regular touch with UNICEF Pacific (Suva office) in relation to early childhood development, disability identification and measurement in the region. UNICEF (New York) is working on recommendations for disability in Education Management Information Systems (EMIS) and the Disability Specialist has had a skype meeting with the consultant to discuss the recommendations and issues around application within Fiji.

The Social Protection Specialist participated in two workshops organised by DFAT and FCDP:

- DFAT Poverty Workshop – Presentation to DFAT and other programs on targeting of schools through poverty. The workshop, which was hosted by DFAT, took place in December and provided an overview of poverty targeting methods.
- FCDP Emergency Workshop (Nadi) – Sharing information and coordination with CSOs about Social Protection in an emergency context. The workshop was hosted by FCDP in December to improve coordination during emergencies.

AQEP has also been represented in the Education Cluster which usually convenes during times of disasters. Two meetings of the Education Cluster took place on 12 September and 11 December. Key outcomes have included a signed Memorandum of Understanding and approved Terms of Reference to guide the operations of the Cluster.

## **8.0 Organisational Chart**

The organisational chart for the Program is annexed at Annex 7.



## ANNEX 1

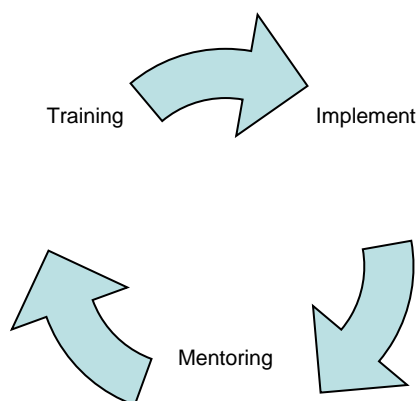
### **Activity Report Component 1: Social Protection**

## Component 1: Social Protection

### Key Activities

#### School Based Management Capacity Building

The Social Protection Team approach to capacity building is based on a cycle of training, implementing and mentoring. The training provides the base knowledge for the trainees to return back to their school to implement ideas learned at the workshop. The mentoring



allows for support to reinforce training and provide guidance as the knowledge is practically applied in the school and community. One of the lessons learnt from the MoE Leadership and Management training is that participants enjoy the training and are able to demonstrate the attainment of the theoretical learning but they struggle in applying the training on return to school. The mentoring process therefore is a key part of the process to ensure proper implementation in AQEP schools.

#### Access and Quality Training Part 2

The Access and Quality Training Part 2 allowed for reflection on the planning process and prepared schools to commence implementation of the Access and Quality activities, including financial planning. From each school the Head teacher, School Manager, Treasurer and Women's Representative were trained. In addition Lau representatives in Suva who are signatories to the bank accounts were also trained.

The objectives of the Financial Planning training included the following:

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

## Access and Quality Mentoring

The Access and Quality Mentoring process match people experienced in the education system (AQEP's School Community Coordinators) with the school management stakeholder: Managers, Committee Members, Women's clubs, Head Teachers, Teachers and interested



*District Education Officer Letila Mataitoga observing a remedial literacy activity in Tabia Sanatan in Labasa.*

community members. Every school has at least two mentoring sessions per term. Each mentoring visit includes a member of the District Education Office, as seen in the picture. Each mentoring visit has set tasks that are shared by all the schools, as well as a number of topics based on the needs of each school. An example of a set task is a review of attendance where each class teacher will identify any student that has been absent for more than 3 days and a plans is made for how to reduce the absence. A school specific task would be to review inclusion plans for Tomas Nanuqa – monitoring of parents' support and remedial progress.

For schools in the maritime zone of Lau the mentoring visits have also included government staff that would not have the means to reach the school unless they accompanied AQEP. This has included the Divisional Education Officer Eastern, and staff from the Ministry of Agriculture. This has allowed the school communities to be connected to existing government services that they did not know existed.

## Access and Quality Activities

The Access and Quality activities are designed by each school to address the issues identified by the school community during the planning process. It is also a primary learning vehicle in the Access and Quality approach as school management teams learn by doing. It allows the teams to try a planning and budgeting approach that is linked to achieving specific outcomes in the schools. It also enables schools to develop and implement monitoring plans and analyse the data which is then fed into school-based decision making.

Schools are also provided an opportunity to explore assumptions about access and quality; for example, a number of schools in rural areas identified lunch as a barrier to attendance. Close examination of the attendance patterns revealed low attendance occurred on Mondays and Fridays. After discussion, the root of the problem was identified as families prioritising church commitments over getting their children ready for school. Only providing lunch and not addressing the deeper issue of the prioritisation of education means that long term change will not occur. This process of getting to the root of the issue would not occur if school management did not implement the access and quality activities as a mechanism to test their assumptions.

Table 1 below lists the Access and Quality Activities for each of the Cohort A schools. The access and quality grant activities are those that are partially funded through their Access and Quality Grant whilst the Anybody Can Do Activities use existing resources of the community.

**Table 1: List of Access and Quality Activities Implementing in AQEP Schools**

Cohort A		Access and Quality Grant Activities		Anybody Can Do Activities	
	School Name	Access	Quality	Access	Quality
1	Bucalevu Primary	1. Lunch Drive 2. Stationary	1. Improving Mathematical Skills 2. Improving Reading Skills	1. Bringing Back Out of School Children 2. Installing Solar System	Reading Problems
2	Bureivanua District	1. Educating Out of School Children 2. Lunch Program	1. Remedial for Slow Readers	Better Behaviour	Let's Read
3	Bureiwai District School	1. Meals for Boarders 2. Lunch for Day Scholars	1. Shared Book Reading for Lower Primary		Remedial Measures
4	Narere Primary	School Uniform & Bags	1. Remedial Literacy & Numeracy	Aerobics	Remedial
5	Kalabu Primary	Lunch Program	1. Reading – Jolly Phonics	Attendance Program	Homework Program
6	Bishop Kempthorne Memorial	1. Enrolling Out of School Chn 2. Lunch Provision Program.	1. Remedial Reading in Class 2. Numeracy & Literacy Saturday Class	Changing the Way we Teach Numeration System	Back to School for Out of School Children
7	Davuilevu Methodist Primary	Lunch Program	1. Reading Remedial	Scouts	Homework
8	Tacirua Primary	1. Lunch Assistant 2. Student Support	1. Reorganising & Reading Words 2. Non Readers	Cadet Training	
9	Ami Chandra Memorial	1. Lunch Program 2. Uniform Provision	Literacy Remedial	Enterprise Education	
10	Lami Primary	1. Lunch Program 2. Student Kit	Literacy Remedial		Counselling Program
11	Nabua Primary	Lunch Program	Literacy Improvement	Community Awareness Program	
12	Tamavua Primary	Stationeries	Remedial Literacy	Vegetable Gardening Program	Quiz Competition for Classes 5-8
13	Navesi Primary	Student Kit	Literacy Remedial	Lunch Programme	
14	Pt. Vishnu Deo Memorial	Lunch Program Stationeries	Literacy Remedial	Students Discipline	
15	Arya Samaj Primary	Lunch Program	Literacy Remedial	Positive Behaviour Support	
16	Saivou District	School Lunch	Improving Numeracy	Youth Participation	Improving Reading

	Cohort A	Access and Quality Grant Activities		Anybody Can Do Activities	
	School Name	Access	Quality	Access	Quality
17	Naroko Primary	School Lunch	Improving Reading	Students Holistic Empowerment	Mother's Auxiliary Support-Fundraising
18	Naseyani Primary	School Lunch	Improving Reading	Fathers School Gardening	Mothers in the Classroom-Classes 1-3
19	Navatu Primary	Stationery	Improving Reading	Mother's Auxiliary Support	Mother's Auxiliary Support-Fundraising
20	Sudha Primary	School Lunch	Improving Reading	Mother's Tuckshop Day	Phonics /Reading Support-Mothers
21	Nabau District	School Lunch	Homework Support	Mother's Auxiliary Support	Phonics/Reading Support-Teachers
22	Nalawa Central	School Lunch	Improving Reading	Mother's Auxiliary Support-Kitchen	School Community Gardening-Fathers
23	Navitilevu District	Dinner -Boarders	Improving Reading	Dormitory Inspection-Students	Buddy Coaching Students
24	Nakorotubu District	Lunch Programme	Reading Programme	Lunch	Homework
25	Mataso Primary	School - Kit	Remedial Reading		Homework
26	Bayly Mem. Primary	1. Lunch Programme 2. Scouts & Guides	Literacy Numeracy Improvement	Rewarding students with best attendance	-Drop everything and read program -Village Education Committee
27	Vunikavikaloa Arya Primary	1. School Lunch	Reading Intervention		Homework Support
28	Dobuilevu Muslim Primary	1. School Lunch	Reading Programme		School Gardening
29	Namuanawaqa Village	1. School Kit	Reading (English & I -Taukei Language)		Step – Up (non -Readers)
30	Liwativale District	1. Provision of Educational Needs to At Risk & Out of School Children	Programme to address Disability children	Literacy (Reading)	
31	Nasau District	1. School Kit	Remedial on LANA	School Uniform	Step Up programme for non & slow readers
32	Bouma District	1. School Stationary Classroom Kit program 2. School Gardening Program	1. Whole Language Reading Program 2. Letter and sound relationships for out school students and struggling and preliterate readers.	Helping the out of school through the assistance of SBM	Blending and Combinations and Phonics Program
32	Wainikeli District	1.Stationary Classroom Kit 2. Cadets program for At Risk Students.	1. Literacy Program for lower Primary. 2.LANA : literacy and Numeracy Improvements	1. School fun day for parents and students through sports on Fridays. 2. CAPS program for parents	Improving students discipline through Dramatization of good moral values.

