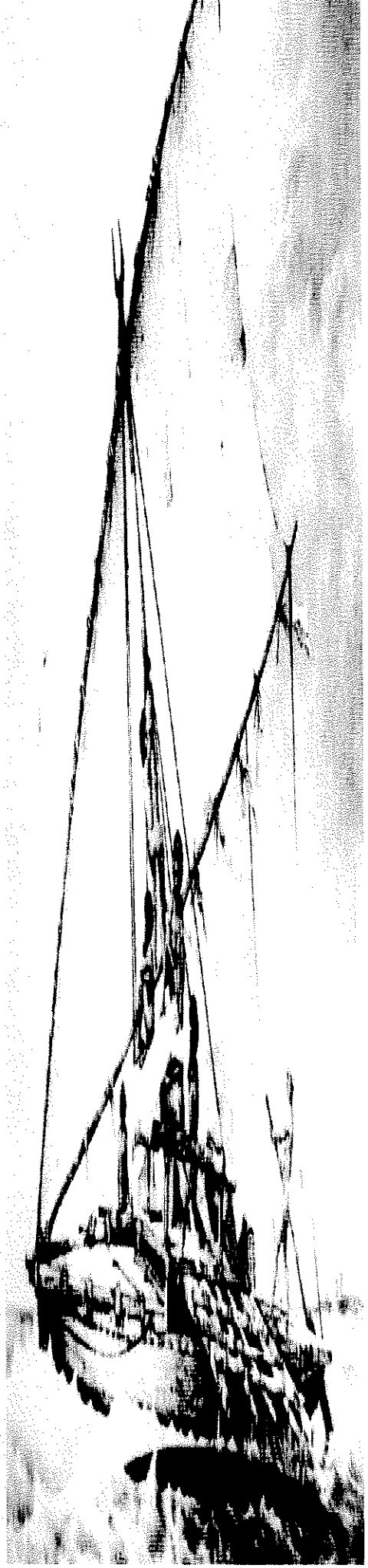


F.R.E.P.

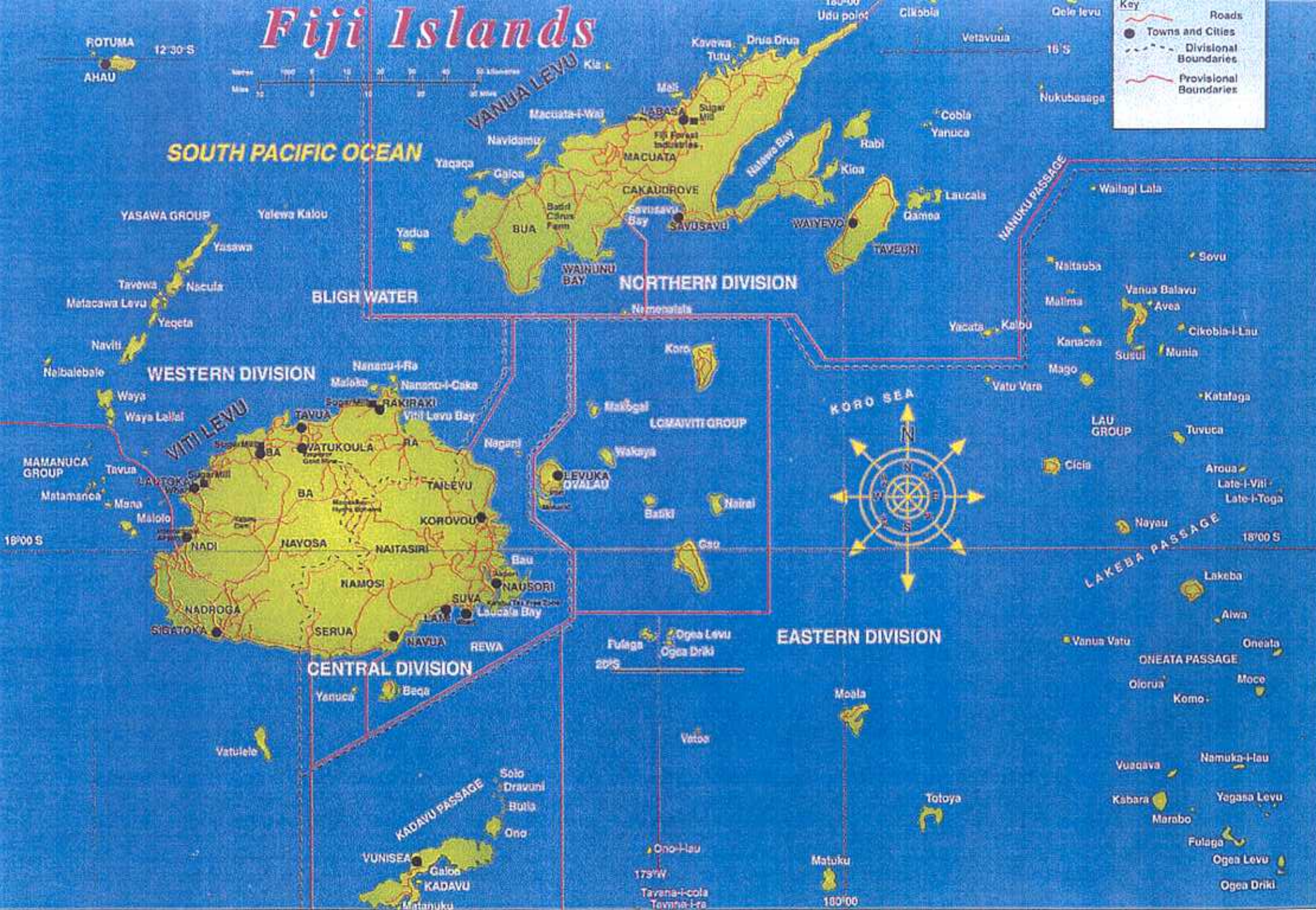
Fiji Rural Education Project

PROJECT DESIGN DOCUMENT

FINAL REPORT AND FINANCING PROPOSAL

2003

INSTITUTE EDUCATION



Fiji Islands
Key
Roads
Towns and Cities
Divisional Boundaries
Provisional Boundaries
SOUTH PACIFIC OCEAN
VANUA LEVU
NORTHERN DIVISION
WESTERN DIVISION
VITI LEVU
CENTRAL DIVISION
EASTERN DIVISION
BLIGH WATER
KORO SEA
LOMAIVITI GROUP
LAU GROUP
NANUKU PASSAGE
LAKEBA PASSAGE
ONEATA PASSAGE
KADAVU PASSAGE
YASAWA GROUP
MAMANUCA GROUP
ROTUMA
AHAU
12°30'S
16°S
18°00 S
20°S
173°W
180°00
Udu point
Cikobia
Qele levu
Vetavuua
Kavewa
Tutu
Drua Drua
Kia
Mali
Macuata-i-Wai
LABASA
Sugar Mill
Fiji Forest Industries
MACUATA
Navidamu
Yaqaqa
Galoa
CAKAUDROVE
Savusavu Bay
SAVUSAVU
BUA
Badri Citrus Farm
WAINUNU BAY
Yadua
Nukubasaga
Cobia
Yanuca
Rabi
Kioa
Natewa Bay
Laucala
Qamea
WAINEVO
TAVEUNI
Wailagi Lala
Sovu
Naitauba
Malima
Vanua Balavu
Avea
Cikobia-i-Lau
Kanacea
Susui
Munia
Mago
Vatu Vara
Yacata
Kalbu
Koro
Makogai
Wakaya
LEVUKA
OVALAU
Batiki
Nairai
Gau
Nagani
Nananu-i-Ra
Maloko
Nananu-i-Cake
RAKIRAKI
Vitii Levu Bay
TAVUA
VATUKOULA
BA
RA
TAILEVU
KOROVOU
NAYOSA
NAITASIRI
NAMOSI
NADI
NADROGA
SIGATOKA
SERUA
NAVUA
REWA
SUVA
LAMI
Laucala Bay
NAUSORI
Bau
Beqa
Yanuca
Vatulele
Solo
Dravuni
Bulia
Ono
VUNISEA
Galoa
KADAVU
Matanuku
Fulaga
Ogea Levu
Ogea Driki
Vatoa
Ono-i-lau
Tavana-i-cola
Tavana-i-ra
Moala
Totoya
Matuku
Vanua Vatu
Oneata
Olorua
Komo
Moce
Vuaqava
Namuka-i-lau
Kabara
Marabo
Yagasa Levu
Fulaga
Ogea Levu
Ogea Driki
Lakeba
Aiwa
Nayau
Cicia
Tuvuca
Katafaga
Aroua
Late-i-Viti
Late-i-Toga
Yalewa Kalou
Yasawa
Tavewa
Nacula
Matacawa Levu
Yaqeta
Naviti
Naibalebale
Waya
Waya Lailai
Tavua
Matamanoa
Mana
Malolo

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ABBREVIATIONS

ACP	Asian Caribbean and Pacific
ADB	Asian Development Bank
AGM	Annual General Meeting
AusAID	Australian Agency for International Development
AWP	Annual Work Programme
CCTC	Corpus Christi Teachers' College
CDU	Curriculum Development Unit
CEO	Chief Education Officer
CSS	Country Support Strategy
DEO	District Education Officer
EC	European Commission
EDF	European Development Fund
EFA	Education for all
EU	European Union
FBEAP	Forum Basic Education Action Plan
FCA	Fiji College of Agriculture
FCAE	Fiji College of Advanced Education
FEA	Fiji Electricity Authority
FESP	Fiji Education Support Programme
FFONSA	Fiji Forum of Non-State Actors
FIT	Fiji Institute of Technology
FNTC	Fiji National Training Council
FREP	Fiji Rural Education Project
FSM	Fiji School of Medicine
F(T)C	Fulton (Teachers') College
GCC	Great Council of Chiefs
GDP	Gross Domestic Product
GoF	Government of Fiji
HRD	Human Resources Development
HQ	Headquarter
IOE	Institute of Education
IT	Information Technology
ITVET	Institutes of Technical and Vocational Education and Training
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Co-operation Volunteers
LTC	Lautoka Teachers' College
MoE	Ministry of Education
MoFNP	Ministry of Finance and National Planning
MoRD	Ministry of Regional Development
MoYS	Ministry of Youth and Sports
NAO	National Authorising Officer
NGOs	Non-Government Organisations
NSAs	Non State Actors
NZAID	New Zealand Agency for International Development
PEMAC	Physical Education, Music, Art and Craft
PLC	Power Line Communication

PMC	Project Management Committee
PRIDE	Pacific Initiatives for the Delivery of Basic Education (PRIDE)
PRS	Pacific Regional Seminary
PSC	Project Steering Committee
PSE	Permanent Secretary for Education
PT	Project Team
PTC	Pacific Theological College
QVS	Queen Victoria School
RE	Rural Education
SEO	Senior Education Officer
SMEs	Small Micro Enterprises
TA	Technical Assistance
TOR	Terms of Reference
TPAF	Training and Productivity Authority of Fiji
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USP	University of the South Pacific

EXECUTIVE SUMMARY

Education is a priority of the Government of Fiji, particularly the education and development of rural communities in Fiji. Education is accepted as a human need and a tool for developing the basic values, knowledge, attitudes and skills, which they need for additive education and to become fully functional members of their society. It is also the means through which other human basic needs are met. The provision, for instance of safe drinking water, basic health care services and quality infrastructures and facilities can improve the quality of people's lives only to the extent that their education and understanding would allow them. Education also provides the knowledge, skills, values and attitudes that individuals need to manage complex technical and scientific projects, to further human knowledge, to achieve balance between human resources and natural resources and to maintain their identities and cultures in the fast changing world of today.

The overall objective of the Fiji Rural Education Project (FREP) is to *'achieve equitable access to, and participation and achievement in life-long education and improve quality and outcomes for rural communities in Fiji'.*

The purpose of the Project is to *'create enabling environments that increase learning and employment opportunities for rural communities, especially children and youth, to develop the values, attitudes, knowledge and skills, cognisant of their cultural heritages, to prepare them to be responsible and productive citizens in their communities and our society.*

The five key result areas targeted are:

- Improved infrastructure and upgraded facilities.
- Capacity building and enabling environments.
- Quality and adequate resources and materials.
- Effective and efficient processes and mechanisms.
- Community building through education and partnerships.

Each of these result areas will address basic needs in the rural communities that are likely to promote quality education but they are integrated within all proposed activities to create synergy, promote ownership and achieve sustainability.

At the completion of the project, it is expected that project outcomes will include:

- Quality infrastructures, in terms of roads, electricity, water, sanitation and communication.
- Coherent policies and effective and efficient processes and mechanisms for coordinating, supporting and managing education in the rural areas.
- Adequate material resources to support the delivery of education in the rural areas and the achievement of quality rural education.
- Capable human resources at all levels to support the delivery and achievement of quality education in the rural areas.
- Vibrant and viable rural communities on the way to self-determination and self-sufficiency.

PART I: FINAL REPORT

A. Relevance

1. INTRODUCTION

It has been agreed between the Government of Fiji (GoF) and the European Union (EU) that assistance, under the 9th European Development Fund (EDF) will focus on Rural Education (RE) and technical/vocational (tech/voc) studies and an indicative amount of EUR 21 million has been earmarked for this purpose, which includes a 15% allocation for activities to be implemented by non-state actors (NSAs).

The IOE/USP Team[1] was, therefore, commissioned by the Ministry of Finance and National Planning (MoFNP) to undertake a Design Study[2] based on existing documentation, such as the Report of the Fiji Islands Education Commission/Panel of 2000[3], which has been adopted as policy, and fieldwork.

a. Purpose

The purpose of the Study is to draft a Financing Proposal, using the standard format approved by the European Commission for these purposes, which is "consistent with the considerations and priorities referred to in the Country Support Strategy, for Fiji, for the 9th EDF. The Study will propose concrete activities to be financed by the 9th EDF and will provide details about the implementation modalities for each type of activity" and under the spirit of Cotonou, the Study "will include all relevant NSAs in all contacts and at all stages of the analysis and formulation of the proposal"[4].

b. Terms of Reference

The scope of the work required the Team to provide the most relevant features of the Fiji Education Sector, which included the following:

- A quantitative and qualitative analysis of the provision of services in Education and tech/voc studies, both in terms of infrastructure and service delivery and highlighting any major geographical disparities;
- Identification of the permanent and temporary constraints of the sector, such as remoteness of some communities;
- Analysis of the relationships between Education (including tech/voc) and Labour market requirements, including a particular reference to employment opportunities/self-employment creation in remote areas;
- Government's priorities for Education and tech/voc;
- Other donors' activities in Education and tech/voc (on-going and planned);
- Funding requirements in Education and tech/voc and how they are being met;
- Production and availability of school books and other teaching/learning resource, and if available data on pupil/resources ratios;
- Training of teachers and retention/turnover rates;

[1] Herein after would be referred to as the Team
[2] Herein after would be referred to as the Study
[3] Title of the Commission Report
[4] TOR, page 1

- Participation of local communities in the Education process, in particular advice on the feasibility of the beneficiary communities providing labour and locally available materials (those available cost free) for the maintenance of schools, dormitories and other Education facilities;
- Incentives for teachers in remote areas - existing and innovative proposals, taking into consideration their impact on recurrent costs;
- Issues of access (between communities and the schools serving them) and facilities such as water/sanitation, electricity and telecommunications.

In addition, the Team was also asked to analyse the links between the Education Sector and global macro-economic and other issues, such as:

- The impact of emigration on Education;
- Details of Government of Fiji spending on Education, including mechanism for the delivery of capital and recurrent costs in remote areas;
- National budget procedures, expenditure control and audit mechanisms. The Commission is envisaging the possibility of gradually establishing a budgetary support mechanism for the delivery of its aid programme to Fiji. Information and recommendations on these issues are thus of particular relevance.

On the basis of the findings, the Team is expected to make a concrete proposal for a programme to be funded under the 9th EDF and will include the following:

- Concrete scope and nature of the activities to be financed by the EDF. It is a matter of particular importance that the benefits of this program accrue to all ethnic groups in the country. The Team will be required to prove this point and to analyse how these objectives can be attained against the background of the "Blue Print for Affirmative Action on Fijian Education".
- Project relevance and feasibility.
- Relations between the activities and other relevant initiatives financed by the Government, other donors, NSAs and/or private entities.
- Detailed proposal for a delivery mechanism for EDF funded activities. Implementation details, including:
    - Technical assistance needs;
    - Annual work programmes;
    - Limits of budget support possibilities, in view of present national budget and expenditure control mechanisms;
    - Clear definition of responsibilities between each participating Ministry and other government agencies and NSAs.
- Participation of the "non-state actors" (NSAs). There is a range of organisations active in Fiji, in the Education and tech/voc sectors. A number of relevant NSAs in this context has been identified by the GoF and have been involved in discussions on this subject. The Team will:
    - Identify those that are mature for immediate participation in the implementation of project activities and identify conditions for the later participation of others;
    - Propose a mechanism and criteria for screening of NSAs and for submission and approval of NSA projects in this context.

- Expected impact of programme on standards of Education delivery, in particular in the most remote areas. The Expected results. Gender analysis.
- Sustainability issues;
- Analysis of main assumptions;
- Identification of concrete indicators allowing for regular monitoring of progress and results. Bearing in mind that in Education impact of new initiatives can take several years to be felt, the experts will identify performance indicators that can be measured in the short-run and that are expected to contribute to the long-term success of the programme. These will provide useful guides for regular monitoring. In addition, results/impact indicators, measurable only in mid to long term will also be identified.
- Detailed budget; and,
- Calendar of activities, of expected disbursements and of expected results.

c. Methodology

The Team utilised two basic strategies to address the specified tasks. The first was a Desk Review and Analysis of all available documents[5] pertinent to the Study. They included GoF plans, policies, budgets and reports; MoE plans, policies, budgets and reports, reviews of the Education and Economic systems; donors' strategic plans and aid programmes; statistical data; and submissions from communities and organisations.

The second strategy was extensive fieldwork, which consisted primarily of 'talanoa' sessions with a wide variety of communities, groups and stakeholders.[6] 'Talanoa' is a research methodology, based on the widely used Pacific method of informal communication, in which semi-structured focused group discussions and informal approaches are adopted to suit the context of each group or community, and where the language of the community and their protocols, processes and structures are utilised, such as having the meetings in the evenings to suit the rhythm of rural life and segregated sessions to allow, for example, younger members and women to express their views without constraints. The 'talanoa' methodology of engaging communities in the process of development is time-consuming and requires the participation of many people who are well-versed in the languages and social and cultural mores of communities but the outcomes are far more satisfactory and more accurately reflect the priorities and concerns of communities.

Four teams were formed to carry out the 'talanoa' sessions. Gender balance was a feature in the composition of the team and teams were allocated to districts on the basis of their language and social and cultural experience and expertise.

The groups and individuals who were engaged included MoE officials, GoF officials, particularly from the relevant line ministries involved in the delivery of Education and Training, Provincial Councils, District Councils, Divisional Officers, NGOs, communities, donors, school committees, head teachers and principals, higher education

[5] The list of the relevant documents is in Volume 2
[6] The list of individuals, groups, organisations and communities consulted and engaged with the Team is in Appendix 12.

and training institutions and organisations, private sector and business communities, civil society groups, teachers, parents and students.

The 'talanoa' sessions took a total of six weeks from late April to mid-June, 2003 and covered all the fourteen provinces and the four educational divisions.

d. Team Members

The Team members comprised the following members:

- Dr. 'Ana Maui Taufe'ulungaki, Director of the Institute of Education and Team Leader;
- Dr. Esther Williams, University Librarian and Project Manager;
- Dr. Akanisi Kedrayate, Head of the School of Humanities;
- Dr. Akhila Sharma, Associate Professor, Department of Education and Psychology, School of Humanities;
- Mr. Joe Veramu, Lecturer, Department of Education and Psychology;
- Dr. Sala Bakalevu, University Extension;
- Mr. Anare Tuitoga, University Extension;
- Ms Sereana Tagivakatini, Fellow, Institute of Education;
- Mr. Henry Elder, Fellow, Institute of Education;
- Ms Rejieli Racule, Fellow, Institute of Education;
- Ms Sereima Lumelume, Fellow, Institute of Education;
- Mr. Laitia Tamata, Legal Studies Adviser; and,
- Mr. Joe Nainima, Ministry of Education, Fiji, who was the Coordinator, provided by the Ministry of Education.

Each Team member brought different knowledge, skills and experience to the exercise but its diversity ensured that all the areas specified under the Terms of reference were adequately and competently covered and analysed. It also enabled the Team to engage with as many communities and groups as were possible within the time frame.

At the completion of the fieldwork, the Team received a total of 75 submissions and projects from 56 organisations, totalling $133 million.

e. Time-frame for the Study

The Study was undertaken in the period 7 April to 30 June 2003.

1.1 EC aid policy objectives and priorities

Article 177 of the Treaty establishing The European Community, specifically states that EC policy in the sphere of development cooperation shall foster:

- Sustainable economic and social development of the developing countries, and more particularly the most disadvantaged among them;
- The smooth and gradual integration of developing countries into the world economy;

- The campaign against poverty in the developing countries.

These objectives, in turn, have been confirmed and reinforced in Article 1 of the ACP-EC Partnership Agreement, signed in Cotonou on June 23, 2000, which puts emphasis on the objective of reducing and eventually eradicating poverty.

The cooperation between the Community and Fiji intends to pursue these objectives, taking into account fundamental principles laid down in Article 2 of the Agreement - especially the principle of encouragement of the development strategies by the countries and populations concerned - and essential and fundamental elements as defined in Article 9.

Of particular importance is also Article 11, in which the parties make a commitment to "pursue an active, comprehensive and integrated policy of peace-building and conflict prevention and resolution, (including) preventing violent conflicts at an early stage by addressing their root-causes in a targeted manner and with an adequate combination of all available instruments".

Further, the Council of the European Union and the European Commission, in their Statement on the European Community's Development Policy of 10 November 2000, have focused on a limited number of areas, which were selected on the basis of their contribution towards reducing poverty and where the Community has comparative advantage:

- Link between trade and development;
- Support for regional integration and cooperation;
- Support for macro-economic policies;
- Transport;
- Food security and sustainable rural development;
- Institutional capacity building, particularly in the area of good governance and the rule of law.

The Statement also specifies that in line with the macro-economic framework, the EC must continue its support in the social sectors (health and education), particularly with a view to ensuring equitable access to social services.

In addition, Article 20 of the Agreement, specifies that systematic account shall be taken in mainstreaming into all areas of co-operation in the following thematic or cross-cutting themes:

- Gender issues;
- Environmental issues;
- Institutional development; and,
- Capacity building.

These objectives and principles form part of the foundation for EU's collaboration with the Fiji Government under the Cotonou Agreement. The other component is Fiji's own national agenda, policies and priorities.

1.2 Objectives of 9th EDF Pacific Fiji Indicative Program and HRD Sector

The Government of Fiji's New Strategic Development Plan[7] identifies these key strategies:

- Stimulate investment growth;
- Stimulate trade in goods and services;
- Stimulate a competitive financial system;
- Enhance the efficiency of Fiji's domestic economy;
- Encourage land accessibility;
- Achieve a competitive goods market through reductions in price controls; and,
- Promoting a public sector that facilitates private sector growth (this includes issues relating to the future operation of public enterprises, civil service and public finance management).

The final version is not yet available but macro-economic and structural reform policies proposed in the document are linked to the economic and social sector policies, as seen in Table 1 below:

Table 1: General Policy Framework

Macro-economic Policies	Economic Sector Policies	Social Sector Policies
• Trade deregulation and export promotion; • Taxation reforms; • Labour market reforms; • Reduction in the size of Government and managing the role of Government; • Public enterprises reforms; • Mobilisation of all sectors of the economy in support of economic expansion.	• Diversification of the economic base; • Creation of an enabling environment for private sector led development; • Promotion of export-oriented investment and income generating opportunities in agriculture; fishery; forestry; tourism; commerce and industry; and mineral resources sectors through appropriate incentives; • Establishment of appropriate infrastructure to support the expansion of Fiji's economic sectors.	• Alleviation of poverty; • Establishment and promotion of quality formal/non-formal education; • Establishment and promotion of an effective health service tailored to the needs of Fiji's community; • Promotion of culture and heritage, youth development and sports; • Enhancement of women in development; • Protection of children's rights and investment in their development as the basis of building a national foundation for development; • Protection of the environment; • Promotion of rural social development.

These strategies are in fact reflected in the 9th EDF Pacific Fiji Indicative Program and the emphases of the HRD Sector.

[7] New Strategic Development Plan, Government of Fiji, 2003. Ministry of Finance and National Planning.

The objectives identified by the Country Strategy Paper and National Indicative Programme for the period 2003-2007, as the basis for future cooperation between the two organisations, clearly state that 'future co-operation between Fiji and the EC in the context of the Cotonou Agreement has been designed to contribute to long-term structural stability, and in particular to:

- Ensure that EC-funded projects have a positive impact on living conditions of all beneficiaries, in particular the rural poor, without distinction according to social, ethnic, political, religious or gender criteria;
- Ensure that the operations can be sustained in order to guarantee a long-lasting flow of benefits to the target groups and the country as a whole;
- Ensure that projects and programmes funded under the present Agreement are in the areas where EC is perceived to have a comparative advantage compared to other donor organisations.'

These objectives are, in turn, reflected in the Government of Fiji's Human Resources Development Plan, whose vision is "a peaceful, prosperous Fiji", which can be shared by all citizens of Fiji, through the promotion of 'peace, unity, multi-racial harmony, honesty and good governance'.

The Government's mission is to develop and implement the best political, social and economic policies to advance the goals of Peace and Prosperity. It is guided by a number of principles, which are consistent with EU policies:

- Good governance including the need for consistent and credible policies;
- Environmental sustainability; respect for the Vanua and the cultures and traditions of the indigenous Fijians and Rotumans;
- Respect for the cultures and traditions of other communities in Fiji;
- Recognition of the paramountcy of indigenous Fijian and Rotuman interests as proclaimed in the Constitution;
- Respect for legal authority and law and order;
- Respect for human and group rights; and,
- Honesty in public life and general standards of conduct that reflect our fundamental beliefs.

The Government has also committed itself to the United Nations Millennium Declaration that was adopted by the UN General Assembly in 2000 and to the Millennium Goals, which are to:

- Eradicate extreme poverty and hunger;
- Achieve universal primary education;
- Promote gender equality and empower women;
- Reduce child mortality;
- Improve maternal health;
- Combat HIV/AIDS, malaria and other diseases;
- Ensure environmental sustainability; and,
- Develop a Global Partnership for Development.

The Human Resources Development Priorities, then, are aimed at achieving a 'peaceful, prosperous Fiji'. The three key principles are: Peace, Unity and Multi-racial Harmony to be achieved through honesty and good governance.

The two basic strategies are: 'rebuilding confidence for stability', which would include:

- Enhancing security and law and order;
- Promoting national reconciliation and unity;
- Alleviating poverty;
- Strengthening good governance;
- Reviewing the constitution;
- Resolving agricultural land lease issue; and,
- Implementing Affirmative Action.

The other is 'rebuilding confidence for growth', which would include:

- Maintaining macro-economic stability;
- Raising investment levels for jobs and growth;
- Reforming the public sector to reduce the cost of doing business;
- Rural and outer island development; and,
- Structural reforms to promote competition and efficiency.

1.3 Link with Annual Country Review

The EU's priority in Fiji is to contribute to the long-term structural stability in the country and in particular:

- Ensure EU funded projects have high positive impact on living conditions of all beneficiaries, in particular the rural poor;
- Ensure that operations can be sustained ; and,
- Ensure that projects and programs are in areas where EU has perceived comparative advantage.

In the **9th EDF, the agreed priority** is the promotion of education in rural areas including the programmes in formal education, non-formal education, 15% allocation for non-state actors, including capacity-building projects, and allocation of 2.5% to not yet identified operations outside the formal sector.

The GoF's priorities and complementary strategies reflect all of the above approaches and it is anticipated that the national strategy for rural education will complement and consolidate these efforts by addressing the problems, which can be tackled more effectively at different levels of the community. It is also anticipated that in its national approaches to rural education, the existing different donor-funding projects are complementary and some harmonisation and consolidation maintained.

2. SECTORAL ANALYSIS

2.1 Features of this Sector

a. Overview of the Population and Human Development Indicators

Fiji is the second largest of the Pacific Island states next to Papua New Guinea in terms of population size but third largest in land area, behind Papua New Guinea and the Solomon Islands. Its economic and social indicators, however, rank it among the countries with medium human development in the 2003 UNDP Human Development Index[8]. Its 81st position out of 175 countries makes it second to Samoa, the highest ranked Pacific Island state, which was in 70th position.

