

Access to Quality Education Program (AQEP) – Fiji

Seventh Six Monthly Report
1 July – 31ST December 2014

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Abbreviations

| | |
|-------|---|
| AMU | Asset Monitoring Unit |
| AQEP | Access to Quality Education Program |
| A\$ | Australian Dollar |
| BACC | Budget and Aid Coordination Committee at the Fiji Ministry of Finance |
| CDU | Curriculum Development Unit |
| CWD | Children with Disability |
| DFAT | Department of Foreign Affairs and Trade, Australian High Commission |
| DIS | Disability Inclusion Strategy |
| DPO | Disabled Persons Organisation |
| EAU | Examination and Assessment Unit |
| ECE | Early Childhood Education |
| EPS | Ecological Water Purification System |
| ERC | Educational Resource Centre |
| FEMIS | Fiji Education Management Information System |
| FESA | Fiji Education Staff Appointment |
| FNU | Fiji National University |
| FTA | Fijian Teachers Association |
| FY | Financial Year |
| F\$ | Fijian Dollar |
| IE | Inclusive Education |
| IEP | Individualised Education Plan |
| IT | Information Technology |
| KRA | Key Result Area |
| LANA | Literacy and Numeracy Assessment |
| m | million |
| MoA | Memorandum of Agreement |
| MoE | Ministry of Education |
| M&E | Monitoring and Evaluation |
| PCC | Program Coordination Committee |
| PEMAC | Physical Education, Music and Art & Craft |
| QLST | Quality Learning Support Team |
| SBM | School Based Management |
| SCC | School Community Coordinator |
| SMC | School Management Committee |
| STA | Short Term Adviser |
| TOC | Theory of Change |
| TV | Television |
| TWG | Technical Working Group |

| | |
|--------|--------------------------------------|
| UNDP | United Nations Development Programme |
| UNICEF | United Nations Children's Fund |
| USP | University of the South Pacific |
| VAT | Value Added Tax |
| WASH | Water, Sanitation and Hygiene |

AQEP Background

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

Program Goal:

To work with the Ministry of Education (MoE) and other education service providers to improve the ability of children from very poor communities, including those with a disability, to access a quality school education.

Program Objectives:

- (a) **Component 1 Social Protection:** reducing financial and other barriers to accessing a quality school education;
- (b) **Component 2 Infrastructure:** investing in school infrastructure in the poorest communities to ensure that facilities are adequate and safe and contribute to improved student learning outcomes; and
- (c) **Component 3 Building Education Support Structures and Systems:** conducting targeted research and analysis on the systemic challenges to achieving improved education outcomes in Fiji. This activity will involve a range of short-term, demand-driven technical assistance and the provision of flexible and outcome-driven support to MoE priorities.

1.0 Executive Summary

This is the seventh progress report for the Access to Quality Education Program (AQEP) covering the six month period from 1 July – 31 December 2014. It reports on progress of implementation against key program deliverables and outcomes, analyses inhibiting and facilitating factors that have impacted outcome delivery, and discusses cross cutting issues and management systems. The final section provides a management response to key issues. As this is the first of two six monthly progress reports for the Year 4 Work Plan and Budget, a more detailed analysis of the annual context/environment affecting the achievement of outcomes or implementation and the extent to which the Program may be affecting the context will be undertaken in the next six monthly report which will take the form of an annual review.

1.1 Progress of End of Program Outcomes

AQEP has made some progress towards the achievement of its nine outcomes. As shown in Table 1, all eight end of program outcomes are on track. The one long term outcome is also on track.

Table 1: Summary of Progress towards Achievement of Outcomes

| End of Program Outcomes | | Progress |
|--|---|----------|
| Key Result Area 1: Access, Equity and Quality | | |
| 1 | Improved access for children from poor communities | |
| 2 | Reduction in any disparities in access and quality due to location (urban, rural, remote) and gender | |
| 3 | Improved quality of education of children from poor communities – student learning improved in literacy and numeracy | |
| 4 | Adoption of a contextually appropriate inclusive approach to the education of children with disabilities in mainstream schools | |
| 5 | Improved access to education for children with disability from poor communities | |
| 6 | Improvements in learning outcomes for children with disability | |
| Key Result Area 2: System Strengthening | | |
| 7 | LANA mainstreamed at school and Ministry level as a diagnostic tool for student learning and system monitoring | |
| 8 | FEMIS routinely used in schools and MoE for evidence based planning, monitoring, policy analysis and evaluation | |
| Long Term Outcome | | |
| 1 | Sustainable adoption of AQEP approaches and principles at school, district and Ministry level to improve access and quality for children from poor communities including children with disability | |

Key: Colour Code

| | |
|--|----------------------|
| | On track |
| | Partially on track |
| | Not progressing well |

Success factors that have contributed positively to the progress of achievement of outcomes have included an excellent relationship between the Program and Ministry of Education

(MoE), active involvement by district education officers in school monitoring visits, the presence of strong school leaders, particularly Head Teachers and the use of motivational strategies such as sharing of best practice amongst cluster schools, study tours and visits to high performance schools by those not performing too well in the quality stakes.

1.2 Progress of Key Deliverables

Table 2 provides a summary of outputs delivered by the Program in the reporting period. Of the 22 outputs under which the key activities in the Year 4 Work Plan are grouped, 95% are either on track or partially on track while 5% is not progressing well.

Table 2: Summary of Progress of Key outputs, July – December 2014

| Progress of Outputs | Number of Outputs | % of Outputs |
|----------------------|-------------------|--------------|
| On track | 10 | 45 |
| Partially on track | 11 | 50 |
| Not progressing well | 1 | 5 |

1.3 Key Issues

The main issue affecting program implementation of the Year 4 Work Plan in the reporting period is related to a change in policy environment brought about by the election of a new government in October 2014 and the appointment of a new Minister. Many new reforms have been announced accompanied by a major restructure and a high turnover of senior management and district staff. These factors are impacting on the ability of the Program to carry out forward planning and to effectively implement some of the planned activities.

AQEP senior management will take a proactive approach to engage constructively with the MoE to ensure that new counterparts for the Team Leader, Social Protection Specialist and Infrastructure Specialist positions are in place, to advocate for the establishment of an AQEP Committee at the MoE and to engage in high level discussions to look at areas for AQEP support. AQEP will also undertake thorough briefings with newly appointed MoE senior staff at the level of Permanent Secretary, Deputy Secretary and Director so that they have a good understanding of the Program. Every effort will be made to ensure that newly appointed Principal Education and Division Education Officers (together with professional staff from the primary curriculum and assessment units) are not only fully briefed on the Program but are also involved in school visits and monitoring of AQEP activities in schools. This is part of the strategy to transfer both ownership and adoption of best practice and lessons learned to the Ministry, district and schools.

2.0 Highlights for Reporting Period

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

An important achievement was the finalisation of three documents which form the key pillars of the Program's monitoring and evaluation (M&E) framework – AQEP Baseline Study Report (July 2014), Theory of Change (November 2014) and the M&E Plan for Years 4-6 (December 2014).

A highlight was the formal extension approval provided by DFAT on 1st August 2014 for an additional year (July 2016-June 2017) of program implementation.

The 7th meeting of the Program Coordination Committee (PCC) was held on 27th November 2014 where a progress update was provided and the following papers submitted:

- (a) List of AQEP Supported Schools, Years 1 – 4;
- (b) AQEP Sixth Six Monthly Progress Report, 1 January – 30 June 2014; and
- (c) AQEP Baseline Study Report (July 2014).

Two highlights associated with the Ministry of Education include:

- AQEP's membership and participation in the MoE Strategic Planning Committee, September-November 2014 culminating in the preparation of the draft Education Sector Strategic Development Plan 2015-18; and
- AQEP's inaugural membership and representation at the four Divisional School Management Board meetings in late November and the Fiji Education Forum¹, comprised of the MoE and key stakeholders, on 3 December 2014. At all these fora, AQEP presented an overview and update on the Program.

A technical working group (TWG) meeting on Component 2: School Maintenance was held on 17th December 2014. The objectives of the workshop were to review the School Maintenance Handbook and the MoE Standard School Design for Inclusive Education; and to get the input of the TWG members in order to update the maintenance manual and the MoE's School Infrastructure Minimum Requirements. Participants included the Ministry of Education, Ministry of Health, DFAT, Fijian Teachers Association (FTA), United Nations Children Fund (UNICEF), United Nations Development Program (UNDP) and the Fiji Vocational Training Centre for Persons with Disability.

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

- The commencement of a comprehensive support package in 31 Cohort B schools and infrastructure only assistance in 8 Cohort C schools.
- The completion of two formative evaluations - Component 3 Building Education Structures and Systems and the Fiji Education Management Information System (FEMIS) with two more in progress (School Based Management and the Disability Inclusion Strategy).
- A set of school Hygiene Education Handbooks was approved by the MoE as supplementary texts for Fijian primary schools on 23rd September 2014.
- 25 schools were approved by DFAT for AQEP support in response to the national dry spell/drought emergency and this was tabled at the Education in Emergency Cluster meeting held on 12th December 2014. The assistance will include the provision of

¹ The MoE is mandated by the Education Act to establish an Education Forum whose functions would include advising the Minister on the organisation of education facilities, education policy matters and any other educational issues raised by any member of the Forum or the Permanent Secretary. The Forum meets once a term. Meetings of the Divisional School Management Board are held in the four divisions ahead of the Education Forum where papers to be discussed at the Forum are discussed first with stakeholders in the four divisions before they are brought to the Forum.

water tanks (5,000 litre capacity), water harvesting equipment, hygiene kits, compost toilets and training.

- The 2014 Literacy and Numeracy Assessment (LANA) results were uploaded successfully on FEMIS in December 2014 – schools can now directly access these results.
- Quality learning support to teachers on Literacy and Numeracy interventions have been implemented, with expert guidance provided in 49 Cohort A and one disability inclusive school.

3.0 Progress with Outcomes

AQEP has a total of nine outcomes – eight end of program outcomes and one long term outcome. Six end of program outcomes are classified under Key Result Area 1 – Access, equity and quality while the last two fall under Key Result Area 2 – System strengthening and focus specifically on LANA and FEMIS.

Table 3 shows that all the 9 outcomes are on track. The Program team is confident that all the outcomes will be satisfactorily met by the end of the Program.

In the reporting period, two formative evaluations of Component 3 and FEMIS were completed. The results of these evaluations, together with the ongoing formative evaluations of the school based management approach and the Disability Inclusion Strategy and the soon to commence formative evaluation of Component 2 Infrastructure, will contribute to continuous improvement in our implementation approach, intervention strategies, policies and processes.

More specifically, the objectives of these formative evaluations are to:

- Track the implementation of a component approach and/or component activities to gauge the extent to which they are on track;
- Confirm the current relevance of the activity in terms of the need that it is addressing, and its documented alignment to AQEP outcomes;
- Identify any key implementation issues that are of concern to affected stakeholders; and,
- Identify any elements of the activity/component implementation that may require modification/fine-tuning/revision as a result of changes in the environment or as a result of issues raised by stakeholders.

To assist the Program in delivering the outcomes, AQEP has implemented or will be implementing some of the key findings of these formative evaluations. For example, the formative evaluation of Component 3 recommended a more functional perspective rather than a component approach be taken in the management of the program to clearly demonstrate “that all components contribute directly and indirectly to improving access to quality teaching and learning as well as a responsibility of all components to engage with and contribute to improved policies, standards and systems at the national level.” To support this recommendation, it was suggested that:

- (a) In relation to Key Result Area 1 Access, Equity and Quality, there be a shift in recognising and accepting that the Social Protection Specialist has a special role in managing and coordinating the contributions to KRA 1.