Cohort A		Access and Quality Grant Activities		Anybody Can Do Activities	
	School Name	Access	Quality	Access	Quality
33	Naiviivi Primary	1. School Lunch Program	Teaching of English Phonics and Reading.	School Performance club.	Improving children's Literacy through an ongoing step by step program approach
34	Naselesele Primary	1. School Beautification Plan	1. Making the Teaching of Maths Fun for Children. 2. Improving literacy for none and struggling readers.	Making school fun through an exciting school program	Teacher's professional development in keeping children at school.
35	Lavena Primary	2. CAPS program for Parents	Quality after hours Homework Centre within the school.	School Fun Day for Students and parents	Alphabets recognition for non-readers.
37	Cikobia District	1. Breakfast Programme	Reading programme	Attendance retention	Non- Readers improvement Homework Support
38	Dogotuki District	1. Hostel Extra-curricular Activity	Numeracy/Literacy Improvement	Making School Fun	LANA Remedial
39	Qawa Primary	1. Lunch Programme	Literacy Improvement	Making extra-curricular activities	Reading programme/ Remedial
40	Labasa Muslim Primary	1. School Lunch	Non-Readers Programme	Daily Attendance Retention	Non-Readers Programme
41	Vunimoli Islamia Primary	1. Stationary Bank	1. Reading Programme 2. Simple and Enjoyable Maths	Making school Programmes Interesting	Reading Word Bank
42	Tabia Sanatan Dharam Primary	1. Lunch Programme	Reading Programme	School Gardening Programmes	Literacy/Quiz/Spell Well Programmes
43	Bulavou District	1. Lunch Programme	Remedial Programme	Problem Readers	Lunch Programme
44	Naduri District	1. Making School Fun	Remedial Programme	Attendance Retention	Non-Readers English/Fijian
45	Kia District	1. Lunch Programme	Remedial Programme	Vegetable Garden Programme	Homework Support
46	Komo Village	1. Lunch Program	Homework Support		
47	Namuka District	1. Lunch Program	Improving Reading		
48	Vunigigia Primary	1. Uniform 2. Stationery	Improving Reading		
49	Naikeleyaga Village	1. Homework Support	Improving Reading Homework Support		
50	Kabara District	1. ECE Resource			

### Cluster Activities

The 50 Cohort A schools supported by AQEP Social Protection are divided into 7 clusters. To promote sustainability each of the clusters identifies areas for professional development and organises the activity themselves. AQEP provides about F\$1,500 per cluster. Any other costs are donated or covered by the schools. This allows schools to see they can do these things themselves and do not need to wait around for the MoE or donors.

### Education Outreach Centres



In urban areas, the links between community and schools can be difficult to establish, especially for vulnerable groups. To assist in strengthening the cooperation between urban schools and the communities in informal settlements the People's Community Network (PCN) has become an AQEP partner to work as a

bridge between the schools and the community. PCN is leading the Education Outreach Centre established in Jittu Estate, an informal settlement that feeds children into a number of AQEP supported schools.

The centre acts as a link between the school and community by providing:

- A safe space for homework and extra-curricular activities with resources and people to assist the students;
- Remedial support for students;
- Community mobilisation to prioritise education;
- Education advocacy;
- A first point of contact for caregivers who experience difficulty providing resources for children to attend school;
- Monitoring of community issues that affect students and schools;
- Community welfare support to link families to existing social protection services;
- Assistance to teachers to contact parents if children are absent or encountering problems at school.

## Achievements

### Out of School Children

A total of 136 (40% girls and 7 children with a disability) out of school children have been identified by the Access and Quality schools. Of these, 85 (47% girls) have been reintegrated back in primary school. A further 7 children have been referred to High School as they were too old for primary schooling. The children were identified by teams from each school consisting of School Management, Teachers, Parents and Community Members. This was an informal exercise by the schools, particularly for urban areas. The data is indicative only of children the teams identified and are not actual numbers of out of school children.



### Access and Quality Grant Disbursed

A total of F\$562,022 was distributed in grants to 50 primary schools in disadvantaged areas for the development of activities to improve access and quality. The grants provide the means and motivation for people to support objectives of increasing access for all children to the school and improving the quality of education that the children receive.



### Access and Quality Training and Mentoring

The second part of the access and quality training included 211 people who were trained In Finance for Access and Quality consisting of:

- o 50 Head Teachers (32% Female)
- o 50 School Managers (4% Female)
- o 50 School Treasurer (24% Female)
- o 50 Female School Leaders
- o 11 Teachers (27% female).



**Remedial Literacy Class  
Naviivi Primary School**

In addition, over 200 mentoring sessions were conducted in schools (1/2 day session each with 2 SCC and 1 district education officer) involving 2,086 Participants (41% Female).

### Access and Quality Activities

The release of the grants allowed the activities planned by the schools to commence. As a result in Term 3, 50 schools implemented:

- 104 activities to improve access
- 93 activities to improve student learning outcomes.

### Change Observed in the schools

In some schools change became evident from the first training but the release of the funds has allowed the schools to put their planning into action and change has been observed in key areas (see Table 2). The change observed in schools is based on a comparison with the situation of the school from when they first started working with AQEP. In some schools no change was observed because they were already doing well in this area, whereas some schools were struggling to meet basic tasks.



**Table 2: Change Observed in Schools**

Change	No. Schools
<b>School Management Committee</b>	
Active Participation	31
Better Understanding of Roles and Responsibility	17
Strengthened Community Support	14
No Change	9
Developed Strong Network Support	2
Participation Needs to be Improved	2
<b>Women's Group</b>	
Active Participation	35
Strengthened Community Support/ Cooperation	17
Better Understanding of Roles and Responsibility	9
No Change	6
<b>Community Involvement</b>	
Improved Support & Participation	33
No Change	7
Improved Network Support	6
Prioritise Education	5
<b>Teachers</b>	
Committed to their Work	40
Improved Teamwork	30
Improved Teaching Strategies	20
No Change	6
Focus on Student Needs	4
Good Community Interaction	3
<b>Students</b>	
Improved Attendance	23
Active Participation	21
Reading Improvements	10
Improved Discipline	8
No Change	7
Improved Academic Performance	6
Homework Completion	1
<b>Teaching &amp; Learning Materials</b>	
Adequate Supply	42
Even Distribution of Stationery	36
Good Documentation	14
Quality Materials to be Supplied	8
No Change	5
<b>Head Teacher</b>	
Proactive & Efficient	29
Better Understanding of Roles and Responsibility	17
No Change	14
Strengthened Community Support	9
Motivational & Interactive Approach	8

The areas where the most change has been observed are:

- Active participation by School Management Committees (31 Schools) – School Management Committees have increased their participation in the schools. In some cases it is only a few members but for other schools the whole management committee is actively involved.
- Active participation by the women's groups in school (35 Schools). 2 schools activated women's groups for the first time. Other schools that had operational women's groups have seen the groups activate more community members to participate and move into non-traditional areas. Traditional areas include cooking and

compound clean up but women are now running the school library, helping with homework centres and reading groups.

- Adequate supply of Teaching and Learning materials (42 Schools) – With the focus on improving quality schools have purchased teaching and learning materials using their AQEP grant to run their quality activities. The School Community Coordinators (SCCs) also played a key role in connecting the schools to suppliers of educational equipment because schools do not know what resources are available outside of Suva.
- Improved support and participation is seen in all 50 school and occurs as people are interested in that AQEP is working in the schools, but 33 schools increase community support beyond what would be expected, and have used their resource mapping to use the existing talents and resources of the school community, for example, involved retired teachers quality activities, finding retired policemen to run the cadets, involving youth in the village to support access activities.

The following are some specific areas of change observed in schools:

- Qawa Primary School has now moved all children out of the non-readers remedial class so every child in the school can now recognise all the letters of the alphabet
- Wainikeli District School had revitalised the relationship with parents and the community. Previously a handful of communities' members supported the school but this has now increased to around 60% of the school community. The School Committee has reassessed their commitment to management positions; those who were unable to support the school have resigned and the community has put in place persons who are committed to their leadership role.
- Bouma District School initially struggled with the reintegration of 8 out of school children, because they had missed too much school to participate in the class appropriate for their age. The school has now established a dedicated class for these children to help bridge the gap in their learning.
- The management committee of Navitilevu District School had some initial problems with financial procedures required to acquit their AQEP Social Protection grant but they have overcome this and have shown ownership of the Access and Quality activities. The manager is actively involving the community to keep them informed of progress in their activities and to involve them in activities through the planting of a vegetable garden that is used to feed the children with the surplus sold to community members.
- Tamavua Primary School is managed by the Tamavua Education Society. The management have made a large commitment to build a new classroom costing \$60,000 for the remedial classes and have signed a contract to provide the funds to keep the two remedial teachers (Literacy and Numeracy) after the AQEP support ends in the school. The Manager has also taken an active role in ensuring that teachers meet their school commitments

### **Boarding School Improvement**

The Boarding school improvement pilot has finished initial set up in 2 schools which has positioned the schools to be ready to commence for the 2014 school year. The set up activities have included:

- 2 schools selected (Mataso Primary and Nasau Primary) and boarding school improvement plans developed
- Partnership established with Ministry of Agriculture
- F\$26,250 disbursed to 2 pilot schools.

### **Cluster Activities**

Four Cluster activities were organised by the schools. The schools selected and organised the activities themselves. The activities are very cost effective with AQEP providing approximately F\$1,000 per cluster. Key achievements are:

- (98% Female) Teachers trained in Synthetic Phonics (19 schools in Ra and 9 schools in Labasa)
- Spell Well in Lau schools – involving students, teachers, and school management.