The 1996 Census reported the total number of the population as 772,665, of which approximately half or 50% lived in the urban areas. In the last twenty years, the social and economics statistics for Fiji[9] have improved significantly, despite the political upheavals and the subsequent impacts on the economy, trade, investments and employment. The infant mortality rate, for example, dropped from 33.4 per 1000 live births in 1980 to 14.5 in 2000. The birth rate has dropped slightly from 1.8 in 1982 to 1.4 in 1999. Life expectation at birth increased from 66.4/70.2 in 1980 to 70.1/76.1 in 1999 for male/female respectively. Adult literacy also improved from 86.6/78.2 in 1980 to 95.0/90.0 in 1999, respectively for male/female. The percentage share of the 0-14 age group in the population has fallen from 39.1% in 1980 to 31.2% in 2000, reflecting the lower birth and death rates and higher life expectations. The participation rates in education for 5-19 for which figures are available, have also increased significantly from 1986 to 1996[10]. For the 5-9 year olds, the percentage of those in school in comparison with the total population for the group increased from 78.4% to 89.9%. In the 10-14 age group, it increased from 88.8% to 94.2%; and in the 15-19 age group, the increase was from 33.7% to 55.4%. In all age groups, the participation rate of girls was higher than for males.

The labour force has also grown from 212,000 in 1981 to 342,000 in 2000, which is an increase of 61%, although unemployment has grown from 6.4% in 1981 to 7.6% in 1999.

In some areas, therefore, Fiji's gains have been eroded, suggesting increasing and competing demands for scarce resources. The number of persons per hospital bed, for example, has increased from 355 in 1980 to 432 in 1997 but the number of persons per physician has fallen from 2232 in 1980 to 1905 in 1997. The total GNP has also fallen from 2013 in 1980 to 1748 in 1998 and the per capita GNP from 2510 in 1980 to 2210 in 1998.

Because of the political event of 2000, official assistance[11] to Fiji has decreased from 3.7% of GDP in 1990 to 1.5% in 2001 and net foreign direct investment flows dropped from 6.7% of GDP to -0.2% in 2001. However, the total debt service as percentage of GDP also dropped from 7.7% to only 1.5%. From 1990 to 2000 Fiji also increased its public

[8] UNDP. 2003. Human Development Report. Oxford University Press, New York and Oxford.
[9] United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). 2001. Asia-Pacific in Figures.
[10] Fiji Census Figures for 1986 and 1996.
[11] UNDP. 2003. ***Human Development Report***. UNDP and Oxford University Press, New York and Oxford.

spending on education from 4.6% of GDP to 5.2% for education and from 2.0% to 2.5% for health.

In terms of gender equity, Fiji was ranked 67 out of 144 countries, with women still being disadvantaged in terms of income and economic activity. For instance, women have only 46% of the male rate, and earn an average income of $2,507 compared to men's $7,113.

These figures suggest that while Fiji is making significant gains in some areas, there are also rising expectations and increasing demands on existing services and resources.
The latest available estimate of the population is for 2001 (the 1999 Figures are provided in Annex 2). The population, then, is estimated at 843,000 with 51% living in the urban areas and 49% in the rural, which is an increase from 37.8% in 1980. While the Fiji Bureau of Statistics has recent statistics[12] on the Urban Situation, there is no comparable data on the Rural Situation. However, of the numbers in the rural areas, 56% are Fijians and 41% Indo-Fijians. Although the numbers of Fijians in the rural areas are still high, a high annual rate of urbanisation of about 2.1%, especially for Fijians, is taking place[13]. The trend is for increasing urbanisation as seen from the rise from 1.2% in the 1985-1990 period to 2.4% in the 1994-1999 period and that level of growth is being maintained. It is estimated that by 2015, 60% of the population will live in the urban areas. At the same time, because of the lower birth and death rates and high emigration rate, Fiji will have an increasingly aged population. By 2015, nearly 6% of the population will be in the 65+ age group, while only 27.6% will be under 15.

b. Specific Issues

(i) Poverty

Eradication of poverty is both a priority of the EU and the Fiji Government. Because of the lack of more recent figures, the 1997 UNDP Fiji Poverty Report data will be used as the context in which poverty issues will be discussed. The Report defines poverty in both 'absolute' and 'relative' terms. 'Absolute poverty' is defined as lacking 'the basics of life, such as food and shelter'. 'Relative poverty' is used to 'refer to where one group in the population has a much smaller share of income than most others'. The poverty line is calculated based on the minimum income required by a household to meet its basic needs. But these are defined in relative terms within the contexts of Fiji.

In this context the Report found that when poverty is defined as less than 50% of average income, 33 per cent of all households in Fiji are counted as poor. This includes 29% of all urban households and 35% of all rural households. By ethnicity, it includes 31% of Fijian households and 34% of Indo-Fijian households, and 27% of other households.

In terms of households with unacceptable housing characteristics, the Report found the following results, as shown in Table 2[14] below:

[12] Fiji Islands Bureau of Statistics. No.66, 2002. Household Income and Expenditure Survey [HIES] 2002-2003. 20th December, 2002.
[13] Ibid.
[14] Fiji Poverty Report, p.35

Table 2: Percentage of the Population with Unsatisfactory Characteristics

	No safe source of water	No electricity	Use kerosene light	Use wood for cooking fuel	Use pit toilet
National	16.9	44.7	33.4	56.2	43.7
Fijian	11.5	62.1	52.5	65.1	34.9
Indo-Fijian	21.8	29.2	16.0	49.7	54.5
Other	6.4	34.1	27.1	32.7	12.7
Urban	2.5	18.2	12.8	18.4	23.3
Village	18.0	77.9	67.6	85.6	41.2
Settlement	35.4	64.2	23.5	75.1	74.3

The Report's other findings are of concern. It found, for instance, that there is a small trend towards more widespread and deeper poverty in Fiji and therefore, the cost of closing the poverty gap has increased from 1.9% of GDP per year in 1977 to 5.4% in 1991. It also found that there is a large gap between the incomes of the richest households and the poorest households with the lowest 20% earning only 5.1% of the total income in 1990-1991, while the top 20% earned 50.1%. It also found significant differences between urban and rural areas, as well as within them. On average, gross household incomes were 28% higher in urban areas than they were in rural settlements, and 54% greater than in rural villages. The gap has narrowed since 1959 but the gap between settlement and village incomes has widened.

The Report attributes the differences to the different sources of income available in each place and the uneven distribution of economic activity in Fiji. For instance, the average income in urban households was almost 3 times that in settlement households and over 13 times that in village households. Wage and salary incomes were also 4 times higher in urban areas than in rural areas. Another factor was the different age-structure in urban and rural areas, with the rural areas showing less proportion of working age people, a higher proportion of children under 15 years and thus, a higher dependency ratio, which reflects the migration of some adults from rural to urban areas. Incomes are not only less in rural areas but there is also a significant degree of inequality within rural villages. On average, the top 20% village households received seven times more than the poorest 20%, which contradicts the often-held assumptions about the egalitarianism of village life and Fijian culture.

Average incomes also varied in different regions of the country. The provinces of Rewa, Ra and Ba had the highest incomes, while Lau recorded the lowest. Income inequality is particularly marked in Rewa, Ba, and Serua and relatively high also in Macuata, Naitasiri, and Tailevu. The differences are again attributed to the uneven distribution of economic activity in Fiji and the different access that people in each province have to incomes from agriculture, casual or permanent employment. Lau has the lowest income of all the provinces because of the shortage there of both casual and permanent employment. Similarly in Bua, and Kadavu, because of the few permanent jobs there and in Kadavu, Lau and Nadroga/Navosa because of the limited availability of casual work.

In terms of ethnicity, household incomes are lowest for Fijian households and highest for 'Others', being 13 per cent lower and 36 per cent higher than the national average, respectively. However, the distribution within each group disguises quite marked disparities within groups. The 'Others' category includes the wealthiest Europeans and Chinese as well as some of the most disadvantaged groups within Fiji, such as the mixed-race Solomon Islander communities. The incomes among the Indo-Fijian households are more unevenly distributed, with the lower income Indo-Fijian households worst off than the lower-income Fijian households. Indo-Fijian households are over-represented among the very poor and rich households. Thus, relative to Indo-Fijians, there are fewer very poor or very rich Fijian households, and that Fijians predominate in the middle-income groups but Indo-Fijians predominate among the poor. In fact, the most disadvantaged were rural poor households of Others, who were over-represented among the poor, which reflect their lack of access to resources, such as land and sea, and employment.

The differences in incomes differs by area and the differences between ethnic groups can be explained by where they live and work, which means their access to opportunities and availability of work and paid employment. The Report concluded that the pattern of income inequality is foremost a reflection of the uneven distribution of economic activity in Fiji and of Fiji's dual economy – one part still predominantly agricultural and subsistence-oriented, the other fuelled by urban-based business and paid employment. The conclusion by Stavenuiter[15] in 1983 that the main factors contributing to income differences in Fiji were place of residence and access to wage employment has not changed.

However, the 2003 UNDP Human Development Report noted that Fiji is ranked 41st among 94 countries in the Human Poverty Index, which has a value of 21.3%. It would appear that the percentage of the population in terms of 'income poverty' has decreased since the Poverty Report on Fiji was written. However, as already noted urbanisation is on the increase and is estimated that by 2015, 60% of Fiji's population will reside in the urban areas. Water and sanitation safety are still major concerns, as only 43% and 47% of the total population, respectively were recorded in 2000 as having access to improved sanitation and water sources.

'Poverty', however, in Fiji and in the Pacific region as a whole is a complex issue. While 'poverty' is most often defined in terms of 'income' level that is expected to meet basic needs such as food and shelter, and in terms of 'opportunities' and access to services and employment, many Pacific people do not recognise that they are 'poor' and in fact, there is little of the absolute poverty that is seen in some other parts of the world. While the meeting of basic needs are certainly important, many Pacific peoples, including the Fijians, define 'wealth' primarily in terms of the diversity, scope and depth of relationships they enjoy at all levels.

[15] *Staveneuter*, S. 1983. *Income Distributions in Fiji*: An Analysis of its Various Dimensions, With Implications for Future Employment, Basic Needs and Income Policies. WEP Research Working Paper, ILO, Geneva.

(ii) Employment and Income Distribution

The issue of unemployment relates to both poverty and migration (internally and externally). As already seen from the discussion on poverty, it is explained in the Fiji context by where people live and their ability to access employment. Where job opportunities are more numerous and the chances of employment, therefore, better, it is generally true that employment rates are high while unemployment is low. This factor is one of the push/pull factors that motivate people to migrate from the rural areas to the urban centres and from Fiji to more developed countries. However, after the political coups of 1987 and May, 2000, security and racism were also two compelling reasons for outward emigration.

However, as the Poverty Report noted, the type of employment is also related significantly to income. The Report found that 86% in fact of poor households were employed but 71.1% of the males and 69.4% of employed females in the rural areas were engaged in subsistence or small-holder production in agriculture, forestry and fishing.

It further noted that the links between poverty, poor living conditions, poor nutrition and ill-health are most evident in children. The Report found that there were 48,085 children in poor households, of which 14,504 (30%) were in urban households, 15,486 (32%) in villages and 18,096 (38%) in settlements. They are the ones who are most vulnerable and deprived and the most often to have to go without necessities: school fees, medical care, and adequate accommodation. At least one in five children in Fiji live in a household, which cannot afford such necessities. Children who drop out of school are particularly vulnerable as they have little formal education for employment purposes and for further training. Youth from poor families rarely complete primary or secondary school and youth unemployment continues to be a significant problem in Fiji, which contribute to increasing juvenile crimes, substance abuse, violence and anti-social behaviour.

However, the Fiji Islands Bureau of Statistics figures on the Urban Situation found that 14.1% of the Fiji labour force in urban areas was unemployed and of these, 77.2% had attained secondary school level education. Thus, education on its own is not necessarily a panacea for increased employment opportunities.

Women are also another group on which poverty impacts significantly. In comparison with male-led households, 82% of whom were employed in the urban areas and 87% in the rural areas, the Fiji Poverty Report found that only 58% of female-led households were employed in both urban and rural areas. The worst were in the rural settlements where only 38% of female-led households were economically active. As already seen in previous discussions, women also had much lower average wages than men. The children, in such households, are expected to be even more at risk, although research studies elsewhere suggest that women caregivers invested more of their incomes in the welfare of their children and in improving their home environments and tend to provide better living standards for their families.

In reviewing the unemployed population in 2002, 36.7% were students and of this, 77.2% had attained secondary school education. Fijians total 52.5% and Indo-Fijians 47%. Many

of the Fijians are engaged in subsistence agriculture and production.[16] The students who are pushed out of school, particularly from the schools in rural areas have insufficient skills and knowledge, and poor attitudes to secure jobs, or to make a living for themselves from agricultural production, marine products, manufacturing and/or informal sector activities. Thus, in the rural areas lack of income generating activities constrains valuable community support, which is an important factor in the sustainability of a school.

(iii) Emigration

While the natural increase of the population has declined, population attrition also occurs from outward emigration. As seen in Annex 3, emigration has been high at an annual average of 5,200 people in the past five years with 2001 recording a marked increase when over 6,500 people left Fiji. Of the 539 people who emigrated in February of 2001, 26% could be said to be from the professional and managerial category. Fifty-four per cent of those were also males and 86.7% were Indo-Fijians as compared to 9.9% Fijians. Loss of skilled and highly trained manpower equates to many millions of dollars lost, and funds invested by government or donors in scholarships and training.

Of particular concern in recent years is the loss of highly qualified professional people from the service sector, particularly from health and education. For example, the number of teachers who resigned from primary and secondary schools from 1999 to 2001 came to 552 and of those, 348 or 63% were from the secondary schools. The most vulnerable areas continue to be the sciences, mathematics, commerce (accounting and economics), technology, and information and communication.

c. The Education Sector

(i) Overview

Fiji's education indicators are relatively healthy, as already seen from the description of the overall social and economic indicators for the whole population. However, as already noted, in the discussion of the poverty issues, these figures disguise continuing disparities between geographical areas, urban and rural areas, ethnic groups, and within certain groups and categories. These gaps and inequities, in turn, have direct and indirect impacts on education, such as the differences in income levels between urban and rural areas, between male- and female-headed households, and between occupational levels, and between the very rich and the poor of some ethnic groups. Income is clearly linked to the ability of parents and communities to provide the basic necessities: minimally sufficient diet, heath care, education costs, adequate accommodation, safe drinking water and sanitation and secure and healthy environments, in which their children can grow, develop and achieve their full potential. They affect particularly their children's abilities to effectively participate in the education process.

It was also evident from the previous discussion that the rural areas were particularly disadvantaged in terms of access to employment opportunities that would provide a living

[16] Fijian Bureau of Statistics, No.66, 2002.

wage, access to quality education and health services, and access to acceptable standards of living, such as safe water and sanitation and reliable sources of energy.

The Government's focus and priority, therefore, on rural education is confirmed by the data available to the Team and by the various reviews and reports on Fijian Education. The first comprehensive review was the 1969 Education Commission[17], just before independence in 1970, which focused on three main areas:

- The quality and number of teachers;
- The disparities between geographical and racial groups; and,
- The curriculum.

The 1969 Commission was the first substantive and critical review of the whole education system. It was particularly concerned with the poor quality of many schools as well as the narrow, exam-oriented curricular and criticised the Grant-in-Aid system for perpetuating low quality schools in deprived areas. The Commission Report directly and indirectly influenced many of the initiatives in the early years of independence. However, one of the key recommendations that was not implemented was the management of schools. The Report recommended that in order to achieve a socially and economically integrated society Government, rather than voluntary committees, should manage schools. In fact, the opposite happened and community groups now run most of the primary schools.

Since, then, other reports and reviews of the system have occurred, but the most important is the 2000 Report of the Fiji Islands Education Commission/Panel: Learning Together: Directions for Education in the Fiji Islands. This very comprehensive report has now been adopted by Government as policy, and is being operationalised through a number of strategic and action plans. The Report acknowledged the significant achievements that have been made in Education in Fiji, particularly in the improvements of participation at all levels. The important task, according to the Report, is the achievement of quality education. It called attention to the need for:

- developing a clear vision for Fijian Education, based on its own values and rich political, cultural, social and economic contexts;
- appreciation of the diversity of Fijian society and recognising its advantages for the development of a shared vision of development that would benefit all members and communities within Fiji;
- development of strong identities that would promote empowered communities but which could also contribute towards nation-building and national unity; and,
- developing an education system, which could translate the new vision into a civil society, which would embody these values and principles.

However, it was interesting to note the similarity of its concerns and the issues it raised to the 1969 Commission Report, which would suggest that although much had been achieved, the basic concerns about Fijian Education have yet to be satisfactorily addressed. The Fiji Government recognises this lack in the number of strategic plans that have already been developed, which include among others the Education Fiji 2020, Ministry of

[17] Education Commission Report, 2000

Education and Technology Strategic Plan 2000-2002: Putting Education Fiji 2020 into Action, and the Ministry of Education Strategic Plan 2003-2005.

In addition, to its own internal reviews and analyses, the Government of Fiji has also committed itself to international conventions, as already stated, which include specific commitments to the provision of quality education for all. The most important of these are the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of the Child. It has also committed itself to the Education for All (EFA) initiative and to the six educational goals of the Dakar Framework for Action:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2015, with a focus on ensuring girls' full and equal access and achievement in basic education of good quality; and,
- Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The MoE has developed its EFA National Plan and has made further commitment to the achievement of EFA goals by its commitment to the Forum Basic Education Action Plan (FBEAP), which emanated from the Forum Education Minister's Meeting in Auckland in May 2001, and which has resulted in the regional basic education project, PRIDE (Pacific Regional Initiatives for the Delivery of Basic Education).

It is quite clear from all these that Fiji is well aware of the challenges it faces in Education and has made these commitments at the international and regional levels and internally, it is already developing through these plans, strategies and activities to address them. The main constraint has been and will continue to be for some time the lack of adequate capacity, both human and financial, to satisfactorily and effectively address these issues.

Fiji's vision of education[18] is 'a quality education and training system for all that is responsive to changing needs'. Its mission is 'to promote, develop and facilitate education and training within the framework of government policies and priorities'.

The Ministry has identified these ten key objectives for the 2003-2005 period:

[18] Ministry of Education. Strategic Plan 2003-2005. Suva, Fiji and Annual Report for the Year 2001. Parliament of Fiji. Parliamentary Paper No. 66 of 2002.

- To provide a relevant and responsive curriculum which develops in students the knowledge, skills and attitudes required to enhance their quality of life and contribution to society;
- To develop students who respect others, appreciate Fiji's multi-cultural heritage and are responsible, informed and involved citizens of both Fiji and the world;
- To strengthen and promote community partnerships in the management of schools and the provision of educational resources, policies and programmes;
- To develop and support a professional teaching force which is responsible for and responsive to the learners;
- To promote quality and excellence in the management and administration of all elements of the education system;
- To establish standards, monitor, account for and seek continuous improvement in the performance of our learners, our staff and our education system;
- To target resources and support to allow all students to achieve benefit from educational services;
- To develop and promote sustainable policies and programmes, which respond to and anticipate emerging educational needs and demands;
- To explore and utilise technology which support, extend and enhance the delivery, quality and effectiveness of education; and,
- To increase educational participation at all levels, encouraging a learning culture with community recognition of the importance and value of education throughout life.

(ii) Status of Education in Fiji

Fiji's education system is unique in that Education is a partnership between the government and the communities. The government pays for the salaries of the teachers and provides educational grants and the school committees manage the financial operations of the school including physical facilities and infrastructure.

- ***Administrative Structure***

As can be seen in Table 3 below, for educational administrative purposes, Fiji is divided into 4 Divisions: Northern, Eastern, Central and Western.

Table 3: Fiji Education Administrative Structure

Northern Division	Central Division	Eastern Division	Western Division
Provinces/Areas that are within the various Divisional Boundaries			
Cakaudrove Bua Macuata	Korovou Vunidawa Greater-Suva Navua Tailevu Rewa Naitasiri Serua Namosi	Lau Lomaiviti Kadavu Rotuma	Nadi/Namaka Lautoka/Vuda Yasawa Ra/Tavua Ba/Magodro Nadroga/Navosa

It was noted that the divisional administration operates directly under the civil service structure in terms and conditions, etc. while the provinces are part of the Fijian Affairs administration where key personnel only are civil servants. Rotuma, although it is included in the Eastern division, is not a province and has its own administrative structure made up of island leaders and government representatives, somewhat similar to a province. While all divisions have 'rural areas', it is the Eastern Division, which has the largest percentage of rural schools.

The Ministry of Education is responsible for the administration and provision of Education in Fiji, and its core functions are described in Box 1[19] below.

Box 1: Core Business of the Ministry of the Education

1. Delivery of education and training services to: schools; students in the years of compulsory schooling and those in Forms 5, 6 and 7 studies, including vocational education and training programmes; teaching personnel; school management and controlling authority;
2. In addition, it also has corresponding responsibilities for: the provision of services to the Minister, Statutory Agencies, Cabinet and Government; management of resource planning and policy development related to education and training; the provision of programme support to education and training institutions; the regulation and recognition of education and training providers and accreditation of programme delivery; accounting for the resources allocated by government to the Fiji Islands system.
3. It also provides the curriculum frameworks, policy guidelines and directions, and qualified teaching personnel, which will support all schools in the delivery of quality education for students.
4. It also ensures that standards in education are met and maintained and the human, physical and financial resources allocated to education by the government are appropriately directed and expended.

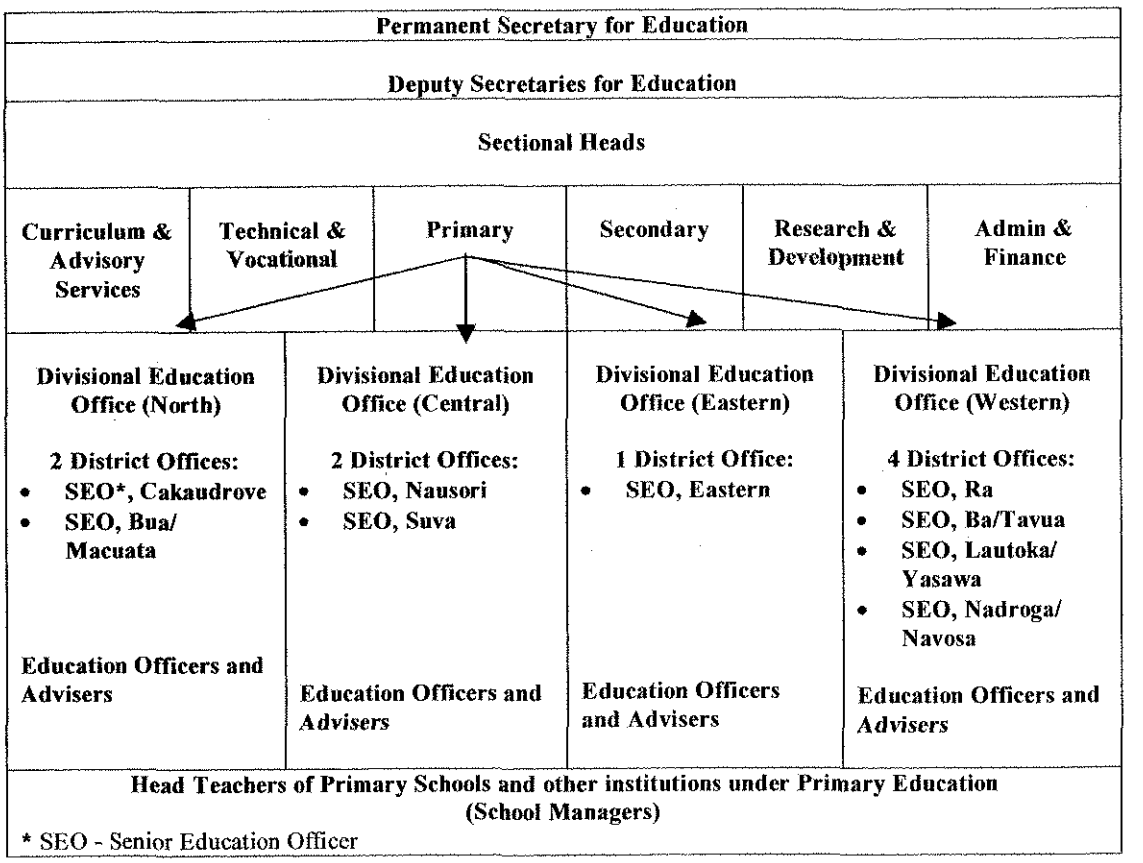
To administer, manage and implement its responsibilities, the Ministry is organised as illustrated in Figure 1 on page 19.

The Primary Division has a well-established administrative system, as illustrated, to deliver services and provide support to the schools. The Secondary and Technical/Vocational Education sections, however, are mainly centrally administered from the head office, although there are in the Secondary Section, within the Ministry, Senior Education Officers (SEO) in each of the Divisions who do much of the general fieldwork. The Divisional Education Officers do work for other sections of education through consultation with the Chief Education Officer (CEO) Primary and those involved in any given task.

There are at present no clear communications mechanisms for linkages with other providers of education and training either within GoF, or NSAs and communities. There are, however, informal and formal linkages occurring at different levels, which sometimes overlap in the issues they address. It is understood, however, that line ministries delivering training and education operate independently but the Ministry of Finance and National Planning plays a coordinating role in the sense that it controls the disbursements of all funds, both recurrent and donor funding, and liaises closely with ministries and non-state actors in financial matters.

[19] Ministry of Education. ***Strategic Plan 2003-2005***. Suva, Fiji.

Figure 1: Structure of the Fiji Ministry of Education



- ***Distribution of Schools in the Educational Divisions***

The number, type, level and ownership of schools, as given in Table 4 below, are unevenly distributed in the four divisions, mainly due to the geographical nature of divisions, the capacity and level of commitment of communities, the size of the population and degree of demands. The Eastern Division with its scattered and small-sized population has the smallest number of schools but it is probably the most disadvantaged and challenging in terms of educational needs and resources. The largest numbers of institutions are found in the Western Division, which is also the largest in land area; the fewest are in the Eastern Division, which is small in population size but the largest in geographical area.

Of the total number of primary schools, only 2 are government-owned and 698 are non-government. Of the 154 secondary schools, 12 are government-owned and school committees manage 142.[20] The Government owns 2 of the 4 teacher training institutions, Lautoka Teachers' College and the Fiji College of Advanced Education, and the other 2 are funded and managed by religious organisations. Of the 45 technical vocational institutions,

[20] MoE Annual Reports and Database

5 are owned by government and the remaining 40 are managed by committees. There are two tertiary institutions, both of which are government-owned. The Fiji School of Medicine is wholly Fiji-owned but the University of the South Pacific is co-owned by Fiji together with 11 other Pacific member states, although the Government of Fiji contributes 72% towards its total annual budget of 51million Fiji dollars.

Table 4: Number of Schools in Fiji in 2001 by Type, Level, Management and Division.

DISTRICT DEVELOPMENT AREA		WESTERN	CENTRAL	EASTERN	NORTHERN	TOTAL
PRIMARY	GOVT	1	1	0	0	2
	NON-GOVT	242	188	113	155	698
	TOTAL	**243**	**189**	**113**	**155**	**700**
SPECIAL EDUCATION	GOVT	0	0	0	0	0
	NON-GOVT	7	6	1	2	16
	TOTAL	**7**	**6**	**1**	**2**	**16**
SECONDARY	GOVT	1	7	2	2	12
	NON-GOVT	51	49	10	32	142
	TOTAL	**52**	**56**	**12**	**34**	**154**
TEACHER TRAINING	GOVT	1	1	0	0	2
	NON-GOVT	0	2	0	0	2
	TOTAL	**1**	**3**	**0**	**0**	**4**
TECHNICAL VOCATIONAL EDUCATION	GOVT	0	3	1	1	5
	NON-GOVT	16	10	6	8	40
	TOTAL	**16**	**13**	**7**	**9**	**45**
TOTAL	GOVT	3	12	3	3	21
	NON-GOVT	316	255	130	197	898
GRAND TOTAL		*319*	*267*	*133*	*200*	*919*

Altogether, out of the 919 educational and training institutions in Fiji, only 21 or 2.3% are owned by the Government, although as already mentioned, Government pays for all the salaries of teachers at the primary and secondary levels and provides additional funding to schools through grants. There are, however, 28 other educational agencies involved in the delivery and management of education and they are responsible for 98% of educational institutions in Fiji. The diversity and number of agencies involved in education demonstrate most clearly the importance of the contributions of communities towards the development and provision of education in Fiji but they also illustrate the enormity of the challenge the Ministry faces in coordinating and managing services and support for education at all levels.

- ***Access and Participation***

As shown previously, participation in basic education has increased significantly over the years that there is near universal participation in primary education. However, although there was significant increase in participation 1996 from 1986, the rate of participation is still below 60% for the 15-19 age group, and only 5 per cent for the 20-24 age group. Since 1996, it is expected that participation rate has improved even further but unfortunately there are no reliable figures on which to base that assumption.