- (b) In relation to Key Result Area 2 System Strengthening, there be a shift in the role of the current Quality Education Adviser to be expanded to include management oversight of MoE priorities and development/strengthening of education systems (e.g. FEMIS and LANA) with a corresponding change in title to Quality and Systems Adviser.

These two recommendations have already been implemented by the Program. Additionally, with the Theory of Change (ToC) exercise conducted in the reporting period and the finalisation of two other key M&E documents – Baseline Study Report and the M&E Plan for Years 4-6 – there has been a shift in the way staff think about their work from a silo or component perspective to the recognition that each component has a collective responsibility in contributing to the achievement of the goal and high level outcomes of the Program.

Table 3: Progress Towards Achievement of AQEP Outcomes

| End of Program Outcomes | | Indicate whether on track, partially on track or not progressing well | Statement to support progress claims |
|--|--|---|--|
| Key Result Area 1: Access, Equity and Quality | | | |
| 1 | Improved access for children from poor communities | On track | <p>Change is evident in this area with the identification and reintegration of at least 85 out of school children (47% girls) from a total of 136 identified students back into school. The other key area is attendance and changing the perceptions of the teachers that they have a role to play in improving attendance is still underway. As the Ministry starts to mandate these areas it will become normal for the teachers to address attendance. Additionally not all communities are proactive in addressing attendance. It will take more work to raise awareness and bring about cultural change so that education is prioritised.</p> <p>At this stage, AQEP feels that progress in the end of program outcome for access is adequate for this time. Schools have reported an improvement in student attendance after implementing activities specifically targeting improved attendance such as school lunch, school kits and extra-curricular activities.</p> <p>Analysis of student attendance and LANA performance for calendar years 2013 and 2014 for all of Cohort A schools disaggregated by location currently being undertaken by AQEP will indicate the extent of progress made towards this outcome and outcomes 2 and 3.</p> <p>The final report of the formative evaluation of School Based Management/Social Protection is expected to be ready in late January 2015 – evidence on the impact of AQEP interventions on improving access will be reported in the January – June 2015 six monthly report.</p> |
| 2 | Reduction in any disparities in access and quality due to location (urban, rural, remote) and gender | On track | <p>An Education Outreach Centre has been established in Suva serving one of the major urban informal settlements. A program to revitalise boarding school facilities in 8 remote and very remote schools is well underway. These initiatives are central to AQEP's efforts to reduce barriers to accessing a quality education for children experiencing education disadvantage by virtue of their location. Evidence from monitoring reports from the SCCs and the QLST with regard to both student attendance and literacy and numeracy learning outcomes shows that a number of schools in these locations are showing improvement relative to the Baseline levels on the key access and quality indicators. For example, 77 out of 130 students enrolled in a remote school in Ra were absent for more than 5 days in Term 3 2013. Two terms later, this number had dropped to 15. Another remote school in Ra had similar results with a drop from 50 out of a total of 135 children down to 23 a year later. Similarly, yet another remote school in Ra reported a decrease from 29 children out of 127 down to 7. This trend is also similar for five school in very remote maritime locations (Lau) which had reported 89-100% attendance. Evidence for the improvement in learning outcomes is reported in end of program outcome 3 below.</p> |

| End of Program Outcomes | | Indicate whether on track, partially on track or not progressing well | Statement to support progress claims |
|-------------------------|--|---|--|
| 3 | Improved quality of education for children from poor communities – student learning improved in literacy and numeracy | On track | <p>The results of the early work of the Quality Learning Support Team in providing literacy and numeracy support to the AQEP Cohort A schools is encouraging. In the area of literacy, a number of schools have reported significant reductions in the number of non-readers and slow readers. For example one school in an urban location has reported that the number of slow readers from different classes has dropped from 19 to 9 and includes an out of school student who returned to school after an absence of close to two years. Another school in a very remote maritime location reported a reduction in the number of slow readers from 27 to 3. In yet another small remote school on the same island, the school reported a reduction in the number of non-readers in Classes 1 and 2 from 14 to 3 while the number of slow readers in Classes 3-8 dropped from 29 to 5.</p> <p>Similar improvements have been reported for numeracy. One of the remote schools has reported a reduction from 14 to 1 in the number of students in classes 3 and 4 with problems in counting forward and backward up to the number 100. Similarly, in a large urban school with a school roll of over 900 students, the school reported a significant drop from 175 to 50 in the number of students who were having difficulty with numeracy. In another remote school which had designed a program to assess their previous year's Year 4, 6 and 8 numeracy result in the national LANA results and using targeted interventions to address each difficult area, the school was able to exceed the national average.</p> <p>We are expecting that these early reports of the lead indicator of reduction in the number of slow/non-readers will be reflected in improvements in the LANA results for these schools. AQEP has commenced an analysis of the LANA results for 2014 (very recently loaded onto FEMIS) and will be able to track improvements relative to the 2011 and 2012 baseline data. This analysis will be completed for the next six monthly report.</p> |
| 4 | Adoption of a contextually appropriate inclusive approach to the education of children with disabilities in mainstream schools, drawing on existing enablers and overcoming barriers; and strongly supported by key stakeholders | On track | <p>The structural model of inclusive education is being demonstrated well in the five disability inclusion schools; it appears to be flexible enough to respond to different settings, strengths, staff approaches, relationships with local partners, and support needs of different children. Further analysis and documentation of lessons, including additional questions (such as enablers and barriers to secondary school) needs to occur in the first quarter of 2015 to inform the national planning process for the Inclusive Education policy implementation strategy at the end of April.</p> |
| 5 | Improved access to education for children with disability from poor communities | On track | <p>Access has improved dramatically in the five Demonstration schools (baseline 6, now 82 children with disability enrolled), with 4 out of 5 schools with more than the targeted 3% of the student population being those with disability. However progress in Cohorts A and B schools is behind schedule due to the focus on responding to MoE requests for training Head Teachers nationally. Progress is also unknown due to the lack of systems and knowledge in Cohorts A and B schools to identify children with disability. Data collection to test the proposed identification system is scheduled (with the Ministry of Health) for March/April 2015.</p> |

| End of Program Outcomes | | Indicate whether on track, partially on track or not progressing well | Statement to support progress claims |
|--|--|---|--|
| 6 | Improvements in learning outcomes for children with disability | On track | Data is not yet available to show whether learning outcomes amongst children with disability are improving based on the percentage of children with disability in bottom quartile of LANA scores. However, it appears that there has been improvement in learning outcome given that several children with disability who were previously out of school have graduated to secondary school (one recently topping Year 9), and teacher reports of other children with disability in the Demonstration schools indicate improvements, and Individualised Education Plans (IEPs) show achievement of learning objectives. |
| Key Result Area 2: System Strengthening | | | |
| 7 | LANA mainstreamed at school and Ministry level as a diagnostic tool for student learning and system monitoring. | On track | LANA has been mainstreamed at school level but is yet to be realised and used as a diagnostic tool to improve Literacy and Numeracy by both schools and MoE staff. AQEP is addressing this in various ways: extracting LANA results from FEMIS and getting teachers to explain the results at community meetings with each of the Cohort A and B schools; training the teachers in Cohort A and B schools on how to use LANA results as a diagnostic tool. |
| 8 | FEMIS routinely used in schools and MoE for evidence based, planning, monitoring and policy analysis and evaluation | On track | <ul style="list-style-type: none"> Attendance data was collected for 150,864 students in 2014, up 296% from 2013 but this is only for 72% of students. Gross user logons trended 450% up from 75,569 in 2013 to 340,684 in 2014. Individuals logging on more than once per fortnight in 2014 is 3,212 up 465% from 2013. FEMIS has peak simultaneous users of just below 400. However, data does not yet exist to support the long term outcome of using FEMIS for “evidence based, planning, monitoring and policy analysis and evaluation”. |
| Long Term Outcome | | | |
| 9 | Sustainable adoption of AQEP approaches and principles at school, district and ministry level to improve access and quality for children from poor communities including children with disability. | On track | <p>There is some evidence that best practice and lessons learned from AQEP have already been incorporated into MoE discourse, policy and practice. For example, absenteeism has been recognised as an issue in the revised Education Act. The Ministry’s Education Sector Strategic Development Plan 2014-18 has included strategies that focus on attendance and school based management for the very first time.</p> <p>The AMU section of the MoE has taken best practice learned from AQEP’s project construction monitoring system (which captures both the physical and financial progress of each construction project) to synergise their monitoring process and enhance the MoE’s capacity in monitoring and reporting of its construction progress across schools in Fiji..</p> <p>The set of Hygiene Education Handbooks developed by the Program was approved by the MoE in September 2014 as a supplementary text book for primary schools in Fiji. This text book will provide the necessary knowledge for primary students in Fiji schools to improve hygienic practices.</p> |

4.0 Key Outputs Delivered

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

Tables 4 and 5 contain a summary of 85 AQEP supported schools by location and division to get a sense of the reach of the Program. 60% of benefiting schools are located in the remote and very remote maritime areas of Fiji, 19% in rural and 21% in urban locations. For benefiting schools in the four divisions, 35% of schools are located in the Northern Division followed by 34% in the North, 17% in the East and 14% in the Central Division.

Table 4: AQEP Supported Schools by Location – Full Package of Support

| School Type | School Location | | | | |
|----------------------|-----------------|-----------|-----------|-------------|-----------|
| | Urban | Rural | Remote | Very Remote | TOTAL |
| Cohort A | 13 | 10 | 13 | 13 | 49 |
| Cohort B | 3 | 6 | 10 | 12 | 31 |
| Disability Inclusive | 2 | 0 | 1 | 2 | 5 |
| TOTAL | 18 | 16 | 24 | 27 | 85 |

Table 5: AQEP Supported School by Division – Full Package of Support

| School Type | Division | | | | |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| | Central | Eastern | Northern | Western | TOTAL |
| Cohort A | 10 | 5 | 14 | 20 | 49 |
| Cohort B | 0 | 8 | 15 | 8 | 31 |
| Disability Inclusive | 2 | 1 | 1 | 1 | 5 |
| TOTAL | 12 | 14 | 30 | 29 | 85 |

The key outputs delivered in the reporting period have included:

- **Social Protection support:** 10,744 (Boys 5,533, Girls 5,211) kindergarten and primary students in 50 Cohort A schools have benefited from social protection support through 175 school based access and quality activities;
- **Community awareness training:** Over 4,660 (60% Female) parents and community members comprised of traditional and religious leaders, chiefs, mothers, fathers, youths from 33 Cohort B schools participated in community awareness training;

- **Learning resource procurement and provision:** 38,140 textbooks; 35 science kits comprising 278 items each (Total: 9,730 items); and 35 Physical Education, Music and Art & Craft kits comprised of 474 items per school (Total: 16,590 items) were provided to 30 Cohort B schools and 5 disability inclusive demonstration schools;
- **Community awareness communications:** 9 TV advertisements in three languages (Hindi, Fijian, English broadcasted on the importance of children attending school every school day;
- **School building rehabilitation:** 6 Cohort A school building rehabilitation projects completed;
- **Physical disability access:** 6 schools equipped with disability ramps and toilets;
- **Inclusive Education Master training:** 45 Master Trainers (Males 27, Females 18) comprising of district staff and head teachers from all 9 education districts trained in Inclusive Education over 3 days;
- **Inclusive Education training for school heads:** 403 school heads and MoE education district officers in all 9 education districts comprised of 360 primary Head Teachers, 36 secondary school principals and 17 MoE officers trained for 3 days in Inclusive Education (Males 237, Females 166);
- **ECE curriculum training:** 47 Early Childhood Education (ECE) teachers from Central, Western and Eastern Divisions trained for 3 days in Fiji ECE curriculum (Males 2, Females 45);
- **Equipment procurement:** 2 servers and 2 scanners procured and installed for the Exams Unit at the MoE;
- **LANA reports in FEMIS:** LANA reports uploaded to FEMIS and available to schools.