### **Educational Outreach Centre**

Key Achievements of the Education Outreach Centre are:

- Education Outreach Centre established and running
- Homework Centre established and open 6 days a week (during the school term)
- Tutor and Community Facilitator hired
- 65 students attending regularly
- Women's Club volunteering at the Centre.

### **District Resource Centre**

District Teacher Resource Centres are being set up in the district offices that have space and that are accessible to teachers in the AQEP supported schools although any teacher is able to use the resources. The Centres will provide computer and internet access for teachers to create teaching and learning resources, CBA Material and access FEMIS and Govnet. So far, a District Resource Centre was established in Ra with 5 computers and related office equipment provided by AQEP.

## **Issues/Risks**

### **Transport**

Mentoring visits in the Lau cluster and to Cikobia had to be cancelled several times due to heavy sea warnings. After a thorough search AQEP has found larger boats that are safer and less likely to be affected by travel in bad weather for 2014. For Lau school visits, Component 1 is cost sharing on the boat as costs are prohibitive.

## Implementation Challenges in the Schools

Table 3 below provides a summary of the main challenges identified by the school and the

<b>Table 3: Implementation Challenges in the Schools</b>	
Challenge	No. Schools
Lack of Community Support	25
Location /Accessibility	18
Inactive Staff/SMC Support	15
Better Understanding of Roles & Responsibilities	12
Access to Resources	7
Committee Run School	6
Authority Run School	6
Inadequate Facilities	6
Lack of Parental Support	5
Lack Communication Between Stakeholders	4
Financial Difficulties	4
Staff Shortage	1

SCCs. The largest challenge faced in the Access and Quality approach in the lack of community support that exists for the schools. The schools are seen as operating outside of the community and controlled by the government; they are not perceived as part of the community. This perception is being gradually changed as the schools communities work thorough the access and quality approach. In some schools the community support is withheld due to a history of mismanagement or corruption on the part of the committee.

Another factor that alienates the community can be teachers who discourage community



Community Working Bee - Bouma District School

involvement in the school. In a school the Head Teacher who also has a full teaching load is often absent, leaving the school leaderless and a class without a teacher. The community are aware that this is wrong but do not feel that they can challenge a person in a position of authority.

A major part of the Access and Quality approach is the

strengthening of Social Capital<sup>7</sup>. This is slowly breaking down the barriers between the schools and the community. The February 2014 workshops in the schools will move away from training 4 people and will include all interested members of the community. The SCCs have also participated in Community Awareness Meetings for all schools to promote transparency and accountability.

<sup>7</sup> Social capital can be seen as the features of social organization, such as civic participation, norms of reciprocity, and trust in others, that facilitate cooperation for mutual benefit. These institutions, relationships, and norms "shape the quality and quantity of a society's social interactions... Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together (World Bank Social Capital Website)

### **Changes to the Program**

The Social Protection Component has been required to be flexible and meet the changing need of Australian Aid. The last change was the budget cuts and this resulted in schools that should have received grants in Term 1 2013 not receiving the grants until Term 3 2013. This delay made some schools start to doubt that the agreement they had signed with AQEP would be honoured and led to discontent from some Managers and Head Teachers. Further significant changes to the Program due to budget cuts will continue to damage the relationship with AQEP schools.

## ANNEX 2

### **Activity Report Component 1: Disability Inclusion**

## Component 1: Disability Inclusion

### Key Activities

#### Inclusive Education Follow-Up Training



A three-day workshop on Inclusive Education was conducted from the 20-22 August 2013 at the Novotel Conference Centre in Lami. The workshop with the theme: “Building Confidence and Commitment on Inclusion” also provided an opportunity for teachers from the five Inclusive Demonstration schools to share their experiences and the good practices that are working for students with special needs in their respective schools.

The workshop was a great success with a record number of 85 participants. These included the 65 teachers from the five Disability Inclusive Demonstration Schools, 4 Principal Education Officers of Ba/Tavua, Cakaudrove, Eastern and Suva as well as the Senior Education Officer, Special Education, 10 Teacher Aides and 5 ECE Teachers. The 3 Day Workshop was officially opened by the Deputy Secretary Primary Secondary Mrs Basundra Kumar and was closed by the Permanent Secretary for Education Dr Brij Lal. Guest Speakers included persons with Disabilities who successfully went through inclusive education such as Mr Iliesa Delana, Fiji’s Para Olympic Gold Medalist with his coach, Mr Fred Fatiaki. The workshop was facilitated by Associate Professor Umesh Sharma, from Monash University and Mereoni Daveta, AQEP Disability Inclusion Coordinator.

#### **RAPID ASSESSMENT OF DISABILITY DATA COLLECTORS TRAINING**

To enable an understanding of what approaches have had success and which have achieved less change, a number of activities are planned within the Disability Inclusion Strategy. The Rapid Assessment of Disability (RAD) is a survey instrument that is being used within AQEP to collect information on the situation of out-of-school children, both those with and without disability, and to compare that to children in school. It measures participation in education and other life domains and identifies barriers to participation, thereby providing information to inform programs as well as data against which to measure change in the situation of children with disability in terms of access to education. It forms one component of the baseline assessment of the situation of children with disabilities in the Demonstration School areas.



30 Fieldworkers were selected and went through a week-long training on data collection. This included 5 Community Rehabilitation Assistants who were nominated as Field Supervisors, 3 MoH peer educators, 5 village health nurses, 3 persons with disabilities as well as a representative from one of the Disabled Persons Organisations, 8 community workers (volunteers) and 5 Teachers. 3 separate training were conducted. The first RAD Training was conducted in Taveuni from the 23 to 27 September followed by the training of data collectors for Suva, Serua and Tavua in Suva from 30 September to 4 October and the final training was conducted at Adi Maopa Primary School from the 16 to 22 October. The training of the RAD Data collectors was facilitated by Dr Manjula Marella from the Nossal Institute for Global Health, University of Melbourne and Mereoni Daveta, AQEP Disability Inclusion Coordinator.

### **ECCED STRATEGY CONSULTATION MEETINGS**

The AQEP Disability Inclusion Strategy identifies Early Childhood Education (ECE) centres as having an important role to play in ensuring the greatest possible educational outcomes for children with disability. ECE teachers who are able to support parents in identifying children with disability at an early stage can help facilitate access to disability-specific rehabilitation and medical services where required, as well as assistive devices. Early childhood interventions for children with disability improve educational and other outcomes. A clear strategy to guide the ECE component of the AQEP Disability Inclusion Strategy is important to ensure that the work undertaken in the ECE centres at the 5 Demonstration schools is both effective and sustainable in the long term.

Consultation meetings on the development of the Early Childhood Development and Education Strategy were carried out from the 1 to 15 November. This included visits to Early Childhood Education centres in Suva, Lautoka, Tavua and Taveuni as well as the Hilton Early Intervention Centre for Young Children with Special Needs in Suva. Key stakeholders of Early Childhood Care and Development Programs in Fiji met at the AQEP Office in Suva on the 29 November and discussed the outcomes of these consultation meetings and visits. Key stakeholders included representatives from UNICEF (Suva), Fiji National University (Lautoka), MoE, MoH, Save the Children (Fiji), Fiji Disabled Persons Federation, and Fiji Crippled Children's Society. The consultation meeting was facilitated by Beth Sprunt, AQEP Disability Inclusion Specialist.

### **DISABILITY CARAVAN CONSULTATION MEETING**

AQEP has also worked collaboratively with Disabled Persons Organisations ensuring that they are actively involved in the Disability Inclusion Strategy. As part of its Disability Inclusion Strategy, AQEP has planned a joint Disability Inclusion Caravan with the DPOs and other disability stakeholders for 2014. This will include being based for three days at each of the five Inclusive Education Demonstration Schools undertaking community awareness raising, capacity development of communities in identification of disability, sign language, rights of people with disability, benefits of inclusive education, etc. The team will include the agencies such as Fiji National Council of Disabled Persons, Fiji Disabled Persons Federation and their affiliates such as the United Blind Persons of Fiji, Fiji Association of the Deaf, Spinal Injuries Association and the Psychiatrist Survivors Association. It will invite local stakeholders such as District health and education staff, community groups, faith based organisations, women's groups, youth clubs, Rotary/Lions type clubs, etc, to be part of the events.



## Achievements/Outputs

### Capacity Development

- Training of 85 teachers on inclusive Education completed. This included 65 teachers, 10 teacher aides, 5 ECE Teachers, 5 MoE Officers (4 Principal Education Officers + 1 Senior Education Officer)

### Increased Enrolment

- Number of students with disabilities enrolled increased from 16 in Term One of 2013 to 36 in Term 3 of 2013 as seen in Table 1 below.

**Table 1: Enrolment of Children with Disability in AQEP Demonstration Schools**

School	Term One			Term Three	
	Male	Female		Male	Female
Adi Maopa Primary School	1	2		3	4
Arya Samaj Primary School	1	2		4	3
Ratu Latianara Primary School	3	0		9	0
South Taveuni Primary School	3	0		5	0
Tavua District School	2	2		3	5
<b>Total</b>	<b>10</b>	<b>6</b>		<b>24</b>	<b>12</b>

### Support for students in schools

Support for students with disabilities in the five demonstration schools continues. This includes provision of a disability grant to meet the needs of individual students. Three of the students who were identified with vision problems now have prescribed spectacles. This has greatly improved their vision and their overall performance in class.



See Table 2 below for the number of devices provided for students with disability in the reporting period as well as other support provided to children with disability in the 5 demonstration schools.