The Ministry of Education reported in 2001 that there were 142, 913 (Class 1-8) students attending primary schools in Fiji; 65,935 (Form 1-Form 7) in secondary schools; and 1,895 in technical vocational secondary schools, making a total of 211,743 students or nearly

30% of the total population of Fiji. Girls represented 48.2% of the enrolment at the primary level; 51.8% at the secondary level; but, only 28% in the technical vocational area.

The figures show that participation in secondary education is still limited with the secondary school population representing only 46% of the primary population, and that enrolment is significantly lower in the technical vocational area. However, the technical vocational figures represent only those who are enrolled in technical vocational secondary schools and not the figures for the whole nation at the post-secondary level but they could also reflect the perceived quality of the programmes, the common view that it is an alternative for failing and below-average students, and the general lack of interest in technical vocational education.

In terms of ethnicity, the 2001 figures show that of those attending primary education, 59.1% were Fijians, 36.6% were Indians, and Europeans, Chinese and Others made up the rest. At the secondary level, Fijians represented 49.3% of the school population and the Indians comprised 45.9%. It would appear that the Indians are over-represented at the secondary level in relation to their percentage share of the population and the difference is stark at Form 7 level, where Fijians represent only 32% of enrolment, whilst the Indians represented 63.3%, a difference of nearly 100%. The lower level of participation in external examinations for Fijians is already seen in the Fiji Junior Certificate Examination, where Fijians represent only an average of 46.2% in the five years from 1997 to 2001.

In relation to the participation of the sexes, the 1996 Census data showed that girls between the ages of 5-19 had a higher participation rate in education than boys, which the Ministry of Education reports show are consistent across all ethnic groups. The MoE figures for 2001 further show that at the primary level, the sex ratio reflected the distribution of the sexes in the general population for that age group. However, at the secondary level, girls are over represented, which means they are participating at a higher level than boys. Girls, for instance, at Form 7 level make up 58.8% of the Fijian enrolment and 53.9% of Indian enrolment. Similarly, at the teacher training colleges, female trainees make up 54.5% of all trainee teachers. Even at the University of the South Pacific, the latest enrolment figures show that female participation is higher at 52%. These patterns are consistent with research studies in other parts of the Pacific, such as Tonga, Samoa, and Cook Islands, which demonstrate that girls are now participating at a higher rate than boys in both primary and secondary levels. However, available data for the other post-secondary institutions in Fiji suggest that girls' successes in the lower levels do not necessarily translate into higher participation rate in tertiary education or in the job market.

The figures on participation, however, do not provide any information on access and opportunities and the factors that constrain participation, such as poverty, personal values, attitudes and commitments. Access to educational provision is just one of the main determinants of educational participation but access itself depends on a number of factors. The political factor include decisions affecting the geographical distribution and kinds of educational institutions at all levels; the allocation of funds to each level and programme; the deployment of physical and human resources, such as teachers, their training, conditions of service and remuneration; the kinds of curricula taught in schools, their

emphases and orientation; the style and culture of management in schools; and even the relationships between schools, their clients and the communities that support them; the kind and level of community participation and input into the education process; and educational outcomes and how they are measured.

The issue of equity in relation to the participation rate of different social groups within a society is a difficult problem to resolve. The initial awareness and consciousness in respect of the role of education and its importance to individual and group development is indeed the condition ***sine qua non*** for individual and group participation in any form of education at any level. Education must be seen to be meaningful and worthwhile to each individual and group. Ultimately, the decision to participate or not is a personal choice as there are other requirements which the individual or group must bring to the education process, such as commitment and the will to succeed, which are, in turn, based on the perception of the value of education. There is very strong evidence that individual and group perceptions of values and benefits of education do affect decisions to participate in the education process.

Economic factors, as previously discussed, also affect participation and access. Initially it depends very much on the economic abilities of the country to support educational expansions and adopt new and innovative strategies and support them with adequate resources. But it also depends on the financial capabilities of families and communities to support educational participation and it was already seen that in Fiji, many poor families have to weigh up the benefits of education against other more pressing needs, such as food and shelter, which might be more acute in the fight for survival. One of the more difficult choices individuals have to make is the decision to succeed when the cost of success is likely alienation from and loss of membership in his/her socio-cultural group.

But within education itself, other factors impinge on participation, such as the training and competence of teachers; the appropriateness and relevancy of the curriculum; the effectiveness and efficiency of the management; the adequacy and quality of school resources and physical facilities; the adequacy of funding; the appropriateness of the medium of instruction and the worthwhileness and meaningfulness of educational outcomes to individuals and their communities.

These factors need to be considered together with drop-out figures and the degree of wastage in the system engendered by drop-out, failing and repeating students. Tables 5 and 6 below show the degree of wastage in the system.

Table 5: Number of students who Repeat at Form 2-Form 7 Levels in Secondary Schools in Fiji for the Period 1998-2001

Year	Form 2	% R	Form 3	% R	Form 4	% R	Form 5	% R	Form 6	% R	Form 7	% R	TOTAL	% R
1998	18,019		16,182		14,865		12,399		12,585		3,598		77,648	
Repeaters	*477*	*2.6*	*285*	*1.8*	*539*	*3.6*	*436*	*3.5*	*1566*	*12.4*	*230*	*6.3*	*3533*	*4.6*
1999	18,008		16,126		15,052		12,745		12,309		3,671		77,911	
Repeaters	*469*	*2.6*	*358*	*2.2*	*571*	*3.8*	*408*	*3.2*	*1901*	*15.4*	*357*	*9.7*	*4064*	*5.2*
2000	17,279		16,253		14,734		12,444		12,459		4,116		77,285	
Repeaters	*293*	*1.7*	*316*	*1.9*	*495*	*3.4*	*490*	*3.9*	*1799*	*14.4*	*294*	*7.1*	*3687*	*4.8*
2001	16,678		16,247		14,676		12,524		12,375		4,038		76,538	
Repeaters	*326*	*2.0*	*302*	*1.8*	*456*	*3.1*	*393*	*3.1*	*1446*	*11.7*	*345*	*8.5*	*3268*	*4.3*

Table 6: Drop-out Rate in the Secondary Schools in Fiji for the Period 1997-2001

Year	Form 2	Form 3	Form 4	Form 5	Form 6
1997	10.2	13.1	17.1	7.9	59.8
1998	9.9	8.3	13.1	12.8	58.6
1999	10.8	9.7	17.3	12.5	54.3
2000	5.8	10.7	14.6	9.0	58.7
2001	3.4	5.3	12.0	3.9	58.4

The degree of wastage in the system can be gauged to a certain extent by the number of students who drop out of the system at all levels, who fail for varieties of reasons, and who are required to repeat a level or levels, to achieve the required standards. As seen from Table 5, the number of repeaters is approximately 3,500 annually, which means additional resources in terms of schools facilities, personnel, and financial costs, which could have been used to provide additional places at secondary level or to resource other educational programmes. For example, the additional resources required for the repeaters would be: 100 teachers, if the teacher/pupil ratio is 1:35; 35 classrooms; textbooks; science and workshop equipment; and funds to finance teaching and learning.

However, additional places do not necessarily translate into higher participation as the number of dropouts from the system indicates. If the system is as effective and efficient as it should be, repeaters and drop-outs would be eliminated or minimised. The system is getting more efficient, as the figures in Table 6 demonstrate. Dropout is decreasing at all levels of the secondary system, other than at Form 6, which serves as a terminal year for the majority of secondary school students. The figures at this level could represent personal choices but they could also highlight the mechanisms within the system, which constrain students from continuing their education, such as the external examination-focus of the system. This can be seen from Table 6 where the Fiji Junior Certificate examination administered at Form 4 acts as a barrier or a deterrent to participation in the higher levels of the secondary school system. Although the percentage of dropouts has decreased in the last few years, the number dropping out from the Form 4 level is still quite high.

The Study was unable to determine the geographical distribution of the students who dropout or repeat in the system but the quality of participation can be seriously affected by contextual factors within communities and schools, as previously described. The quality of teachers and facilities available to schools are important factors in the perceptions of communities and parents about the quality and value of schooling. Some of these issues are discussed separately below. At this stage it is, however, important to mention that all these factors and others not mentioned affect the participation rate of groups and individuals. They are complex and the linkages are not always clear. Therefore, the strategies that are developed to address the issue have to be holistic and carefully considered if educational participation, access and outcomes are to be significantly improved, particularly for poor children in both rural and urban areas.

One of the factors that is not often mentioned is the geographical distribution of schools, which impacts on access and participation. In the rural areas, where settled communities

tend to be small and isolated, there is often no school nearby to which the child could walk. The Team found that in some areas, children sometimes walked more than 10km each way to attend school. The most common strategy that has been used to facilitate access is the establishment of boarding establishments, which include primary schools. Children as young as 5 attend such boarding institutions, where parents visit once a week, if they have the financial means and if transport permits. Otherwise, the average number of visits is once a month.

Data from the MoE[21] indicated that there are 49 boarding schools in the country, with total enrolments of 16,920. However, the actual number of boarders is 4,126 of whom 2,173 are females and 1,953 are males. The smaller boarding numbers reflect the types of boarding school. Some boarding institutions have all boarding students; some have day students only; and some have both boarding and day students. Unfortunately, the data do not show how many of these schools are primary and how many are at the secondary levels.

But geographical distribution of schools and the issue of access and participation is one that merits serious consideration, particularly for primary school children, whose emotional and psychological needs are best met within the familiar and secure context of their families and communities. Anecdotal evidence indicates quite high dropout rates and relatively poor educational performance achievements from some of these institutions, which suggests that the challenges those students face are far more difficult than those normally encountered by students in other settings.

It is understood that decisions not to establish schools in each community has to do with economies of scale and limited financial resources, but the other issue to consider is the costs to the country in the long-term of continuing rural-urban drift, disaffected and impoverished communities, and dysfunctional individuals, which arise as consequences of inequitable distribution of and access to opportunities.

- ***Educational Attainment and Achievement***

Fiji's education index as given by the 2003 Human Development Report was .88, which is a measure based on the country's relative achievement in both adult literacy and combined primary, secondary, and tertiary gross enrolment. More recent data suggest that commendable progress and achievements have been made in education, particularly in relation to gender and to increased participation at primary and secondary levels.

However, as previously discussed these figures disguise some worrying trends, which have concerned the Ministry and the Government for some time. One issue is the perceived disparities in the performance of boys and girls in literacy and numeracy achievement tests, which were thought to translate into lower educational attainment for boys, and higher drop-out and lower participation rates at all levels. It was also linked to youth unemployment, increasing substance abuse and rising crime rates. Indeed, comparable studies undertaken in other parts of the Pacific[22], showed consistent advantage of girls

[21] Data are from the MoE 2001 database.
[22] Elley, Warwick. 1991. Acquiring Literature in a second language: the effect of a book-based programme. ***Language Learning***, 41, 3, 375-411; Elley, W.B., Singh, G. and Lumelume, S. 1999a. ***Report on the Evaluation of Literacy programmes in Solomon Islands***

over boys. Girls not only participate at a higher percentage level but also achieve at a higher rate than boys, remain in schools for longer periods, and complete their programmes at faster rates.

It would appear that these findings are only partially true for Fiji. The results of an Evaluation of an English Literacy Programme in Primary Schools in Fiji (2000)[23] differed from those studies. The sample studied was over 500 pupils drawn from 10 schools. The students were in Class 4 and were tested for Reading and Writing. It was found, surprisingly that there was a slight advantage for boys in both tests, although the difference was not significant in either case. Similar results in favour of the boys were found for Class 3 level. These results were different from all other surveys conducted in the South Pacific in recent years by the same authors. It is, however, too early to make any confident predictions about future gender-related performance from this one-off study and it is also unfortunate that sex-disaggregated data are not available on the external examination results for schools in Fiji. In the ways that matter, such as economic participation and high-waged employment in the larger society, females still lag behind males.

The other issue, which has been of major political concern, is the continuing under-achievement of Fijian students in relation to Indians and Other Groups, as shown in Table 7 below.

Table 7: Comparison of Performance of Fijians to Other Ethnic Groups in the Secondary School External Examinations from 1997-2001

YEAR	FIJI JUNIOR		FIJI LEAVING		FIJI FORM 7				
	FIJIANS	OTHERS	FIJIANS	OTHERS	ETHNIC GROUP	A	B	C	T
	% PASSED	% PASSED	% PASSED	% PASSED		% PASSED	% PASSED	% PASSED	% PASSED
1997	82.77	84.77	39.10	59.14	FIJIANS	1.0	10.0	39.0	50.2
1998	82.92	85.57	38.43	59.71	INDIANS	5.7	25.9	42.0	73.0
1999	84.11	85.54	44.39	61.86	OTHERS	5.4	40.0	40.0	67.5
2000	83.41	89.16	44.91	62.97	**TOTAL**	**4.0**	**25.3**	**40.0**	**63.6**
2001	83.95	85.05	44.06	64.90					

It can be seen that Fijians consistently perform below that of other groups in all the three national external examinations. This is a matter of great concern. The Fijian under-achievements in these examinations effectively limit their ability to participate in the higher levels of the system and constrain their access to opportunities in higher education, and their ability to compete in the job market where higher educational qualifications are required. It was also noted with some concern that Fijians are also enrolling in fewer numbers not only in Form 7 as a whole but in the subjects which are most in demand in the labour market, such as Accounting, Computer Science, and the sciences, opting instead for the arts. These choices would have implications down the line in terms of tertiary education, career choices, job opportunities, and income, and for the future of Education of Fijians.

Primary Schools. Institute of Education, USP, Suva, Fiji; and Elley, W.B., Singh, G. and Lumelume, S. 1999b. ***Report on the Evaluation of Literacy programmes in Vanuatu Primary Schools.*** Institute of Education, USP, Suva, Fiji.

[23] Elley, Warwick B., Singh, Gurmit, and Elder, H. 2000. ***Report of an Evaluation of an English Literacy Programme in Primary Schools in Fiji.*** Institute of Education, USP, Suva, Fiji.

- ***Financing of Education***

Education has been a Fiji Government priority for the last thirty years, which has been seen already in the discussion of the social and economic indicators for Fiji. It was noted that Government investment in Education has been increasing over the years and in 1999, it was worth 7.4% of GDP[24]. It is also reflected in the annual budget allocation to the Ministry of Education, as can be seen in Table 8 below.

For the past seven years, the annual allocation and expenditure of the Ministry of Education averages at 15 per cent of the total budget, without the allocation to the Fiji Institute of Technology and the University of the South Pacific. The allocation to the Fiji School of Medicine and to the School of Nursing and other training institutions are not even included in this allocation. There is no doubt that Fiji values and prioritises the education and training of its human resources. The budget meets the operational costs of the Ministry, administration, capital costs and payment of teachers for almost all of the 854 primary and secondary schools.

The distribution of the 2001 Budget among the Ministry's different programmes[25] showed that the lion's share at 42.6% went to primary education but secondary education was a close second at 35.2%. However, less than one per cent (.57%) was spent on Technical and Vocational Education and Training. Approximately 73% was spent on salaries and wages of staff and another 21.71% was spent on grants and transfers and tax, leaving but a mere 6.46% for operational costs, which include travel and communication, maintenance, purchase of goods and services and capital developments.

The Ministry figures do not reflect other sources of funding in Education. These include those that are allocated to other line ministries providing training and educational services, the costs of services provided by other training and educational providers, such as non-government organisations, other non-state actors and stakeholders, and by donors.

Table 8: Annual Expenditure of the Ministry of Education for the Period 1997- 2003

Year	Total National Budget	MOE Recurrent Budget	MOE Capital Budget	Total Education Budget	FIT Budget	Grant to USP	TOTAL Education Budget + FIT and USP	% National Budget - FIT and USP	% National Budget + FIT and USP
1997	1,036,349,100	133,281,000	2,562,000	135,843,000	6,315,400	21,104,900	163,263,300	13.1	15.8
1998	1,123,342,400	137,734,000	2,878,000	140,612,000	8,669,500	20,571,100	169,852,600	12.5	15.1
1999	1,074,990,400	151,008,000	2,332,000	153,340,000	8,850,900	20,571,100	182,762,000	14.3	17.0
2000	920,089,900	170,818,000	3,448,000	174,266,000	6,696,800	23,579,300	204,542,100	18.9	22.2
2001	1,096,847,500	186,678,000	4,106,000	190,784,000	7,440,900	26,620,300	224,845,200	17.4	20.5
2002	1,273,251,000	192,480,200	7,864,000	200,344,200	7,636,000	29,560,200	237,542,400	15.7	18.7
2003	1,294,995,500	194,241,600	6,365,000	200,606,600	7,440,900	30,995,000	239,042,500	15.5	18.5
Average								15.3	18.3

The Team did not have access to reliable data on how much communities and other non-state actors invest in Education. But by just looking at the ownership of schools, out of the

[24] ADB. 2001. ***Poverty: Is it an issue in the Pacific.*** Office of Pacific Operations.
[25] Ministry of Education. 2002. ***Ministry of Education Annual Report for the Year 2001.*** Parliament of Fiji, Parliamentary Paper No.66 of 2002.

919 educational institutions found in the country, only 21 or 2.3% are government-owned and the remainder are managed by communities, religious organisations and private providers. The funding provided by Government is largely for teacher' salaries, and grants, as already seen, and the remaining costs of education, therefore, are borne by parents, communities, non-government organisations and the private sector, through levies, financial and in-kind contributions. They are expected to bear the costs of the other resources required for the achievement of quality education and effective and efficient educational services. These would include investments in school buildings, facilities and infrastructure; teachers' and students' support resources; and, administration and management costs, among others.

The costs of education to parents and families are high in comparison to the average annual income of most families in Fiji, and comprise, of course, a much higher percentage of the income of the lower income groups. These are, in addition, to other direct costs, which include uniforms, food, books, stationery and transport. Boarding fees are additional charges. Some schools require different sets of uniforms for different activities, such as sports, scouts, or military cadet programmes. Other direct costs include the time that parents and communities spent on school meetings and labour for schools.

At primary level the government has a fee-free scheme for schools in the form of an annual grant in 3-termly instalments. These are detailed as follows:

Category	**School Roll**	**Annual Fee-Free Grant**
A	10-49	$3500
B	50-99	$4000
C	100-149	$4500
D	150 plus	$30 per child

School management levy other fees for buildings, library books and texts and other services. These are supposed to be approved at the school's AGM and forwarded to the Ministry of Education HQ via the DEO for formal approval. In reality the procedure is often not followed and levies can become exorbitant for some parents. The extra levies range from $10 to $150 per child per year. The MoE is now monitoring the situation more vigorously to ensure that levies are reasonable and used for the purposes for which they are meant.

At the secondary level, Government sets secondary school tuition fees and covers these up to Form 4. Government aid is provided in various forms such as:

1. Tuition fees grant for Forms 1 and 2: $90 per student per year and for Forms 3 and 4: $153 per student per year; and,
2. Fees for Forms 5-7 are $165 per student per year. Remission of fees is available for needy children whose parents earn less than $8,000 a year. Parents are required to formally apply through their respective schools.

Like primary schools, additional sums are levied for various activities/services, which need the formal approval of the Permanent Secretary. In practice some managing

authorities are not following procedures as they should but the MoE is getting things under control.

It is important to note that procedures are in place and that according to existing rules and regulations all levies must be passed at the AGM and forwarded to the PSE for approval. A ceiling of 10% is normally set for requests for increases to current levies. Approved levies are required to be widely publicised for the benefit of parents and become official the following year. According to many head teachers and principals and their managing authorities, the current formula of giving all schools equal treatment under the system for per capita grant, fee-free allocations and remission of fees is grossly unfair as it does not take into consideration the adverse conditions that negatively affect rural schools. This is an area that needs to be rectified immediately if equity is to be addressed in some real way.

Since it is obvious that the needs of rural schools and communities are far greater than other sections of the community, the GoF's current emphases and priority on improving the quality of rural education and standards of living in rural communities are perfectly justified as allocation of resources ideally should be on a needs basis and those with the greatest needs should command the greatest share of resources, if equity of outcomes are to be achieved and if all members of the society are to share equally in the benefits of development.

The costs of primary education to families are of course much lower than for secondary education. Studies overseas[26] have estimated the costs of primary education as one-third lower than for junior secondary schools, which, in turn, is almost twice as cheap as senior high school.

There are also opportunity costs, which include the time the children spent in school, travelling to and from school but it also relates to the labour market and the nature of home production, which refers to the value of the labour provided by children to the family economy, which most times refers only to the chores undertaken by children which would free adult members to earn incomes outside of the home but it also includes contributions of children to incomes of agricultural households.

But, in addition, to these costs borne by families there are the costs, which are met by the broader communities. Because rural communities are generally more cohesive socially than urban areas, Governments tend to exploit this situation by demanding greater degrees of community financing in rural schools. These communities not only provide construction materials and labour but may also provide food for the teacher and housing. They are also expected to donate land for schools.

The total costs of education, therefore, would be the sum of the contributions of government, families, communities and other agencies. They would be higher for secondary and tertiary education, as fees, and costs of other inputs increase, such as teachers' salaries, textbooks, and travelling.

[26] Bray, Mark. 1996. Counting the Full Cost. World Bank and UNCF, Washington, D.C.

It is obvious that education is a major item of household expenditure, particularly for rural poor families, with a large number of school-aged children, where income is lower, and job opportunities and income-generating activities are scarce, despite the various forms of assistance provided by Government. The ability, therefore, of communities to finance education would be a major factor in the achievement of quality education and would account in significant measure for the disparities found in the quality of educational participation, outcomes and achievements.

Donors' assistance to education in Fiji for the last five years, that is, since 1998 has been minimal, averaging only $2.2 million a year over the five-year period, which is 1.2% of the MoF Education budget[27]. The Study found that only two donors, Australia and the European Union, have provided consistent assistance to education in Fiji during this period. Most donors have imposed conditionalities on their assistance to Fiji, particularly in relation to the restoration of a democratic form of Government, good governance and rule of law. While these conditionalities are understandable in terms of the donors' accountability to their own taxpayers, the Team feels rather strongly that the future options for the children of the poor in Fiji should not be jeopardised by matters, which are beyond their control.

- ***Teachers, Conditions of Service, and Teacher Training Institutions***

In 2001[28], there were 5,112 teachers teaching in primary schools, of whom 2,120 or 41.5% were teaching in the 427 (61% of all primary schools) rural schools and 2,992 or 58.5% were teaching in the 273 (39%) urban primary schools. At the secondary level, there were 3,991 teachers, of whom only 917 or 23% were teaching in the 33 rural schools (21.4% of all secondary schools) and 3,074 or 77% were teaching in the 121 (78.6%) urban secondary schools. These figures underline the points previously made regarding the lack of access and opportunities available to rural children, which are constrained by heavier education per capita costs as compared to urban schools, where economies of scale could be practised.

The two tables below provide profiles of the teaching force in Fiji. As can be seen from the tables, half of the teaching force teaches at the primary level and nearly 40 per cent at the secondary level. Graduates comprise nearly one quarter, which is surprisingly a higher percentage than for diplomates. As expected, however, the vast majority at 53.1% have lower than diploma teaching qualifications. As also expected more than 80% of the graduates teach at secondary level, while nearly 90 per cent of the non-diplomates teach in primary schools. It is also interesting to note that primary school teachers are the best trained of the various levels, with only 2.5 per cent of the total teaching force without some teaching qualification as compared to 22.5% of those teaching in Special Schools, 16.4% in secondary schools, 23.8% of Technical and Vocational teachers and 12.9% of teacher educators.

[27] See Annex 4
[28] MoE Database

Table 9: Teachers in Fiji in 2001 by Level, Training and Qualifications

Educational Levels	Primary	Special	Secondary	Technical and Vocational	Teacher Training	TOTAL
Graduates:	**98 (1.9)**	**8 (5.8)**	**2,063 (53.0)**	**185 (21.0)**	**91 (78.4)**	**2,445 (24.1)**
Number Untrained	*0 (0)*	*0 (0)*	*346 (16.7)*	*57 (30.8)*	*10 (11.0)*	*413 (16.9)*
Diplomates	**302 (5.9)**	**9 (6.5)**	**1,472 (37.8)**	**517 (58.6)**	**17 (14.7)**	**2,317 (22.8)**
Number Untrained	*7 (2.3)*	*0 (0)*	*170 (11.5)*	*72 (13.9)*	*4 (23.5)*	*253 (10.9)*
Non-Diplomates	**4,712 (92.2)**	**121 (87.7)**	**359 (9.2)**	**181 (20.5)**	**8 (6.9)**	**5,381 (53.1)**
Number Untrained	*121 (2.6)*	*31 (25.6)*	*124 (34.5)*	*81 (44.8)*	*1 (12.5)*	*358 (6.7)*
TOTAL	**5,112 (50.4)**	**138 (1.4)**	**3,894 (38.4)**	**883 (8.7)**	**116 (1.1)**	**10,143**
Number Untrained	**128**	**31**	**640**	**210**	**15**	**1,024 (10.1%)**
% Untrained	*2.5%*	*22.5%*	*16.4%*	*23.8%*	*12.9%*	

Table 10: Teachers in Fiji in 2001 by Ethnicity, Sex, Qualifications and Training

Educational Levels	Primary	Special	Secondary	Technical and Vocational	Teacher Training	TOTAL
TOTAL	**5,112**	**138**	**3,894**	**883**	**116**	**10,143**
Female	**2,905 (56.8)**	**93 (67.4)**	**1,901 (48.8)**	**348 (39.4)**	**51 (44.0)**	**5,298 (52.2)**
Number Untrained	*74 (2.5)*	*12 (12.9)*	*288 (15.1)*	*88 (25.3)*	*3 (5.9)*	*465 (8.8)*
Fijian	**2,770 (54.2)**	**75 (54.3)**	**1,587 (40.8)**	**474 (53.7)**	**61 (52.6)**	**4,967 (49.0)**
Number Untrained	*51 (1.8)*	*13 (17.3)*	*231 (14.6)*	*112 (23.6)*	*7 (11.5)*	*414 (8.3)*
Others	**2,341 (45.8)**	**63 (45.7)**	**2,307 (59.2)**	**409 (46.3)**	**55 (47.4)**	**5,175 (51.0)**
Number Untrained	*76 (3.2)*	*18 (28.6)*	*408 (17.7)*	*98 (24.0)*	*8 (14.5)*	*608 (11.7)*

Note: The figures in brackets are percentages.

In terms of gender balance, female teachers predominate at the primary level, are over represented in Special Schools, more or less on par with male colleagues in secondary schools but are under-represented as expected in Technical and Vocational Schools and the Teacher Training Colleges. They also tend to be better trained than male colleagues, except in the Technical and Vocational areas. They also hold their own at the graduate level at 50% and predominate at non-diplomate level with 56% but are underrepresented at diplomate level with only 46.5%.

In relation to ethnicity, Fijians make up 49% of the total teaching force and predominate at all levels, excepting at the secondary level, where they represent only 40.8% of teachers. In terms of training, they appear to have lower percentages for untrained teachers in all levels of education but are under-represented at the graduate level with only 34%, and 45.3% at the diplomate level but they predominate at the non-diplomate level with 57.5%, which means that they have lower teaching qualifications and are more likely to teach at the primary level.

The teaching profile for Fiji raises several issues. One is the need to provide teaching qualifications to those teachers who are untrained at all levels, which comprise 10 per cent of the total teaching force and upgrading the 538 teachers or 5.3% with only Form IV or lower academic attainment. Of particular concern is the 12.9% untrained teachers teaching in teacher training institutions. The other is the predominance in the teaching force of non-diplomate teachers who are teaching at all levels even in teacher training institutions. The under-representation of women in technical/ vocational schools could simply reflect the current emphases on courses, which favour male participation, but it is an issue that merits consideration. Similarly, the under-representation of Fijian teachers at secondary level and in the graduate category is of serious concern as it could relate to insufficient numbers of

role models for Fijian students at that level and could be one of the factors contributing to higher drop-out figures and poorer performance for Fijian secondary students.

The uneven distribution of teachers in terms of ethnicity could also affect the postings of teachers to language communities, which would have improved communication and relevant support for students with special needs, particularly in terms of provision of educational services to rural communities. The ability to communicate with parents and communities in their own languages would be a distinct advantage in mobilising parental and community support and interest in the education of their children.

These issues are critical as teachers are the most important agents in the provision of quality and meaningful education. Ideal teachers are competent and confident in the content and methodology of their subject, are positive in their attitudes towards themselves, their students, their profession and community and ideally, can communicate with students effectively not only in the language of instruction but in the languages of the students and further, are culturally literate in the diverse cultures of their students. It does not matter how brilliantly conceived a programme is, it will be for nought if the teachers do not believe in it, understand its rationale, content and methodology, or possess the capability, imagination, and the confidence to implement it. Much of the inequalities experienced in the provision of education and in the outcome of the process is caused by differences in teacher quality.