See Table 6 for more details on the key outputs delivered in the reporting period (column 2) and a cumulative total of all support provided since the Program commenced (column 3).

Table 6: Summary of Outputs Delivered, July – December 2014

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|--|---|--|--|
| Access and Quality activities planned, approved and implemented by schools | <p>50 Cohort A schools² with 10,744 student beneficiaries (from Kindergarten to Class 8) implementing:</p> <ul style="list-style-type: none"> a total of 75 activities in 2014 to improve access for disadvantaged children a total of 100 activities in Terms 1 and 2 – 2014, to improve student learning outcomes 50 Access, Numeracy and Literacy groups activated in partnership with Teachers, School Management and the community <p>SMC Training for 5 Cohort B Vanuabalavu Cluster schools in the very remote maritime location completed (27 participants – 19 Males, 8 Females)</p> | <p>10,744 student beneficiaries from Kindergarten to Class 8 (Boys 5, 533; Girls 5, 211)</p> <p>184 number of approved activities in access, literacy and numeracy.</p> <p>50 Access, Numeracy and Literacy groups activated in partnership with Teachers, School Management and the community</p> <p>Total of 1,959 SMC members from Cohort A and Cohort B (Males 1,449, Females 510)</p> | 1, 2 and 3 |
| Standard kit of Teaching and Learning resources in each targeted school | <p>FJD 383,820.56 spent on procurement of teaching learning resources to distribute to 35 Cohort B schools</p> <p>38,140 textbooks</p> <p>35 Science kits (containing 9,730 items - test tubes, beakers, chemicals, microscopes, thermometers)</p> <p>35 PEMAC (Physical Education, Music, Art and Craft) kits containing 16,590 items</p> | <p>FJD 978,094.21 spent on procurement of teaching and learning resources Cohort A and B Schools</p> <p>106,920 textbooks</p> <p>85 Science Kits (containing 23,230 items Test tubes, beakers, chemical, microscopes, thermometer etc.)</p> <p>85 PEMAC Kits (Physical Education, Music, Art and Craft) containing 26,490 items</p> | 1, 2, 3 |

² For Component 1 Social Protection purposes, there are 50 Cohort A schools since Arya Samaj Primary, which is also a disability inclusive school, received a comprehensive set of support at the same time as the other 49 mainstream primary schools did in the third annual Work Plan.

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|---|--|---|--|
| School communities involved in Access and Quality awareness programs | Over 4,660 (60% Female) parents and community members attended community training in 85 Cohort A and B schools – they included traditional leaders/chiefs, mothers and fathers, and youth. Community Awareness Workshop completed for Cohort B Schools (33 Schools) | Over 7,860 (60% Female) parents and community members attended community training in 85 Cohort A and B schools – they included traditional leaders/chiefs, mothers and fathers, and youth. Community Awareness Workshop completed for Cohort A and B Schools (83 Schools) | 1, 2, and 3 |
| Nationwide attendance (VuliRoz ³) awareness program implemented | 9 Television advertisements in three languages (English, Fijian, and Hindi) and weekly radio show 32 schools competing | 9 Television advertisements in three languages (English, Fijian, and Hindi) and weekly radio show 32 schools competing | 1 |
| Improved boarding facilities and environment in rural/remote schools | 8 schools implementing improvements FJD 179,700 distributed in grants | 8 schools in boarding pilot \$562,055.00 was total grant distributed | 1, 2, 3 |
| Outreach Centres resourced to support homework, study and community awareness | 1 centre in operation 64 children attending regularly | 1 homework centre 85 children in regular attendance | 1, 3 |
| Rehabilitation of school infrastructure: Lighter, cooler, quieter, cleaner and safer classrooms, administration blocks, dormitory facilities and teachers' quarters; Backlog of maintenance cleared | Rehabilitation works in 6 schools completed: <ul style="list-style-type: none"> • 42 classrooms (.56 % of National Total) • 5 library buildings • 6 kitchen and dining facilities • 16 teachers offices • 5 Early Childhood Education rooms/buildings • 10 teachers quarters | The following school buildings/facilities have been renovated: <ul style="list-style-type: none"> • 680 classrooms (11.1 % of National Total) • 60 library buildings • 31 kitchen and dining facilities • 94 teachers offices • 44 Early Childhood Education rooms/buildings | 1 and 3 |

³ Vuliroz is a coined word drawing on two words from the iTaukei and Hindi languages meaning 'come to school every school day'. This is a national advertising campaign on radio and television focussed on the importance of attending school every day. This is combined with a competition in 32 targeted schools to improve attendance.

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|--|--|--|--|
| | <ul style="list-style-type: none"> 4 boarding facilities, 78 school toilet blocks. | <ul style="list-style-type: none"> 88 teachers quarters 8 boarding facilities, 78 school toilet blocks. | |
| Improved water supplies and more hygienic latrines, toilets and sanitation facilities | <p>Improved WASH facilities in 6 rehabilitated school works include</p> <ul style="list-style-type: none"> 7 school toilet blocks 6 water tanks 2 boreholes 3 water pumps <p>First phase of school hygiene program completed in 50 AQEP beneficiary schools⁴</p> | <p>AQEP has renovated/provided a total of:</p> <ul style="list-style-type: none"> 78 school toilet blocks 44 water tanks 28 rain water harvest systems 5 boreholes 8 water pumps <p>Hygiene training completed for 43 schools that have received infrastructure assistance in Years 1 and 2</p> <p>229 teachers (118 Males, 111 Females) trained in hygiene education in the 43 schools</p> | 1 and 2 |
| Schools made accessible for children with disability (CWD) | 6 schools equipped with disability ramps and toilets | A total of 33 schools equipped with disability ramps and toilets | 4 |
| SMCs trained in maintenance planning and facilities standards introduced; maintenance manual and hygiene education handbook adopted by MoE | <ul style="list-style-type: none"> School Maintenance Handbook reviewed by the technical working group on 17 December 2014. The handbook will be reprinted in January 2015 31 head teachers and 31 school managers trained in school infrastructure planning School Hygiene Education Handbooks approved as supplementary texts for Fijian primary schools by MoE | <ul style="list-style-type: none"> 188 (94 head teachers and 94 school managers) from 94 schools trained on school infrastructure maintenance School Maintenance handbooks endorsed by MoE in February 2014 | 1 |

⁴ The first phase included a detailed assessment of student hygiene practices and the identification of gaps in hygiene practices and potential solutions – this will be used as a baseline for school hygiene education training that will commence in February 2015.

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|---|---|---|--|
| Introduction of light steel structure and ecological water purification systems (EPS); development and adoption by MoE | Light steel structure utilised in two renovation works to ensure new building structure is safe from termite infestation | Light steel structure introduced in 7 schools (5 Cohort A and 2 Cohort B) infested with termites in the Western Division | 1 |
| Baseline survey of children with disability in targeted communities; Cohort study of teachers' efficacy and attitudes conducted; Research into barriers and enablers to education of children with disability in Fiji conducted | Mid-line efficacy and attitudes survey collected from teachers in five Demonstration schools, to be compared with baseline (data entry underway) | <ul style="list-style-type: none"> Baseline survey of children with disability in communities around the five Demonstration schools conducted Baseline and post-training teachers' efficacy and attitudes towards IE survey conducted Qualitative study into barriers and enablers to education for children with disability completed | 4 |
| Teachers and teacher aides in Inclusive Education Demonstration and mainstream AQEP schools provided with training on IE and specialist sign language and Braille training. | <ul style="list-style-type: none"> 3-day Inclusive Education training program conducted by Monash University for 45 Master Trainers (Males 27, Females 18) from all 9 education districts - participants comprised of 18 education district officers and 27 head teachers - training focused on building capacity to strengthen inclusive education at the school level in Fiji 3-day ECE Curriculum Na Noda Mataniciva Refresher training completed for 47 ECE teachers in 4 education districts (Males 2, Females 45) Inclusion Coordinator training package completed 2-day IEP workshop conducted for 12 Teacher Aides from the 5 Demonstration schools 403 school heads and MoE officers (Primary 360, Secondary 36, MoE 17) in all 9 education districts have received 3-day training in IE (Males 237, Females 166; | <ul style="list-style-type: none"> 45 Master Trainers trained in inclusive education (Males 27, Females 18) from all 9 education districts A total of 80 teachers and head teachers trained from 5 demonstration schools and includes 7 ECEs and 12 teacher aides (Male 34, Female 46) 47 ECE teachers trained in ECE curriculum (Males 2, Females 45) A total of 10 teacher aides received specialised training (5 braille; 5 sign language) | 4, 5 and 6 |
| Long term strategy for inclusive education adopted by MoE. | Dates for national planning workshop set with the MoE for April 28-30 2015. | | 4 |

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|--|---|--|--|
| Improvement in LANA processes and development of national learning benchmarks. Teachers and ministry personnel trained | <ul style="list-style-type: none"> • Procurement and installation of 2 Kodak high-capacity scanners for EAU, plus associated hardware (desktop computers acting as simple servers) and consumables; Training of 5 operator staff (Males 2, Females 3) completed. Training programming organised for 4 officers (Males 2, Females 2). Readsoft software for scanning procured, installed and configured • Exam results processing software upgraded to RUMM 3030; 2 male staff upskilled on use of software • 2 staff (Male 1, Female 2) trained further with item writing and test preparation, data analysis of test and item level data • Initial work on and training for benchmarking with LANA undertaken with 10 staff (Males 4, Females 6) • Education Minister's Review of Scaling for Year 12 and 13 Examinations assisted (technical and philosophical advice, as well as computational skills) • Psychometrics advice for LANA item writing, test construction, benchmarking and scaling (Male 1, Female 1); | <ul style="list-style-type: none"> • Scanning system (hardware, software, training, etc) procured, installed; ready to be implemented for LANA in 2015, and extended to other EAU testing programs • software for analysing LANA results upgraded to RUMM 3030; staff upskilled on use of software • Staff trained further with item writing and test preparation; data analysis of test and item level data • Assisted Minister's Review of Scaling for Year 12 and 13 Examinations (technical and philosophical advice, as well as computational skills) | 7 |
| Web-based, student focused FEMIS implemented in schools, districts and MoE, | <ul style="list-style-type: none"> • LANA reports available to schools on line • Implementation of student transport subsidy management using FEMIS is | <ul style="list-style-type: none"> • AQEP-funded server hardware installed (4) • In 2014 basic data collected on 210,517 students and \$35m in MoE grant | 8 |

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|--|---|---|--|
| | 90% complete <ul style="list-style-type: none"> • Development of early Warning⁵ Report predicting student dropouts and more data quality reports • Continual improvements in data quality through data quality reports at schools, direct end user training, and a dedicated Data Quality Officer • Direct training of 257 school staff, 42 district staff and 24 AQEP staff | acquittals <ul style="list-style-type: none"> • Attendance data collected for 150,864 students in 2014, up 296% from 2013 • Gross user logons trended up 450% from 75,569 in 2013 to 340,684 in 2014 • FEMIS has peak simultaneous users of just below 400 • 1,363 school staff at 882 schools, 81 district staff, 70 ministry and other staff trained in FEMIS | |
| Annual program of activities approved and implemented supporting ministry priorities. Strengthened partnership between funding agency (DFAT), implementing agency (AQEP) and beneficiary agency (MoE) & other peak stakeholder groups such as Education Cluster | <ul style="list-style-type: none"> • 2 Kodak EAU scanners and 2 servers and consumables produced and installed at MoE EAU • 5 MoE staff funded by AQEP - 1 STA/consultant (FEMIS), 2 local support staff for IT Unit, 1 for AMU IT and 1 for ERC printer • MOE Strategic, cooperate and business planning workshop • MOE Divisional Education Officers workshop for 45 officers from 9 Districts • AQEP's membership in national fora - Education Forum and Education in Emergency Cluster | A number of MoE priorities supported by AQEP and have included: <ul style="list-style-type: none"> • 1 Industrial state of art printer, training of 12 MoE officers and local consultant to manage use of new printer • 4 state of the art servers to store FEMIS data • 2 scanners and 2 servers for EAU • 2 international consultants to develop FEMIS and to support EAU in LANA reporting processes • 4527⁶ teachers, MoE staff and SMCs trained through AQEP funding Support for corporate planning workshop for MoE every calendar year since 2011 and for MoE strategic planning • Support for corporate planning workshop for MoE every calendar | 7 and 8 |

⁵ The Early Warning reports are entirely new and AQEP schools will pilot the use of the reports. If successful, AQEP will use these reports in the national training scheduled for second quarter 2015.