Table 2: Number of devices provided for students with disability between July-Dec 2013

Device	Description if required	Number
Vision related device: Braille machine	0	0
Glasses	Spectacles	3
Screen-reading software	0	0
Hearing related device: Hearing aids	0	0
Mobility related device: Wheelchair	0	0
Crutches	0	0
White cane	0	0
Speech and language related device	0	0
Learning supports provided: Teacher aide in the classroom		10
Other: (must include description)	School Uniforms – 9 students School Bags / Stationery-12 students School Levies – 30 students Transport Assistance – 4 students	

## Issues /Risks

The high turnover of staff in the five demonstration inclusive schools due to transfers and retirement particularly of head teachers will result in the need for retraining of teachers. Regular monitoring and mentoring in the schools will be crucial. Whilst awareness on inclusion in schools have changed attitudes of students without disabilities towards students with disabilities, marginalization of children with disabilities in their villages and communities still exist. Community awareness and advocacy on disabilities with the support of Disabled Persons Organisations will also be crucial.

## ANNEX 3

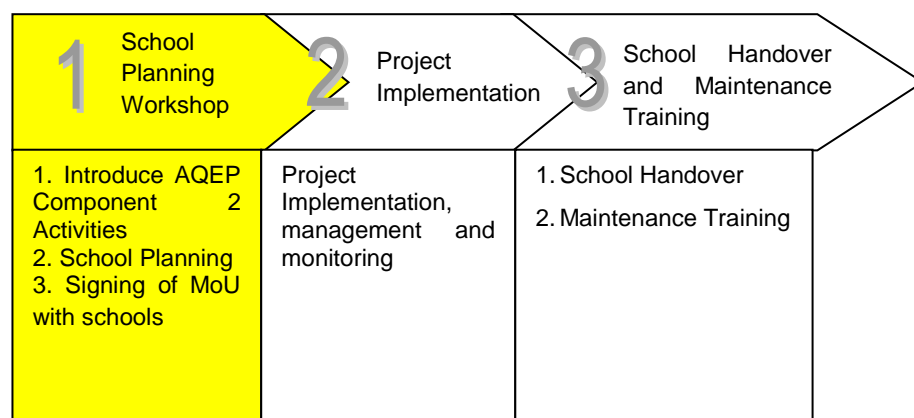
### **Activity Report Component 2: Infrastructure**

## Component 2

### Key Activities

#### REHABILITATION WORK FOR 20 COHORT A SCHOOL

There are three key steps in undertaking rehabilitation work for Cohort A school, as indicated in this process flow diagram:



#### School Planning Workshop

In September 2013, AQEP undertook two infrastructure planning workshops for 20 Cohort A schools. A total of 20 head teachers, 20 school managers and 8 MoE Officials participated in this school planning exercise where they developed a school improvement plan within the limited AQEP grant budget ceiling allocated for each school. The grant budget ceiling for each school varied depending on the following factors: number of classrooms, whether urban or rural, boarding or non-boarding and condition of the buildings (good, moderate or bad).

The planning method can be viewed as a process with varying degrees of devolution of functions from AQEP to the beneficiary schools. It is aimed to improve resource allocation and service provision by bringing the decision making process closer to the beneficiaries.

The planning steps included:

1. Preparation of the school map
2. Identifying the infrastructure problems and placing onto the school map
3. Identifying possible solutions for the problem.

*Step 1 – Prepare School Map**Step 2 – Identify Infrastructure Problem**Step 3 – Identify Possible Solution*

Through these workshops AQEP's Component 2 team have shared with the school management the key principles that should be considered in the formulation of their individual schools project scope of work:

- Buildings – School must be structurally stable and weather proof.
- Health – School must have sufficient water supply, be clean, and hygienic.
- Safety – School must be secure to provide a safe learning environment.

The principles listed above are addressed in the school rehabilitation scope of work that was developed by school managers and head teachers during the training workshop. The details of the repair are as follows: rehabilitation of damaged/dilapidated building structure, repair / replacement of building roof, repair of the toilet block, provision of water tank and or water pump, installation of ramps and special needs toilet, provision of the fire extinguisher, provision of first aid kits, repair of doors and windows, and other infrastructure related works that are required by the school.

The AQEP and Assets Management Unit (AMU) signed an agreement with each beneficiary school after the detailed school rehabilitation plan (scope of works) was finalised. The agreement outlines the detailed rehabilitation plan, roles and responsibility of each party and the project timeframe.

*Signing of MoU*

### Project Implementation

After the signing of the Memorandum of Understanding (MoU) with the beneficiary schools, AQEP and AMU proceeded with the invitation to tender process to select the contractors that will conduct the school rehabilitation works. AMU has the leading role in this process with AQEP's technical support.

The tender process was completed in early October 2013 followed by the signing of contracts with 10 successful contractors for works in 20 Cohort A schools. Representatives from AQEP, AMU and the contractor signed the contract agreement and works started in the 20 Cohort A schools within 15 days after the contract signing process.

A joint monthly monitoring visit by the AQEP Engineers, AMU officers and District Education Officers began in October 2013. To date the work progress in the 20 Cohort A schools ranged from 50%-75%. Details are provided in Table 1 below:

**Table 1: Work Progress of School Renovations at December 2013**

No	School Name	% Physical Progress			Notes
		Oct	Nov	Dec	
1	Tavua District Primary School	1	30	65	-
2	South Taveuni Primary School	1	50	70	-
3	Ratu Latinara Primary School	4	35	65	-
4	Tacirua Primary School	6	58	100	The work is fast because the contractor is using a lot of workers on this site.
5	Narere Primary School	3	50	75	-
6	Labasa Muslim Primary School	10	53	80	-
7	Vunimoli Islamia Primary	5	50	80	-
8	Naduri District School	14	50	80	-



No	School Name	% Physical Progress			Notes
		Oct	Nov	Dec	
9	Tabia S D Primary School	5	50	80	-
10	Bulavoa District School	5	50	80	-
11	Saivou District School	5	28	75	-
12	Naseyani Primary School	3	44	75	-
13	Navatu Primary School	5	40	75	-
14	Sudha Primary School	7	33	75	-
15	Nabau District School	1	28	75	-
16	Bayly Memorial School	4	58	80	-
17	Nalawa Primary School	1	45	75	-
18	Dobuilevu Muslim Primary	5	44	75	-
19	Vunikavikaloa Arya Primary	0	10	40	Contractor started late.
20	Adi Maopa Primary	0	5	60	Contract signed on 29 <sup>th</sup> October. All materials have reached the island school.



*Photos of Repair Work at Narere Primary School 11.12.2013*

### INFRASTRUCTURE ASSISTANCE FOR 7 ADDITIONAL SCHOOLS

In response to the MoE request on 17 June 2013, AQEP has agreed to assist 7 schools that were affected by TC Evan. 5 schools required construction and furniture replacement assistance and 2) schools needed furniture replacement only.

The table below shows the (7) seven additional TC Evan schools that were repaired or installed through AQEP intervention:



**Table 2: AQEP assistance to 7 additional TC Evan schools**

No	School Name	School Code	Location	Output
1	Naivaka Primary	1895	Bua	<ul style="list-style-type: none"> <li>• Construction of two (2) new classrooms</li> <li>• Construction of four (4) pan ablution block</li> <li>• Construction of one (1) Teacher's Quarter</li> <li>• Provision of 55 sets of student's desk and chair</li> </ul>
2	Nakoroboya Primary	1889	Ba	<ul style="list-style-type: none"> <li>• Construction of seven (7) pan ablution block</li> <li>• Construction of two (2) Teacher's Quarters</li> <li>• Provision of 60 sets of student's desk and chair</li> </ul>
3	Nadarivatu Primary	1037	Ba	Repair of one (1) classroom
4	Ratu Meli Primary	1014	Yasawa	Repair of one (1) hostel
5	Yaqeta Village School	1036	Yasawa	Repair of three (3) classroom
6	Raviravi Sangam Primary	1077	Lautoka	Provision of 40 set of student's desk and chair
7	Tavarau Primary	1085	Lautoka	Provision of 40 set of student's desk and chair

Details of work progress are:

- Ratu Meli Primary – 100% completed
- Yaqeta Village – 100% completed
- Naivaka Primary – 100% completed
- Nadarivatu Primary – 100% completed
- Nakoroboya Primary – 95% progress

The rehabilitation of Nakoroboya Primary school is expected to be completed in January 2014. Poor weather conditions, difficult accessibility and irregular electricity supply at the site are the causes of the delay. The contractor reported an incident when one of the supply trucks went off the road during a wet week because of the hazardous road condition. This has delayed the work further as the building materials were stuck with the truck in the ravine for almost 2 weeks. In another incident the building materials loaded in one of the trucks ready for delivery to Nakoroboya Primary School were stolen from the back of the truck when parked in front of the hardware shop for the night in preparation for delivery the next day. These are some of the difficulties the contractor at Nakoroboya Primary School is facing that has contributed to the delay in the rehabilitation work.

## **HYGIENE EDUCATION TRAINING FOR AQEP'S BENEFICIARY SCHOOLS**

Fiji consists of numerous small islands and water accessibility is a real challenge faced by communities and schools in remote and rural areas. The lack of access to freshwater, inadequate sanitation and unhygienic practices are contributing to many health issues throughout Fiji.

Proper cleaning of school sanitation facilities are usually neglected especially in rural areas. Some of these schools have problems because the toilets are poorly managed, and not supervised properly during cleaning times by students. At times in some schools, cleaning toilets is usually enforced as a form of punishment, which further erodes a child's sense of the importance of good sanitation. When appropriate sanitation and hygiene programmes are efficiently and effectively implemented, students will be healthier and perform better in schools.

In response to the issue above, AQEP has engaged the Fiji Teachers Association (FTA) to provide hygiene and sanitation training and monitoring assistance for AQEP beneficiary schools.