Teachers are, therefore, central to everything that happens in the process of education. In particular, they play the most important role in facilitating the teaching-learning process, creating a healthy learning environment and establishing good working relationship with the school community. The best persons should be drawn into the teaching profession so that the process of education yields citizens of character and vocation who would contribute to national development and peaceful co-existence.

To attract the best individuals into the teaching profession, motivate them to teach in the rural and disadvantaged areas and retain them in the teaching profession requires, however, much more than good salaries. It was already noted that the largest part of the education budget already goes into teachers' salaries, but there is a need to provide more attractive packages which would include better promotional opportunities, higher inducement allowances for hardship posts and better working conditions, such as standard safe houses and adequate support resources. Some of the non-monetary inducements could include accelerated promotion tracks for those serving in rural areas; choice of schools and location on transfer from the rural areas; prioritising for any in-service training, such as upgrading from certificate to diploma level, from diploma to degree level, and from degree to post-graduate studies. Training inducements could include short attachments overseas. Monetary inducements, other than higher allowances, could include remission of fees for children of rural teachers, who are attending secondary or post-secondary institutions in the urban areas and support for the accommodation of their families in the urban areas, as rural teachers effectively have to run two households, with the full expenses pertaining to each.

Because of perceived lacks in these areas, the Study found that teacher attrition was relatively high. For instance, in the period 1999 to 2001[29], 1,050 teachers were lost from the service or on the average at 4% every year from deaths, retirements and resignations. More than half of these, in fact, is through resignation. While a high percentage of those would include teachers who migrate, a certain proportion resign because teaching conditions are not as attractive as those in other professions. For example, rural allowances are minimal. It is $400 per annum for island schools where transportation from the main centres are irregular and expensive and hazardous and are far from public service facilities like banks, hospitals and post offices, and $300 in rural schools that are accessible by public roads and or water transportation but public transport is non-existent or irregular and public service facilities such as hospitals, banks and post offices take more than half an hour to reach by bus. Apart from these allowances, there is no other policy in existence, which provides support for rural teachers.

In addition, there are teacher shortages in key areas such as Maths and Science, with the few qualified teachers in some schools having to teach these subjects from Form 1 to Form 6. Teachers of commercial subjects and accounting are also in short supply. Many young teachers are also placed in rural schools on their first appointments with no experience of life in the rural areas and usually they expect electricity, safe and regular sources of water, safe sanitation and electricity, most of which may not be available in rural schools. Lack of these and adequate professional support are sufficient in some cases to discourage young graduates and school leavers from choosing a career in teaching.

As already seen in Tables 9 and 10, there is a shortage of better qualified teachers in schools and the problem is more acute in primary schools where most head teachers teach a class, leaving them with little time for school management, teacher appraisal and staff development programmes. The preparation of competent and effective teachers at all levels from diploma to post-graduate and their continuing professional development throughout their teaching service presents a special challenge to all teachers' training institutions in Fiji. The education and training of teachers must be more than adequate to ensure that they possess all the qualities that are needed to meet the diverse demands of Fiji's education system in the twenty-first century. What is needed at this stage is to emphasise the need to review the preparation of teachers and what such institutions are doing and the need for such institutions, within Fiji, to collaborate and share knowledge, expertise, and practices as a means of improving their own individual practices and operations.

Leadership and management of schools are critical to the delivery and achievement of quality education and this is particularly true of rural schools, where human and financial resources are scarce and little professional support is available. Professional isolation is one of the most often cited reasons by teachers for not opting for rural service. Much of the burden, therefore, for managing a school effectively under difficult circumstances devolves squarely on the principal and his/her capacity to mobilise community support and energise, motivate and inspire his/her own staff. The selection and training of school principals is, therefore, critical to the whole process of education. All principals should

[29] MoE Database

be given formal training and preferably a diploma or postgraduate qualification in educational administration and management. The University of the South Pacific offers the diploma in educational administration and management through the distance education mode. A short-term measure would be to provide short courses on leadership training, which would be followed up by support materials that principals could refer to and more formal courses at a later stage. However, they all need continuing professional support from the district and divisional education officers on a regular basis.

One of the issues that needs to be adequately addressed is the training of technical and vocational teachers. As already seen from the teacher profile, a significant number of technical and vocational teachers are untrained. At present, some of these teachers receive their training at FIT and move to teaching upon graduation without any teacher training. A policy would need to be put in place, which would require all technical and vocational teachers to undergo a one-year teacher training at the Fiji College of Advanced Education (FCAE) or Lautoka Teachers' College (LTC) as pre-conditions for teaching registration. To avoid unnecessary duplication of programmes, both FCAE and LTC could operate only the one-year teacher training programmes and the content training would be the responsibility of technical and vocational institutes but in collaborations with the teacher training institutions to ensure that the knowledge and skills required by the school curriculum are adequately covered.

- ***Curriculum and Resources Development***

The 1969 Fiji Education Commission emphasised that the curriculum, in its broadest sense, "is concerned not so much with prescribing the knowledge to be acquired as with the area of learning experiences to be organized by teachers, both within and outside the school, to enable pupils to adopt a positive attitude to learning, to acquire and apply knowledge and skills, and to develop their tastes and a balanced sense of values".[30] The Commission went on to point out that the quality of education in a country is determined largely by the quality of its curriculum. And it warned that "a curriculum that is narrow in range and limited in scope cannot but produce individuals of low productive capacities, who will tend to have a narrow outlook on life and who will be unable to adapt themselves easily to changing circumstances." The Study finds the above viewpoints of the Commission relevant to any discussion on curriculum and curriculum development in Fiji today.

The 1969 Commission found that the curriculum in Fiji was designed mainly to facilitate the passing of external examinations and the frequency of examinations had a cramping effect on sound curriculum development. It also noted that the whole curriculum appeared to be designed to transmit factual knowledge rather than to produce learning experiences that would encourage creative activities and thus, lead to an all-round physical, emotional and intellectual development of the pupils. The Commission recommended that the curriculum be widened and diversified in order to fulfil its dual roles: to develop to the full the potentialities of the individual and to provide skills to accelerate economic growth.

[30] *1969 Education Commission Report, p.13.*

Despite numerous educational reforms initiated since independence, many of the concerns of the report of the Fiji Education Commission (1969) remain. While facts and figures in various Ministry of Education Annual Reports and Fiji Development Plans show that considerable progress had been made in teacher qualifications, teaching materials and equipment, school facilities, expenditure on education and the like, the day-to-day teaching/learning situation had not significantly improved. Many children were still engaged in 'rote learning' and 'copying from the blackboard'. The Study confirmed the findings of the 1969 Commission, and the same issues were raised again by the 2000 Commission Report, that the school curriculum has remained basically examination-driven and centre-directed with very little input from the school-based personnel.

For instance, the curriculum at the primary level comprises 11 subjects, which are: English, Maths, 3 languages (Fijian, Hindi and Urdu), Social Studies, Health, Basic Science, which is not introduced until Class 7 or Form 1, and PEMAC, which are: Physical Education, Music and Art and Craft. The curriculum framework, syllabuses, schemes and teaching and learning materials and other support resources used in schools are developed centrally, prescribed, recommended and distributed by the Curriculum Development Unit (CDU).

At the secondary level, the number of subjects offered is 48, and although the CDU again prescribes the syllabus, texts books, and support materials, each school has the freedom within the framework to select the courses most relevant to their students and which could be supported within their own human, material and financial resources. As can be seen in Annex 27, the number of periods allocated to a subject per week gives some idea of the ranking of the subject in schools' evaluation, but some anomalies do occur, with a subject such as Shorthand garnering 11 periods per week as compared to Values Education with only 2 periods per week. It could also be seen that great varieties of subjects are offered which could adequately cater for the needs of all students but the importance attached to each subject is mostly determined by the external examinations.

The resources available in schools to support the curriculum vary enormously from school to school and from system to system, depending on each one's financial resources and the commitment of communities to schools and education in general. The poor rural and urban schools are the worst off in terms of teaching and learning materials. The availability also of good reading books in the official languages is another major issue. The other concern relates to the contents of the materials where they are available. While laudable attempts have been made to contextualise the materials, much of the contents still remain irrelevant and inappropriate for Fiji schools, but particularly for rural children. The lack of adequate and quality resources in schools certainly has an impact on learning and learning outcomes.

But some of the other reasons for the lack of improvements in pedagogy include teacher overloads, inadequacy of training and education, lack of teacher guidance and support, shortage of teaching materials and equipment and the adverse effects of external examinations. Most urban schools in Fiji have very large classes, which makes it difficult to organise an enquiry-mode of learning, for example, while those in rural schools are

small which often requires multi-class teaching, which can often be ineffective, if the teacher is inexperienced and does not have the resources to support that methodology.
In addition, the negative influence those examinations have had on teaching and learning in Fiji's schools continue. The success or otherwise, of a teacher is largely determined by the number of students passing the external examinations in his on her subjects. School managers, officials in the ministry, principals, teachers, the school community and even students, frequently adopt this criterion. As a result, most teachers resort to transmitting factual knowledge, rather than trying to provide learning experiences that will encourage creative activities. Under these circumstances, even innovative teachers tend to employ more teacher-centred approaches and place low priority on self-improvement and professional development.

But perhaps the issue of most concern is the inappropriateness of the paradigm used to deliver and provide educational services to the people of Fiji, which has been imported from western education systems through colonial associations and which has remained to date as the only instrument for providing education and training. This system is based, in turn, on western values, which are quite alien to Fijian values. The differences in Fijian and western values can be seen in Annex 28.

Western values have given rise to an education system, which separates the body and the mind and disregards the spirit and emotion. It compartmentalises and fragments knowledge, resulting in a curriculum, which is heavily oriented towards academic knowledge and skills. It emphasises individual academic success and the primacy of the individual and ignores the importance of the community and group efforts, which promote cooperation, sharing and reciprocity. It marginalises Fijian values, knowledge and belief systems and the contributions of communities to the construction of knowledge and the development of their own communities, which, in turn, impoverishes and diminishes communities instead of empowering them. Far from encouraging active participation and creativity, it promotes instead passivity and conformity. Worse, it alienates many young people and their communities who see education as having no meaning, relevance or worthwhileness to their lives.

There is a need to think critically about the values of Fijian society, which should guide Fiji's journey in the new millennium. One of the key principles of the GoF HRD Plan is 'respect for the Vanua and the cultures and traditions of the indigenous Fijians and Rotumans and respect for the cultures and traditions of other communities in Fiji'. There is a need to ask what it is that formal education is expected to achieve. Given the heritages and legacies of Fiji's cultures and values that all communities share, given its transition to a knowledge-based economy, given the demands and challenges of life in the 21st century, given a likely picture of the social environment in the future, what attributes does the society want Fijians to have? What characteristics and qualities should Fijian community, business, professional and national leaders possess? What outcomes should primary, secondary, and higher education achieve? The answers to these questions should form the bases for the curriculum and the pedagogy for Fiji's education system.

The curriculum that must be provided for Fiji of the new millennium must also address key issues of gender to ensure that textbooks and other educational materials are not gender-biased but promote equally the abilities of all students, boys and girls. It means also the preparation of teachers who are gender-aware and sensitive and the re-education of those already in the system, from policy-makers to classroom teachers in gender-awareness and in developing, and implementing gender-aware policies and programmes, and the elimination of all forms of discrimination relating to gender. The curriculum could play a vital role in transmitting values, attitudes, behaviours and knowledge which promote gender sensitivity and awareness, right from the early years of education to counteract some of the adverse influences of western media and global institutions.

However, the gender issue is just one dimension of the values education that should be addressed by the formal school curricula. Mention has already been made of the need to develop a culturally inclusive curriculum. Thaman (1998)[31] in talking about 'Learning to be' challenged the Pacific region to reclaim their education by looking at the sources of their identities and develop strategies for teaching and learning that are rooted in their cultural values and practices and to develop educational programmes that take into account the cultures in which learners grow up and are socialised; to value the knowledge that they bring to the classroom, in both formal and non-formal education; and, to create more culturally democratic learning environments for their children. But such a curriculum needs teachers who can become good role models not just facilitators of learning, which means critically examining the teacher training process. As she said there is a need to shift from preparing classroom technicians to preparing people, who will not only teach about peace but are at peace themselves, who know who they are, what they need to do and do it well.

Thus, the curriculum is expected to address important issues in Fiji, such as:

- the language of instruction and the need to learn and understand other languages;
- the multicultural and multilingual contexts in which the curriculum is taught and the need to develop and promote a culture of peace;
- the diversity of the values and belief systems promoted within it and the need to promote common human values that would allow all components of the society to live together in harmony within this diversity;
- the teaching and learning strategies adopted to ensure that they are appropriate and relevant;
- the ways in which the classroom is organised and managed;
- the communicative conventions used in classroom interactions and the need to contextualise them.

All these would have some impact on the outcomes of education and the characteristics of individuals at each level of the system.

In addition, it must continue to be responsive to current and future needs and therefore, the students must be taught to be creative problem-solvers, who are constantly seeking ways to improve what they do and with a lifelong quest for learning. Students must know

[31] Thaman, Konai Helu. 1998. 'Learning to Be: A perspective from the Pacific Islands. Unpublished paper.

how to learn rather than know vast amount of knowledge that are passively received. Students must, therefore, be provided with core values, knowledge and skills, and the habits of learning that will enable them to learn continuously throughout their lives. They must be equipped to deal with an unpredictable future. A values-based curriculum will help them understand who they are and a vision of where they want to go; and, a thinking curriculum will enable them to develop the skills and processes to acquire information, to analyse problems and to find solutions.

Many of these habits, skills and attitudes need to be developed from an early age, such as early childhood education and early primary schooling. The Team found, for instance, that 6,053 students were enrolled in 2002 in various early childhood education programmes around the country. Analysis that was carried by Waden Narsey of the University of the South Pacific in 2000 found that attendance in early childhood programmes made a significant difference to the performance of disadvantaged students at primary and secondary levels and beyond, an advantage, which is not reflected in the performance of other socio-economic groups. However, the concern of the Team was with the relevancy of such programmes to rural communities. Whereas such programmes could succeed in providing students with a head start in formal education, they could very well be the beginning of the process of alienation of young people from their communities, which is one of the undesirable outcomes of the present formal system. If such programmes were used instead to develop the pre-requisites for additive education, which is grounded in the values and knowledge systems of communities, they would indeed be worthwhile investments.

The new information technology of today will allow Fiji students in their learning to plug into the vast databases and media resources of the global Internet system. However, there is a need to consider issues of costs of connections, maintenance and sustainability, and its short and long-term benefits as measured against other low costs forms of communication, knowledge and information systems, such as books and radios, which are already readily available or could be made available at a fraction of the costs of computers.

Inter-disciplinary projects will allow students to relate content across subject disciplines and grasp the inter-relatedness of knowledge and to develop a holistic understanding of the universe. Through project work, they will learn collaborative strategies, and the value of teamwork, cooperation and sharing to achieve common objectives.

School textbooks have come to control much of what occurs in classrooms not only from what teachers teach but also to how they teach and evaluate students' performance. There is, therefore, a need to move away from such control to allow teachers to make coherent decisions about what happens in their classrooms. Indeed, the school curriculum at all levels of the education system is such an important component of education that the Team urges MoF to conceive a revolutionary curriculum for the transformation of Fijian society in the new millennium. The children of Fiji deserve no less. But it should be said that educational reforms take time. Measurable impacts take at least ten years of sustainable development and sustainable reforms require an additive process that would recognise the value of students' values and knowledge systems, the strengths they bring

to the learning process, and use these to add on the knowledge and skills they need to cope with modern development without fundamentally changing their values and identities. Commitment at all level is necessary given the availability of adequate support resources in schools and communities, in terms of both material and human resources.

- ***Examinations and Educational Assessments and Measurements***

Examinations and other forms of educational assessments have been developed by different education systems to measure the educational attainment and achievement of their students as well as to provide some indicators of the effectiveness of the system. As previously described, the concerns with examinations in Fiji relate to their relevance, reliability and validity; and, the constraints they impose on access and outcome as well as on the process of education itself.

Measuring instruments are only relevant if they are appropriate to the context in which they are used, and are reliable and valid only to the extent that they measure what they are expected to measure and achieve similar outcomes over a period of time. It has already been argued elsewhere that examinations in Fiji are not only inappropriate but fail to accurately assess the abilities of students even within the narrow range of competencies that they do measure. Many students are, therefore, failed by the system not because they have not mastered the required contents and skills but because of inherent deficiencies in the measuring instruments themselves. They also fail to assess the different values, abilities, competencies and characteristics deemed worthy by society and which the education system is expected to transmit to every generation of Fijian students. Further, the very narrow sets of abilities and competencies, which exams measure, are often imposed and are not integral components of Fijian society.

Exams, in other words, are de-selection processes, which constrain access and opportunities to participate successfully in the higher levels of the education process. They control the outcomes of education for the benefit of a few individuals and groups within the society. As seen already in the dropout figures, the national external examinations at Class 8 or Form 2, Form 4 (Junior Certificate) and Form 6 (Senior Leaving) are among the major factors that constrain participation at the higher levels. Any reforms, therefore, in the curriculum would require concomitant reforms in the assessment process to reflect the new outcomes of education.

Whilst a great deal of attention has been directed in recent years to developing a culturally inclusive curriculum, very little attention has been paid to the difficulties of developing measuring instruments which are culturally appropriate and which would reflect the new curriculum changes and thinking. For children from different racial and ethnic groups, meanings of words, gestures, and actions differ. Assessment of learning outcomes presents a formidable problem when children misunderstand the teachers' requests for information or demonstration of knowledge and skills. Formal assessments ideally should be delayed until teachers and children have built a new set of meanings, and later on in the process, assessment must continue to be sensitive to cultural differences and the different values various cultures place on different knowledge, skills

and abilities. Such sensitivity might assist in achieving more even outcomes in education for all groups in Fijian society.

While the Team recognises the role that assessments play in the education process and in the delivery of quality education, it also believes that the monitoring of the system and assessment of student achievements could be achieved by increasing internal assessments by teachers within their classrooms, and by schools and decreasing the role of external examinations. However, for such changes to be effective, teachers would need considerable upgrading in their classroom assessment skills and schools would need to be more effective in monitoring student achievement and learning internally. Both groups would need upgrading training.

The external examination process itself also needs reform to ensure that the process is relevant, reliable and valid from the quality of the papers, marking, monitoring, supervision, analysis of results and methods of dissemination. From the criticisms that have been levelled at the system in recent years, the Team is of the opinion that a complete review of the examination process in schools and in the external system should be undertaken to ensure fairness and quality in the process and that no student is prevented from accessing opportunities in education because of the process. The Team believes that the establishment of a national examinations board, whose responsibilities could include the administration and management of all examinations, the monitoring and supervision of internal assessments, the upgrading of teachers skills in classroom and school-based assessment, the provision of support to schools in the management and supervision of internal assessment, and the training of personnel in the skills of examination and the process, would contribute significantly to the achievement of quality education in Fiji, and benefit rural children in particular.

- ***Technical and Vocational Development***

The role of Technical and Vocational Education and Training (TVET), especially in relation to delivering quality education, has been the subject of considerable discussion, research and policy reforms. TVET is a concept that encompasses a diverse array of programmes and activities. It emphasises both education and training, and extends beyond schools, post-school institutions and work place enterprises to community-based non-formal education systems. TVET is now perceived largely as a possible second chance educational opportunity for students who are not academically inclined. Moreover, in response to the rapidly changing nature of the workforce and the skills required to perform effectively within shifting contexts, schools are now been called upon to provide programmes that support greater understanding of the world of work.

Unlike academic studies, some forms of vocational educational activities were carried out in the Fiji Islands and other Pacific Island countries long before the introduction of the Western mode of formal education. Several studies have shown some of the ways in which members of the community ensured that their values, skills and attitudes were passed on to the next generation. The advent of the western mode of education, however, has largely destroyed these traditional forms of technical and vocational education. Although some critics could argue that these traditional forms of technical and vocational

education are not suitable for the modern sector economy, there is still a market for items such as handicrafts and many people are making and selling them for their livelihood. In fact, in the subsistence economic sector, traditional and vocational skills are essential to survival and should be strengthened to form the basis for the development of the modern economic sector. The two sectors are not exclusive but mutually supportive.

The 1969 Fiji Education Commission reported that there was little relationship between the educational programmes and the world of work. It recommended the establishment of junior secondary schools with a more vocationally oriented programme of study.

These recommendations were accepted and junior secondary schools with a vocational education and training focus were established in key locations throughout Fiji. However, principals and career advisers were not adequately prepared to facilitate vocational education at the school level. It is also important to note that the junior secondary initiative, with its emphasis on vocational education, did not achieve much success against the strong desire for academic education. In fact, the junior secondary schools, located principally in rural centres, existed largely as poor replicas of their urban counterparts. Then, because of the increasing demand to continue beyond the Form 4 level, many of the rural junior secondary schools added Forms 5 and 6. Thus, these schools have not become technical and vocational oriented, as was originally envisaged, and the school system continues to remain largely academic.

Historically, TVET programmes at the secondary school level in Fiji has taken at least two approaches. First, technical subjects such as Woodwork, Metal Work and Home Economics have been introduced as optional subjects in the secondary school curriculum. It is expected that, on leaving school, students will have some knowledge of technical and vocational education that can lead them to employment opportunities and improved life-skills. Secondly, school-based TVET were established in about 40 selected secondary schools to provide 'second chance' education to early school-leavers. Fiji's education system, however, is so accustomed to academic education, that, strong parental pressure for academic credentials has made TVET programme a 'second class' option rather than a 'second chance' education. This can be explained in part by the difference in salary of blue-collar workers compared to that for white-collar workers. For the latter group, there are considerable possibilities for salary increases and promotions within the civil service, which are not available to blue-collar workers. Thus, until wages for blue-collar workers are more attractive, the status of TVET will continue to be below that of academic education.

Some secondary schools in Fiji also have a TVET programme as a separate stream within the ambit of the secondary school organisation. This programme caters for secondary school lower achievers in secondary schools. To enter the programme, however, they should have completed at least Form 4 of secondary school education and are in the 15 to 20 year age group. In many cases, such students are unable to access further academic studies given the intense competition for the limited places beyond Form 4. In others, they are actively discouraged from continued participation in the general academic

programme due to their low achievement. The separate TVET programme provides intensive skills training aimed at educating and training students for paid as well as self-employment. The programme has four courses: Tailoring, Food and Catering; Carpentry and Joinery; Automotive Engineering and Secretarial Studies. In recent years, Agricultural Science has been revived and is offered in some schools.

A recent study of the TEVT programme indicates that the majority of students, parents, teachers, educational administrators and employers perceives it largely as a 'second best' mode of education. The study argued that, consistent with other developing countries, most Fiji citizens prefer academic schooling because it is seen to pave the way for greater career opportunities and higher financial rewards. The TVET programme is seen as a minor innovation in Fiji's education system in comparison with other 'heavyweight' innovations.[32]

The study also revealed that before the programme was established, there was inadequate consideration given to the issues of relevance, clarity and practicality, readiness of the clientele and availability of suitable resources, including personnel. Many schools initially accepted it because it came with material resources and personnel. The TVET programme is virtually an imposed innovation in a 'top-down' process. In fact, political, bureaucratic, and micro-and macro-political perspectives motivated the establishment of the programme at the school level, in particular, and the system-level in general. Thus, the present initiative is resource-driven and not education-driven.

Most of the students enrolled in the programme were from working class families. These students were likely to get into a track leading to lower paid jobs. Most students from higher socio-economic groups were in mainstream education and were more likely to enter professions such as medicine, law, accountancy and management in the private and public sectors. The programme, therefore, further reinforced the existing socio-economic inequalities. Given qualifications, TVET programmes could continue as a 'second best' option in secondary schools.

A further observation is that, with the limited number of places available in TVET programmes, students with relatively high academic qualifications were increasingly being enrolled. Therefore, a large number of early secondary school-leavers were denied the opportunity of a second chance in education. Give their growing exclusion, the programme was not achieving the purpose for which it was created.

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[32] Sharma, A. 1999. ***Vocational education and training in Fiji: management at the secondary school level.*** New Delhi: Anamika Publishers.

Sharma, A., 2000. Technical and vocational education and training. In Fiji Islands Education Commission/ Panel, 2000. ***Learning together: directions for education in the Fiji Islands: Report of the Fiji Islands Education Commission/Panel,*** pp. 132-148. Suva: Fiji Government.

Several writers have advocated a 'bottom-up' approach wherein teachers, administrators and the members of the school community are accorded greater opportunity for participation in the decision-making and learning processes. Such an approach has a number of benefits. First, it generates a more relevant teaching and learning programme and addresses the developmental needs of the school community. Second, community involvement in schooling facilitates an improved learning environment for students. Third, community participation in school affairs provides an opportunity for the members of the school community to learn about TVET as well as other school programmes. Last, given the multicultural context of Fiji, the involvement of community in schooling makes it possible for policy-makers, administrators and teachers to accommodate the interests of various social and economic groups of the population in education policy, programmes and projects.

A second notable suggestion for educational policy-makers concerns the provision of ongoing context-based and centre-based staff development programmes for TVET administrators and teachers. Such staff development programmes would prepare teachers and all those involved to manage major transformations in an educational setting that is characterised by a dynamically complex environment and in the face of a somewhat unknowable future. Further, well-informed teachers and administrators can inspire initiative, vision and the ability to plan.

In short, then, there is sufficient evidence to suggest that policy-makers should seriously consider introducing ongoing staff development programmes for its administrators and teachers. This suggestion is made on the grounds that the success of any planned educational change rests not so much on the abundance of material and financial resources but more on well-informed and talented human resources.

A third broad suggestion for policy-makers emerges from the TVET innovation itself. It is difficult for such initiatives to realise their full potential when academic education remains the preferred system and promises greater career opportunities and social and economic rewards. Literature suggests that, in many developing countries with a dualistic system of education, where academic and technical and vocational education run parallel to each other, the latter is often rejected. There is a less promising future for Fiji's school-based TVET programme while it operates alongside mainstream schooling. In the light of this argument and the existing literature on TVET from developing countries, two suggestions are made. The first is to integrate these school-based TVET programmes within mainstream schooling. The second is to establish separate Institutes of Technical and Vocational Education and Training (ITVET) for early school-leavers, one in each of the four divisions of Fiji's education system.

The first suggestion implies that the separate courses currently offered in TVET (as well as any other important skill-based courses identified) should be included in the pre-vocational courses presently offered in Fiji's secondary school programme. In accordance with the international literature on TVET, these pre-vocational courses should not be perceived as providing sufficient training for direct entry into any occupation. They should be taken as a broad familiarisation programme, introducing and developing a range of skills that may be useful in subsequent training or for making a

more informed choice about such training. To facilitate this, it is suggested that all students be required to study technical subjects in the course of their primary and secondary education. These technical subjects should be accorded equal value with all other subjects and be assessed and reported. At the primary school level, such programmes should be experiential and promote familiarisation with the nature and purpose of work in all its forms, and with the broad range of work skills required to function effectively in the working world. Specialised studies should be introduced at an appropriate level within the secondary school curriculum, once students have had sufficient opportunity to identify their interests, abilities and preferred study pathways. In the early years of schooling, the technical areas studied could be derived from those industries located locally and those that can serve as rich resources for learning and practical experience. In rural areas, in particular, the study of agriculture can provide a sound basis for an understanding of how to meet basic subsistence needs and also the importance of agriculture as a source of enterprise and income within the Fiji Islands economy.

A cost-effective strategy that could be considered for adoption in Fiji is a cluster secondary school system. Under this scheme, a number of secondary schools in a neighbourhood could share technical facilities such as workshops, equipment and specialist teachers that could be located at a central institution. This will allow the introduction of a greater variety of pre-vocational courses in the secondary school programme. Another strategy could be the offering of TVET programmes in blocks of time, such as one-week intensive programme rather than one or two weekly programmed-lessons over a term, semester or year. With the development of stronger community relations, it may be possible to negotiate the use of the facilities of business and industry to further support contextual learning. In the tourism and hospitality areas, for example, schools located within tourism areas could negotiate partnership with local hotels and tourism facilities.

In the light of scarcity – time (in relation to the demands of other subjects), personnel and resources – it is difficult to introduce a range of specific vocational education courses at the primary or secondary school levels. Therefore, it is suggested that only one TVET course, given the general name of 'Technical Studies', be offered in primary and secondary schools during the compulsory years of schooling. The current pre-vocational courses such as Agriculture, Woodwork, Home Economics, Metalwork, Automotive Engineering and Technical Drawing are to be incorporated as modules within Technical Studies. The amount of time available for these studies is to be increased progressively over the different levels of schooling.