⁶ This consolidated figure is low due to the same School Committee members and head teachers undergoing new training; they are counted only once.

| Key Outputs (from Theory of Change) | Progress with output implementation July –December 2014 | Outputs August 2011 – December 2014 | Linkage to End of Program Outcome (EOPO) |
|--|---|--|--|
| | | <p>year since 2011 and for MoE strategic planning process</p> <p>AQEP's membership in MoE senior staff meetings, Education in Emergency cluster, Education Forum</p> <p>4 stakeholder consultations (Dec 2011, Jun 2012, June 2013, June 2014) and 4 established TWGs (Social Protection, Infrastructure, Component 3, M&E)</p> <p>AQEP presentations at various fora including the national Budget and Aid Coordination Committee (BACC) and national (e.g. School Management Association of Fiji, Fiji Head Teachers Association) and national/regional education conferences/workshops (USP, FNU)</p> | |
| <p>M&E/Communication strategy comprising newsletters, accounts of results achieved, best practice case studies and presentations to stakeholders and media</p> | <ul style="list-style-type: none"> • The first of two newsletters for this reporting period has been produced and has been distributed to all major stakeholders. • AQEP Exhibition booths prepared and displayed as part of the MoE Exhibition week and the Suva Roadshow on Inclusive Education | <p>A quarterly newsletter has been produced since 1 July 2013 with five published so far. The newsletters contain a number of human interest stories and Program updates. The newsletters are circulated to all major stakeholders</p> <p>AQEP's participation in public roadshows organised by the MoE</p> | <p>This relates to the long term outcome</p> |

4.1 Aggregate Development Results

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

5.0 Progress with Implementation of Annual Plan and Budget

The progress of activity implementation of the four main work streams of the Year 4 Work Plan against 22 outputs has been adequate. The four work streams are: social protection, disability inclusion, infrastructure and education support structures and processes.

Of the 22 outputs shown at Table 7, 45% are on track, 50% are partially on track and 5% is not progressing well.

Table 7: Progress of Activity Implementation in Year 4 Work Plan in Relation to Key Outputs

| Key Outputs (from Theory of Change) | Indicate whether output is on track, partially on track or not progressing well | Comments |
|---|---|--|
| 1. Access and Quality activities planned, approved and implemented by schools | On track | This is continuing as planned with Access and Quality Activities designed by each school to address the challenges of their community. They build upon the existing resources of the community to increase sustainability at each school. The activities are focussed on improving literacy, numeracy and attendance. But they are also a mechanism to improve the capacity of the school management as they build upon their strengths as a school management team to implement activities in the school. |
| 2. Standard kit of Teaching and Learning resources in each targeted school | On track | Teaching and Learning Kits have been delivered to each of the 35 Cohort B and disability inclusive schools. The resources include textbooks from ECE to Class 8, Science kits, Physical Education, Music, Art and Craft material. Phonic materials for 8 very small schools have been purchased from the savings made due to a price decrease in some books. This will be delivered in the new school year. |
| 3. School communities involved in Access and Quality awareness programs | Partially on track | The first community outreach was held in 33 of 35 Cohort B and disability inclusive schools to engage the community in the Access and Quality process. Training will take place in Term 1 2015. For the 50 Cohort A schools the involvement of the community in the school varies, with the biggest factor being the leadership skills of the head teacher. To address this strategies are developed to engage the Head Teachers, including self-assessment. |
| 4. Nationwide attendance (VuliRoz) awareness program ⁷ implemented | Partially on track | The Vuliroz team at the MoE had a strong start with training of the district staff and the implementation of the program in 32 schools. However the team struggled in the administrative tasks, particularly in record keeping due to the demand of their substantive positions at the Ministry. Due to changes at the MoE, the team was disbanded for a couple of months but later reformed with one less staff member. The restructuring has had an impact on the ability of the team to implement the program. The main implementation of the program is now over but if the program is to continue into the Year 5 AQEP will need to review its success first. |
| 5. Improved boarding facilities and environment in rural/remote schools | On track | The Improvement to the boarding facilities is continuing as planned with 2 continuing schools and 6 new schools taking part in the pilot program. The solar tender was completed and two of the |

⁷ Vuliroz is a coined word drawing on two words from the iTaukei and Hindi languages meaning 'come to school every school day'. This is a national advertising campaign on radio and television focussed on the importance of attending school every day. This is combined with a competition in 32 targeted schools to improve attendance.

| Key Outputs (from Theory of Change) | Indicate whether output is on track, partially on track or not progressing well | Comments |
|---|---|---|
| | | schools will receive solar power in the new school year. |
| 6. Outreach Centres resourced to support homework, study and community awareness | Partially on track | The Homework Centre in Jittu estate is fully operational and has completed one year of implementation. The other three planned centres are yet to commence with AQEP awaiting approval from DFAT to combine the two approaches of targeting the most disadvantaged children and the education outreach centre in the urban informal settlements. |
| 7. School Based Management developed literacy & numeracy improvements at schools and classroom levels supported by professional development and expert guidance implemented | Partially on track | The continuous round of monitoring and mentoring visits is being implemented in 50 Cohort A schools and is on track with all schools been visited, literacy and Numeracy Interventions implemented and the school based management approach implemented. The findings of the review of School Based Management/Social Protection, which is expected to be finalised in late January 2015, will provide evidence of what has worked and will be reported on in the next six monthly report. The first round of preliminary school visits [literacy and numeracy interventions, SBM, mentoring of teachers and community, workshops] for 35 Cohort B and disability inclusive schools are still underway. |
| 8. Lighter, cooler, quieter, cleaner and safer classrooms, administration blocks, dormitory facilities and teachers' quarters; Backlog of maintenance cleared | On track | 6 school projects out of 13 remaining Cohort A schools have been completed. 25 schools (7 Cohort A, 10 Cohort B and 8 Cohort C) are scheduled for completion from January to June 2015. However 2 schools have lease problems and will not be renovated unless the issues can be resolved; in this case two more schools will be selected for renovations only, subcontractor procurement carried out and the renovation works completed in this financial year. |
| 9. Improved water supplies and more hygienic latrines, toilets and sanitation facilities | On track | AQEP has completed 29/31 subcontractor procurement for school rehabilitation projects. The subcontractors have six months to complete the renovations. This timeframe is sufficient for the completion of all WASH works as the rehabilitation works on average takes four months to complete. |
| 10. Schools made accessible for children with disability (CWD) | On track | 14 of 29 school projects have included the provision of disability access ramps and toilets in their scope of works. Disability access ramps could not be built in 15 schools because of the topographical and physical difficulties of the existing infrastructure. |
| 11. SMCs trained in maintenance planning and facilities standards introduced; maintenance manual and hygiene education handbook adopted by MoE | On track | The Technical Working Group meeting was held in mid-December 2014. The meeting focused on the revision of the school maintenance handbook - the revised version of the handbook will be printed and distributed in January 2015. The Hygiene Education Handbooks will be reprinted in time for the hygiene training that is scheduled to commence in February 2015. |
| 12. Introduction of light steel structure and ecological water purification systems (EPS); development and adoption by MoE | Partially on track | The draft MoA for the drinking water quality assessment initiative is with the Department of Water and Sewerage for review, which has caused some delays. Once the MoA has been approved the implementation of this initiative can get underway. The light steel structure construction is currently ongoing in two schools with one close to completion. |

| Key Outputs (from Theory of Change) | Indicate whether output is on track, partially on track or not progressing well | Comments |
|---|---|--|
| 13. Five Inclusive Education Demonstration Schools established and supported as first stage of adoption of IE approach | On track | The five Demonstration schools commenced enrolling children with disability in January 2013; 82 children have enrolled to date with 3 transitioned into high school; these schools have been supported with ongoing monitoring and mentoring and periodic training since August 2012. |
| 14. Baseline survey of CWD in targeted communities; Cohort study of teachers' efficacy and attitudes conducted; Research into barriers and enablers to education of CWD in Fiji conducted | Partially on track | Data entry problems with baseline survey have recently surfaced; these are being corrected with close supervision; analysis will be complete in January 2015. |
| 15. Teachers and teacher aides in Inclusive Education Demonstration and mainstream AQEP schools provided with training on IE and specialist sign language and Braille training | Partially on track | Capacity development activities during 2014 focused on MoE request to train Head Teachers, which precluded adequate time for training AQEP school Inclusion Coordinators. The Jan-June 2015 period prioritises this, plus training and supporting AQEP School and Community Coordinators to monitor and mentor Cohort A & B schools in disability inclusion. |
| 16. Partnerships established with Disabled Persons Organisation (DPOs) and teacher and other training institutions | Partially on track | Partnerships with DPOs functioning well. Partnerships with teacher training institutes is a priority for 2015; the approach will partly depend on whether the Minister for Education progresses his statement related to rolling out one national teacher training curriculum across all institutes. |
| 17. Long term strategy for inclusive education adopted by MoE. | On track | The Ministry of Education and other relevant stakeholders have agreed to dates in April 2015 for a national workshop to develop a long term implementation plan for the inclusive and special education policy. |
| 18. Improvement in LANA processes and development of national learning benchmarks. Teachers and ministry personnel trained | Partially on track | LANA has been enhanced through the provision by AQEP of a psychometric consultant. Test responses uploaded into new RASCH software for 2014 with Improvements in test items for 2014 LANA accomplished. LANA data uploaded into FEMIS. New student response schedules developed. New scanners to automate data entry purchased and installed. |
| 19. Web-based, student focused FEMIS implemented in schools, districts and MoE, | Partially on track | Most schools adopted FEMIS over the period 2013 to 2014. However, districts and the ministry have not yet adopted FEMIS as the primary source of data for evidence based decision making. The Ministry continues to use paper ER5 and ER8 forms ⁸ as the basis for most decisions. |

⁸ ER5 are templates which have been used and reviewed over the years by the Ministry of Education. It provides the basic data for Primary schools on roll, staffing and classrooms. It is used to distribute grants to schools, and post staff and collate basic information. Similarly ER8 are for Secondary schools and provide the same data for Secondary as well as subject teaching loads (number of periods per week for each teacher).