In October 2013, the Fijian Teachers Association signed an agreement with AQEP to develop a model for promoting and improving the quality of hygiene and sanitation amongst primary aged students and facilitate the emergence of sustainable sanitation practices.

There are three (3) outputs for this activity as outlined:

Output 1: Hygiene Education Manual Formulation

- Case Study of four selected pilot schools
- Writer's Workshop to produce first draft of manuals
- Vetting of first draft
- Typesetting/Editing
- Printing of draft manual and distribution to 10 pilot schools to trial
- Workshop to analyse and implement feedback from pilot schools
- Printing of manuals and distribution to schools

Output 2: WASH Training

- Formulation of Monitoring Process
- Training of Trainers
- Visit one to the 43 schools – training of teachers and demonstrative lessons for students and awareness programme in the competition criteria
- Visit two to the 43 schools - monitoring visit, using the Monitoring Criteria
- Visit three to the 43 schools – complete monitoring visit and award of competition points.
- Collect Competition points

Output 3 Clean & Hygiene Schools Campaign

- Collate and analyse data from schools
- Sanitation Day.

In this reporting period, the FTA Hygiene team has made significant progress as follows:

- The first writer's workshop was held in Nadi attended by the Curriculum Development Officers of MoE and teachers for a selected number of primary schools. The first draft of the Students Hygiene Education Handbook that was compiled was vetted in the Suva workshop in July 2013 by senior head teachers and senior teachers from Suva schools, Ministry of Health officers and the FTA sub-committee.
- The vetted drafts of the Teacher and Student Hygiene Education Handbooks were piloted in 10 primary schools in the Central Education Division.

- The handbook was then reviewed by the FTA Hygiene team directed by comments received from the teachers of the pilot schools and also comments from the AQEP team.
- The FTA Hygiene team submitted to AQEP the final draft of the Hygiene Education Handbook for teachers and students in mid-December 2013.
- The manual would be printed in early January 2014.

## **MAINTENANCE MANUAL FOR AQEP'S BENEFICIARY SCHOOLS**

School infrastructure maintenance has been a big issue in Fiji with the majority of school buildings in poor shape due to lack of maintenance. Budgetary constraint has the main cause for the lack of school infrastructure maintenance in the past. However in 2014 the Ministry of Education new Budget plans has allocated sufficient budget for the school's infrastructure maintenance purpose. This new budget allocation required a proper guidelines/manual to ensure that the maintenance work could be done properly by the school management.

AQEP Component 2 and the Assets Monitoring Unit (AMU) of the MoE have been working together since early 2012 to formulate a practical maintenance manual for schools in Fiji. In the reporting period, much progress has been made in developing and finalising the draft Maintenance Manual with details as follows.

An infrastructure technical working group (TWG) meeting was initiated by AQEP and AMU in July 2013 to:

- a. Introduce the draft school maintenance manual;
- b. Critically review the draft maintenance manual; and
- c. Collect inputs and comments from the TWG members in order to complete the maintenance manual for use in schools.

This TWG was attended by the Director of AMU, Divisional Education officers, PEO Primary, District Education PEO, FTA representatives, Fiji National Council for Disabled Persons representative, and AQEP Component 2 team.

In December 2013 the School Maintenance Manual document was finalised together by AQEP and AMU. The manual is expected to be presented at the February 2014 MoE senior staff meeting for endorsement prior to use in schools. It is expected that the manual will provide sufficient guidance to help school managers and the teachers in managing their own school maintenance work.

## **Achievements**

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

### **Rehabilitation of 20 Cohort A Schools**

The following buildings would be repaired or installed through AQEP's interventions in the 20 Cohort A schools: 155 classrooms, 18 libraries buildings, 7 kitchen and dining facilities, 20 teachers office, 12 ECE room/buildings, 21 teachers quarters, 4 boarding facilities, 3

generators, 22 school toilet blocks, 23 staff toilet units, 21 water tanks, 19 water harvest systems, 3 water pumps, 23 staff toilets and 23 septic tanks.

A total of 1923 girls and 2150 boys have benefitted from this infrastructure assistance.

### **Infrastructure assistance for seven (7) Additional TC Evan affected schools**

The building improvements in 7 TC Evan affected schools have benefitted a total of 538 students: 251 Girls and 287 Boys.

The learning environments of these 7 schools have been improved through improvement/construction of:

- 6 new classrooms
- 3 new teachers' quarters
- 1 renovated boarding facility
- 2 new toilet blocks (6 girl pan and 5 boy pan)
- provision of 195 sets of student desk and chairs

### **Additional TC Evans School Photos**

#### **BEFORE**

#### **AFTER**

#### Nakoroboya Primary School



#### Nadarivatu Primary School





Yaqeta Village School



Ratu Meli Primary School

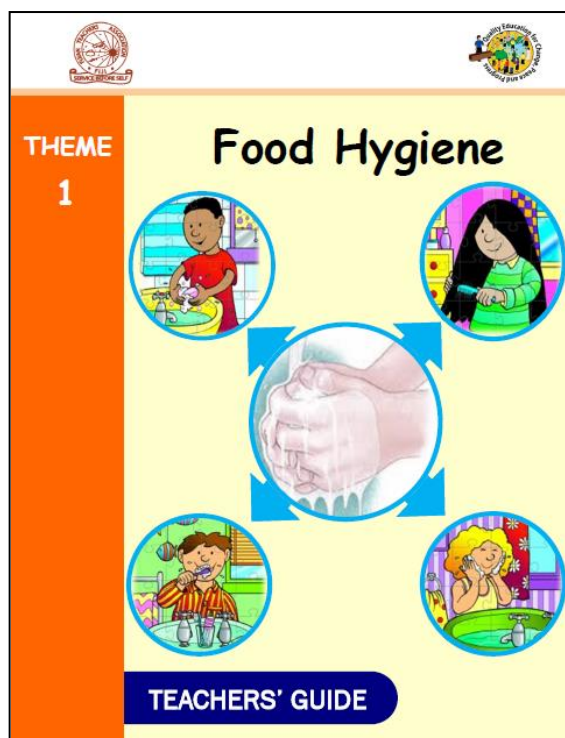


Naivaka Primary School



**Hygiene education for AQEP's beneficiary school**

10 draft manuals – 5 for Students and 5 for Teachers - have been printed ready for distribution and use by primary schools in Term 1 2014.



*Sample of Hygiene Education  
Teachers' Guide*

## Issues/Risks

### (1) AQEP financial cycle vs. cyclone season period

Following the financial cycle, the school rehabilitation works always starts in the month of October every year. This timing is not the suitable for construction as the cyclone season in Fiji starts from November to April. The completion of the existing rehabilitation works depends to large extent on weather conditions in the period from December 2013 to February 2014.

### (2) Building materials supply issues

To date AQEP's sub-contractors are still affected by building materials shortage due to higher demand and insufficient supply from the suppliers. Building materials such as timber, plywood, roofing iron and other hardware materials have not been available in the market for a period of time. This shortage could lead to the slow completion of AQEP's Cohort A school rehabilitation projects.

### (3) Project implementation vs. school hour

It has always been a challenge for AQEP's sub-contractors to implement the work in the schools as the contractors have to readjust their work plan in accordance with the school timetable. This situation is reflected in their monthly work progress summary where many contractors have made significant progress in December when the schools are closed for the end of year break.

### (4) Misunderstanding between the school and contractor

The AQEP Component 2 team have undertaken several mediation meetings with the schools and contractors to resolve the issues between them. These misunderstandings were caused by:

- The limited capacity of the school management committee in understanding the agreed scope of works.
- Over expectation by the school management about what could be achieved with the AQEP infrastructure grant.

Despite these challenges, AQEP has managed to start the Year 3 projects as per approved work plan.



ANNEX 4

**Activity Report Component 3**

## Component 3

Component 3 consists of activities aimed at:

- supporting Component 1 by assisting schools to implement school based quality learning interventions and activities
- research studies to better inform the Program and
- the provision of flexible support for MoE priorities.

## Key Activities

### MoE Liaison

With the appointment of Mr Apao Solomone at the end of July as Quality Education/MOE Liaison Coordinator, improved channels of communication between AQEP and MOE have been put in place for more effective planning, coordination and implementation of its activities. Mr Solomone coordinates all quality education initiatives at system level, including student assessment and reporting, literacy and numeracy development, curriculum, school leadership, teacher development and quality standards. He is also responsible for liaising with MOE on many aspects of the Program.

### Quality Learning Support Team

The Quality Learning Support Team (QLST) was established at the end of September with the appointment of four officers to work with the AQEP schools to improve the quality of teaching and learning:

1. Raibe Katonibau (Literacy)
2. Sereima Ravana (Literacy)
3. Jese Pareti (Numeracy)
4. Prabha Nair (Numeracy)



**QLST – Apao, Prabha, Raibe, Jese, Sereima.**

The Quality Learning Support Team consists of two literacy and two numeracy specialists who support numeracy and literacy interventions undertaken by AQEP Schools. The QLST specialists assist schools, the AQEP team and the MoE on all aspects of literacy, teaching and learning and system level quality improvements.

The QLST is responsible for developing practical literacy and numeracy strategies for direct application in AQEP schools; they monitor the implementation of literacy activities and provide an evidence base for measuring the impact of literacy and numeracy strategies and activities in the AQEP support schools; and they work with the SCCs and MoE district staff to support the implementation of quality learning initiatives in AQEP-supported schools. In particular, the QLST team support school based remedial interventions and activities that aim to promote literacy and numeracy achievement for students. They also write and prepare special materials to support school interventions and activities for literacy and numeracy and provide teacher professional development and support to assist teachers to promote student learning.