As shown in Figure 2, the following is a possible approach:

- At the primary school level, three modules – Woodcraft, Home Economics and Gardening – form the basis of the Technical Studies course. These modules would support the development of basic life skills and introduce the nature of vocational studies.

- At the secondary school level, modules such as Agriculture, Home Science, Carpentry and Joinery, Light Engineering, Information Technology, Metalwork, Plumbing, Electrical Work, Forestry, Fishery, Tourism and Fiji Studies are to be included in the Technical Studies Course. Students are to select five modules in Forms 1-4, four in Forms 5-6 and three in Form 7. These modules would familiarise students with technical and vocational education and skills that they may like to pursue in their future careers. These modules will further develop basic life skills.
- Other mainstream subjects such as English, Accounting, Management, Arts and Craft, Music and Sports are to reinforce vocational skills where possible.
- Block timetabling is to be introduced to manage limited resources for the benefit of all the students and for the accommodation of all the other subjects in the school curriculum.
- This proposed model is to be based on a spiral curriculum model as illustrated in Figure 1.

The problem of early school-leavers has been a major concern for policy-makers in Fiji. To some extent, this problem can be addressed with some creativity in the proposed ITVET, where the focus should be on the preparation of human resources capable of finding wage employment or generating self-employment enterprises. The ITVETs should be managed in partnership with employers and the members of the local community. It is suggested that ITVETs provide a 'basket of skills' so that those enrolling can select from a variety of available vocations. In addition to the technical and vocational education subjects already offered in our schools, it is suggested that the ITVETs take a modular approach as suggested above for the primary and secondary schools. They should also include studies that ensure the continued development of language, arts and numeracy skills, scientific understanding, and health and personal development to ascertain that social, emotional and physical developmental needs of students are addressed.

It is emphasised that the proposed ITVETs should have the capacity to enrol students at whatever their level of primary or secondary school attainment. In this way, they will be able to address the plight of early school-leavers who are currently denied entry into selected TVET Centres, such as the Fiji Institute of Technology, that have minimum qualification requirements.

Research evidence and the submissions made to Fiji Islands Education Commission 2000 have identified key vocational areas that need to be developed in the education sector (Sharma, 1999a; 2000)[33]. These included the areas of Information Technology, Fisheries, Marine Studies and Aquaculture, the Visual, Arts and Media, and Sport and Recreation. It is recognised that it is not possible for all schools or vocational centres to offer studies

[33] Sharma, A. 1999. Vocational Education and Training in Fiji: Management at the Secondary School Level. New Delhi: Anamika Publishers; 2000. "Technical and Vocational Education and Training", Report of the Fiji Islands Education Commission/Panel. Government Printer, Suva, Fiji.

across this broad spectrum of vocational areas. However, a strategy for their progressive implementation could be the establishment of special interest secondary schools (either self-identified or designated) that focus on studies in one of these areas and take the lead in the development of curriculum and programmes. Obviously this has implications for resources and personnel, but targeted resourcing for establishment and development could fast-track new programmes.

The technical and vocational education programme at the secondary level and in the proposed ITVETs must also provide the foundation for further education and training in tertiary institutions that are responsible for preparing students for employment. At present, technical and vocational education at this level is provided by a number of institutions, such as the Fiji Institute of Technology (FIT), the Fiji National Training Council (FNTC), and the Fiji College of Agriculture (FCA). The main concern at this level relates to the scarcity of resources, including financial and quality human resources. One of the concerns in staffing relates to the difficulties of attracting and retaining quality staff, particularly in skilled areas where there are few qualified local personnel, such as in Information Technology, Building, Civil Engineering, Electronics Engineering and Mechanical Engineering.

The TVET post-secondary institutions are not sufficiently attractive to lure skilled professionals away from the private sector or to retain bright young graduates. The institutions are also strapped financially. They are mainly funded from two sources: a block grant from Government, which provides two-thirds of the income, and the fees obtained from students. This current revenue is neither sufficient to provide attractive remuneration packages to staff, adequate and well-equipped training facilities nor to fund future growth, research and development. Entrepreneurial activities and donations in cash and kind that are received from time to time generate small additional funds but they are not guaranteed income. It is notable that a comparative analysis of the Government funding information in 2000 indicates a contribution per student enrolled at the University of the South Pacific of $5,712 compared to that at FNTC of $2,131 (Fiji Institute of Technology, 2000). USP attracts 2.7 times more Government funding than its TVET counterpart. This is clearly an inequitable situation. It is not suggested that USP should receive less funding, rather that TVET should attract at least an equivalent amount, given its importance in supporting human resource development in the country. While different training facilities are located in each of the four educational divisions, the issues of access and equity have yet to be fully addressed. .

There is also a need for institutions, such as the FIT and FNTC, to develop a more collaborative and better working relationship with the other levels of education, especially the secondary level. Secondary school students need career counselling to assist them with the selection of appropriate programmes that suit their abilities, interests and aspirations. Moreover, it is important for these institutions to develop partnership relations with commercial and private sectors. This will ensure relevance and appropriateness of the programmes on the one hand and provide a mechanism for supporting and monitoring programmes, courses and activities on the other. Better use of

information technologies can facilitate the establishment of networks for mutual participatory, collaborative and consultative processes and for sharing experiences, knowledge and materials.

Fiji's secondary school-based TVET Programme is trapped in a framework of social and economic inequality, as are the majority of TVET initiatives in developing countries. It is argued that as long as academic education credentials dominate as the most important pre-requisite for the job market, TVET programmes have little chance of making any significant contribution to educational and labour market development in Fiji. This is consistent with the work of writers such as Foster[34] (1987), Lauglo & Lillis[35] (1988), Watson[36] (1994) and Sharma[37] (1999a). Given the present socio-economic and political benefits and privileges accrued through academic qualifications, TVET programmes would continue to exist as a 'second class' option in Fiji. Therefore, the policy makers and practitioners are urged to pay particular attention to TVET and give it a more important place in its educational policy reforms. An integrated approach to education and a modular approach to teaching and learning will result in education that will promote the overall development of the learner and the nation. Without doubt, such approaches will also contribute to the development of capacities in our citizens to work, live and play together in peace, prosperity, stability and harmony.

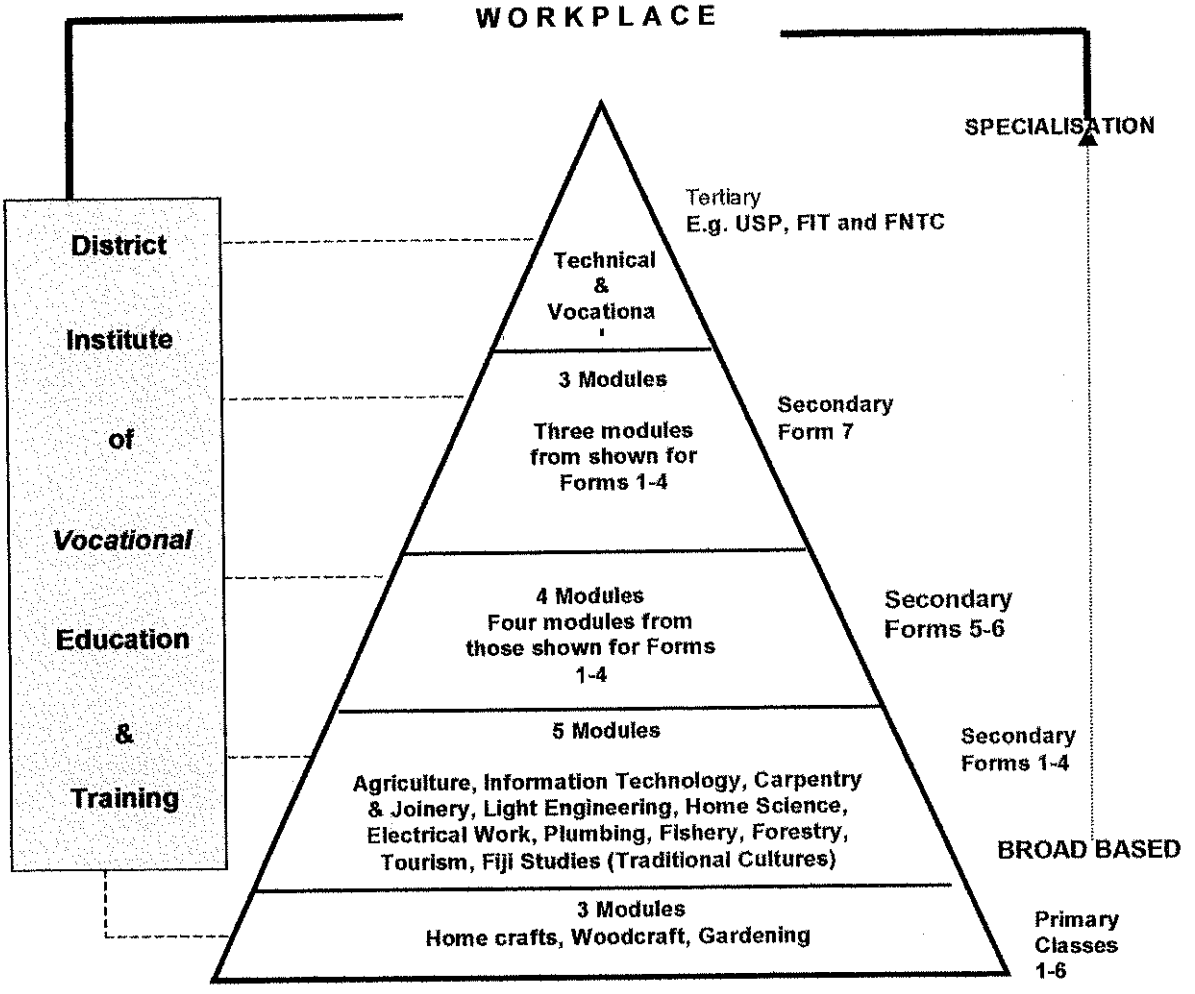
[34] Foster, P.J. 1987. "Technical/vocational education in the less developed countries', *International Journal of Educational development, 7, pp.137-39.*

[35] Lauglo, J. and Lillis, K. 1988. Vocationalising Education: An International Perspective, Oxford: Pergamon Press.

[36] Watson, K. 1994. "Technical and vocational education in developing countries: Western paradigms and comparative methodology", *Comparative Education,* 30, 2, pp.85-97.

[37] Sharma, A. 1999. Vocational Education and Training in Fiji: Management at the Secondary School Level. New Delhi: Anamika Publishers.

Figure 2: Technical and Vocational Education and Training: A Modular Approach



Source: Sharma (2000) p.143.

- ***Infrastructure and facilities***

The Team found infrastructure and facilities to be the most problemmatic areas in Fijian Education, particularly in relation to the rural areas. As seen in Annexes 8 and 9, many schools in the rural areas have no access to reliable sources of clean water, sanitation and energy. It was found, for example, that 272 of the rural primary schools or 38.8% of all primary schools have no telephone connection, while 333 or 47.6% have either no power or no reliable energy source, and 390 or 55.7% have no access to reliable and improved water sources.

Infrastructure development is also poor in most rural areas with no adequate roads access, land or sea transportation. Many of the schools need considerable upgrading of their facilities or need new facilities, such as offices, classrooms, laboratories, workshops, libraries, toilet facilities and water tanks and systems; improved, adequate and satisfactory teaching and learning resources, which include laboratory equipment, technical and vocational workshop equipment, library books and textbooks, and reading books for primary schools not only in English but in their vernacular languages as well; improved boarding facilities, which include dormitories, kitchens and cooking facilities, and recreational areas; improved access to communications and information technology, with computers and internet connections but these are considerably constrained by lack of telephone connections and reliable energy sources. Many schools have no access to electricity. In addition, schools lack adequate facilities for recreation, such as sports fields for playing rugby, cricket, tennis and netball.

While adequate and quality infrastructure and facilities are not the only factors that contribute to the achievement of quality education, they are the most visible and significantly affect the motivation of students and teachers in the teaching - learning process and the evaluation by communities of the value and quality of education and the genuineness of the commitment of government to the development of rural communities. They also starkly illustrate the disparities in access to services and opportunities between urban and rural areas.

However, one of the concerns with capital development is the issue of sustainability and the capacity of rural communities to maintain and sustain facilities and infrastructures once they are in place. It was already argued that rural communities are the most disadvantaged in Fiji in terms of income and in terms of access to economic and employment opportunities and income-generating activities. They also have less management capacity and skills for managing and maintaining such infrastructures and facilities.

Experience from elsewhere suggests that empowering communities need holistic and integrated approaches, which means that providing facilities and infrastructure and ensuring maintenance and sustainability must go together with other complementary developments, such as providing quality education and training programmes that would improve and strengthen management and technical and vocational skills so that communities will have the necessary skills and knowledge to undertake the work both in

the short and long-terms. It means engaging them in the planning and decision-making processes right from the beginning to develop understanding as well as ownership and commitment to the programmes and activities. At the same time, these management training must build on existing mechanisms and processes instead of introducing new systems which are likely to be misunderstood and misapplied or worse, rejected as too alien and foreign and externally imposed. Linkages with other development programmes and activities to achieve synergy must be used so that in-come generating activities and economic development are integrated with infrastructural development to ensure that communities will have the means with which to maintain these structures. Communication must also be strengthened with relevant line ministries and non-government organisations, which can provide back-up and technical advice and support. The community must not only be seen to be in control but to be so in practice.

However, such an approach is more difficult to implement and more time consuming. The MoE is recommended, in the intervening period, to build maintenance costs into the overall costs of projects for at least 5 years after the life-time of projects and programmes to ensure continuity and maintenance while capacity-building is concurrently being implemented.

The details of the recommended projects to be implemented in this Draft Financing Proposal are discussed in the analysis of Rural Education in Fiji.

- ***Educational Policies and Planning***

In the past five years, the MoE has produced a number of national policies and guidelines for the improvement of education in Fiji. The policies cover the ten key priority areas of the MoE already mentioned, which are:

- relevant and responsive education;
- develop support for a professional teaching force;
- strengthen and promote community partnerships in education;
- promote quality and excellence in school management and administration;
- develop and improve indigenous Fijian education;
- improve education in the rural areas and isolated schools;
- review the existing policy programme on staff development and promotion;
- expand exploration and use of technology in teaching and learning situation;
- improve infrastructure and facilities; and,
- improve participation at all levels.

However, despite the existence of useful policies to guide and direct the work of the Ministry and the Education sector, there are important gaps, which need to be addressed.[38] These include de-centralisation and devolution measures that would allow greater participation of communities and all stakeholders in the education process, particularly its decision-making processes; policies in curriculum development and examinations, if these two systems are to be reformed and become mutually supportive; and provide guidelines for both primary and secondary education. Policies also need to be developed to promote

[38] See Annex 10.

partnerships in education, clarify roles and responsibilities of the various actors in the process and strengthen school management.

It was noted previously that geographical distribution of schools was a major hindrance to access and participation and continues to confirm the disparities between rural and urban areas, which weaken and impoverish communities, as their young and most productive members migrate out of their communities in search of better opportunities. While the costs of establishing more schools in the rural areas in the short time would be high, it could save in the long-term in having empowered, vibrant, dynamic rural communities, which can become self-sufficient and sustainable by retaining their best human resources who can make the best use of their available resources.

There would need to be clear policies too to guide development in primary, secondary and post-secondary education relating to teachers' qualifications, curriculum, and integration with technical and vocational education. One of the key policies, which must be developed is the language policy for schools. While it is understood that there are three official languages, Fijian, English and Hindi, there is no clear guideline as to what language to use for what purposes at what level. English has been used by default as the language of communication not only in business but in the informal sector as well. The Team feels quite strongly that given Fiji's political situation, that the lingua franca should be clearly recognised as the Fijian language and therefore, it should be made compulsory for all students at primary level. That is not to prevent schools from offering other languages. One of the main issues in rural areas is the language of instruction in the early years, where quite frequently the teacher and the students are forced to communicate in a language neither perfectly understands, a situation, which seriously affects quality learning.

There is also so far no clear policy relating to standardisation of qualifications in technical and vocational training and education. Perhaps, what is required is a National Qualification and Certification Board to set skills and professional benchmarks, specify required inputs in terms of teacher quality, curriculum contents, monitor standards and enforce compliance.
It was also previously noted that the establishment of a Teacher Registration Board to control and supervise pre- and in-service training, set teacher conditions, including promotion, discipline staff, establish a code of ethics for the profession, and identify standards for professional performance and conduct would certainly boost the morale and the professionalism of the teaching service. These could include specifications of skills for subjects as well as geographical areas, such as the training and skills needed for effective teaching in the rural areas. They would also include reviews of the different categories of teachers in order to provide standardisation across different levels and categories to ensure fair and equal treatment of all teachers. These would need to be linked with the pre-service training of teachers undertaken by the teachers' colleges and the in-service training of teachers, which colleges and other organisations provide.

Standardisation and clear policies on fees would also ensure that the most disadvantaged are not excluded from access and participation in education and achieving equal outcomes. This could minimise the levying of unnecessary fees, and standardise fee

grants, building grants, per capita grants and remission grants. These all relate to financial management of schools, which are varied and largely uncoordinated at present.

- ***Coordination, Management and Partnerships***

Coordination of education in Fiji is problematic from the perspective and findings of the Team. As previously discussed, there are 28 education management authorities in Fiji, which do not include line ministries providing training and education, and other service providers, such as NGOs and the private sector. At the provincial, district, divisional, community and school levels, the lines of communications and relationships are often blurred. The structure of the Ministry hierarchy involves mechanisms and processes that are expected to interact to facilitate quality education and overall social, cultural, economical and political development in Fiji.

The roles and responsibilities of each level, however, are not quite clear. For instance, the divisional and district education officers roles are largely administrative and 'inspectorial', rather than professional, which leave teachers in rural areas with little professional support. The divisional and district education officers could play a more proactive role in providing professional assistance, in addition to their administrative roles which could include coordination of activities of partners in education and working with rural communities. Their professional roles could also involve facilitating school - based staff development training of both management and teaching staff. These new roles would demand a great deal from existing staff and therefore, consideration should be given to upgrading their competencies and skills and to the recruitment of additional staff. Further training could include short-term as well as full-time courses on varieties of educational issues, and could include educational administration and management, curriculum development, assessment and evaluation, distance education, non-formal education, technical and vocational education, among others. Obviously no one person is expected to have expertise and experience in all of these but the mix of skills, knowledge and experience should be available within the cadre of field officers.

As previously mentioned, the management of schools is critical. At present, most schools in Fiji are still managed on conventional lines. The school organisation is basically hierarchical. Most schools operate with a largely academic curriculum, a fixed timetable and teacher-directed lessons. The daily routines follow a similar pattern, with a standard range of 8.00 a.m. to 3.30 p.m. a day. In most schools, the school heads share very few decision-making powers with their teaching staff. School heads might find the burden of administration eased if they involve their teaching staff and community in various aspects of the decision-making process.

But schools are not solely managed by principals and head teachers. Most, in fact, are managed by school management committees: religious as well as public. There is sometimes conflict between principals and school committees, as the roles and responsibilities of each are not quite clear. Some guideline to clearly identify the respective roles and responsibilities would improve relationships. Working in partnership would be an even better arrangement, where both could work together towards the achievements of school goals.

Parental and community participation in school management is also very important to consider. However, community participation in schooling/education is only partial. The misconception of community partnership in education stems from the fact that the history of education in Fiji, as in other British colonies, is largely one of private initiatives and effort. Owing to the Colonial Government's inability to make provision for the education for children of all Fiji citizens, religious and community organisations built schools for their children. Through various Government policies, the Government provides teachers, school curriculum, and various forms of grants and material resources. The communities are expected in most cases to provide financial assistance only and are often excluded from important decisions relating to curriculum development and other aspects of the education process, where they are felt to have no professional expertise. The relationship, therefore, while considered important, is sometimes strained. But parental and community participation in education opens avenues for both teachers and parents and communities to become engaged in thinking about the kinds of education best suited to the needs of children and communities. Building better relationships where decision-making is shared can develop programmes that effectively integrate community and school.

So far Provincial Councils have played only peripheral roles in education. However, for more effective coordination of educational efforts, Provincial Councils could play a major role in education by providing support to district and divisional education officers, communities, schools and students. The Provincial councils of Ra, Kadavu, Naitasiri, Cakaudrove, Bua, Lau, Ba-Yasawa, Lomaiviti, Tailevu, and Nadroga, came out very strongly in support of education. The roles of Provincial Councils could be strengthened to develop their capacity for educational support, particularly in the coordination of service providers, and management of educational activities in their various areas. Some are already developing their own Strategic Plans for Education but these need to be integrated with the MoE Strategic Plan to avoid conflicts, and duplications.

The churches and other religious organisations, as previously mentioned, have always played important roles in educational provision. Their contributions to education have been and continue to be significant. Some of their schools and systems include the best in Fiji but some are also poorly managed, resourced and financed. These systems need to be strengthened also so that they are able to provide the best educational service they can within their human and financial resources. Support would need to be provided in the areas already mentioned, such as infrastructure and facilities support, but they need, perhaps more so, staff development programmes in management and leadership and in-service training and upgrading of their teachers.

The private sector has supported educational provision in varieties of ways from sponsorships and scholarships to short-term courses and providing on-the-job training and attachments. Their capacities and expertise need also to be coordinated with other forms of education and training to ensure that resources available for education are efficiently used and that no wastage occurs through overlaps.

Donors are also involved in funding educational programmes and activities in varieties of ways from scholarships and in-country short-term training to infrastructure and facilities to curriculum development, evaluation, technical/ vocational education, teacher training programmes, early childhood to computer studies. These sometime overlap, resulting in wastage of resources. One of the major concerns is the demand they make on the scarce human resources of the MoE, who need to be able to oversee and direct donor activities but this can be quite difficult when quite often donors work in isolation from one another and are not aware of what programmes and activities other donors are funding. There is a strong need for the MoE to establish a donor coordination committee to coordinate donor activities in the field of education. Such a committee will serve as a forum not only for sharing of information on activities but to discuss critical issues pertaining to the priorities of both donors and MoE and GoF.

Resourcing education in Fiji will continue to be a major challenge. Full utilisation, therefore, of every available means of delivery such as the technical and scientific developments in information and communication technology to cater for the diverse needs of individuals and groups within the larger society, and creating partnerships with non-formal and traditional forms of education must be encouraged and formalised to accommodate the demands for a broader outcomes of education and meet the demands for universal and equitable access to quality education. It should also be recognised that although the Government will continue as the major source of educational access and equity, government funding alone will be insufficient to provide basic education for all. However, the choice is not between free and private education, but between education financed via a government monopoly and education financed by government in partnership with communities, parents, non-government organisations and employers. Greater participation by non-government members in this partnership can increase the level of resources available, and increase the relevance and effectiveness of the learning process.

The need for greater parental and community participation and the business communities in technical and vocational training will improve not only access, equity and quality but can create flexibility and increased responsiveness in educational providers in meeting educational and training demands. Giving due consideration to children's experiences, knowledge and language in the formal primary school systems as the foundation for all further learning, will encourage teachers to cultivate a more participatory atmosphere in the classroom and by involving communities and non-formal methods, education will become 'everybody's business' not just the formal sector.

The MoE has the responsibility for coordinating educational services and the task has not been easy. The Team recommends that, instead of developing a new mechanism and process for coordination, existing mechanisms and processes be strengthened and the capacities of the various agencies at various levels be developed and enhanced to ensure ownership and sustainability in the long-term. However, coordination of the activities of the diverse actors in education requires a full-time but small management team within the Ministry of Education, which could co-opt membership as and when needed from other line ministries, donor community and NSAs. They could also be responsible for

providing training and developing capacity at the various levels and in various educational partners.

2.2 Status of Education in Rural Fiji

As noted in the previous section, one of the key areas of concern of the Government and the Ministry is rural education. Despite all the policies and plans which have been put in place, the state of education in the rural areas of Fiji is less than satisfactory and lags far behind the rest of the country in terms of access and participation, student performance, physical facilities, infrastructure developments, achievement and attainment, teacher quality, and resources. It is argued that out migration from the rural to urban areas, particularly, by Fijians in search of better opportunities would lessen if such opportunities were made available and accessible in rural communities and if quality education is assured. Children will remain in the rural areas if educational facilities, transport, teaching quality, communication, life skills learning and modern amenities were made available and provided with the wherewithal to ensure quality access, participation and outcomes. Educational success needs, however, to be linked to greater economic opportunities and concomitant developments in the social and cultural sectors.

The concerns with rural education include:

- The need to strengthen partnerships with communities as many parents in rural areas do not show sufficient interest in the schooling of their children and are not actively involved in school affairs.
- The fact that nearly 80% of primary schools are rural with 38% in very remote areas. At the secondary level the percentage of rural schools is 51.9%. These schools are generally characterised by poor economic conditions and more than 80 take boarders in very poor facilities and impoverished conditions. They also lack electricity, communication and safe and regular water supplies. In addition, their teachers on the average are young and inexperienced, and are less likely to be graduates. They also create difficult social and psychological problems when children become separated from their parents at too young an age.
- Location is closely linked to socio-economic status and ethnicity and communities with low cash income often support rural, especially remote schools, which are predominantly Fijian.
- The need to improve management capacities as many communities do not have the ability to manage and maintain their schools, which is exacerbated by unequal resourced socio-economic situations.
- Most schools in the rural areas, because of their low enrolment, practise multi-grade teaching in contexts where communities are poorly resourced, and where teachers are largely young and inexperienced. Over time the disadvantaged become even more disadvantaged.
- The need to improve teacher/pupil ratio and re-design the curriculum to be underpinned by Fijian cultural values, beliefs and knowledge systems, but immediate changes could be made by including greater flexibility; more local cultural/indigenous knowledge, which could be taught by village experts and

elders, thereby, creating integration with the community, promoting interest and commitment to education; and more integration of subjects across the curriculum, to achieve a more holistic understanding of the nature of the world.

- Significantly lower means for rural schools in the Fiji Senior Leaving Certificate examination, which reflect the poorer quality of educational services.
- Poor infrastructure makes work more difficult; support equipment cannot be used without access to electricity; without basic telecommunication, schools become very isolated; and without safe water supplies schools cannot function effectively and poor buildings or lack of them worsen the situation.
- Teachers and leadership need considerable upgrading to provide effective teaching to improve learning and commitment to achieving excellence in education, which is not based only on examination results but on the development of holistic human beings.
- The re-designing of the Curriculum, which would develop the human resources needed to transform communities.
- Information technology and distance education could be better harnessed to support the provision of quality education but also to create and develop new opportunities, second chances to those who missed out and alternative pathways to development and education.
- Arts, Physical Education and Sports are areas in which Fijians excel and the education system need to mainstream these activities to provide alternative pathways and add new opportunities for rural children. They need to be valued equally with academic and other subject areas of the curriculum.
- Values education need to be mainstreamed and strengthened as educational outcomes are not confined to academic and vocational skills and knowledge but social and cultural literacy are even more important in maintaining relationships which are the cornerstones of all human societies.

The status of rural education in Fiji is very poor. As previously stated, of the 700 primary schools in Fiji in 2001, 427 are in the rural areas and 273 in the urban. Of the total 5,112 teachers in primary schools, 2,120 teach in rural schools and 3,169 in the urban schools. A total of 142,913 students were attending primary school of which 68,954 were females and 73,959 males (Annex 5). Of the secondary schools, 33 are in the rural areas and 121 in the urban. Of the total 3,991 teachers, 917 are in rural schools and 3,074 are in urban schools. Of the total enrolment of 65,935, 34,156 are females and 31,779 are males (Annex 6). Of the government grants secondary schools receive from the GoF, 0.5 million Euros or 1.1 million Fiji dollars is allocated to rural schools against 3.2 million Euros or 6.8 million for schools in the urban areas (Annex 7).

Of the 333 rural schools that do not have regular electricity supply, 149 have no electricity at all, 2 use solar and 182 use diesel generators. (Annex 8). Many of the schools in the rural areas have no good water supply and depend on tanks, pipe, borehole, stream, or have their own water supply (Annex 9). Sanitation also needs attention. A total of 773 locations need toilets. The number of rural schools without telephone is 195 while 104 rely on radiotelephone. Many of the boarding schools need

upgrading, including all the teachers' quarters. Access roads to many rural schools are in poor condition and in some areas, only boats are used and no bridges exist.

Many of the schools are Fijian schools and the School Management Committees have to work hard to attract funds either through income generating projects or fundraising to meet the costs of running the school. Money is hard to come by in the villages and rural areas where there are limited opportunities for income generating activities and for work. Limited resources lead to lack of implementation of activities and motivation. There is a need for greater access of rural communities to training, educational and employment opportunities, as previously argued.