| Key Outputs (from Theory of Change) | Indicate whether output is on track, partially on track or not progressing well | Comments |
|---|---|---|
| | | Training in the use of FEMIS scheduled for late 2014 and again in early 2015 was cancelled. This was due to uncertainty surrounding the target audience that would receive training as a result of the Ministry of Education's intentions to install administration staff in every school. It is not possible to provide training when the target audience is not known. Some progress was made within the Ministry in clarifying the role of administration staff in the schools but at early 2015 this was still uncertain. |
| 20. New research based methodology tools and strategies to analyse interventions and reduce barriers to access in education | Not progressing well | Death of the local researcher/MoE Liaison Coordinator and illness of principal international researcher have been the primary cause for the delay in achieving this output. The effects size research study is on hold while the concept paper will be reviewed and redeveloped over the next six months. |
| 21. Annual program of activities approved and implemented supporting ministry priorities. Strengthened partnership between funding agency (DFAT), implementing agency (AQEP) and beneficiary agency (MoE) & other peak stakeholder groups such as Education Cluster | Partially on track | A number of MoE priorities funded by AQEP have been implemented satisfactorily. New appointments in the Ministry, changes in philosophy of education and changes in the structure and channel of communication demands new ways of partnership. AQEP Team Leader's membership on the Education Forum and Senior Staff has further strengthened representation. |
| 22. M&E/Communication strategy comprising newsletters, accounts of results achieved, best practice case studies and presentations to stakeholders and media | On track | Newsletters and six monthly reports containing program results have been on track. AQEP have made a number of presentations on progress to date to a number of fora including the new Minister and Assistant Minister for Education, 4 Divisional School Management Board meetings, the November meeting of the Program Coordination Committee and the December meeting of the Fiji Education Forum. |

Delays

Two MoE priorities funded by AQEP that have been put on hold are the roll out of FEMIS training to all 903 schools and the procurement of desktop publishing software and training for use in conjunction with the new state of the art industrial printer purchased for the MoE in the last financial year.

In relation to the FEMIS training, the MoE were delayed in acquitting the training funds from the Year 3 Work Plan which resulted in a delay to them planning the Year 4 training program. The Ministry announced late in 2014 that they plan to employ Administration Assistants for each school in 2015 to enter FEMIS data. Until this decision has been confirmed the national training for schools is on hold until it is clear who will need to receive the training. AQEP would like to use the funds to prioritise the training of the 85 AQEP supported Cohorts A and B and disability inclusive schools before allowing the MoE to utilise the remaining funds to roll out FEMIS training to schools and districts.

Regarding the procurement of desktop publishing software to be used with the industrial printer, this activity has been put on hold due to the nine-month delay caused by various factors associated with the relocation of the printing press to a new place, the miscommunication between the MoE and the supplier based in New Zealand and delays/errors in the installation of support structures for the new machine (e.g. electricity and air conditioning). The final installation and training has only been completed in early November 2014 and the printing of bulk textbooks for Fiji schools commenced in December 2014. AQEP will defer the purchase of the publishing software to the Year 5 Work Plan.

The Program was affected when two officers were impacted by ill health during the reporting period. The Quality and Systems Adviser, Professor Mike Horsley has had a major operation requiring hospitalisation and the Quality Education/MoE Liaison Coordinator, Mr Apao Solomone sadly passed away in July 2014. This human resource vacuum has caused several major activities to be put on hold. They include:

- The effects size research study to measure the impact of AQEP interventions on student learning that had commenced in Year 3.
- Conceptualization of 15 case studies that are part of program impact evaluation causing a delay in the commencement of the case studies research.

The unavailability of the Quality and Systems Adviser has also caused some slippage in those areas of Component 1 that he supports such as the coaching and mentoring training for the seven AQEP School Community Coordinators (SCC) and four Quality Learning Support Team (QLST) members. Another incomplete task is the development of a guide for coaching teachers in literacy and numeracy which will be used by the AQEP team as well as being a resource for Head Teachers and district staff. These have been addressed by outsourcing these tasks to a consultant who will commence the training in the second week of January 2015. The Program is also considering bringing in an interim replacement for the Quality and Systems Adviser position.

AQEP will hold discussions with DFAT in January/February 2015 about under-utilised program funding which could be reallocated to other Program activities.

5.1 Factors Impacting on Outcome Delivery

Facilitating Factors Impacting on Outcome Delivery

Success factors that have contributed positively to the achievement of outcomes have included an excellent relationship between the Program and MoE, active involvement by district education officers in school monitoring visits, the presence of strong school leaders, particularly Head Teachers and the use of motivational strategies such as sharing of best practice amongst cluster schools, study tours and visits to high performance schools by those not performing too well in the quality stakes.

Relationship with MoE

During the reporting period, the excellent relationship that AQEP has enjoyed with the MoE was of great value in facilitating activity implementation. For example, the turnaround time in communications between the Team Leader and her MoE counterpart was a day. Approvals from the MoE for the release of school heads, teachers and district personnel to attend AQEP training or for the release of MoE staff to join AQEP in schools visits or related activities were always on time.

Moreover, having a counterpart for the Social Protection Specialist (Deputy Secretary Professional) and Infrastructure Specialist (Director Assets Monitoring Unit) as well as having an MoE Liaison Coordinator on the AQEP team has ensured an efficient processing of AQEP requests and quick resolution of any emerging issues.⁹

Involvement of District Officers

The active participation of the MoE district and headquarters staff in school monitoring visits and assisting AQEP to solve problems in schools has been a strong factor in the smooth flow of activities related to improving literacy and numeracy. This is primarily due to the authority held by district officials.

Strong School Leaders

The presence of a strong Head Teacher and School Manager makes a significant difference in the successful implementation of the SBM approach in each school. Moreover, the active involvement of the Head Teacher has resulted in a noticeable change in the way the teachers work together and the way literacy and numeracy are taught in the school. This demonstrates the importance of the selection of school heads and the management committee by the Ministry and school communities.

Motivational Strategies

Using a cluster approach, AQEP brought together 10 Head Teachers from urban Suva to share success stories and challenges. For example, one of them demonstrated the main ways he uses FEMIS – many of these Head Teachers were not aware how to check the number of students they had registered as national students. This allowed the Head

⁹ However, as reported in Section 6.6, with high staff turnover and a restructuring at the MoE, these three AQEP positions did not have counterparts beginning in December 2014.

Teachers to learn from each other and to also develop relationships that would make it more likely that they will contact each other and share resources. This approach also allows the Head Teachers to demonstrate their own area of strength which created the positive feeling of being a valued member of the school access and quality team. Moreover such professional meetings assist in breaking down the culture of isolation amongst the schools.

Another motivational strategy entailed a study tour by a total of 28 school management committee members comprised of four participants (Head Teacher, School Manager, female leader and treasurer) from each of seven AQEP boarding schools to learn first-hand from a high performing boarding school to see what can be achieved.

Disability Inclusion Strategy – Additional staff

The recruitment of a second Disability Inclusion Coordinator has allowed a greater focus on rolling out inclusive education amongst the Cohorts A & B schools as well as activities supporting inclusive early childhood development, whilst continuing to support the five disability inclusive demonstration schools.

Inhibiting Factors Impacting on Outcome Delivery

Maritime Schools – The lack of boats and the high costs of what is available means that trips to maritime areas have been reduced. This restricts the support to these schools compared to mainland schools. To counteract this we are developing a distance education approach to working with these very remote maritime schools.

Head Teachers – A number of Head Teachers have not received adequate training for their leadership role and have difficulty functioning in their role on a day to day basis. AQEP will provide extra support for Head Teachers who are willing but for those who are not willing to engage we will start referring them to the Ministry of Education.

Perception that working on AQEP literacy and numeracy activities is extra work – Some teachers see AQEP intervention as extra work and not part of their role as a teacher. AQEP will continue to coach and mentor them. The new reforms to improve the standard of teaching at the Ministry will help in changing such misguided thinking.

Perception that school management should not be involved in the school – Although the schools are community owned, School Management Committee members are still volunteers and are not always welcome in some schools as they are viewed as uneducated and likely to bring community problems into the school. AQEP is slowly breaking down this unhelpful attitude but some Head Teachers see the SMC as a threat and in these cases it is more difficult to change entrenched attitudes.

Lack of support for Inclusive Education in MoE budget - The MoE budget was expected by the Inclusive and Special Education Unit of the MoE to increase to include funding for inclusive education, over and above the existing cost of running special schools in 2015. This increase did not occur; the main implication is that the employment of teacher aides in MoE schools will not take place in 2015. Efforts in training Head Teachers and Inclusion Coordinators in MoE schools will now need to be funded through AQEP.

Budget cuts and additional funding

A significant factor that has the potential to detract the Program from achieving the required end of program outcomes relate to budget cuts that have occurred consecutively in the last two years. In Year 2, we were requested to cut our activities by A\$4m which resulted in activities being either put on hold or removed five months after the start of the financial year (FY). A critical activity that has been drastically affected is the research program. In Year 3, the Program was affected by a budget cut of A\$1m where a total of 17 activities were either scaled back or put on hold. Again, research activities were affected.

Receiving additional funding towards the end of a FY is also challenging. This occurred at the end of Year 2 as well as at the end of Year 3. This late provision of funds leads to activities being undertaken without adequate planning and often with tight implementation timeframes.

Budget cuts and getting additional funding have impacted Program implementation significantly as carefully thought out activities across each component have had to be cut or scaled back. This has the potential to dilute the achievement of our outcomes in the long run. Moreover, AQEP management and component leads have had to spend time rethinking strategy, preparing revised workplans and readjusting to the new demands surrounding budget imperatives.

Other inhibiting factors impacting program deliverables have included:

- The concerted support provided by the AQEP psychometric specialist on the scaling review established by the Minister has resulted in slippage¹⁰ in the finalisation of the national LANA minimum standards;
- Slow management take-up of AQEP-developed tools, such as FEMIS and LANA, into decision making by MoE senior staff.
- Passing away of Mr Apao Solomone, AQEP/MoE Liaison Coordinator has left a gap in continuity of research and research projects and close interaction with the MoE. The illness of the Quality and Systems Adviser has limited the number of in-country visits and has caused some slippage in building micro and macro education support structures and systems and supporting the work of Component 1.

¹⁰ Approximately 30 days will be needed in order to establish the benchmarking panel and to determine the Minimal Expected Standard for Literacy and Numeracy for each year level. Work with the panel comprised of teachers and professional officers from Examinations and Curriculum will need to now take place after school or on Saturdays. Preparation time for data compilation and analysis and psychometric analysis will also be included.

5.2 Cross Cutting Issues

Gender

At the school level, the personal hygiene needs are different for boys and girls. Through the hygiene monitoring visits, the sub-contractor the FTA found that some girls are absent from school during their menstrual cycle because of the stigma associated with this.

This issue has been addressed by the addition of guidelines for teachers on the specific hygiene needs for girls in the Hygiene Education Handbook. In addition, FTA has also included sanitary bins in the standard showcase package that were distributed to schools during their first school visit.

Disability

Sustainable approaches to inclusive education are being built through training and accrediting Disability Inclusion Master Trainers from district education offices, the MoE, special schools and the IE Demonstration schools; the development of a long term implementation plan for the national Inclusive and Special Education Policy; working with teacher training institutes to improve curricula for special/inclusive education subjects; identifying and training Inclusion Coordinators in all AQEP schools and in a large number of MoE schools; recording and tracking special/inclusive education training and qualifications in the Fiji Education Staffing Appointment (FESA) database; supporting the research and review of an improved MoE policy on reasonable accommodation for (exam) assessment; supplying a Disability Inclusion Toolkit and Disability Referral Directory to all schools; linking schools to relevant health and other disability services; and developing and validating a tool for identification of children with disability to enable schools to identify learning support needs and disaggregate FEMIS by disability.