### **Research**

A pilot study involving five schools to investigate the use of teachers' Classroom Based Assessment (CBA) tasks and normal grade collection processes as a way of measuring school access and quality interventions and activities developed by the school commenced in May 2013. It focuses on Classes 3, 4 and 6 over a 12-month period from Term 2 2013 to Term 2 2014. This study will also collect evidence on using LANA results to measure the impact of Component 1 interventions and activities.

Planning and discussions with relevant stakeholders have taken place regarding the establishment of a Research and Ethics Review Committee for AQEP. Meetings were held with MoE and MoH on their research processes and reference documents linking their research processes with the Immigration Department and USP were shared to assist AQEP align its processes. A major issue in the meetings was the reactivation of the Fiji National Research Council which has not been functioning for some time now. It is important that this umbrella body be available to oversee and coordinate all national activities.

### **Digital Learning resources consortium**

AQEP officers attended a meeting with Ian Thomson of OER (Open Education Resources) Centre at USP to discuss the sharing of online learning resources. These have been provided to AQEP and will be vetted for use in AQEP schools.

### **Measuring learning gains from school activities and interventions – using cutting edge effect size methodologies**

A workshop was conducted by Professor Mike Horsley for the QLST and the Component 1 SCCs at the beginning of October to help coordinate and define the work of the two teams in regards to the quality activities designed by the schools. A follow-up workshop was conducted in early December by Bianca Murray, the Social Protection Specialist.

### **Funding of MoE priorities**

The MoE priorities that AQEP supported have included LANA development work, the procurement of an industrial printer, training workshops and FEMIS development.

## LANA development

AQEP engaged of a short term psychometrician with clear terms of references to further develop the quality and operation of LANA for six weeks in October/November. This helped improve LANA systems and processes through upgrading Rasch software to RUMM 30 software, item development, testing and reporting as well as training for MOE officers.

## Purchase of industrial commercial quality printer

AQEP funded the purchase of an industrial printer to allow the MoE to develop and produce high quality textbooks and teaching and learning materials to support the implementation of the new Fiji curriculum in 2014. The printer is expected to arrive in mid-January 2014.

## Capacity Development/Training

AQEP also funded four training workshops organised by the MoE. The details for each are provided below.

- 51 (27% Females) MoE Senior Staff attended a workshop on the development of its 2014 Annual Corporate Plan and the Monitoring and Evaluation Template for its Annual and Business Plans in 2014. It provided the Senior Staff a final platform to discuss and finalise their Corporate Plan with contributions from all sections and districts of the MoE.

The workshop also involved the development of the MoE Business Plan and put in place clear reporting guidelines on its deliverables for the year and to improve the MoE's officers' understanding of their contributions to the achievement of the National Goals and Outcomes.

- AQEP supported MoE in its Leadership and Management Training for the Future Leaders Programme where potential school leaders are identified and trained prior to taking up leadership roles in the schools. Table 1 below shows that 250 potential leaders were trained of which 36% were females.

**Table 1: Leadership and Management Training**

FUTURE LEADERS – PHASE 1				
DIVISION	PRIMARY	SECONDARY	TOTAL	FEMALE
Western	32	23	55	21
Central Suva	30	35	65	18
Eastern & Central Nausori	42	33	75	31
Northern	39	16	55	20
Total	143	107	250	90 (36%)

The funding also enabled the MoE to revise the training modules to be used for both the training of Current and Future Schools Leaders. The modules were on Leadership in the 21<sup>st</sup> Century, School Planning, Financial Management, Change Management, Fiji Assessment Framework and the School Leaders Handbook.

- AQEP funded the training of ECE Teachers and Management in Stand-Alone Schools in School Planning, Financial Management and Safer Schools. The training for the 163 teachers and school management committee members (83% female) from 102 ECE centres from 6 districts in the Central and Western Divisions also covered Safer School practices.
- In response to the emergent priority of the MoE to train all the primary and secondary schools in Fiji on the use of the government Free Education grants announced in the November 2013 Fiji Government budget, AQEP funded a one-day training for school Head Teachers, Principals, Managers and Treasurers on Financial Management. The training took place in 34 clusters in all 9 education districts and benefitted 1,719 participants (32% Females) as shown in Table 2 below. The training will ensure proper accountability in the utilisation of the increased government grants. Capacity was first built into the districts by training all district officers who then conducted the training for the schools with the assistance of staff from central office.

**Table 2: Free Education Grant Training on Financial Management, December 2013**

District	Secondary	Primary	Management	Gender Breakdown		Total Participants
				M	F	
Lautoka/ Yasawa	21	75	126	141	81 (36%)	222
Ba/ Tavua	14	60	86	81	79 (49%)	160
Ra	7	40	66	76	37 (33%)	113
Macuata/ Bua	24	89	120	166	67 (29%)	233
Cakaudrove	13	63	105	144	37 (20%)	181
Nausori	26	99	91	160	56 (26%)	216
Suva	35	78	126	166	73 (31%)	239
Eastern	13	100	92	168	37 (18%)	205
Nadroga/ Navosa	11	57	82	72	78 (52%)	150
<b>TOTAL</b>	<b>164</b>	<b>661</b>	<b>894</b>	<b>1174</b>	<b>545 (32%)</b>	<b>1719</b>

## FEMIS

AQEP provided financial and technical support in the execution of a train the trainer program which in 2013 trained 30+ schools in each of the nine education districts. The trained schools went on to train clusters of schools in their respective districts.

AQEP funded 4 dedicated servers that MoE will use to house the application and data to ensure the security and efficiency of the system.

AQEP FEMIS consultants drafted the national FEMIS policy and worked with the MoE policy group in consultation about the policy which is currently in the final approval stages.

AQEP supported joint FEMIS-FESA training for districts to address the staffing issues that were reported by the schools in FEMIS. This training involved an AQEP FEMIS consultant and an MoE HR Unit staffing system (FESA) expert in conducting a training workshop in each of the 9 District Education Offices.

AQEP is supporting the alignment of several thousand LANA student records with those in FEMIS by a local employee using a tool developed by an AQEP FEMIS consultant. This will allow full integration of LANA data into FEMIS.

Several reasonably straightforward changes were introduced into FEMIS to support the new “Free Education” funding model. This approach will supersede the MoE approach using spreadsheets and paper forms. While the changes to FEMIS are straightforward, the reality of implementing the approach is a substantial task. Planning the reality of deploying this solution is ongoing.

## Achievements

- Analysis of 160 school based access and quality activities and interventions
- Development of support plans by experienced literacy and numeracy specialists to make these access and quality interventions more effective
- Development of teaching and learning resources to make these access and quality interventions more effective
- Development of professional development and professional learning modules for literacy and numeracy access and quality interventions to assist schools to implement these school based activities
- Development of cutting edge measuring and evaluation systems designed to identify learning gains from intervention using effect size procedures
- Improvement of research process through developing support protocols to support the development of research projects and research ethics applications
- Improvements to LANA procedures and processes
- 51 (27% Females) MoE Senior Staff attended a workshop on the development of its 2014 Annual Corporate Plan and the Monitoring and Evaluation Template for its Annual and Business Plans in 2014
- 250 potential leaders were trained through the Leadership and Management Workshops of which 36% were females
- 163 teachers and school management committee members (83% female) from 102 ECE centres from 6 districts in the Central and Western Divisions participated in the School Planning, Financial Management and Safer Schools Workshops
- 1,719 Head Teachers, Principals, Managers and Treasurers (32% Females) were trained on Financial Management - the training took place in 34 clusters in all 9 education districts
- Approximately 147,000 student records now in the system (approximately 75% of the total number of students)
- 627 schools (70%) have now logged in and set up classes
- Training the trainer programs designed and implemented to more than 30 schools in each district currently serving as trainers to clusters of schools in the respective districts
- All schools in Fiji trained by the end of the calendar year
- District officers in each of the 9 education districts trained in obtaining staffing issues reported by the schools in FEMIS and addressing the issues in FESA
- Tools to assist schools, districts and MoE in invoicing, acquittals and overall financial management for the 2014 budget allocations to schools

- Key education indicators and reports at all levels incorporated into FEMIS
- National FEMIS policy drafted, undergone consultation and approval by schools and districts. Now passing through final MoE approval stages.

## Issues/Risks

### FEMIS

MoE may approach AQEP to fund a student audit of all schools in February 2014 to ensure compliance with the new funding model introduced in the last government budget. It is likely that engineers appointed by DFAT or AQEP will accompany the student audit team to survey nearby buildings for disaster management purposes. It is unclear if a training exercise is required for all schools prior to the audit in order to prepare schools for the audit. If such a training exercise is required it is expected that MoE will approach AQEP to fund the exercise.

MoE is also expected to approach AQEP to fund 400+ Internet connections. This would effectively put Internet connections in all schools.

### Funding of research

A key priority for Component 3 is research that provides evidence for informed policy making within the MoE. Examples of research that have been undertaken or planned focus on the following key areas: disability inclusion, assessment of student learning, school based access and quality interventions, best practice support for literacy and numeracy remediation, design of school based interventions that have an impact on student learning, and developing educational systems that identify and collect evidence and analyse the evidence. This process requires research and research based approaches to educational questions. With budgets stretched it is often research funding that is the first funding to be reallocated to other more urgent practical priorities.

This risk can be mitigated by reserving a % budget quantum to be used to finance research projects that are core to AQEP and aligned to Program outcomes.