But of particular concern is the lack of community interest and involvement in the schools. Many parents and community members see schools as separate from the community. A sense of ownership is not there. This is partly explained by the fact that schools are usually located outside of the communities proper, and lack of adequate consultations and communications linkages. But it is also the consequence of using alien models of education, which are underpinned by values, to which most communities do not relate and to the communities' own evaluation of the value and worth of education to their lives. Making education more meaningful and relevant to communities would improve ownership, participation and commitment.

Narrowing differences in access and equity of opportunities between rural and urban populations is also a key concern but as previously argued these have to be considered in the contexts of the perceived worth of education and in terms of other complementary development activities. Consideration should also be given to the disparity in access for children from poorer families within rural and urban areas. As seen in the data on income levels, the distribution of income in both urban and rural areas is very uneven. The GoF has in place an Affirmative Action Plan to address some of these issues. However, concerns have been raised over the intention of this plan. The Team's view is that an alternative option is to re-design this plan as an equal outcomes/needs-based strategy, meaning that what is to be achieved in the end is equity of outcomes in education for all groups and individuals and this objective implies differentiated and unequal treatments, depending on the size and degree of the need. The most disadvantaged, those in the rural areas for instance, would need greater input of resources, both material and human, to achieve the desired outcomes. Centres of excellence, which are part of this Affirmative Action Plan are positive developments but they need to be explored more fully and be transformed into Learning Centres, a concept developed by the Team and is detailed in 6.1.

The retention of teachers in rural schools is a major concern as well. Many teachers who are assigned to rural schools usually stay in post for short periods as there are difficulties faced in teaching in these areas and the incentives and motivation are limited. There are plans to introduce improved facilities for teachers and MoE is considering better incentives, but upgrading teachers' quarters is a priority and should be addressed within this project as improvements in teachers' conditions of service will have significant impacts on their performance, which will certainly benefit rural children and their educational achievements.

Teachers are entitled to quarters in rural and island schools. In the majority of cases, however, this provision is inadequate and often of poor comfort level. In some cases, school management committees charge rental without due regard to the standard of the facilities and services. Further, there are hardly any arrangements for the education of the children of the teachers serving in rural and island schools, especially education that cannot be provided in that locality. Often children of these teachers are unable to acquire boarding facilities in institutions of post-primary and post-secondary education. Many such teachers have to rent houses for their children in urban areas for higher education. Therefore, teachers with secondary and university aged children decline rural postings that even may promise promotions and better salary levels. As previously argued, rural allowance and higher salaries do not adequately meet the comfort level and the extra cost needed to provide facilities and housing for teachers' children in urban areas. The Team, therefore, suggests that the conditions for service in the rural schools be re-visited in order to make the working conditions and rewards more attractive.

Another issue that impedes the successful implementation of quality education is the class size. On the one hand, rural schools have smaller rolls that necessitate multiple-class teaching; many urban schools on the other hand have very large class sizes. The performance of the teachers in both cases is affected. It is important, therefore, to prepare the teachers for multi-class teaching and equally important is the need for clear guidelines and policies on class-sizes in rural and urban schools and acceptable teacher/pupil ratios that would maintain quality in each context.

School attendance in the rural areas is also low due to many reasons. Some of these include bad weather, closed roads, no transportation, no bus fares, no teachers, involvement in community affairs and work, and lack of interest. Many of these students who continue to miss school, eventually drop out of school. In 2002 close to 14,000 students were pushed out of school and many would not have attained the minimum skills in literacy, knowledge, and values required to find jobs or to continue with their education and become useful members of society.

In a number of provinces, the Provincial Council has taken the initiative to establish Education Committees with the aim of putting together education strategic plans, which are linked to the overall development plan of the province. Kadavu, Lomaiviti, Ra, Lau, Tailevu, Naitasiri, and Ba have developed or are developing their Education Plans. These are positive developments, which could improve the quality of education in the rural areas, but it is yet early days to assess their impacts and effectiveness. Provincial Councils could also play a very useful role in the disbursements of funds in educational projects, and could also play a useful role in monitoring and supervising project activities, particularly construction work, and work with communities in implementing those activities. These roles could be undertaken in support of the district and divisional education officers. However, the process of closer collaboration between the various actors in rural development should be strengthened and some clear mechanisms for communication and collaboration be established and nurtured.

The NSAs continue to have a positive impact on development, particularly in the non-formal sector and community education in Fiji. Many are in positions to implement projects quickly with limited resources but they work largely in the urban areas with the exception of a few. They too should be assisted and strengthened to provide quality services to the rural areas and they could bring to the process alternative pathways and opportunities for those communities. In addition, the approaches they use are often more culturally sensitive and appropriate than those used by the formal sectors.

3. ANALYSIS OF THE SITUATION

3.1 Target Groups, Beneficiaries, Stakeholders

The direct and immediate beneficiaries of the project are children, young students, youths, teachers, principals, parents, school managers, MoE, MoFNP and MoY personnel, such as district and divisional educational officers, adults particularly women, and members of communities. Non-State Actors, Provincial Councils, religious groups and the business community will also benefit. Through this project, the students and all beneficiaries, will have access to improved facilities and infrastructure, better trained teachers, science laboratories and libraries or telecentres, improved management and leadership capacity at all levels, clear processes and mechanisms, clear and improved policies and ultimately, quality education, improved opportunities, and vibrant dynamic communities.

The aim is to build responsibility, commitment and sustainability in the school leadership and village and rural communities where the education of the child and learning will be of utmost importance. In educating the child, the beliefs, values, and cultures of communities and practice of self-reliance will be qualities that will go hand in hand with a practical and meaningful education that realistically reflects and links education to employment and life opportunities in the formal or non-formal sectors.

Thus, improved education of rural children and adults will lead to improvements in the communities' and children's livelihoods, increase income-generating possibilities, and enable adults to participate more meaningfully in the decision-making process in education and the empowering of their children.

But ultimately, Fiji will benefit as a whole with self-sufficiency and self-reliance developed in sustainable ways in rural communities, which can free up resources to be invested in other forms of development. Urban migration, with its attendant problems, will be reduced as people opt to exercise the choice to remain in their own communities, thus, reducing the costs of remedial measures to address the social and economic problems currently associated with urban migration. As more opportunities arise and communities become economically viable, poverty and the social issues associated with it, will also lessen, creating a much more balanced, socially cohesive and stable society, where the benefits of development are much more equitably shared.

3.2 Specific problems

The Team identified a number of challenges facing Fijian education, which pertain to rural education. They include the need to:

- Strengthen capacity at national, regional, provincial, district, community and school level for more effective planning, administration, management and coordination of education, which would include agreed educational outcomes.
- Provide adequate and quality human and material resources at all levels to support basic education.
- Develop and provide culturally inclusive curricula that are based on community values and are, therefore, meaningful and relevant to meet the needs of those communities.
- Develop and strengthen the processes and mechanisms that support these developments.
- Develop and improve monitoring, supervision and evaluation of the education process for quality, accountability and sustainability purposes.
- Strengthen partnerships, communications, and relationships with stakeholders in education and with all communities and developing their capacities for participation in education and national development.
- Expand and improve delivery mechanisms and the quality of outcomes in non-formal and continuing education and training, and strengthening the capacities of non-state providers to deliver quality training programmes and to respond creatively and flexibly to emerging needs.

3.3 Priorities and Rationale

'The specific problems in 3.2. above were identified by the Team as priorities after extensive engagements with communities; reviews of existing and relevant documents and reports; discussions with GoF line ministries and other stakeholders; and considerations of the TOR, priorities and directions of the GoF, Ministry of Education, Ministry of Finance and National Planning, EU and other donor agencies. The Team is strongly of the view, based on its experience, best practices and lessons learnt, that these challenges need to be addressed in a holistic, integrated and coordinated way to promote synergy, ensure efficiency and effectiveness, and achieve quality and sustainable educational outcomes. As argued previously, the proposed activities under the Project need to be integrated with other development activities aimed at empowering and building capacities in communities. For instance, infrastructure developments must go hand-in-hand with training programmes to develop leadership, financial, and management capacities and other necessary technical skills, and in-come generating activities to ensure that communities would have the financial ability and management capacities to maintain and sustain activities in the long-term. By engaging communities as full partners in the development process and not as just convenient fundraisers will not only improve their understanding and commitment and hence, ownership, but will strengthen processes which are congruent with the cultural ways in which Pacific peoples learn and develop capacity.

Similarly, to achieve quality education, a holistic approach that addresses the main contributing factors would need to be adopted. For example, integrated reforms are expected in all the seven priority areas identified by the Team to gain maximum benefit for the system, avoid duplication of efforts, wastage of resources, and avoid gaps. However, the Team also considered what could realistically be achieved within the Project, given the enormity of the demands and extension of the educational needs of disadvantaged groups in Fiji. The Team was also conscious of the fact that there were other donors working in education and they too are attempting to address similar issues.

These other players include AusAID, JICA, ADB, Canada Funds, NZAID, UNDP, UNESCO, and Peace Corps. In addition, communities, NGOs, the private sector, and other stakeholders are also actively involved in the provision of education and support resources. For instance, AussAID is currently funding four major education projects in Fiji worth $10mFJD, which include: The Fiji Education Support Program (FESP); the Lautoka Teachers' College Upgrade Project; the Library Services of Fiji Project; and, the Rural Schools Upgrade Project, which commenced in June 2003 and are expected to be completed in June 2006. FESP has four major components: (1) Leadership and Management capacity ($910, 450); (2) Planning capacity in MoE Research and Development Section ($439,770); (3) Curriculum relevance and flexibility ($1,240,010); and, (4) Program Management ($270,000). There is also an unallocated amount of $440,000 in that project to address other issues and priorities.

AusAID is also funding the Lautoka Teachers' College Upgrade, which is aimed at improving the academic programme of the College and to raise primary teachers' qualifications from certificate to diploma level and to introduce the 1 year Early Childhood Education Certificate training programme. These are linked to training of staff and upgrading of their professional qualifications, including attachments in Australian institutions, increase of access to IT services, linkages with other institutions and learning resources and capacity building in strategic planning, management of finance and information, data processing and monitoring of students' performance. The European Union is also providing substantial assistance to the College under the 8th EDF, which is aimed at upgrading facilities, including the residential facilities for the 400+ students of the College. $1mFJD is also made available to the Cyclone Rehabilitation of schools.

The Pacific Islands Initiative for the Delivery of Basic Education (PRIDE), a regional project which is co-funded by EU ($8m Euro) and NZAID ($5mFJD), is also aimed at assisting the Pacific ACP member states to develop coherent strategic plans, build capacity in those countries and implement their plans. Since Fiji is one of those member states, the PRIDE programme will provide the Fiji MoE assistance in the project's key result areas.

The Japan International Cooperation Agency (JICA) focuses on human resources development and provides mostly technical assistance in terms of experts, and, volunteers, through the Japan Overseas Cooperation Volunteers (JOCV) programme. They have contributed mostly in the areas of maths, the sciences, special education, and art and crafts. JICA also provides assistance to schools and communities through its

annual small-scale grants to grassroots and rural communities. The funds are given directly to non-government organisations and school committees under agreed frameworks.

The US Peace Corps also focuses on human development and after pulling out of Fiji after the coup, they have once more re-established their services in the country. Their current priority is working with disadvantaged communities and groups, particularly youth, and life-skills programmes in villages and the non-formal sector.

NZAID, a major donor until recent times, is focusing at present on health, public sector reform and good governance. Very little assistance is given to education, although there are small pockets of assistance to programmes such as vocational/technical education, short-term training, and pre-school resources.

UNDP has focused also on Civics and Human Rights Education, working mostly with members of parliament to support members' awareness; supporting civics education in schools and the adult population; and in relation of these, changing the appropriate areas of the curriculum, including language for the non-formal sector, and training of teachers, both pre- and in-service.

Other partners, such as UNESCO and Canada Funds, provide small grants, which target the most disadvantaged groups, including those in rural and urban communities.

There are also major projects, which have been approved by the GoF, which are in the pipeline and are expected to be implemented in 2004 or 2005. These include technical and vocational education, which is being considered for funding by a loan from the Asian Development Bank (ADB); electrification of the country, which is also expected to be funded by a loan from the ADB, and therefore, some areas and schools identified for priority provision of power under this project, would need re-consideration, if and when this project is implemented.

Given, therefore, this background, the priorities of the GoF and donors, the Team's TOR, and the identified needs of communities and the very real consideration of what the project could realistically achieve given its finite level of funding, the Team felt that some of the identified priority areas are already in the process of being addressed by other projects funded by other donors or have been earmarked for funding by other donors. These include:

- *Strengthening capacity at national, regional, provincial, district, community and school level for more effective planning, administration, management and coordination of education ad educational outcomes,* which will be addressed under PRIDE and FESP;
- *Development and provision of culturally inclusive curricula that are based on communities' values and are, therefore, meaningful and relevant to meet the needs of those communities,* which is being addressed under FESP;
- *Developing and improving monitoring, supervision and evaluation of the education process for quality, accountability and sustainability purposes,* which is being addressed under the programmes and activities of the South Pacific

Board for Educational Assessment, a regional organisation in which Fiji is a member. It is also being addressed under a Ministry of Education's initiative, which proposes to establish a National Qualifications Authority, whose responsibility would include not only certification of programmes at all levels but also the development of quality assurance measures to monitor and evaluate the quality of education.

Thus, four priority areas remain, which the Team recommends to be addressed by the project under the assumption that they are not being dealt with by other organisations, donors and programmes, or if they are, the services and support provided to date are not adequate to meet the totality of needs. The four problem areas, therefore, prioritised by the Team are as follows:

- *The inadequate and poor quality found in the resourcing of rural education, which include infrastructure, material and human resources.*
- *The inadequacy of the current policy measures to guide and support the implementation and achievement of equitable quality education that benefit rural communities.*
- *The inadequacy of the existing mechanisms and processes to provide effective and efficient leadership and capacity in the delivery of quality education that promote ownership and achieve sustainability of outcomes.*
- *The need to strengthen existing intervention measures in rural education, which entails the establishment and implementation of specific programmes and projects that support rural education, particularly in the areas of non-formal and technical/vocational education.*

The Team recommends strongly that FREP works very closely with other educational initiatives, projects and programmes to ensure that all seven areas of needs are adequately addressed but the main focus of FREP will be the four areas above of unmet priority needs, which are yet to be adequately addressed.

Rural education in Fiji, as previously discussed, faces many problems and challenges. These problems are not easy to deal with as the rural communities are small and isolated from major urban centres. In many rural areas the physical infrastructure is very poor with no good roads, no electricity supply, no safe drinking water, no safe sanitary conditions and no transportation. Without the roads, the children cannot travel to school. There may be no buses and the children will have to walk long distances to and from school. In some cases, children have to travel by boat to school and there are no safety measures. If children have to walk to school and the school is a fair distance away, it means that the children spend a large part of their time travelling and little time on studies.

The lack of electricity in many rural schools put the children at a disadvantage in courses that require electricity, which cannot be taught such as computing science. It also means that many children will have to study using alternative sources of light such as kerosene or benzene light. These limit a child's participation in schoolwork.

The lack of safe drinking water and food for students are major areas of concern. Many of the schools that have poor water supply are in the islands (Lau and Kadavu) and the interior of Viti Levu. Schools in these areas also have poor sanitary conditions.
Poor boarding facilities and classrooms are also serious problems. There are a number of schools in Lau, Tailevu, Naitasiri, Namosi, Kadavu and Lomaiviti that need urgent attention.

Infrastructure development in the schools in the rural areas lack resources and planning, lack effective policy and implementation plan, is poorly coordinated in terms of line ministries and other stakeholders that deal with rural development, and generally lack community support.

Another problem area is that of policy. Many of the policies that exist need to be revised, particularly those that deal with rural education. (Annex 10). Some new policies will have to be put in place to provide an enabling environment and these will include rural education itself, rural appointment and allowance, language and culture, minimum requirements for buildings and equipment in schools, standards for boarding schools, appropriate curriculum, management of school committees, financing rural education, community involvement in schools, distance learning, monitoring and accountability, and the skills and knowledge requirements for teachers in rural schools.

In the area of curriculum, the appropriateness of the courses is in question. The curriculum content has been localised to an extent, but it is still perceived by some as removed from real life. Many students in the rural areas take subjects that are not relevant to their situations but take these courses because they are examinable and have to be taught. Many of these courses are learnt by rote with limited practical sessions. The lack of leadership in schools, the lack of motivation and initiative and the exam-driven curriculum make the ownership of schools and in education difficult. As already argued, the values underpinning education in Fiji are alien and in reforming education, a new model will need to be developed that is underpinned by Fijian values.

The help of the NSAs is important in ensuring that rural education and the needs of the rural areas are considered in its programmes and activities. These are largely in the non-formal sector.

Rural education also needs to be of high quality and therefore must be monitored and reviewed. There is no uniform standard in Fiji. Mechanisms should be introduced to ensure that the quality of education provided in the rural areas are equally good as good as that provided in urban schools.

Fiji will have to deal seriously with the education of its people in the rural areas. The current rural-urban drift is growing at an alarming rate and will only add to the social and economic problems experienced in the urban areas. The aim is to improve rural education by providing the schools with the best trained teachers, provide the best facilities, and ensure that electricity is in the schools as well as water and good sanitation. If the rural schools are upgraded and are just as good, if not better than the urban schools, the children will remain in the rural areas. There is recognition that unless the rural

schools are improved, the majority of young people will continue to leave the education system without developing the necessary knowledge, values and skills that would equip them to function successfully in today's world. These are reasons enough for rural children to be provided with education that is relevant and meaningful to their contexts and based on their own values. But if education is not linked to other development goals and programmes that will holistically develop communities in terms of income-generating activities, capacity building, as well as improved infrastructure and equitable access to modern amenities and services, rural communities will continue to stagnate and with them their ability to support quality education systems.

4. ORIGINS AND PREPARATION OF THE PROJECT

4.1 Project Origins

In 2002 the GoF and the European Union held discussions in Suva to determine the general orientation for co-operation for the period 2003 - 2007. During the discussions, the Country Strategy Paper and Indicative Programme of Community Aid in favour of Fiji were drawn up in accordance with the provisions of Articles 2 and 4 of Annex IV to the ACP-EC Partnership Agreement signed in Cotonou on 23/06/2000.

The indicative financial resources which the Community would make available to Fiji for this period is 21.0 million Euros for the allocation referred to in Articles 3.2 (a) of Annex IV of the ACP-EC Agreement (A-Allocation) to cover long-term development operations and 21.0 million Euros for the allocation referred to in Article 3.2 (b) (B-Allocation) to provide additional support when it was needed as a result of external factors.

The parties agreed on the main priorities for their co-operation and on the sectors on which Community support will be concentrated. The area of concentration for the A-allocation was the promotion of Education in the rural areas.

The A-envelope shall be allocated as follows:

(a) The 9th EDF Rural Education Programme will absorb about 82.5% of the allocation, i.e. 17.325 million Euros. It will cover for the needs in formal and non-formal education.
(b) For activities by NSAs in the context of the Rural Education Programme 15% of the allocation will be earmarked, i.e. 3.15 million Euros. This allocation shall also support capacity building projects.
(c) An allocation of 2.5% or 0.525 million Euros will be set aside for not yet identified operations outside the focal sector.

In 2003, the USP Team was contracted after a competitive tender, to prepare a draft Financing Proposal consistent with the considerations and priorities referred in the Country Support Strategy for Fiji, for the 9th EDF.

The priority areas identified in the Country Strategy Paper and National Indicative Programme for the period 2003 – 2007 included:

(a) rural education infrastructure – electricity, water, toilets, roads;
(b) school buildings and facilities including educational equipment, materials and resources;
(c) curriculum and non-formal education community programmes;
(d) school libraries with emphasis on the use of IT for learning and teaching;
(e) capacity building for teachers; and,
(f) integration of technical and vocational education and training in the school system.

4.2 Project Methodology

The list of core Team members appears in the Introduction and in Annex 11. A number of experts were drawn from the University to assist the Team in its fieldwork.

The methodology used included a desk study reviewing available documents, GoF plans, policies, budgets, and reports. Reviews of education and economic system, donor's strategic plans and aid programmes were undertaken. Statistical data were also collected using the MOE database as well as the Bureau of Statistics.

Visits to schools, communities and provinces included short workshops and extensive "*talanoa*" sessions. This method proved to be effective as people were able to express their needs in their own languages and in their own ways, and in their own environment.

The Team met with individuals, government department representatives, institutions, non-state actors, Provincial Councils, School Committees, School principals and teachers and village community members. Visits were made to various schools, Provincial Councils, communities, urban poor communities, businesses and NSA representatives. A list of people, organisations, ministries and NSAs consulted appear in Annex 12.

The Team divided into four groups to visit different schools and areas over a six-week period. During the visits and discussions, activities were also developed. Proposals for these were later submitted and are included as activities that could be considered for funding.

B. Feasibility

5. PROJECT DESCRIPTION

5.1 Overall Objective

The overall objective of the project as stated in the Country Strategy Paper and National Indicative Programme for the period 2003 – 2007 is to: *Deliver to all members of Fiji's society a quality education and training system responsive to changing needs.*

The Team puts forward the following alternatives to reflect the needs of the communities as told to us by the various stakeholders and individuals:

Vision:
A multi-ethnic and multi-cultural society where all communities have equitable access to opportunities and share equally in the benefits of development.

Overall Objective
To achieve equitable access to, and participation and achievement in life-long education and improve quality and outcomes for rural and disadvantaged communities in Fiji.

Project Purpose
The purpose of the project is to create enabling environments that increase learning and employment opportunities for rural and disadvantaged communities, especially children and youth, to develop the values, attitudes, knowledge and skills cognisant of their cultural heritages, to prepare them to be responsible and productive citizens in their communities and our society.

Definition
'Ruralness' is defined by the Bureau of Statistics as 20km and beyond from the Central Business District. The MoE has four categories and categories 3 and 4 are beyond 20km and categories 1 and 2 are within 10km of the town areas.

The Team defines it as any area deficient in opportunities and access to schools, etc. such as islands, remote areas, and urban poor communities.

5.2 Result Areas

The Team identified seven strategies, as described previously, based on its assessment of stakeholders' priorities, and the educational challenges and issues found in rural and wider communities. These include: (1) Planning, administration, management and co-ordination of education, and educational outcomes; (2) Resourcing education for infrastructure development, facilities and materials, and human resources development; (3) Curriculum reform; (4) Processes and mechanisms; (5) Monitoring, supervision and evaluation; (6) Partnerships, communications and co-ordination; (7) Non-formal and Technical/Vocational education. The strategies, as already argued, are inclusive but due to constraints imposed by the TOR and financial considerations, the project is recommending to address only some.

It has been noted (see Section 3.3 above) that some of the strategies identified, other aid donors such as AusAID and ADB are already or will be addressing.

All these activities are integral components to a holistic and integrated approach to educational development in Fiji. They must be carefully integrated and co-ordinated by the MoE if the vision and objective for Fiji education and FREP are to be achieved, and resources efficiently used for a common and shared objective.

The Team is particularly concerned that concomitant strategies in the other components, which are not being addressed in this project but which the Team understands are being funded by other donors, are not merely well coordinated and integrated with the activities

of this project but that they also matched in terms of their rationale and philosophical and values underpinnings.

Key Result Area 1 – Improved Infrastructure and Upgraded Facilities
This is by far the greatest need in rural education. Proposals total 35.7 million Euros (77.4mFJD) Fiji dollars). The project will assist schools, communities, school committees and NSAs with their infrastructure needs and development. Electricity supply, water, sanitation, and roads will be improved. Many of the School Committees, Provinces and NSAs already have fully budgeted projects but the lack of resources proved to be the major constraint.

Electrification of rural schools is seen as a major commitment. While electrification of schools will cost a total of 12.1 million Euros (26mFJD) over 5 years, this project is recommending the expenditure of 2.8 million Euros or 6 million Fijian dollars for work on electricity in the first year of the project. The implementation modality is provided as Annex 13. The Fiji Electricity Authority (FEA) and the Department of Energy will undertake this work.

The improvement of water supply to rural schools is estimated to cost 0.68 Euros (1.46mFJD). It should be noted that the European Union had contracted a consultant to undertake work in this area for the Northern Division and, approaches should be made for this work to be undertaken by the European Union consultant.

The need for sanitation, small bridges and roads are the responsibility of the Public Works Department as well as the Ministry of Regional Development. Road development has been identified and these activities will be undertaken as special projects but in consultation with the different line ministries. For toilets see Annex 14.

Schools will receive upgraded classrooms, laboratories, libraries or telecentres, dormitories, kitchens, dining rooms, and teachers' quarters. The proposals submitted are fully costed. The concrete activities identified to be funded are those that will facilitate education and training in the rural areas, reduce the flow of students from the rural to urban areas, and provide an incentive for teachers to take up appointments in the rural schools.

Key Result Area 2 - Quality and Adequate Resources and Materials
Rural schools will also receive support for resources for teaching including equipment, teaching materials, books, computers, IT and science laboratories. Course materials will also be purchased and reading materials in the vernacular languages will be purchased or developed. The introduction of Computer science courses in schools and telecentres will include the purchase of computers and establish networking. Many of these materials will also be accessed and used for non-formal classes and the summer programmes envisaged will be the responsibility of the new learning centres.

Key Result Area 3 - Capacity Building and Enabling Environment
The project will significantly strengthen the capacity of MoE, MoFNP, line ministries, NSAs, teachers, school committee leaders, communities and Provincial Council staff by providing them with much needed appropriate training, both long and short term. Training will also be undertaken for staff in the field such as Senior Education Officers and Youth Training Officers of the MoYS stationed in Provincial Council offices, district and divisional offices. Leadership training is also expected to be provided for head teachers in rural schools as well as for other education officers providing leadership roles.

Teacher training will be a priority where experience in teaching in the rural areas will be the focus. Training will largely be in-service to upgrade the skills and knowledge of teachers already in the field.

As previously noted, FESP is reforming the academic programme and the curriculum relating to the pre-service training of primary teachers at the Lautoka Teachers' College, the main provider of primary teacher training. It means that the professional qualifications of teachers would be upgraded from certificate to diploma level and a one-year certificate course will be also be offered to Early Childhood trainees.

However, there is no funding or programme in place to upgrade the qualifications and competencies of the 4000+ teachers who are already serving in the system. To ensure that these teachers are up-skilled to improve their understanding of teaching and learning in the rural areas and to provide appropriate programmes to meet the needs of those children, an in-service programme would need to be put in place that would enable teachers to acquire the skills and attitudes that would be required to address the needs of disadvantaged children, whether they are found in the rural or urban areas.

These training programmes would be in tandem with other developments aimed at achieving an integrated approach to education, such as the reforms in the curricula and infrastructure developments.

At the same time existing policies and guidelines will be reviewed to ensure enabling environments are created to move forward developments particularly in the areas of curriculum reform, and technical and vocational education.

But another issues in which the Project would need to play a more proactive role is in the coordination if teacher training programmes across tertiary institutions providing training programmes for teachers to facilitate work towards achieving some common grounds on educational philosophy, pedagogy, teaching and learning styles, and teacher qualities.

Key Result Area 4 - Effective and Efficient Processes and Mechanisms
This project will ensure that there is more co-ordination between government ministries, tertiary institutions, and NSAs in the development and promotion of

rural education. Policy frameworks will be established linking education to national visions and plans. Mechanisms will also be put in place to ensure that linkages with external donor agencies, regional and multinational organisations are maintained so that developments in education are harmonised and duplication avoided. Furthermore, structures of education at national, provincial, community and school levels will be strengthened to implement policies and plans of the MoE. Monitoring, supervision and evaluation mechanisms will be clearly developed and the roles and responsibilities of officers at the different levels identified.

The project will develop these processes and mechanisms integral to the implementation and achievement of project priorities. These matters are the binding instruments and tools that ensure effective operation and implementation. They are integral to the achievement of quality education.

Effective co-ordination, especially between the MoE and other line ministries, and integration are critical to the success of this project. They are key components in the provision of a holistic approach to up-grading rural life, educational development and promoting community participation and ownership of education for long-term sustainability.

Key Result Area 5 - Community Building Through Education and Partnerships

Non-formal education and community awareness programmes will be prioritised under FREP for improved livelihoods, and will be integrated with other activities of the project. Areas identified as needed include: skills in carpentry, farming, small micro-enterprise projects, handicrafts, flower management, and learning conversational Fijian, Hindustani and English, law and security. They could also include accounting, management and marketing of products. Retired teachers would be encouraged to teach in communities but experts in traditional crafts could also be utilised. NSAs, schools, and other institutions and organisations will work in partnership to ensure access to these programmes.

Linkages with other rural development programmes and activities will also be established and strengthened to ensure that synergy is achieved and a holistic form of development where the evolution of viable self-sufficient and self-sustaining communities is promoted.

As previously mentioned, a small full-time coordinating team is recommended to be established within the Ministry of Education to be responsible for coordination of educational activities among all stakeholders, including the coordination of all donor activities in the Education Sector.