Fraud

Two fraud cases remained open at the start of this reporting period. Both cases were closed by the end of December 2014.

Dogotuki Primary School – the case was reported on 17th March 2014 and involved an Assistant Teacher fraudulently using AQEP funds for personal use. A total of F\$2,200 was stolen through the use of cheques but this was paid back by the school Mothers Club. A further F\$83.65 was stolen through the use of petty cash. This was paid back by the School Manager. The Assistant Teacher was immediately suspended from his duties with the Ministry of Education and AQEP reported the case to the police. The DFAT Fraud Control Section closed the case on 30th July 2014.

Bishop Kempthorne School – the case was reported on 4th July 2014 and involved the school Treasurer fraudulently using AQEP funds for personal use. A total of F\$7,571.85 was stolen through the use of cheques. An initial repayment of F\$5,000 was made by the Father in Law of the accused with a second sum of F\$2,571.85 repaid by the Anglican Church. The Treasurer was immediately dismissed from her duties at the school and AQEP reported the case to the police. The DFAT Fraud Control Section closed the case on 1st December 2014.

6.0 Management Systems

6.1 Strategic and Annual Planning

The Year 4 annual planning took place in March 2014 before this reporting period. The next planning is scheduled in mid-February for the Year 5 work plan. This will also include a major review of the year to date and will incorporate lessons learned and recommendations from the formative evaluations.

6.2 Monitoring and Evaluation

Major progress has been made during the reporting period to bring the AQEP M&E system back on track. Following receipt from DFAT of comments on the draft M&E Plan submitted earlier in the year AQEP has prepared a revised and updated plan for submission to DFAT (December 2014). The draft plan was assessed by DFAT in terms of the recently developed DFAT standards (17 specific standards in total) for M&E Plans. In overall terms the draft plan was assessed as being in good shape with 12 of the standards fully met and five partially met. The revised and updated plan has specifically addressed the five standards that were only partially met. The revised plan also includes a revised schedule of M&E activities that is aligned with the additional year for AQEP that has now been officially approved.

The revised plan includes as one of the Annexes the AQEP Theory of Change (ToC) developed during the period May to September 2014. This ToC articulates the causal relationship between the various interventions across the three components and shows the linkages between interventions, outputs, intermediate outcomes and end of program and long term outcomes. The ToC is now a key reference document for monitoring and evaluating progress with achievement of key AQEP outcomes. With the completion of the M&E Plan and the ToC, AQEP is now in a position where the overall M&E architecture is now fully developed. The third pillar of the M&E architecture, the Baseline study, was formally approved in July 2014.

The M&E Plan includes 5 formative evaluations of the key AQEP initiatives all to be undertaken in Year 4. The field work for four of these evaluations have been completed and draft or final reports have been submitted for three of the evaluations. The fifth evaluation, which will review the quality assurance processes for the infrastructure upgrading, is to be undertaken in early 2015.

AQEP is drawing on data from FEMIS for monitoring progress in the key outcomes of improved access and quality of education in the AQEP targeted schools. With regard to access, the key indicator is student attendance, data for which is now directly entered by schools into FEMIS. As schools continue to become accustomed to using FEMIS and enter the relevant data in a timely fashion, AQEP will be able to track the trends in student attendance on a school by school basis. With regard to quality the key indicator is student literacy and numeracy achievement in the LANA at Classes 4, 6 and 8. The LANA database has now been migrated into FEMIS and AQEP will, by June 2017, be able to analyse trends in LANA performance in the AQEP targeted schools over 6 years of data from 2011 to 2016. The data for 2011 and 2012 are the AQEP baseline years.

6.3 Human Resources

An issue that has the potential to negatively impact the ability of the Program to effectively deliver on its outcomes is related to the ill health of our staff. As mentioned earlier, the illness of the Quality and Systems Adviser, Professor Mike Horsley together with the untimely death of the Quality Education/MoE Liaison Coordinator early in the reporting period due to a heart attack has resulted in slippage in some activities. AQEP senior management has ensured that prioritised activities associated with the former position are outsourced so that there is minimal disruption to the program. AQEP will also bring in an eminently suited replacement should this become necessary.

The position of Quality Education/MoE Liaison Coordinator was vacant for a number of months, which resulted in some changes to the management of the QLST as well as the need to increase the oversight of the MoE priority activities by other team members.

The Social Protection Manager role was newly created to better support the Social Protection Specialist. This position was filled by former Senior School Coordinator Mr Jone Naisau. An additional School Community Coordinator will be recruited in January 2015.

Three new team members have started with AQEP during this reporting period:

- Evaluation Researcher – Mr Sharan Ram
- Quality Education & MoE Liaison Coordinator – Mr Narain Sharma
- Disability Inclusion Coordinator – Ms Merelesita Qeleni.

Mr Jim Shoobridge was confirmed in the position of Database Specialist and will be starting with the Program in early 2015.

The Disability Inclusion Specialist, Ms Beth Sprunt, tendered her resignation towards the end of the reporting period. Ms Sally Baker has been approved to replace Beth from 1st January 2015.

Annex 3 outlines the short-term adviser inputs that have been completed during this period. An organisational chart at Annex 4 details the current AQEP team structure.

6.4 Risk Management

The updated Program risk matrix is outlined at Annex 5. All new and amended risks are highlighted in green.

The main issue affecting program implementation of the Year 4 Work Plan is related to the change in the policy environment brought about by the election of a new government in October 2014 and the appointment of a new Minister and Assistant Minister for Education. While the Government changes in policy and structure are designed to improve the education situation in Fiji in the longer term, inevitably some disruption in the shorter term is involved. The Minister for Education has publicly announced his new reform agenda and has begun restructuring the Ministry bureaucracy and processes. Initial uncertainty within the Ministry as to the form and direction of these education reforms, rapid policy changes, high turnover of senior management and district staff and the lack of information from the Ministry

can have a deleterious effect on AQEP forward planning and implementation. In the last three months of 2014, the impact of these changes has already been felt by the Program. For example, the Ministry no longer has a Senior Staff Committee chaired by the PS as this new role has been taken by the Minister. AQEP's membership on this Senior Staff committee of the MoE is now in question.

A vacuum in the Deputy Secretary Corporate Services position, which is historically the counterpart for the AQEP Team Leader, caused by the retirement of the confirmed officer in July 2014 followed by the resignation of his replacement in November 2014 has resulted in communication and information gaps between AQEP and the MoE which can be detrimental to program implementation if not addressed quickly. The Team Leader has written to the Acting Permanent Secretary on this issue and will be asking for a meeting in January 2015 to resolve this. As it is still early days, the full impact of major changes at the MoE on AQEP's ability to successfully implement the Year 4 Work Plan and Budget can be better ascertained over the next six months.

7.0 Recommendations and / or Management Responses to Key Issues

In relation to the key issue raised above associated with major reforms being implemented by the Ministry of Education in response to a change in the policy environment and the related uncertainties brought about by high staff turnover of senior staff and district education officials that AQEP usually works with, AQEP senior management plans to engage in high level consultations with MoE to work through:

- Replacement of counterparts for the Team Leader, Social Protection Specialist and Infrastructure Specialist;
- The establishment of an AQEP Committee at the MoE comprised of senior staff from relevant sections such as Primary, Curriculum, Assessment, Inclusive and Special Education, ECE, Corporate Services and Human Resource Management;
- Agreed priority focus areas for AQEP support.

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

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

ANNEX 1

**AQEP Aggregate Development Results - Reporting Period
and Consolidated Results**

Annex 1: AQEP Aggregate Development Results – Reporting Period and Consolidated Results

| AUSTRALIAN AGGREGATE DEVELOPMENT RESULTS | AQEP RESULTS (JULY - DECEMBER 2014) | AQEP RESULTS (AUGUST 2011 - DECEMBER 2014) |
|--|---|---|
| Number of children enrolled in school | 2,681 students (1,430 boys; 1,251 girls from 31 Cohort B schools) | 42,204 ¹¹ students (Boys 21,643; Girls 20,561) in 193 schools. |
| Percentage Grade 3 students reading to national standard | Nothing to report yet | Nothing to report yet |
| Number of high quality learning materials supplied to schools | 38,140 textbooks provided to 31 Cohort B schools | 128,686 textbooks (106,920 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 – NO CHANGE |
| Number of classrooms built or upgraded | 42 classrooms upgraded and or constructed which is 0.56% of primary school classrooms | 888 classrooms upgraded (680 in selected schools and 208 in Emergency Schools) which is 14% of primary school classrooms |
| Number of children able to access more schools that have been made more accessible to children with disabilities | 774 children (387 boys and 387 girls) from 6 schools attending schools made more accessible to children with disability | 6,559 children (3,373 Boys and 3,186 Girls) from 33 schools (32 selected school and 1 through emergency assistance) |
| Number of children with disabilities enrolled in school | NO CHANGE | Total enrolled since Program began: 82 (56 Boys; 26 Girls) NO CHANGE |
| Number of school officials trained | 299 teachers and MoE officials trained through AQEP funding. 522 MoE officials, Teachers and SMC members were trained directly by the Program. A total of 821 officials | 4,527 ¹² teachers, MoE staff and School Management Committee members trained through AQEP funding |
| Number of additional children enrolled in school | NO CHANGE | 82 students enrolled in 5 disability pilot schools (56 Boys; 26 Girls) ¹³ NO CHANGE |
| Number of textbooks provided | 38,140 textbooks provided to 31 Cohort B schools. | 128,686 textbooks (106,920 to selected schools and 21,766 to emergency schools) |
| Humanitarian and disaster preparedness and response (Number of schools) | NO CHANGE | 92 schools supported in 2 floods, 1 fire and 1 tropical cyclone – NO CHANGE |

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

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

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

| AUSTRALIAN AGGREGATE DEVELOPMENT RESULTS | AQEP RESULTS (JULY - DECEMBER 2014) | AQEP RESULTS (AUGUST 2011 - DECEMBER 2014) |
|--|--|---|
| Humanitarian and disaster preparedness and response (Number of student beneficiaries) | NO CHANGE | 21,919 students: 10,840 girls and 11,079 boys have benefited from AQEP emergency assistance. NO CHANGE |