## ANNEX 5

### **STA inputs (schedule)**

## AQEP Short-term Adviser Inputs: 1 July 2013 – 31 December 2013

Short-term Adviser	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Days Remaining until 30 Jun 14
<b>Ian Hind</b> Monitoring & Evaluation Specialist				1-31 Oct 16 days	1-30 Nov 10.6 days	4-23 Dec 1 day	52.4 days
<b>Alan Parkes</b> Database Specialist	29-31 Jul 3 days	1-16 Aug 16 days	18 Sep 1 day	29 Oct 1 day	5-30 Nov 26 days	1-7 Dec 7 days	66 days
<b>Beth Sprunt</b> Disabilities Specialist	1-30 Jul 12.35 days	1-23 Aug 11 days	3-24 Sep 6.43 days	1-31 Oct 5.36 days	1-30 Nov 5.5 days	1-20 Dec 4 days	15.36 days
<b>Colin Connelly</b> Database Development Specialist	9-31 Jul 23 days	1-31 Aug 18 days	1-30 Sep 25 days	1-30 Oct 23 days	30 Nov 1 day	1-27 Dec 22 days	51 days
<b>Mike Horsley</b> Quality Education Adviser	22-31 Jul 10 days	1-21 Aug 11 days	25-30 Sep 6 days	1-4 Oct 4 days	22-30 Nov 9 days	1-8 Dec 7 days	83 days

ANNEX 6  
**AQEP Risk Matrix**

## AQEP RISK MATRIX – JANUARY 2014

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)
<b>Component 1 Risks</b>						
Schools governance structures that include a central controlling authority have strict rules and are reluctant to relinquish control at the school level.	<ul style="list-style-type: none"> <li>Controlling Authorities reduce funds to schools receiving AQEP grants.</li> <li>School Committee loyalty is to the central authority not the community, therefore attempts to involve the community in decision making is limited.</li> <li>Social Protection will be unable to meet outcomes in these schools.</li> </ul>	3	2	L	<ul style="list-style-type: none"> <li>Briefing of school controlling authorities, as well as School committee members.</li> <li>Development of different models that accommodate different management structures.</li> <li>Nonnegotiable mechanisms for community consultation a precondition to funding.</li> <li>Contractual requirement that school funding levels should be maintained whilst working with AQEP.</li> <li>Mechanism for schools that do not want to participate from Access and Quality approach to be removed from the Program.</li> </ul>	AQEP and MoE
The Education system is centralised and local schools have limited decision making power, restricting effectiveness of School Based Management approaches.	<ul style="list-style-type: none"> <li>Ability for the Program to influence access and quality at the school level is restricted.</li> <li>School personnel become frustrated and don't engage fully with the Program.</li> <li>Component 1 outcomes not achieved.</li> </ul>	4	3	M	<ul style="list-style-type: none"> <li>Advocacy to MoE management about the scope of schools in decision making.</li> <li>Strengthening of School Management Association to advocate on behalf of schools, and deliver training to school management.</li> <li>Training and mentoring on teachers. Students, community, and SMC.</li> <li>Training SMCs and HTs together.</li> <li>Research and recommendations to MoE on decentralisation.</li> </ul>	AQEP, MoE, School Management Association
Increased MoE 'Free Education' grant has potential to reduce effectiveness of social protection interventions	<ul style="list-style-type: none"> <li>Absorptive capacity of AQEP schools to manage school grants is reduced.</li> <li>Gap between urban and rural schools will increase with removal of MoE differential funding mechanism.</li> <li>Financial mismanagement and corruption by SMCs may increase.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Strengthening training and mentoring of SMCs and community.</li> <li>Consultations with MoE on support to provide small schools.</li> <li>Strengthening relationships with District Education Officers to work with schools.</li> <li>Accelerating mentoring areas e.g. transparency,</li> </ul>	AQEP, MoE, SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
	<ul style="list-style-type: none"> <li>Different acquittal processes reduces strength of AQEP acquittal process</li> <li>Component 1 outcomes not achieved.</li> </ul>				<ul style="list-style-type: none"> <li>accountability, independent audits.</li> <li>Development of FEMIS to strengthen monitoring of acquittal for all schools.</li> </ul>	
Improvement to access and quality approach is new to Fiji.	<ul style="list-style-type: none"> <li>Low level of support from MoE for expanded role of school management committees.</li> <li>Program will need an increased level of inputs to implement new approach.</li> <li>Lack of school experience in developing initiatives to achieve quality education goals.</li> </ul>	3	2	M	<ul style="list-style-type: none"> <li>Higher level of support to MoE from core team.</li> <li>Use of interlinked funding system that encompasses grants to schools coordinated central fund to expand school based activities.</li> <li>Advocacy for enhanced SBM based on regional experience and international research.</li> <li>Utilise current MoE initiatives and materials that have yet to be implemented significantly to develop system capacity to promote quality education.</li> </ul>	AQEP and MoE
Program creates unrealistic expectations and adverse reactions in non-AQEP supported schools.	<ul style="list-style-type: none"> <li>Complaints and adverse publicity.</li> <li>Unrealistic expectations from community.</li> <li>Parents move children from non-supported schools to AQEP schools. This will disadvantage the non-supported school further.</li> </ul>	4	3	M	<ul style="list-style-type: none"> <li>Clear communications strategy implemented.</li> <li>Ongoing consultations with all stakeholders working in poverty alleviation.</li> <li>Clustering beneficiary schools to share learning in districts to share AQEP school access and quality interventions.</li> <li>Create model and resources for successful school support for access and quality interventions that can be used across schools districts in non-AQEP schools.</li> <li>Transparent targeting approach.</li> </ul>	AQEP, MoE, and SMCs
The SBM approach will not guarantee that the poorest students are targeted as decision-making sits at the school level.	<ul style="list-style-type: none"> <li>Financial barriers not alleviated amongst the poorest students.</li> <li>Complaints and adverse publicity.</li> <li>Component 1 outcomes not being fully achieved.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Ensuring that options are provided to SMCs outlining options for assisting the poorest students either individually or through a school based approach.</li> <li>Clear communications strategy implemented.</li> <li>Ongoing school planning support will be provided to SMCs by AQEP.</li> <li>Specific school funding will specifically target access programs.</li> </ul>	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.	<ul style="list-style-type: none"> <li>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.</li> <li>Social Protection retention and transition outcomes are not met.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>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.</li> <li>Specific interventions in AQEP schools target literacy and numeracy achievement.</li> <li>Awareness raising occurs in the broader community and the school about the value of education.</li> <li>Specific interventions designed to target parental and community attitudes about the importance of students attending and engaging in school.</li> </ul>	AQEP and SMCs
Lack of support from schools (in particular Special Schools) and communities for disability inclusion in mainstream schools.	<ul style="list-style-type: none"> <li>Delay in implementation of disabilities inclusion strategy.</li> <li>Teacher and community perceptions that students with disabilities are burdens on classes, schools and communities.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Community awareness meetings in collaboration with District Education Officers.</li> <li>Close collaboration with disabilities stakeholders including Ministry of Health and suppliers.</li> <li>Advocating to Special Schools the importance of disability inclusion in mainstream school.</li> <li>Directing targeted funding through the AQEP school grant index to support education of students with disabilities.</li> </ul>	AQEP and MoE
<b>Component 2 Risks</b>						
Conflict between School Management Committee and Contractor due to poor communication and understanding of scope of work	<ul style="list-style-type: none"> <li>Delays in completion.</li> <li>Incomplete works.</li> <li>Component 2 outcomes not fully achieved.</li> <li>Poor perception of AQEP by the school community.</li> <li>Unrealistic expectations from the schoolmanagement.</li> <li></li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Appropriate training provided to SMCs and contracts outlining clear roles and responsibilities.</li> <li>Provision of mediation and issue resolution by AQEP and MoE.</li> <li>Routine monitoring and site visits.</li> <li>Clear and detailed scope to be provided prior to work commencement.</li> <li>Appropriate guidance and mentoring to be provided to SMCs.</li> </ul>	AQEP, MoE, SMC and Contractors

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
					<ul style="list-style-type: none"> <li>Provision of school planning session in the component 2 operational manual training workshop.</li> <li>The Engineer Facilitators will follow a participatory planning approach during the formulation of scope of work with the school management.</li> <li>AQEP will require the school to obtain the renovation work permit from local authorities before the commencement of any works in the school.</li> </ul>	
Limited monitoring of schools due to poor access	<ul style="list-style-type: none"> <li>Limited monitoring of schools depending on weather conditions.</li> <li>Safety risk to AQEP Staff.</li> <li>Increased monitoring cost.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Provision of Safety equipment including satellite phones.</li> <li>No travel during bad weather.</li> <li>Close collaboration with the District Education Offices and Schools.</li> <li>Enforce remote management system for the non-accessible schools.</li> </ul>	AQEP, MoE, and SMC
Building materials in short supply	<ul style="list-style-type: none"> <li>Delay in completion of works.</li> <li>Increase in cost of building materials.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Routine monitoring and site visits by AQEP's Engineer.</li> <li>Sharing information between AQEP's sub-contractor regarding building material supplier and availability.</li> <li>Work closely with AQEP's Engineers and MoE regarding alternative building material solutions.</li> </ul>	AQEP, MoE, and AQEP's Sub-Contractors.
Frequency and scale of natural disasters diverts AQEP personnel from planned activities.	<ul style="list-style-type: none"> <li>Ongoing AQEP work activities delayed.</li> <li>AQEP resources stretched.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Close collaboration with DFAT and MoE in emergency response.</li> <li>Outsource emergency response work where possible and appropriate.</li> <li>Contingency planning.</li> </ul>	AQEP, DFAT and MoE
<b>Component 3 Risks</b>						
Unsustainability of FEMIS	<ul style="list-style-type: none"> <li>Development work stalls due to short staffing of IT Unit of MoE and the Unit lacking a manager whose sole managerial responsibility is the Unit itself</li> </ul>	4	5	H	<ul style="list-style-type: none"> <li>Continued advocacy of the need to strengthen the IT unit and for it to have its own manager of at least SEO level</li> <li>Continued advocacy to, and increasing the</li> </ul>	AQEP, MoE