5.3 Activities

All activities and proposals with estimate costs are provided as:

Annex 15: School Projects and Activities

Annex 16: Education Institutions Projects and Activities
Annex 17: Provincial Council Projects and Activities
Annex 18: Non-State Actors Projects and Activities

A list of projects submitted is listed in Annex 19. A total of 110 proposals were received and are listed in Annex 19. Of these, specific project activities recommended for financing are in Annex 20. A detailed budget is provided in Annex 21. A Logical Framework detailing these activities appears in Annex 22.

A summary description of the activities include:

- infrastructure development, rural electrification, water supply, roads;
- building of new dormitories and upgrading of school facilities, teachers' quarters, libraries/telecentres and laboratories;
- training at various levels, community non-formal education programmes, and curriculum reform; strengthening MoE and MoFNP and capacity building of NSAs;
- establishing, monitoring and evaluation mechanisms and processes; and,
- establishing a coordinating mechanism for the Educator Sector within the MoE.

6. PROJECT ANALYSIS

6.1 Lessons Learnt

Many lessons were learnt from visits, meetings, "*talanoa*" sessions and workshops. Of immediate interest is to recognise that improving rural education will be expensive and very challenging. While there was the willingness, and in some cases commitment, to improve conditions, the lack of resources have resulted in persistent problems. Of the schools visited, there were good practices and successful schools and there were also failures in terms of reduced size of the school role and poor examination results. Of the "good" schools, a number of clear characteristics emerged. These schools had good leadership, strong school committees, dedicated teachers, presence of income-generating projects, existence of a strategic plan, parental involvement, use of new information technologies, community involvement, good facilities, electricity, good water supply, good roads and an appropriate curriculum. Those teachers that had proficiency in Fijian, Hindustani and English and understood the different cultures of the students proved to be successful. In the least successful schools, commitment was absent as well as good leadership. Often the school committee was not strong.

In analysing what model of education would be successful in the rural areas, the lesson learnt was that a "Learning Centre" model would be appropriate. This model sees a school where:

- classes are inclusive from pre-school to adult continuing non-formal education;
- classes are offered throughout the day till the evening;
- the curriculum is all inclusive with academic and vocational courses mainstreamed;
- more application than theory;

- franchise FIT, TPAF and USP Foundation courses;
- learning is linked to life and income-generating projects;
- strong school committee;
- support of the community;
- ownership of the school; and,
- good leadership or principal.

In summary, the role of the school must change in that schools should not be for children only but members of the entire community that wish to learn. Such a centre will become the catalyst for transformation not only of communities but also of the education process itself.

Furthermore, for the rural areas, it was clear that good communication was important for survival. Teacher incentives, good staff quarters and motivation were necessary to attract good quality teachers to the rural areas. Children, youth and adults will continue to migrate to the urban areas in search of good education and life opportunities if facilities and the factors identified above are not present in the rural areas.

6.2 Linkages with Other Operations

A number of donor agencies are targeting education in the rural areas as a priority. The two large projects that are covering rural education at this time are the rural education programme funded by AusAID and the Asian Development Bank's *Alternative Livelihoods Project* and Technical Assistance (TA) for rural electrification. Meetings were held with these different players to clarify the different positions of the different projects and to ensure there is no duplication in activities, focus and processes. A harmonisation of programmes and available resources is noted in Annex 22. Some synergy and coordination will have to be developed, as recommended for the MoE.

Apart from donors, there are other line ministries that offer some degree of training for rural populations. FIT, TPAF and USP do run short-term courses, distance education programmes and summer schools for children and adults.

But the linkages between the MoE and NSAs will be priority. There are many activities and positive developments that can be achieved through this cooperation as developments in education and community education programmes for the rural areas will impact on good rural governance and equality.

6.3 Results of Economic and Cross-Sectoral Appraisals

One of the principles adopted by this project is that education is holistic and thus links education to the community, the private sector, participation and development, sustainability, enabling environments, good governance, rural village development, poverty alleviation, and a stable political environment. Too often education is seen in isolation to the community and to village activities. This results in the education of the children becoming a lower priority for many families in the rural areas. Parents often do not have the ability to pay schools fees because of the lack of any employment

possibilities or other commitment. In some rural schools the school roll has dropped so much so that there are calls to close the school or to merge existing ones. On the other hand, a number of small rural villages will not accept the idea of boarding schools for students in classes 1 to 3, and village schools, no matter how small the roll, are established or continued. The possibilities of distance education and the use of new technologies and the development of educational materials for the education of children and adults in the rural areas will be pursued.

Based on the ADB report on poverty in the Pacific, 25.5% of households live below the poverty line equivalent to an income of less than 3,000 per annum for a family of five. These tend to concentrate in rural villages and urban poor areas. The 1997 Fiji Poverty Report states that two thirds of Fiji's poor are in rural areas. But since the political disturbance in 2000, poverty has increased significantly. The 2002 figures released by the Bureau of statistics indicate the high level of migration to the urban areas. Many of these people live in squatter conditions. Of the 40,663 persons living in squatter conditions in 2002, 50.4% were Fijians, 46.7% Indians and 2.9% people of other races. Many of these people come to the urban areas mainly seeking better educational opportunities for their children. These are among the primary beneficiaries of this project.

Gender aspects in the activities will be fully considered. Most NSAs in the country are headed by women and their involvement in the Steering Committee and Project Management Committee will ensure that special considerations will be given to women and children.

In this project, attempts are made to encourage the participation of the village or urban poor community in income generating projects so as to assist in the financing of rural schools. In this regard, the business sector is seen as encouraging training and the establishment of new small micro enterprises. Small micro enterprises use the natural resources available and existing skills of people and communities.

As previously recommended, the activities listed under each result area will be implemented in an integrated manner so that infrastructure and facilities developments will be linked to capacity building, strengthening of policies, processes and mechanisms, training programmes and other development programmes and activities that promote income-generating activities. Working in partnerships with other actors in rural development will create synergy and build capacity for sustainable development. Without such integrated and mutually supportive activities, maintenance of programmes and physical facilities and resources will simply become white elephants and unsustainable. Communities will continue to lack ownership of their own developments as well as lack the management and leadership capacity to support and sustain activities, including education.

6.4 Risks and Assumptions

The project's Logframe Matrix Annex 21 outlines the underlying assumptions for various activities. At the national level the risks are low as the GoF has a strong commitment to

improving education in the rural areas and improve the livelihoods of the rural populations. At the donor level, the political impasse and the uncertainty in the formation of a multiparty government, may delay the implementation of this project. There is also the high risk of duplication of programmes and resources unless regular meetings are held between the different stakeholders and donors. At the MoE implementation level, the risk will be minimised when the Project Team members are appointed immediately and are well qualified and committed to the objectives of this project. At the NSA level, risks will be minimised once the coordination capacity is in place and members accept the role of the Fiji National Council of Women as coordinator.

However, one of the greatest risks is the continuation of an uncoordinated, fragmented and piecemeal approach to educational development in the rural areas, which is still underpinned by alien values and beliefs. To achieve sustainable equitable development whose benefits are shared equally among the people of Fiji, including the rural communities, they must not only be seen to be partners in their own empowerment but must do so in practice. This means that they must be strengthened to take leadership roles, make decisions, take control, implement programmes and activities and are accountable for their outcomes, and further, be assisted to develop their human and physical resources to benefit their communities.

7. PROJECT IMPLEMENTATION

7.1 Physical and Non-Physical Means

This project recognises the need for a holistic and integrated approach to educational development in Fiji. Educational development must be part of community development and not something that is separate from the total community or village. The government and community, in recognising the importance of education, must ensure that sustainability measures are in place for any education activity.

In addition, an effective coordinating body and enabling mechanisms and policies are vital to the success of the project. Effective co-ordination, especially between the MoE and other line ministries, and integration are critical as they are seen as key components in the provision of a holistic approach to up-grading rural life, educational development and promoting community participation and ownership of education for long-term sustainability.

7.2 Organisational and Implementation Procedures

The project will be managed and overseen by a MoE Project Team which will comprise four people: Project Leader, Project Manager, preferably from within Fiji or the region and two senior staff of MoE deployed to the Project,. It is envisaged that the Project Management Structure would be three-tiered (See Annex 25). The Structure will consist of a Project Steering Committee, Project Management Committee and Project Team.

a. Project Steering Committee (PSC)

The policy body would be the Project Steering Committee, whose membership is recommended to include sections of the Ministry of Education, donors (EU and others involved in rural education development), representatives of NSAs (who could be either nominated by the MoE or elected by their own organisations), line ministries involved in the delivery of education and training and which have direct links with the Project (Finance and Planning, Regional Development, Youth and Sports, Fijian Affairs, Multi-Ethnic Affairs and Health), and the Project Team Leader.

It is expected to be chaired by the Permanent Secretary for Education and meets every six months to receive, review and approve annual plans, new project proposals/activities, and financial reports.

It will make the decisions on policies and provide the overall direction for the Project and also approve the procedures to be adopted in the operations of the Project.

It will also provide the coordination necessary to ensure that there are no overlaps with other education projects and activities funded by other donors and implemented by other line ministries and NGOs.

b. Project Management Committee (PMC)

The Project Management Committee (PMC) will oversee the day-to-day operations of the Project. It is also recommended to be chaired by the Permanent Secretary for Education or his/her representative. Its membership would include sections of the MoE, donors, and representatives of education institutions of Fiji (FIT, USP, FSM, LTC, FTC, FCAE, CCTC, TPAF, PTC and PRS) and a NSA representative (who could be either nominated by the MoE or elected by FFONSA).

Since the Committee will be heavily involved in the operation and implementation of the Project, it is recommended to meet every month in the initial stages and thereafter, to meet as often as required.

It will oversee implementation, monitoring, supervision and evaluation and will provide advice to the Project Team, and will monitor, follow-up, review programmes, reports and offer solutions.

It will approve the report to the PSC from the Project Team but is expected to receive monthly reports on the operation of the Project from the Project Team.

c. Project Team

The Project Team is recommended to comprise 2 members from the Ministry of Education to be appointed by the Ministry and two to be recruited from outside either locally or from the region. The Team will bring different skills to the management of the Project. The recommended Team would be:

- A Project Leader (Director)
- A Project Manager
- Two Education Specialists (from the MOE).

They are expected to be supported by other resource staff, such as a Clerk/Typist and an Accountant, who could be seconded from the MoE to work for the Project during its life-time.

They will be responsible for managing the Project, which would include its day-to-day management and operations, the preparation of all reports (including preparation of annual work plans), manuals and development of financial, implementation, supervisory, monitoring, risk-management procedures, and evaluation procedures; recruitment of staff for short-term contracts, with the approval of the Permanent Secretary, coordination of the work, providing leadership and the preparation of contract work within the Project.

They are expected to provide monthly reports to the PMC and six monthly reports to the Project Steering Committee.

Responsibilities of the Project Team:

The Project Leader (Director) is expected to be responsible for the following:

- Provides the broad technical and managerial leadership to the Project Team and policy advice to the Project Management Committee and Project Steering Committee;
- Provides overall coordination and direction within the broader context of education in Fiji;
- Promotes the development and implementation of strategies and activities that would lead to the achievement of quality education in the rural areas and increase opportunities to the most disadvantaged groups in the rural areas;
- Promotes the integration of Pacific values, knowledge and belief systems into the formal and non-formal education processes as foundation and building blocks for the achievement of sustainable quality education by all rural children and community groups;
- Builds effective relationships, processes and procedures and strengthening partnerships among all stakeholders, particularly those which are important in the Fijian rural context;
- Ensures ownership of the education process by communities by promoting their participation and engagements at all levels of Project implementation;

- Ensures effective staff development programmes are instituted and implemented to strengthen capacity at all levels;
- Oversees the organisation and conduct of staff training programmes at national, regional, district and local community levels;
- Provides overall direction to and support for the development and implementation of project activities;
- Introduces and sustain a culture of continuous improvement;
- Develops and implement an appropriate gender strategy;
- Prepares a detailed work programme for the five-year period of the project, consistent with the Financing Agreement and decisions of PSC, complete with detailed log-frame of activities, implementation strategies, monitoring and evaluation strategies, risk management and indicative costs for the consideration and approval of the PSC and PMC;
- Prepares an annual plan in consultation with the Project Supervisor (Permanent Secretary for Education) for submission to the PSC and PMC before the end of each Calendar year;
- Oversees the preparation of all reports, including monthly reports to the PSC and PMC; the six-monthly reports to the EU, and PSC; and the annual reports to same;
- Oversees the design and manage an internal monitoring and evaluation system for the Project;
- Oversees all reports, information and press statements;
- Ensures that report formats adhere to the requirements of the Grant Agreement and are submitted to the Regional Authorising Officer on time.

The Project Manager is expected to be responsible for the following:

- Ensures effective project planning, management, monitoring and reporting;
- Establishes the Project's administrative and financial management arrangements that meet both EU and GoF requirements;
- Ensures the financial and administrative requirements of the project are undertaken in a timely and efficient manner;
- Prepares the project and procedures manual, compliant with EDF rules and procedures, and undertaking necessary training of manual users;
- Prepares all reports, including monthly reports to the PSC and PMC; the six-monthly reports to the EU, and PSC; and the annual reports to same;
- Designs and manages an internal monitoring and evaluation system for the Project;
- Oversees all reports, information and press statements;
- Develops the criteria and guidelines for the Funding Facility and project and procedures manuals;
- Prepares the financial management reports that conform to EU requirements;
- Initiates and services tender procedures for procurements on behalf of Project Supervisor and PMC;
- Collaborates with the Project Director in the preparation of reports to the PSC, EC and PMC;

- Prepares a quarterly newsletter of project activities for circulation to stakeholders;
- Promotes and maintains communication and information network and liasing with all stakeholders;
- Arranges all meetings with stakeholders;
- Coordinates short-term TA selection and monitoring their inputs;
- Manages short-term contracts for research, consultancies and training projects;
- Monitors and evaluates project implementation; and,
- Provides support to the Project Director, other professional team members, and to the MoF in the implementation of the Project.

Education Advisers

Responsibilities:

One adviser would be an expert in community education but should also have broad experience and skills in programme development in areas such as educational administration and management, planning and policy, teacher education, curriculum development, evaluation and assessment, adult education, distance education, IT education, and non-formal education, etc. and the other should have skills and experience in infrastructure development, which would include construction work in education, development of educational resources, including libraries, telecentres, technical and vocational workshops, science laboratories, and working with communities on such projects, on issues of maintenance and sustaining infrastructure and educational facilities.

Professional Adviser:

- Contributes to the review of strategic planning in the education sector, particularly in relation to the delivery of education in the rural areas;
- Coordinates and conducts national, regional, district, community-level workshops and seminars;
- Liaises with and supports district, regional and community project coordinators;
- Provides technical input in designated areas of expertise (be this community education, policy and planning, curriculum development, teacher training, non-formal education, standards and accreditation, resources development, infrastructure, or others);
- Conducts and/or supervises research and collection of data on specific issues relating to rural education, particularly on issues of financing, maintaining and sustaining quality education in rural communities;
- Coordinates the collation and review of existing curriculum materials and training programs and contributing to the identification and documentation of 'best practice' and lessons learnt that could be used elsewhere;
- Contributes to and/or supervises the development of specific supplementary materials/training programs;

- Assisting the Project Director in the development of strategic work plans and activities for building planning and management capacity at district, regional and community levels;
- Provides specific technical input into sub-project implementation, as per the requirements of approved activities;
- Participates in the ongoing monitoring and evaluation of project activities;
- Assists in the development and implementation of Project annual work plans and activities, sub-project designs, project communication and information strategy, the monthly report of the Project Director, newsletter and other reporting responsibilities.

Technical Adviser:

Under the general direction of the Project Director and MoE, assumes responsibility for the coordination and organisation of construction, reconstruction, alteration projects, relocation of school buildings and facilities and other capital outlay projects.

- Reviews plans, inspect construction projects, and makes recommendations to ensure compliance with legal requirements, construction project drawings and specifications.
- Keeps MoE, MoFNP and EU, district and divisional officials and other partners informed of status of construction projects through conferences and written reports.
- Prepares analyses and reports on engineering and construction problems.
- Prepares and provides explanations on proposed and on-going building programs activities before public groups and official bodies, as required.
- Serves as liaison among key partners, such as MoE, district and divisional administrators, construction inspectors, architects and contractors, planning and construction agencies.
- Conducts investigations and makes recommendations in connection with planning, design, constructions, change orders, design modifications and contract administration in the building program.
- Coordinates activities on project planning beginning with the preparation of educational specifications through occupancy stage of construction.
- Meets and confers with appropriate officials at the national, divisional and district levels and makes professional recommendations to ensure compliance with laws and regulations governing financing, planning and construction of school facilities.
- Evaluates assigned personnel.
- Assists the Project Director in the development of strategic work plans and activities for building planning and management capacity at district, regional and community levels;
- Participates in the ongoing monitoring and evaluation of project activities;
- Assists in the development and implementation of Project annual work plans and activities, sub-project designs, project communication and information strategy, the monthly report of the Project Director, newsletter and other reporting responsibilities.

In these regards, the Technical Adviser is expected to have knowledge of building construction methods and materials; the preparation of cost estimates and specifications; methods materials, tools and terminology used in the building trades; applicable codes, ordinances and regulations; and supervision and evaluation techniques. S/he should have the ability to: ready and interpret construction specifications, architectural drawings, diagrams, and schematics; coordinate and inspect construction and maintenance projects; analyse situations and develop appropriate recommendations; establish and maintain effective working relationships with others; and be able to communicate effectively in both oral and written English.

There will be short-term advisory technical expert staff recruited for various specific tasks for varying periods during the life of the project. These experts will be drawn from local NSAs, the private sector, and other government ministries. Local administrative and financial support will be provided.

Other inputs include: office building, utility costs, furniture and equipment, consumables, networking, travel and other operating costs.

The MoE, through the Project Team, will implement the project in close association with the Institute of Education, the University of the South Pacific, the organisation that is managing the European Union-funded regional education project, PRIDE. The Project Office will work closely with the MoE systems and staff. It could be physically located within the MoE and an allocation for space over the five years has been budgeted for. If space is limited within the MoE, then an option is to lease space outside of the Ministry. The overall responsibility for the programme resides with the National Authorising Officer (NAO).

There will be a five-year work plan and the project will be implemented through Annual Work Programmes (AWP). The Annual Work Programmes will include all the activities to be undertaken during any one year. It must have full documented activities with clear financing budgets and implementation plans. It is expected that the activities and plans would have to be approved by the PMC before submission to the Project Steering Committee for approval.

The funding of AWP activities will comprise both the government and the NSA allocation. The NSA targeted allocation of 15% of the total allocation should be interpreted as the final allocation but the process should be flexible allowing for annual fluctuations reflecting the capacity of NSAs to implement their activities.

Allocations for others including schools, Provincial Councils, and institutions will be based on approved AWPs. The needs are great. The total requests total 70million Euros and this is beyond the amount of 21Euros allocated for this Project. While we cannot select projects at this stage for funding, it can be recommended that projects and activities to be funded under EDF 9 will be based on the basic principle of *access, equity and an enabling environment for improvement in rural education.* There are priorities that can be established based on the key result areas and expected outputs, and implementation will have to be *strategic* based on a number of factors including selecting

those *activities that are needed urgently; activities that can be implemented immediately; activities that will impact immediately on the school at the village and community levels; activities that impact on life and learning environment of the student; activities needed to be upgraded to minimum standards; and activities that have measures for sustainability through commitment, initiatives and other resources.*

All the activities received have been documented and listed as important. No vetting has been done. Those projects decided by the Project Team to be funded will need to be reviewed and to include budgets and implementation plan. The Project Team will work in close consultation with the different groups before they are submitted to the PMC, then the Project Steering Committee for approval. The local representative of the Commission will endorse AWP and budgets before funds are released. The Project Team will prepare six monthly reports and financial statements. Independent financial audits will be undertaken on an annual basis in conformity with EC conditions.

The NSA's proposals that were received cost a total of over 7.2 million Euros. The PMC working closely with FFONSA will have to be responsible for screening the individual proposals again and to decide on possible activities to be funded. The criteria used to finalise selection will include:

- The Association is registered as a FFONSA member;
- there is a strict accounting and reporting system existing;
- the organisation must have the capacity to implement the project;
- have a work programme; and,
- a strong leader.

The approved activities must be included in the annual work plan to be presented to the PMC and for final approval by the Project Steering Committee. The activities will form part of the AWP that is to be submitted to the local representative of the Commission of the EU before funds are released.

The mobilisation of funds will use standard EDF procedures and the funds for the NSAs will be made available using the grant contract.
Upon EC approval of the AWP, an amount equivalent to the estimated cost will be paid into the GoF /NAO account.

The contracts for audits and evaluation will not be part of the AWP. They will be signed between the Delegation (on behalf of the NAO) and independent consultants recruited according to EDF rules.

In accordance with Article 16(8)(b) of Annex IV to the Cotonou Agreement, the NAO and the Head of Delegation maintain financial responsibility and monitor the operations regularly.

The need for greater coordination between the MoE, MoYS, MoFNP, MoRD, NSAs, training institutions has been identified as a key factor in the success of this project. MoE working in cooperation with the MoFNP will undertake this role. The MoFNP is responsible for ensuring that reports are written and evaluations of the project undertaken in a timely fashion.

While the MoE controls projects to be funded, allocation of funds, expenditure of the finances and prepares the financial reports, the Team will work closely with the MoFNP in ensuring that funds are allocated and coordinated appropriately and timely and the activities implemented.
For the log frame and activities for the entire project are documented in Annex 23 and 23.1. These are expanded below.

Immediate Tasks	Actions	Comments
1. Establish the FREP Project Steering Committee (PSC)	• PS, MoE will be Chair of PSC • Members to be identified as soon as possible after the project has been approved	The PSC will need to be established as soon as possible. The other two tiers of Project Management Committee and Project Team will be in place as soon as possible.
2. MoE staff to be made aware of FREP project	• Workshop for MoE staff on FREP so that they know what is happening and what FREP is all about.	The PS can undertake this with assistance from the USP Team.
3. Recruit staff	• Prepare/Approve Job description for all senior posts immediately • Advertise posts • Make recruitment within 2 months of advertisement • Begin operations as soon as possible	New staff – 4 senior – and support staff will need to be put in place before the project can be undertaken. The USP Team can be approached to assist the MoE with staffing.
4. Acquire Office space	• Locate space immediately within or outside of the MoE • Desirable to be close to MoE and key operating units e.g. USP Pride Project.	There are alternatives that can be considered. 1. MoE could consider purchasing a building from which to operate. 2. To operate with the EU-funded PRIDE project managed by the USP.
5. Establish website	• Work with IT services and USP to develop FREP website.	To approach USP's to be part of the USP's network and to be able to access and share data.
6. Establish coordinating processes - MoE, MoFNP, MoYS, MoRD	• All key ministries to establish processes and mechanisms that will ensure all key players are aware of developments taking place in rural education. MoFNP to take lead in this development. • All players need to be aware of aid projects and assistance already available and being proposed that will impact on rural education. • Duplication of donor requests, resources and plans to be avoided at all costs.	It is vital that all activities, aid, plans and strategic plans of the different ministries that deal with rural education are coordinated. Currently there are a number of projects that have direct impact on education but there is little coordination of these resulting in duplication or resources, overlapping in activities. The MoFNP will need to strengthen its aid and planning section immediately.

The five key result areas of the project have been identified. These are, as already stated:

1. Improved infrastructure and upgrade facilities;
2. Capacity building and enabling environment;
3. Quality and adequate resources and materials;
4. Effective and efficient processes and mechanisms; and,
5. Community building through education and partnerships.

Key Result Area 1 – Improved infrastructure and upgrade facilities
Schools in rural and urban poor areas need urgent attention to infrastructure and facilities upgrade. Electricity supply, water, sanitation, roads, boarding facilities and teachers' accommodation will be improved. Electrification of rural schools is seen as a major commitment. While electrification of schools will cost a total of 12.1 million Euros over 5 years, this project is recommending the expenditure of 2.8 million Euros for work on electricity in the first two years of the project (Annex 13).

The improvement of water supply to rural and urban poor schools is estimated to cost 0.68 million Euros.

The provision of proper sanitation, small bridges and roads are the responsibility of the Public Works Department as well as the Ministry of Regional Development. For sanitation work, see Annex 14.

Annex 21.1 provides the proposed priority developments in infrastructure.

Annex 23.1 provides the detailed Activities and the inputs of the different players for all key result areas.

Activities	Action and Inputs
Infrastructure priorities	Meetings with PMC to confirm and decide on priorities and target priority areas to be undertaken in the next 5 years and which can be undertaken by other sources of funding. Identify work to be undertaken in a possible phase 2. Overall plan.
Develop work and planning schedule	Phased development over 5 years. Develop phase 2.
Decide on Experts to undertake work	Call for tender for various jobs. Use local expertise as much as possible. Where an execution unit has been identified and recommended to consider this.
Implementation plan	Project Team to develop and monitor.
Reports	Monthly reports for team and for reporting to MoE.
Meetings	Regular meetings with executing agencies.

Key Result Area 2 - Capacity building and enabling environment
The project will significantly strengthen the capacity of MoE, MoFNP, line ministries, NSAs, teachers, school committee leaders, and Provincial Council staff by providing them with much needed appropriate training, both long and short term. Training will also be undertaken for staff in the field such as senior education officers and Training Officers of the MoYS stationed in Provincial Council offices.

Activities	Action and Inputs
Coordination of all training by line Ministries	Identify all training programmes targeted at rural people undertaken by the different ministries. Compare with AusAID programme already developed.
Stakeholders meeting	Meeting of all training institutions to coordinate training and focus on rural areas. Target is to minimise duplication of resources.
Policy	Develop/review training/capacity building policy for all Ministries that undertake training for rural education and people.
Key training areas	Establish priority training needs especially in teacher training for rural areas; field officer training and place this on the website for input from teachers and staff.
Training/capacity building	Develop training schedule in workshop environment.

Programmes	
Workshops	Plan for short-term training workshops in priority areas.
Long-term training	Plan for these.
Association of education and Training institutions	Establish this in Fiji as the key organisation that will monitor training needs, plans, resources needs, sharing of programmes, monitor quality working closely with TPAF.

Key Result Area 3 - Quality and adequate resources and materials

The need for teaching equipment, teaching materials, books, computers, IT and science laboratories is great in the rural schools. These are expensive and funds allocated will not meet all the needs expressed. Course materials, computers, laboratory equipment and books will also be purchased. Many of these materials will also be accessed and used for non-formal classes and summer programmes envisaged to be the responsibility of new learning centres which will be available to the whole community.

Activities	Action and Inputs
Re-establish needs of schools	To review requests and establish resources and materials needs. Develop a priority mechanism.
Telecentres	A desirable development, which takes in library, information, computer IT centre and services, and community functions.
Books	Identify good book deals working with publishers. Purchase set basic titles for Schools.
Course books	Need to develop some new course books and reading books in the local language. Develop a plan for this.
Equipment	Need is great for all types of equipment – computers, laboratory equipment, photocopiers, binding, etc.

Key Result Area 4 - Effective and efficient processes and mechanisms

This project will ensure that there is more co-ordination between government ministries, tertiary institutions, and NSA in the development and promotion of rural education. Policy frameworks will be established linking education to national visions and plans. Monitoring, supervision and evaluation mechanisms will be clearly developed and the roles and responsibilities of officers at the different levels identified.

Activities	Actions and Input
Coordination	MoFNP and MoE to establish coordinating mechanisms for rural education needs and goals. Establish coordination and links with tertiary institutions and NSAs. The role of the church can be influential here and should be utilised. The traditional village system is also effective and can be used with the target and goals of this project in mind.
Policy frameworks	Project Team to identify priority changes needed to provide enabling environments. Develop these for MoE's approval.
Monitoring and Supervision	Develop these procedures in the first six months of the project.
Processes and mechanism	Instruments and tools developed and ensure all education officers are aware. Undertake workshops and training exercises. To place on the website for information and work programme.

Key Result Area 5 – Community building through education and partnerships

Non-formal education and community awareness programmes will be priority under FREP for improved livelihoods. Areas identified as needed include: skills in carpentry, farming, small micro enterprise projects, handicraft, flower management, and learning conversational Fijian, Hindustani and English, the law and security. Retired teachers will be encouraged to teach in the communities. NSAs, schools, institutions will work in partnership to ensure access to these programmes.