ANNEX 2

**AQEP Short-term Adviser Inputs:
1 July 2014 – 31 December 2014**

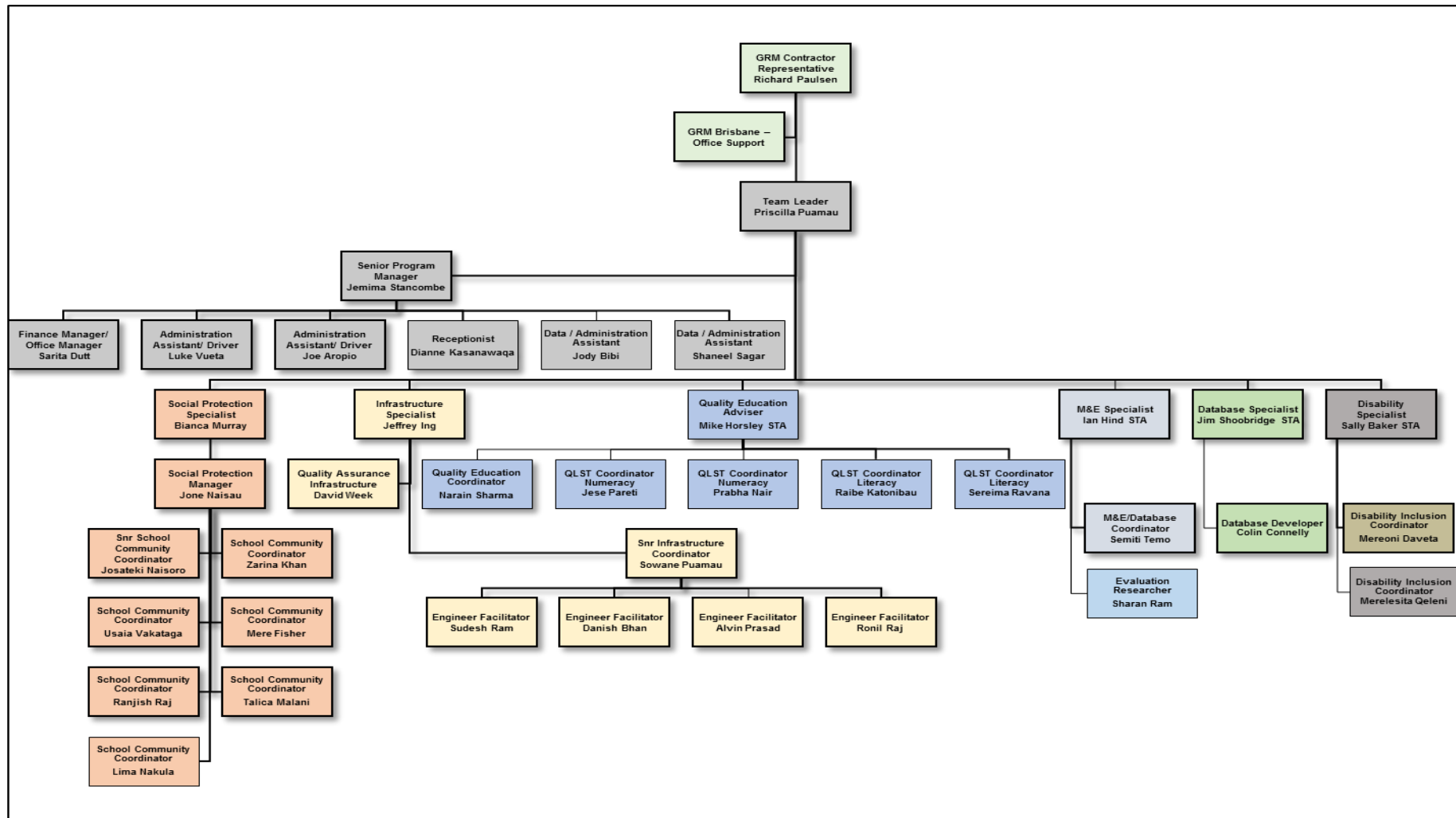
Annex 2: AQEP Short-term Adviser Inputs: 1 July – 31 December 2014

| Short-term Adviser | Jul 14 | Aug 14 | Sep 14 | Oct 14 | Nov 14 | Dec 14 | Days Remaining until 30 Jun 15 |
|---|------------------------|------------------------|------------------------|-----------------------|--|-----------------------|--------------------------------|
| Ian Hind Monitoring & Evaluation Specialist | 1-31 Jul 14 days | 1-31 Aug 6 days | 1-30 Sep 6 days | 1-31 Oct 14 days | 1-30 Nov 11.3 days | 1-30 Dec 3.5 days | 37 days |
| Beth Sprunt Disability Specialist | 1-31 Jul 3.5 days | 1-31 Aug 2 days | 1-30 Sep 3 days | 1-31 Oct 5 days | 1-30 Nov 14 days +11 days Sally Baker | 1-30 Dec 5 days | 17 days |
| Colin Connelly Database Development Specialist | 1-31 Jul 6 days | 1-31 Aug 5.5 days | 1-30 Sep 10.9 days | 1-31 Oct 12.7 days | 1-30 Nov 26 days | 1-31 Dec 12.9 days | 66 days |
| Mike Horsley Quality Education Adviser | | 1-31 Aug 7 days | 1-20 Sep 3 days | 23-31 Oct 8 days | 1-5 Nov 2 days | | 87 days |
| Jim Shoobridge Specialist to conduct Formative evaluation and review of implementation of FEMIS | 29-31 July 3 days | 1-31 Aug 16 days | 1-19 Sep 1 day | | | | 0 days |
| Juho Loopeer Psychometric Specialist | 1-31 Jul 1.125 days | 1-31 Aug 0.875 days | 1-30 Sep 2.875 days | 1-31 Oct 31 days | 1-21 Nov 21 days | | 0 days |

ANNEX 3

AQEP Organisational Chart – December 2014

Annex 3: AQEP Organisational Chart – December 2014



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

ANNEX 4

AQEP RISK MATRIX – 31 DECEMBER 2014

Annex 4: AQEP Risk Matrix – 31 December 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) |
|--|---|---|---|---|--|--|
| Component 1 Risks | | | | | | |
| Schools governance structures that include a central controlling authority have strict rules and are reluctant to relinquish control at the school level. | <ul style="list-style-type: none"> Controlling Authorities reduce funds to schools receiving AQEP grants. School Committee loyalty is to the central authority not the community, therefore attempts to involve the community in decision making is limited. Social Protection will be unable to meet outcomes in these schools. | 3 | 2 | M | <ul style="list-style-type: none"> Briefing of school controlling authorities, as well as School committee members. Development of different models that accommodate different management structures. Nonnegotiable mechanisms for community consultation a precondition to funding. Contractual requirement that school funding levels should be maintained whilst working with AQEP. | AQEP and MoE |
| The Education system is centralised and local schools have limited decision making power, restricting effectiveness of School Based Management approaches. ¹⁴ | <ul style="list-style-type: none"> Ability for the Program to influence access and quality at the school level is restricted. School personnel become frustrated and do not engage fully with the Program. Component 1 outcomes not achieved. SMC disengagement from schools. | 4 | 3 | M | <ul style="list-style-type: none"> Advocacy to MoE management about the scope of schools in decision making. Strengthening of School Management Association to advocate on behalf of schools and deliver training to school management. Training and mentoring of teachers, community and SMC. Training SMCs and HTs together. Supporting the MoE by explaining the positive side of changes to SMCs. | AQEP, MoE, School Management Association |
| Increased MoE 'Free Education' grant has potential to reduce effectiveness of social protection interventions. | <ul style="list-style-type: none"> Absorptive capacity of AQEP schools to manage AQEP school grants is reduced. Gap between urban and rural schools will increase with removal of MoE differential | 3 | 3 | M | <ul style="list-style-type: none"> Strengthening training and mentoring of SMCs and community. Consultations with MoE on support to provide small schools. | AQEP, MoE, SMCs |

¹⁴ Additional impact and mitigation strategy included. Risk level changed to M (Medium) from L (Low) – L was the incorrect level for the corresponding P and I.

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|---|---|---|---|---|---|---------------------|
| | funding mechanism. <ul style="list-style-type: none"> Financial mismanagement and corruption by SMCs may increase. Different acquittal processes reduces strength of AQEP acquittal process School are over enrolling students to increase the funding under the per capita grant system. Component 1 outcomes not achieved. | | | | <ul style="list-style-type: none"> Strengthening relationships with District Education Officers to work with schools. Accelerating mentoring areas e.g. transparency, accountability, independent audits. Development of FEMIS to strengthen monitoring of acquittal for all schools. Alerting MoE to over enrolment and encouraging action. | |
| Improvement to access and quality approach is new to Fiji. | <ul style="list-style-type: none"> Low level of support from MoE for expanded role of school management committees. Program will need an increased level of inputs to implement new approach. Lack of school experience in developing initiatives to achieve quality education goals. Lack of Commitment from teachers to improving literacy and numeracy – it is perceived as extra work | 3 | 2 | M | <ul style="list-style-type: none"> Higher level of support to MoE from core team. Use of interlinked funding system that encompasses grants to schools coordinated central fund to expand school based activities. Advocacy for enhanced SBM based on regional experience and international research. Utilise current MoE initiatives and materials that have yet to be implemented significantly to develop system capacity to promote quality education. Support from District Offices to encourage teachers, Communities awareness activities to encourage parents to hold schools accountable. | AQEP and MoE |
| Program creates unrealistic expectations and adverse reactions in non-AQEP supported schools. | <ul style="list-style-type: none"> Complaints and adverse publicity. Unrealistic expectations from community. Parents move children from non-supported schools to AQEP schools. This will disadvantage the non-supported school further. | 3 | 3 | M | <ul style="list-style-type: none"> Clear communications strategy implemented. Ongoing consultations with all stakeholders working in poverty alleviation. Clustering beneficiary schools to share learning in districts to share AQEP school access and quality interventions. Create model and resources for successful school support for access and quality interventions that can be used across schools districts in non-AQEP schools. Transparent targeting approach. | AQEP, MoE, and SMCs |
| The SBM approach will not guarantee that the poorest students are targeted as decision- | <ul style="list-style-type: none"> Financial barriers not alleviated amongst the poorest students. Complaints and adverse publicity. | 3 | 3 | M | <ul style="list-style-type: none"> Ensuring that options are provided to SMCs outlining options for assisting the poorest students either individually or through a school based approach. | AQEP and SMCs |

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|---|--|---|---|---|---|---------------|
| making sits at the school level. | <ul style="list-style-type: none"> Component 1 outcomes not being fully achieved. | | | | <ul style="list-style-type: none"> Clear communications strategy implemented. Ongoing school planning support will be provided to SMCs, teachers and community members by AQEP. Specific school funding will specifically target access programs. | |
| Children may not go to school even with financial barriers reduced. | <ul style="list-style-type: none"> Students attend school for a short time whilst there is a perceived advantage, e.g. school feeding. But they stop as soon as the advantage is removed. Social Protection retention and transition outcomes are not met. | 3 | 3 | M | <ul style="list-style-type: none"> The quality of education in the school is increased through the coordinated fund to expand school activities, for example – programs aimed at increasing school engagement, training and mentoring to increase the capacity of teachers to use CBA and LANA as a diagnostic tool. Specific interventions in AQEP schools target literacy and numeracy achievement. Awareness raising occurs in the broader community and the school about the value of education. Specific interventions designed to target parental and community attitudes about the importance of students attending and engaging in school. Improved infrastructure will change community, parent and student attitudes. | AQEP and SMCs |
| Lack of support from schools (in particular Special Schools) and communities for disability inclusion in mainstream schools. | <ul style="list-style-type: none"> Delay in implementation of disabilities inclusion strategy. Teacher and community perceptions that students with disabilities are burdens on classes, schools and communities. | 3 | 3 | M | <ul style="list-style-type: none"> Community awareness meetings in collaboration with District Education Officers. Close collaboration with disabilities stakeholders including Ministry of Health and suppliers. Advocating to Special Schools the importance of disability inclusion in mainstream school. Directing targeted funding through the AQEP school grant index to support education of students with disabilities. | AQEP, MoE |
| Children with disability are enrolled in schools but schools do not yet have capacity or resources to support these children. | <ul style="list-style-type: none"> Children experience failure, disappointment and drop out. | 4 | 3 | M | <ul style="list-style-type: none"> Prioritise training of inclusion coordinators in all AQEP schools. Employ second Disability Inclusion Coordinator Prioritise training of SCCs and QLST in disability inclusion. | AQEP, MoE |