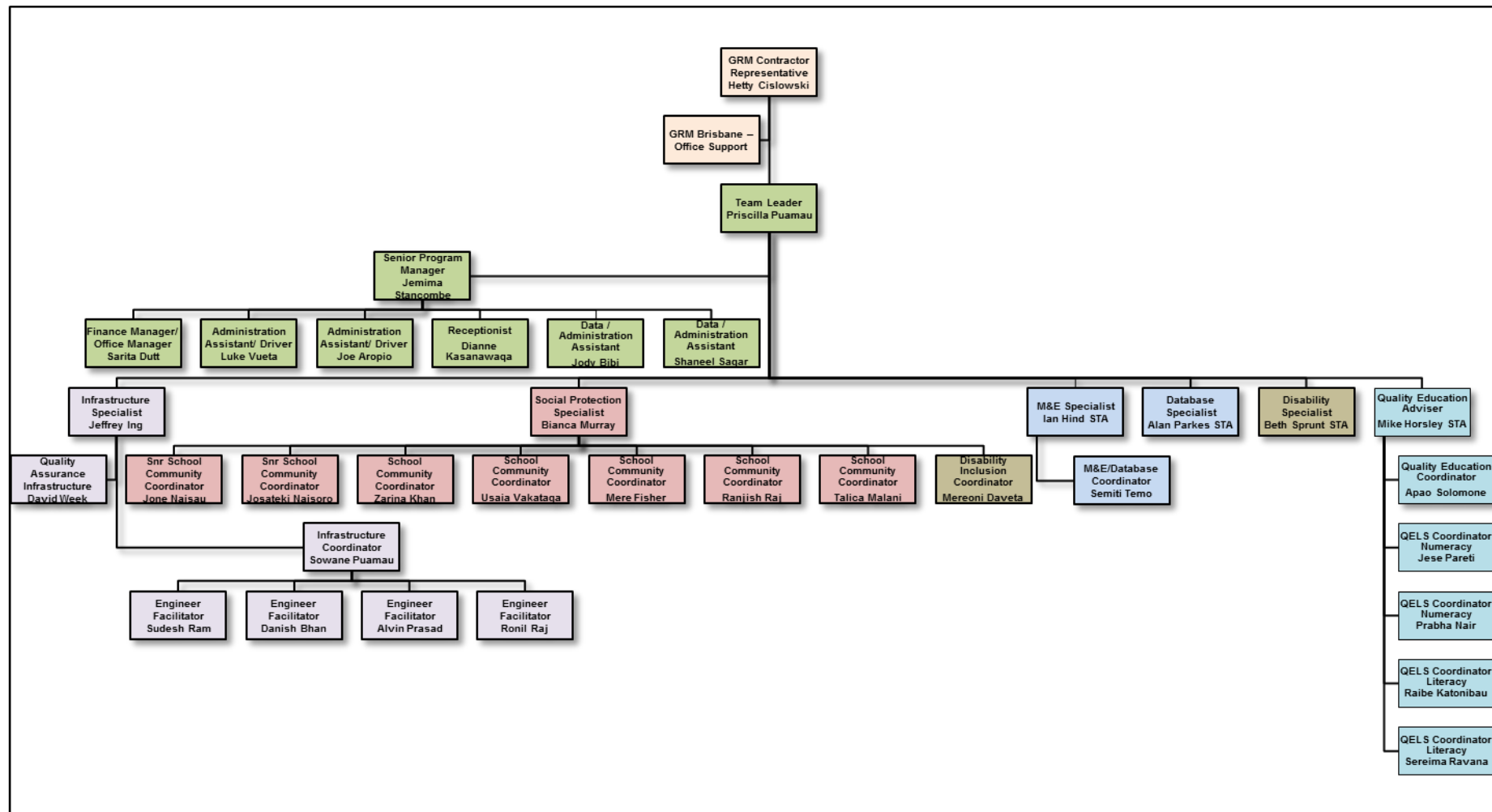
Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
	<ul style="list-style-type: none"> <li>FEMIS does not gain support and advocacy of MoE senior management</li> </ul>				awareness of, FEMIS to senior managers in MoE and management of districts <ul style="list-style-type: none"> <li>Continued AQEP support in terms of management, design and development of FEMIS</li> </ul>	
FEMIS is underutilized as a tool for monitoring, analysis, planning and management	<ul style="list-style-type: none"> <li>Districts see FEMIS as a vehicle for entering data for the unconnected schools and not a tool for managers to monitor the schools</li> <li>MoE Senior managers are unaware of FEMIS potential to support them</li> </ul>	4	5	H	<ul style="list-style-type: none"> <li>Additional training of districts in solving staffing issues and use of FEMIS for school monitoring</li> <li>The incorporation of more reporting tools for school, district and MoE into FEMIS to increase its utility for managers at each level.</li> <li>Specific additional training for MoE as soon as point immediately above is addressed</li> </ul>	AQEP, MoE
Lack of familiarity with evidence based research procedures to measure the impact of access and quality school based activities and interventions.	<ul style="list-style-type: none"> <li>Schools unable to identify the impact of their activities.</li> <li>Funding unable to be linked to specific and targeted interventions and activities across the AQEP schools.</li> <li>Possibility of ineffective use of resources.</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Specific training provided for schools on collecting and analysing data.</li> <li>Specific training provided for schools on measuring the impact of different activities and decision making that is evidence based.</li> </ul>	AQEP
<b>General Risks</b>						
District Education Officers do not fully understand their roles and responsibilities within AQEP or feel excluded.	<ul style="list-style-type: none"> <li>AQEP activities are not monitored correctly leading to poor quality outcomes.</li> <li>Lack of support from the Divisional and District Education Offices.</li> </ul>	3	4	M	<ul style="list-style-type: none"> <li>Program will involve the MoE (including all District &amp; Divisional offices) from the initial planning stages of the Program.</li> <li>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.</li> </ul>	AQEP, MoE
Mismanagement of funds by school management committees.	<ul style="list-style-type: none"> <li>Schools at risk of losing funding support and therefore students negatively impacted.</li> <li>Program outcomes not being fully achieved.</li> </ul>	2	4	M	<ul style="list-style-type: none"> <li>Memorandum of agreement in place with each school.</li> <li>Regular monitoring by AQEP and MoE</li> <li>Clear accountability procedures and support for school committees.</li> <li>Clear grants implementation guidelines including anti-fraud strategies.</li> </ul>	AQEP, MoE and SMCs

Identified Risk	Impact on Services & Support	P	I	R	Mitigation Strategy	Entity(s)
					<ul style="list-style-type: none"> <li>Annual external financial audit to be conducted</li> <li>Clear separation of powers for all financial and other key approvals.</li> </ul>	
Program funds reduced part way through Financial Year	<ul style="list-style-type: none"> <li>Work Plan compromised and activities reduced.</li> <li>Program outcomes not being fully achieved.</li> </ul>	4	4	H	<ul style="list-style-type: none"> <li>Regular communication with DFAT.</li> </ul>	DFAT, AQEP, GRM
Delays due to political tensions.	<ul style="list-style-type: none"> <li>Delays in Program implementation.</li> <li>Staff safety put at risk.</li> <li>International staff evacuated.</li> </ul>	2	5	M	<ul style="list-style-type: none"> <li>Maintain good relationship with MoE.</li> <li>Coordinate safety evacuation plans with Australian High Commission.</li> <li>AQEP Safety and Security procedures regularly reviewed.</li> </ul>	AQEP, GRM
MoE staff changes and/or turnovers lead to lack of continuity.	<ul style="list-style-type: none"> <li>Pressure on Program team to address systemic issues rather than concentrate on key Program outcomes.</li> <li>Ongoing weakening of education leadership at the school levels that cannot be addressed through MoE and AQEP systems.</li> </ul>	4	3	M	<ul style="list-style-type: none"> <li>Program will provide regular training on AQEP procedures to ensure current knowledge of the Program and activities.</li> <li>Closer engagement with MoE senior staff.</li> </ul>	AQEP
Confidential data on students is accessed by unauthorised persons	<ul style="list-style-type: none"> <li>Delay in Program outcomes due to possible loss of data.</li> <li>Breach of confidentiality.</li> </ul>	2	4	M	<ul style="list-style-type: none"> <li>Training to be provided to MoE and SMCs on the proper handling of data.</li> <li>Secure storage devices to be used by AQEP.</li> <li>Compliance with Child Protection Policy.</li> </ul>	AQEP, MoE and SMCs
AQEP used as an emergency response facility.	<ul style="list-style-type: none"> <li>Delays to AQEP achieving Program objectives.</li> <li>Pressure on team to keep work plan on track.</li> </ul>	4	4	H	<ul style="list-style-type: none"> <li>Regular communication with DFAT.</li> <li>Clear Emergency Response Approach.</li> <li>Inclusion of AQEP in the Emergency Education Cluster.</li> </ul>	DFAT
Conflict of interest.	<ul style="list-style-type: none"> <li>Negative perception towards the Program.</li> <li>Loss of trust and support from the community and other stakeholders.</li> </ul>	2	3	M	<ul style="list-style-type: none"> <li>Clear conflict of interest policy.</li> <li>Continuous guidance and direction provided to staff prior to field visits.</li> </ul>	AQEP

NB: Cells shaded with pale green represent additional risks added from the previous version of this matrix dated May 2013. All existing risks have been reviewed.

ANNEX 7

**AQEP Organisational Chart**

**NOTES:**

The M&E/Database Coordinator reports to STA Specialists on technical matters; however, he reports to the Team Leader on a day-to-day basis from a management perspective.

QELS – Quality Education Learning Support