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|--|--|---|---|---|---|--------------------------------|
| | | | | | <ul style="list-style-type: none"> Training inclusive education master trainings so there are “specialists” in each district. | |
| Children with disability are at greater risk of abuse by being enrolled in school. | <ul style="list-style-type: none"> Children with disability experience physical, sexual or emotional abuse. | 1 | 5 | M | <ul style="list-style-type: none"> Inform school and community of the issues around child protection and special issues related to children with disability including child protection policy information. Ensure police checks are undertaken for personnel working with children. | AQEP, MoE |
| Component 2 Risks | | | | | | |
| Conflict between School Management Committee, Head Teacher and Contractor due to poor communication and understanding of scope of work | <ul style="list-style-type: none"> Delays in completion. Incomplete works. Component 2 outcomes not fully achieved. Poor perception of AQEP by the school community. Unrealistic expectations from the school management. | 3 | 3 | M | <ul style="list-style-type: none"> Appropriate training provided to SMCs and contracts outlining clear roles and responsibilities. Provision of mediation and issue resolution by AQEP and MoE. Routine monitoring and site visits. Clear and detailed scope to be provided prior to work commencement. Appropriate guidance and mentoring to be provided to SMCs. Provision of school planning session in the component 2 operational manual training workshop. The Engineer Facilitators will follow a participatory planning approach during the formulation of scope of work with the school management. AQEP will require the school to obtain the renovation work permit from local authorities before the commencement of any works in the school. | AQEP, MoE, SMC and Contractors |
| Limited monitoring of schools due to poor access | <ul style="list-style-type: none"> Limited monitoring of schools depending on weather conditions. Safety risk to AQEP Staff. Increased monitoring cost. | 3 | 3 | M | <ul style="list-style-type: none"> Provision of Safety equipment including satellite phones. No travel during bad weather. Close collaboration with the District Education Offices and Schools. | AQEP, MoE, and SMC |

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|--|---|---|---|---|--|--|
| | | | | | <ul style="list-style-type: none"> Enforce remote management system for the non-accessible schools. | |
| Building materials in short supply | <ul style="list-style-type: none"> Delay in completion of works. Increase in cost of building materials. | 3 | 3 | M | <ul style="list-style-type: none"> Routine monitoring and site visits by AQEP's Engineer. Sharing information between AQEP's sub-contractor regarding building material supplier and availability. Work closely with AQEP's Engineers and MoE regarding alternative building material solutions. | AQEP, MoE, and AQEP's Sub-Contractors. |
| Frequency and scale of natural disasters diverts AQEP personnel from planned activities. | <ul style="list-style-type: none"> Ongoing AQEP work activities delayed. AQEP resources stretched. | 3 | 3 | M | <ul style="list-style-type: none"> Close collaboration with DFAT and MoE in emergency response. Outsource emergency response work where possible and appropriate. Contingency planning. | AQEP, DFAT and MoE |
| Maintenance work undertaken by contractors is of poor quality. | <ul style="list-style-type: none"> Defective school structure. Reflects poorly on the Australian Aid Program. | 2 | 4 | M | <ul style="list-style-type: none"> Routine monitoring prior to payment of contractors. Staging payments. Joint monitoring undertaken by AQEP and MoE. Minimum Infrastructure standards are part of contractor agreements. | AQEP, MoE |
| Child is injured or hurt during renovation works. | <ul style="list-style-type: none"> Negative perception of the Australian Aid Program. Delay in completing program works. | 2 | 3 | M | <ul style="list-style-type: none"> Public liability insurance is a requirement for all contractors. Child Protection Policy in place. Child Protection training provided to contractors. | AQEP |
| Component 3 Risks | | | | | | |
| Lack of appropriate management support for implementation of FEMIS. | <ul style="list-style-type: none"> Development work stalls and quality of monitoring and evaluation within the MoE suffers. Reporting of utilisation of Free Education Grants potentially adversely affected. | 4 | 5 | H | <ul style="list-style-type: none"> Continued advocacy of the need to strengthen the IT unit. Commitment by MoE to increase IT staffing level which is vital to continuity and sustainability of FEMIS Continued advocacy to, and increasing the awareness of, FEMIS to senior managers in MoE and management of districts | AQEP, MoE |

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|---|--|---|---|---|---|-----------|
| | | | | | <ul style="list-style-type: none"> Continued AQEP support in terms of management, design and development of FEMIS. | |
| FEMIS is underutilized as a tool for monitoring, analysis, planning and management. | <ul style="list-style-type: none"> Districts predominantly see FEMIS as a vehicle for entering data for the unconnected schools and do not realise its potential as a tool to monitor the performance of schools. Efficiency gains and improvements in quality of M&E within MoE are not realised. | 4 | 5 | H | <ul style="list-style-type: none"> 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. Specific additional training for MoE as soon as point immediately above is addressed Recognition of districts that are productively utilising FEMIS as a tool for monitoring. | AQEP, MoE |
| Delay in LANA feedback to the schools is a barrier to the use of appropriate and relevant teaching and learning strategies by teachers. | <ul style="list-style-type: none"> Teachers are unable to address the students' specific weaknesses in literacy and numeracy. Students continue to underachieve in literacy and numeracy. | 4 | 4 | H | <ul style="list-style-type: none"> Specific training of teachers in LANS in AQEP supported schools. Ongoing analysis of LANA results to review student performance. | AQEP, MoE |
| Data in FEMIS is of poor quality. | <ul style="list-style-type: none"> FEMIS/LANA/FESA reports are unusable or unreliable. Confidence in FEMIS deteriorates and FEMIS is not used as a management tool. | 3 | 4 | M | <ul style="list-style-type: none"> Establishment of a permanent post for a data quality officer. Repeated training at the school level to mandate the importance of data quality. Train schools on how to use FEMIS as a monitoring tool. | AQEP, MoE |
| Lack of familiarity within MoE with evidence based research procedures to measure the impact of activities and interventions | <ul style="list-style-type: none"> Schools are unable to identify the impact of their activities and interventions. Ineffective use of resources at the school and ministry levels. | 3 | 3 | M | <ul style="list-style-type: none"> Specific training provided for schools on collecting and analysing data. Specific training provided for schools on measuring the impact of different activities and decision making that is evidence based. Engaging ministry and district officers in the use of FEMIS as a monitoring tool. | AQEP, MoE |
| General Risks | | | | | | |
| District Education Officers do not fully understand their roles and responsibilities within AQEP or feel excluded. | <ul style="list-style-type: none"> AQEP activities are not monitored correctly leading to poor quality outcomes. Lack of support from the Divisional and District Education Offices. | 3 | 4 | M | <ul style="list-style-type: none"> Program will involve the MoE (including all District & Divisional offices) from the initial planning stages of the Program. MoE Staff accompany AQEP on all school visits. | AQEP, MoE |

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|---|---|---|---|---|--|--------------------|
| | | | | | <ul style="list-style-type: none"> 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. | |
| Fraud/Mismanagement of funds by school management committees. | <ul style="list-style-type: none"> Schools at risk of losing funding support and therefore students negatively impacted. Program outcomes not being fully achieved. Australian Aid Program reputation negatively impacted. GRM financially at risk. Negative impact on community support. Delay in delivery of services. Negative perception of school following incident. | 4 | 4 | H | <ul style="list-style-type: none"> Memorandum of agreement in place with each school. Regular monitoring by AQEP and MoE – checking acquittals. Clear accountability procedures and support for school committees. Clear grants implementation guidelines including anti-fraud strategies. Annual external financial audit to be conducted Clear separation of powers for all financial and other key approvals. Undertaking regular fraud training with AQEP staff Recruitment of District based Bookkeepers to assist with monitoring of school finances. Clearance with bank for AQEP to have full access on school AQEP bank accounts. Training for new Head teachers and SMC at the start of each year. Involvement of MoE district staff in mentoring visits. Alignment between AQEP and MoE Grant acquittal procedures to reduce confusion in the school acquittal process. | AQEP, MoE and SMCs |
| Program funds reduced part way through Financial Year. | <ul style="list-style-type: none"> Work Plan compromised and activities reduced. Program outcomes not being fully achieved. | 4 | 4 | H | <ul style="list-style-type: none"> Regular communication with DFAT. | DFAT, AQEP, GRM |
| Delays due to political tensions. | <ul style="list-style-type: none"> Delays in Program implementation. Staff safety put at risk. International staff evacuated. | 3 | 4 | M | <ul style="list-style-type: none"> Maintain good relationship with MoE. Coordinate safety evacuation plans with Australian High Commission. | AQEP, GRM |

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|---|---|---|---|---|---|--------------------|
| | | | | | <ul style="list-style-type: none"> AQEP Safety and Security procedures regularly reviewed. | |
| SMC/MoE/AQEP staff changes and/or turnovers lead to lack of continuity. | <ul style="list-style-type: none"> Pressure on Program team to address systemic issues rather than concentrate on key Program outcomes. Ongoing weakening of education leadership at the school levels that cannot be addressed through MoE and AQEP systems. AQEP activities put on hold or delayed.¹⁵ | 4 | 4 | H | <ul style="list-style-type: none"> Program will provide regular training on AQEP procedures to ensure current knowledge of the Program and activities. Closer engagement with MoE senior staff. | AQEP |
| Confidential data on students is accessed by unauthorised persons. | <ul style="list-style-type: none"> Delay in Program outcomes due to possible loss of data. Breach of confidentiality. Loss of trust from schools, communities and MoE. | 3 | 4 | M | <ul style="list-style-type: none"> Training to be provided to MoE and SMCs on the proper handling of data. Secure storage devices to be used by AQEP. Compliance with Child Protection Policy. FEMIS security of data. | AQEP, MoE and SMCs |
| AQEP used as an emergency response facility. | <ul style="list-style-type: none"> Delays to AQEP achieving Program objectives. Pressure on team to keep work plan on track. | 4 | 4 | H | <ul style="list-style-type: none"> Regular communication with DFAT. Clear Emergency Response Approach. Inclusion of AQEP in the Emergency Education Cluster. | DFAT |
| Progress reporting not adequately capturing outcomes | <ul style="list-style-type: none"> DFAT and MoE not able to gauge satisfactorily whether AQEP is on target to meet its objectives | 3 | 4 | M | <ul style="list-style-type: none"> M& E Plan developed with very clear focus on outcomes and comprehensive evaluation studies Baseline report prepared with baseline measurements for AQEP high level outcomes Progress reporting restructured to give greater attention to outcomes and inhibiting/enabling factors within the AQEP delivery context Theory of Change /Program logic in process of development | AQEP |

¹⁵ Additional impact identified.

| Identified Risk | Impact on Services & Support | P | I | R | Mitigation Strategy | Entity(s) |
|---|--|---|---|---|---|-----------|
| Conflict of interest. | <ul style="list-style-type: none"> Negative perception towards the Program. Loss of trust and support from the community and other stakeholders. | 2 | 3 | M | <ul style="list-style-type: none"> Clear conflict of interest policy. Continuous guidance and direction provided to staff prior to field visits. | AQEP |
| New Ministry of Education reforms ¹⁶ | <ul style="list-style-type: none"> Significant change of MoE staff. Lack of counterparts for AQEP staff. Delay in planned activities due to shifting priority of MoE. | 5 | 3 | H | <ul style="list-style-type: none"> Clear and open communication with MoE staff. Focus on activities that have not been impacted. Liaise with MoE senior staff when appropriate on activities that have been impacted. AQEP advocacy and briefings with new senior staff at Headquarters and the districts. Follow up with MoE on establishment of an AQEP Committee. | AQEP, MoE |

NB: Cells shaded with pale green represent amended or additional risks added from the previous version of this matrix dated 15 July 2014.

¹⁶ New risk identified following the election of the new Government in October 2014.