Activities	*Actions and Inputs*
Non-formal education programmes	Workshop with all NSAs and stakeholders to establish priority needs. Review needs **And develop a work programme for 5 years. Prioritise and develop first phase and second.**
Community participation	Awareness programmes with communities to begin first 6 months on education.
Provincial Council Involvement	Involvement is vital. Use Provincial Council structure to take training to the rural areas. Use trainers from the area.
Women's organisations and training	These are very effective providers of training and community awareness programmes and projects managed by women and focus on women should be priority.
Recruitment of Trainers	Establish network of retired and experienced local teachers who can be called in to teach and help in teaching. Also use experts in the community – handicraft, story telling. Communication, traditions and etiquette.
Information and communication technologies use	Use of new information and communication technologies for education, distance education, small home business and information awareness.
Encourage Small and micro enterprises	Small home business and work identified to help families to provide a sustainable income for their children's education. Government needs to support these small enterprises. Work in closely with NSMED.
Workshops	Need to run these throughout the project to keep people motivated and reminded of the need to put education as a priority in life.
Partnerships with the business sector	Business sector has indicated interest in assisting rural education through training, advisory services and infrastructure development to an extent. These areas of partnership to be developed and decided. MOU could be developed and signed between the MoE and potential partners.

7.3 Appropriate Technology

The project will use the state of the art technology. Funds have been allocated for the purchase of computers, establishment of a website for FREP, and networking within FREP, MoE, education institutions, schools and Education Officers in the field including teachers. It is planned that this system be inter-linked with USP's information and library system, PRIDE's system and USP's research Knowledge database. No dedicated person has been identified for this post but the project manager should have overall understanding and skills in data management. The government's IT services and personnel from within USP in relation to USP's network will provide back-up assistance and help.

USP's experience in networking and distance and flexible learning should be used and approaches be made for this purpose. As PRIDE is managed by the USP, it makes sense that the technical experience as well as the facilities of the university are utilised for this purpose. There will be policy issues involved, but an upgrade of USPNet could consider this need.

In addition, the new satellite communication that Telecom has embarked on and available from November 2003, could also be utilised for communication and information access in the rural areas. Wireless technology may be possible soon after and every effort should be made to ensure that this technology is used to provide service to schools and the students in remote areas.

Power line communication (PLC) is a new technology being researched by FEA. This technology is used in many remote areas in the developing and developed world and allows data to be transported through electric power lines. There is promise for the rural areas in this new technology and FREP should watch developments closely.

7.4 Timetable, Cost and Financing Plan

This is a five-year project. The project tentative start date is no later than January 2005 and shall end by 31 December 2012. The start up event shall be the submission of the first AWP to the Steering Committee before it is submitted to the Delegation.

The estimate overall cost of needs is 70 million Euros. The total project amount made available by the EU is 21.0 million Euros. Expenditures of the allocated funds will be spread over five years. There is a big shortfall. Should needs and the country's absorptive capacity so justify, this timetable can be accelerated and a phase 2 for FREP be developed as a priority. The GoF could then approach the EDF for additional funds in the context of the mid-term review.

Of the total 21 million Euros, the suggested allocations are provided as follows:

Component	Total (EUR)	Total (FJD)
Infrastructure and facilities	11,100,000	24,036,379
Programmes: Capacity building	2,593,000	5,614,984
Resources, materials	1,500,000	3,248,159
Processes and mechanism	138,540	300,000
NSA	3,250,000	7,037,678
MoE Institutional Strengthening	1,616,300	3,500,000
MoFNP Institutional Strengthening	692,700	1,500,000
Contingencies	138,450	300,000
Total	**21,000,000**	**45,474,236**

A detailed budget summary is provided in the financing proposal.

7.5 Project Implementation Schedule

A project implementation schedule is provided below. This is a major project for Fiji and the timing over the five years will have to be closely monitored. Projects will have to be

implemented as scheduled but if there are any fall back, measures must be put in place to ensure that the project continues on track.

The first 6 months will be crucial in setting up the FREP Office, developing the work plans and getting these approved, preparing work, management and financial manuals, and establishing the network for FREP. The management structure needs to be put in place quickly.

An important first task is to get all the players to meet and to understand the nature of the project, the goals and the objectives. The outcomes must be clearly spelt out and people all move in the same direction.

Implementation Schedule, 2004 - 2008

Key Components/Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Establishment of FREP Management					
To establish the Project Team	→				
To advertise the 2 positions	→				
Decide on the 2 members of the team from the MoE	→				
Identify and decide on office space	→				
Establish a Fiji Rural Education website	→				
Establish the Project Steering Committee	→				
Appoint the secretary and accounts clerk; purchase equipment	→				
To develop Annual Work Programme	→				
Coordinate work of the Team, MoE, NSAs, MoYS, MoRD, AusAID	→				→
Commence working on the learning centre concept to take in centres of excellence.	→				
MoE staff to be made aware of FREP project	→				
Recruit senior staff	→				
Infrastructure priorities					
Develop work and planning schedule	→				
Decide on Experts to	→				

undertake work	
Implementation	
Reports	
Meetings	
Capacity building and enabling environment	
Coordination of all training (rural areas) by line Ministries	
Stakeholders meeting	
Policy review	
Key training areas	
Training/capacity building Programmes	
Workshops	
Overview of training programmes of NSAs	
Long-term training	
Association of education and training institutions	
Quality and adequate resources and materials	
Re-establish needs of category 3 and 4 schools	
Minimum standards policy	
Telecentres	
Books	
Course books	
Equipment	
Develop inventory	
Monitor use, placement and maintenance	
Effective and efficient processes and mechanisms	
Coordination of existing processes	
Policy frameworks developed	
Monitoring and Supervision mechanism	
Processes and mechanism – teacher awareness	
Processes and mechanism – training of teachers	
Review minimum standards for facilities,	

classrooms, teachers qualities and qualifications, in rural schools					
Database of rural *schools – existing* resources and needs, teachers, performance, etc	→				
Community building through education and partnership					
Non-formal education programmes – long and short term	→				
Community participation	→				→
Plans to link non-formal, vocational and formal	→				
Provincial Council Involvement	→				→
Women's organisations and training	→				→
Recruitment of Trainers	→				→
Information and communication technologies use and courses	→				→
Encourage Small and micro enterprises	→				→
Workshops	→				→
Partnerships with the business sector	→				→

7.6 Special Conditions/Accompanying Measures to be taken by Government

Government recognises the importance of this project and is committed to it. It fits in with its national strategic plan of an integrated and focused development of the rural areas. To ensure its success, government will have to give FREP its full support and allow it to operate as guided and directed by the management of FREP. MoE will have to ensure that the project Team operates independently from Ministry operations but guided by the FREP management procedures and reporting to the Ministry as stipulated.

The government will also ensure that aid for rural education and education in general is coordinated and harmonised to minimise duplication of resources and effort. But most importantly, government must ensure that more local experts are involved in this project as local involvement and ownership are seen as key factors to the success of the project. Too often government acquires expertise from abroad for areas of work that can be undertaken, and undertaken well and better by local expertise. This is an area that is to be

developed because Fiji must seriously consider capacity building in MoE and this is gained largely from experience and getting to do the work ourselves.

In addition, the GoF will ensure that:

- it provides reports and accounts for all expenditure item approved and these are presented on time and according to a mutually agreed format;
- it will meet any cost over-runs from its own resources;
- infrastructure and equipment provided under the programme is duly maintained;
- due consideration will be given to the advice provided by the NSAs and justifications will be given when this advice cannot be followed; and,
- it will ensure that 15% of the total amount of this project will be allocated to the NSAs, as agreed, unless no suitable proposals are submitted.

7.7 Monitoring Arrangements and Follow-up

An internal project monitoring strategy will be developed immediately within the first six months of the project. Project manuals and routines will be developed immediately as soon as staffs are recruited. The MoE, NAO and the Delegation will undertake regular monitoring of project activities. Regular monitoring of the sub-project activities will also be undertaken. The Project Manager will oversee and monitor programme implementation. The Project Management Committee will hold monthly project monitoring meetings. The Project Steering Committee will meet every six months. Standard monitoring reports will be prepared by the Project Manager and presented every six months. The main indicators of progress will be the number of schools that have been upgraded, number of schools that now have electricity, number of schools now with safe drinking water, number of schools with telecentres or libraries, number of schools with science laboratories, number of schools offering computer science courses, number of training programmes undertaken, number of schools that have mainstreamed vocational courses, usage of resource materials developed, number of teachers trained for teaching in the rural areas; and, number of MoE staff that have received training; school committees, district councillors, etc.

The following project monitoring meetings/reports/documents will be required:

Establishment/Inception Meeting and Report;
Approved annual work plans and programme;
Approved Annual Work Schedule;
Approved Proposals;
Work Manual;
Financial Manual;
Minutes of Meetings of Project team;
Six monthly Progress Reports including financial statements;
Documented Multiplier effect of activities of the Project;
Impact assessment reports; and,
Project Completion Report.

The Project Team as Secretariat of the PSC, will ensure that regular communication to members of the committee is maintained and reports and papers circulated within a reasonable timeframe.

All papers, activity progress, results and reports to be placed on the project website.

7.8 Evaluations/Audits

An independent audit of the project accounts will be undertaken annually. Annual evaluation reports should be made public in the interest of all players.

External evaluation will be undertaken mid-term and at the end of the project.

C. Sustainability/Quality

8. MEASURES ENSURING SUSTAINABILITY/ QUALITY

8.1 Ownership by Beneficiaries

This project places a great deal of emphasis on the ownership of activities and schools by beneficiaries. At all levels and at all stages of the various activities, wide consultation will take place between different stakeholders, members of the community, school management and businesses. Of particular importance is the role of Provincial Councils and the Churches in education in the rural areas. The traditional Provincial Council Management structure has worked over many years and it would be prudent to use this structure to take education to the rural areas and also to ensure its sustainability. The cultural significance of the structure could be potentially used to get children and adults to be more assertive in learning and in education.

The institution of the church has similar potential and should also be approached to assist with the education of rural populations. The fact that this project report and financing proposal was drawn up with many stakeholders including the Schools, School Committees, Teachers Associations, parents and teachers, NSAs, the Provincial Councils, the business sector and Church representatives, means that the activities reflect their needs and priorities. The fact also that the Project Management Committee structure includes a wide representation of people, MoE, MoFNP, MoYS and members of line ministries, NSA representatives and businesses will ensure that other perspectives are taken into consideration especially those in the islands and most remote areas.

For a long time, the Fiji population, particularly the indigenous Fijians, have not seen education as to be part of their own, in other words as something that they are responsible for. Education was always seen as the responsibility of the government. This is also reflected in the location of the schools in the old days. Schools were always outside of the village or community boundaries in many of the villages. This has resulted in many children having to walk quite a distance to get to school instead of building schools within a village. It would seem sensible to have a policy where each village must provide a primary school for its population, irrespective of the numbers. This can be a

debatable question as the issue of resources comes into play. However, all people interviewed and spoken to were supportive of a school and teacher for every village and to stop boarding schools for primary school children. In situations where there was no alternative, boarding could be introduced for classes 6 to 8, but only as a last resort.

In putting together the activities for all the key result areas, particular focus will be placed on the ownership principle and such activities must reflect the people's needs and priorities.

Strategies will focus on category 3 and 4 schools, particularly in remote islands which are inaccessible and suffer from unreliable transportation such as islands of Lau, Kadavu, Lomaiviti, and those provinces that need assistance most: Vanua Levu – Macuata, Bua and Cakaudrove; Viti Levu - Naitasiri, Serua and Namosi, Tailevu, Rewa, and Ra. But this does not mean that the needs of other disadvantaged groups would not be addressed.

8.2 Cross-cultural Sustainability

The project is consistent and compatible with the Education for All initiatives, the strategic development plans of the GoF and MoE, and the GoF's human resources development plan. These all address equity and access issues in education.

The project, however, is based on the view that it is from their cultural values and belief systems that communities derive their rules for governing behaviour and relations and develop their institutions and their characteristics. Unless development programmes, whether in education or other sectors, are cognisant with these, ownership and sustainability of projects will be difficult to promote and achieve. The project has attempted to use these values as the bases for the strategies recommended to achieve the key result areas.

8.3 Gender Equality

Gender equality will be supported in this project. Goals of this project see women as active providers and workers and their participation in the education of rural children is vital. Their education too will be encouraged as many can undertaken classes and short term courses through the distance mode. Many of the NSAs are managed by women and they play an influential part in development overall.

8.4 Rural and Village Governance

The importance of rural and village governance is often overlooked in any activity that is to deal with development of any kind, education included. It is important that all villagers are part of the education process and included in any planning talks and decision-making. Heads of villages cannot be overlooked in these plans, and they, in turn, must consult with their people. The consultations and decision making which are part of the village's management and decision making processes need to be included in the overall government plan for improving development in the village. Not only must

government help them, but also government must listen to them as partners in development.

Similarly, for the Indian community, the Indian Advisory Councils must be consulted about any developments in education in the rural areas. There are needs that are common for the different groups. There are needs that may differ. But discussing with all the sectors will ensure that the Project team is responding to the needs of the people and fit these into the overall scheme of things.

8.5 Environment, Health Issues and Small Micro Enterprises (SMEs) Entrepreneurship

These areas are important considerations for rural education and sustainability. Responsible Ministries offer short-term training and education in these areas and it will be important to link all these to the improvement of education in the rural areas. The existing new interventions in the curriculum covering health and environment have been constructive and positive but more awareness for children and adults in rural areas is needed.

SMEs are increasingly becoming important in the country. Currently SMEs account for 60% of the country's economic growth and their contribution in the future looks promising. These enterprises will need to link to education development in the rural areas to make education activities sustainable. They should not operate in isolation of the goal of this project and efforts need to be made to ensure that this happens.

8.6 National Policy Measures

The GoF will remain committed to addressing the gaps and discrepancies between the urban and rural and island communities in Fiji, and to empower and support the rural communities, Provincial Councils and the NSAs in the performance of their responsibilities.

The Fiji Government Strategic Development Plan is focussing on development of the rural areas including education. The sustainability of education projects and the raising of the quality of the schools will need a great deal of resources and enabling policies to assist the people in these areas to establish small income generating projects and government to provide the infrastructure to market and sell these products, plants and handicraft.

In many cases government policies and what actually happens on the ground do not match. Objectives and outcomes are often drawn up with little consultation with the people who will be affected by these policies. People must be involved right from the beginning and made aware of the reasons for any approach or activity. Government will also have to listen to the wisdom of experience of the older people as often these are by-passed and policies and goals reflect developed country policies which may not and are often not in tune with rural development aspirations. Often too there are limited

institutional and advisory services and resources to assist rural people to manage their own destinies.

8.7 Institutional and Management Capacities

The project and the Project Team will strengthen the capacity of national organisations, schools, teaching institutions, provinces and the NSAs to enable them to have an effective role to play in rural education. People are all very motivated by this project. While the availability of funds is the source of this high expectations, these expectations will have to be guided and further developed as funding will not always be available and people must be part of the plan to put in place measures to sustain educational developments in the rural areas.

During the project, capacity building of the Project Team members will continue together with other staff of the MoE and field officers and teachers. This is an important goal of this project. Capacities at the regional centres will also be strengthened. On project completion, the Project Team will be able to continue to provide support, advisory services and assistance in other areas. Staff of the MoE will also be experts in monitoring, evaluation and project writing. A major output for the MoE will be a collection of resources, reports and publications, data and other input that would have been collected during the life of the project. These materials will be able to be shared with others for information and for research through the FREP website as well as through publicity brochures and publications.

On-going provision of funding for rural education and capacity building at country level will no doubt be supported by the GoF and will be dependent on continuing needs and available finance. It should be noted that this project estimated the total costs for rural education in Fiji at 70 million Euros based on proposals received. EC aid to Fiji for this sector is 21.0 million Euros. The need is great.

It is clear that the following activities will warrant continuation of financial support beyond the phase 1 of five years:

- Infrastructure development especially electricity, boarding school facilities, transport - boat and roads - are needed. This would be the most vital development necessary to open up the remote and rural areas and provide access to the population to services.
- Strengthening of the FREP Project Team office. It is envisaged that this office will eventually be an office of the MoE. The process of making this happen will have to be a phased plan from the beginning so that the MoE can absorb its costs

There is no guarantee that there will be any funding for the activities beyond the 5-year life of the project. However, if the project proceeds with vigour, the GoF could apply for additional funding for a phase 2 from the EU for allocation of moneys unutilised from other sources.

The identified needs must be dealt with as people have high expectations. The GoF could, through its strengthened aid section, start putting together proposals for additional funds for projects identified and submitted. The continuation of FREP could be an important project for the Project Team working closely with the aid section of the MoFNP.

8.8 Economic and Financial Viability

In 1999, 43.4% of the population of Fiji were between the ages of 1 to 24. The projections are that this category will continue to increase at a high annual rate of 7%. The annual employment growth rate over the past 5 years has been between 2% to 4% (Annex 24). Over 25.5% are classified as disadvantaged and are poor. The limited investment in the country, limited employment opportunities and growing crime rate are concerns. The GoF has put in place measures to deal with some of these difficulties. It has concentrated its efforts on job creation, on a more viable economy, on targeted growth in tourism and the new film and IT industries and on growing small micro enterprises. The rural areas are of special concern and development programmes are now becoming more rural focused. This project in rural education is essential and practical as it addresses a real economic, financial and social need. It is expected that improvements in education, in the growth of income-generating projects in the rural areas will positively impact on development in the rural areas, reduce the urban drift and bring about greater political stability and cultural cohesion.

While the government allocates a high percentage of its annual budget to the education sector, its budget procedures, expenditure and processes distributes funding unequally to the different cost centres. The effect of this is that the resourcing of education for some sectors such as rural education, research, libraries and resources, equipment is very limited. Aid for these sections can be procured but the aid section of the Ministry of Finance will have to be strengthened to ensure that aid and planning become formally inter-linked and trained and quality expertise employed to manage and coordinate the aid section of the government. This project recommends and allocates funds towards the strengthening of the budget procedures by recognising the importance of the coordination of all aid to the country. Aid for rural education is considered a government priority and the multiplier effect of this on rural education and its economic and financial viability will have to be measured and monitored.

Under FREP, physical facilities and other basic needs will be met such as water, electricity and sanitation. It is foreseen that this project will raise the standard of infrastructure to a desirable level. Once these projects are completed, it is envisaged that the GoF will continue to concentrate on tackling other rural education projects that are still needed including related rural needs such as health, housing, employment and income generating activities. There is commitment on the part of the GoF to improve development in the rural areas. There is also commitment to improving economic growth, creation of more jobs, increasing productivity, reducing poverty, lessening government debt, and keeping inflation at a low rate over a 5-year period. These macro-economic targets will have direct impact on developments in the rural areas, particularly the education sector.

PART II: FINANCING PROPOSAL

COMMISSION EUROPÉENNE
EuropeAid Office de coopération

Afrique, Caraïbes, Pacifique
Développement social (santé, éducation)

Financing Proposal

9th EDF
9.ACP.FJ.

TITLE OF PROJECT	Fiji Education Sector Programme – EU component (FESP-EU)
TYPE OF PROJECT	Education Management and Infrastructure
RECIPIENT STATE	The Republic of the Fiji Islands
AUTHORITY SUBMITTING THE PROJECT	National Authorising Officer of the Republic of the Fiji Islands
PROJECT NUMBER	
SECTORAL CLASSIFICATION IN THE ACCOUNTING PLAN	
COMMITMENT PROPOSED AS A GRANT (9th EDF NIP)	€ 21 million (= 100% of NIP)
ESTIMATED DURATION OF THE PROJECT	60 months
FINAL POSSIBLE START UP DATE (art. 3 of the financing agreement)	*1st January 2005* ***(to be revised)***
FINAL POSSIBLE END DATE	*31st December 2012* ***(to be revised)***

RESPONSIBLE OFFICIAL □Paul Bourdeaux Tel : 02.299.25.42□□

Indicative exchange rate (November 2003): 1€ = 2.12925 FJD (Fiji dollar)

SUMMARY
The Government of Fiji (GoF) places high priority on education, spending 18.5% of its 2004 budget (equiv. €120 million) in the sector, the highest allocation to any one ministry. In recent years, the situation in rural and disadvantaged urban schools has deteriorated due largely to political problems, high rural-urban drift and the fast-growing poor population. The GoF is well aware of the needs and has placed it as the single sector to be funded under the 9th EDF. Other donors are assisting the Ministry of Education (MoE), in particular AUSAid under a Sector Wide Approaches Programme (SWAP) and JICA (Japan) with a focus on infrastructure and education of children with special needs.

The project will concentrate on education priorities in rural and disadvantaged urban areas, such as: equity of access, procurement of teaching resources, community non-formal programmes and school facilities upgrade including water, sanitation, electricity and communications. Around 98% of schools are operated by non-state actors (NSA) and the project also encompasses the NSA allocation under the NIP, to be disbursed for education and training-related activities. The project will be implemented by the MoE over a five year period. The MoE will be strengthened to play a leading role in the project's management, monitoring and coordination.

A RELEVANCE

1. Consistency with Global Objectives

1.1 EC Aid Policy Objectives and Priorities

EDF's overarching priority is to alleviate poverty. Education, in particular that of girls, has proven to be the most efficient measure to improve the development potential of a population. The project aims to create enabling environments that increase learning and employment opportunities for disadvantaged communities to develop the values, attitudes, knowledge and skills cognisant of their cultural heritage, and to prepare them to be responsible and productive citizens in their communities and society, thus addressing directly one of major causes of in-country disparities and contributing to increasing the living conditions among the country's poorer people.

1.2 Objectives of the NIP

The NIP identifies rural education as the single focal sector for the 9th EDF. The project comprises 100% of the NIP and is fully consistent with this focal sector. It encompasses both the government and the NSA allocation (15 % of the NIP).

1.3 Link with Annual Country Review

The present proposal is fully consistent with the analysis and projections made in the last annual country review, which referred to the year 2002.

2. Sectoral Analysis

2.1 Features of this Sector

The education system in Fiji is unique in that Education is a partnership between GoF and communities, religious and cultural organisations. MoE pays a large proportion of teachers' salaries and provides small educational grants, and the school committees manage the financial operations of the school, including infrastructure. Of the 700 primary schools only 2 are gov.-owned, of the 154 secondary schools only 12 are gov.-owned. There are 45 vocational schools, of which only 5 are gov.-owned and 4 teachers

colleges, 2 of which are gov.-owned. There is one regional university (USP) to which the GoF contributes 72% (equiv. €16.9 mill) of its annual budget. Non-formal education is provided by a number of NGOs and agencies. MoY supports the activities of some, but there is a chronical funding shortage. Improvements in coordination are also needed.

Of the 700 primary schools 427 are rural; of the total 5,112 primary teachers 2120 teach in rural schools. A total of 142,913 students attend primary school (68,954 girls/ 73,959 boys). Of the 154 secondary schools 33 are rural; of the 3,991 teachers 917 are in rural schools. A total of 65,935 students attend secondary school (34,156 girls/ 31,779 boys). Of the grants secondary schools receive from the GoF, only circa €0.5 mill. is allocated to rural schools against €3.2 mill. for urban ones. The state of education in the rural areas of Fiji lags considerably behind the rest of the country in terms of student performance, infrastructure, quality of teachers and available resources. GoF believes that children will stay in rural areas provided that education facilities, transportation, teaching quality and the drive for equity improve. For economic reasons schools in rural areas, in particular secondary schools, must serve several villages. Distances can be great and transportation is often unavailable, or too expensive to be affordable on a daily basis, so children often board, sometimes from as early as 5 years old. Much of the population in urban and peri-urban disadvantaged areas are children from rural areas. In many cases the whole family migrate to the city to cater for the education needs of the children, or the family is not granted an agricultural lease renewal and has to move to the city, and they survive on irregular jobs that the parents may find. In other cases rural children are housed by relatives who live in the city, to enable them to attend school. School attendance in rural areas is low due to many reasons: bad weather, closed roads, no transportation, no teachers, time taken up in community affairs and a lack of interest. Many of the students who continue to miss school, eventually drop out. In 2002 close to 14,000 students were pushed out of school without having attained the minimum skills and values required for them to find a job.

Inadequate infrastructure support has been identified as an issue: 149 schools have no electricity and 195 don't have a telephone. Many schools in rural areas have no reliable water supply. Sanitation also needs attention in a total of 773 locations. Most of the boarding schools need upgrading, including all the teachers' quarters. Access roads to many rural schools are in poor condition and in some areas, only boats are used and no bridges exist to facilitate the crossing of rivers and streams.

School Management Committees have to work hard to attract funds to meet the costs of running the school. There are limited opportunities for income generating activities in rural areas and urban disadvantaged ones. Limited resources mean less planned activities are implemented. Of concern in some cases is the lack of community interest and involvement in the school. Many parents and community members see the school as separate from the community. A sense of ownership is missing.

The retention of good teachers in rural schools is a major issue as well. Teachers assigned to rural schools usually stay in post for short periods as there are difficulties faced in teaching in these areas and the incentives and motivation are limited. Plans to introduce improved facilities for teachers are being considered by MoE and will be part of this project, in particular improved housing in remote areas.

2.2 Status of National Policy

Education is a priority of the GoF and this is reflected in its budget allocation: in the past five years, MoE has received between 15% and 20% of the budget, the highest allocated to any one Ministry. These funds meets the operational costs of the Ministry, administration, capital costs and payment of teachers for almost all the 854 schools.

The MoE has responded to the education needs of the country by producing a Strategic Plan, a Corporate Plan and an Action Plan. There is strong commitment by MoE and other stakeholders to improve education overall, particularly in rural areas, but resources for implementation of the identified priorities are still insufficient. The 9 key priority areas of MoE are: (1) relevant and responsive education, (2) support for a professional teaching force, (3) strengthen community partnerships in education, (4) promote quality and excellence in school management and administration, (5) improve indigenous Fijian education, (6) improve education in rural and isolated schools, (7) review staff development and promotion policy, (8) expand the use of technology in teaching and learning situations, and (9) improve infrastructure and facilities.

The GoF is interested in embarking in SWAP and identified Education as the pilot sector. Thus the Fiji Education Sector Programme (FESP) was initiated, with AUSAid as its only donor at present. FESP-EU will support this initiative. It is hoped that JICA, the 3rd largest donor in the sector, will follow.

The widening gap between access and equity of opportunities between rural and urban populations as well as the disparity in access for children from poorer families in urban areas is worrying. GoF has in place an Affirmative Action Plan to address some of these issues, but coverage of non-indigenous Fijian poor communities is a concern.

3. Problem Analysis

3.1 Target Groups, Beneficiaries, Stakeholders

Direct and immediate beneficiaries of the project are children, young students, youths, teachers, principals, parents, school managers, MoE, and Ministry of Youth (MoY) staff, and members of the communities, particularly women. NSA, Provincial Councils and the business community will also benefit. Through this project, the students and all beneficiaries, will have access to improved infrastructure and facilities especially science laboratories, libraries, telecentres, better trained teachers and increased access to non-formal training.

3.2 Specific problems

Education in Fiji faces many challenges. Recognising the high priority the GoF awards to the sector and its potential for the future development of the country, some donors are assisting the GoF in the context of the Education Sector Programme (cf 6.2). However, the conditions of education infrastructure, in particular in rural and urban disadvantaged areas, still lack considerable resources. There is also a problem of poor coordination of the activities of government ministries and other stakeholders that deal with rural development, and insufficient community support. These problems are not easy to deal with, without external assistance, as the rural communities are small and isolated. In many areas the physical infrastructure is virtually non-existent with no proper roads, electricity, safe drinking water, sanitary conditions and transportation.

Without transportation children very often board, from very early ages, and the boarding facilities and classrooms are usually very poor. Or they drop out.

Another area in need of reform is policy. Policies in need of revision refer to: rural education itself, appointments and allowance, language and culture, standards for buildings and equipment in schools, standards for boarding schools, curriculum, management of school committees, financing education, community involvement, distance learning, and monitoring and accountability. In the area of curriculum, the appropriateness of some courses is questioned, the curriculum content has been localised to an extent, but it is still perceived by some as removed from real life. Many students take subjects that are not relevant to their situation, but they are examinable and have to be taught. Many of these courses are learnt by rote with limited practical sessions. Teacher training is also an issue. Unless this is improved, a vast number of young people will continue to leave the education system without the necessary skills. The help of the NSAs is important in ensuring that education and the needs of the most disadvantaged are considered. They operate largely in the non-formal sector.

4. Origins and Preparation of the Project

In 2002 the GoF, NSA and the Commission held discussions in Suva to determine the general orientation for co-operation for the 9th EDF. During the discussions, the CSP and NIP were drawn up. The parties agreed on a single focal sector: rural education. It was also decided that 15% of the allocation (€3.15 mill) would be earmarked for NSA. ToR for the identification and feasibility study were drafted and in 2003 the University of the South Pacific (USP) was engaged, following an open local tender, to carry out the study and prepare a draft FinProp. The methodology used included extensive visits to remote schools and communities, including workshops and "*talanoa*" or discussion and story sessions. The method proved to be very effective as people were able to express their needs in their own languages and in their own ways and environment. The Team met with individuals, government department representatives, institutions, non-state actors, Provincial Councils, School Committees, School principals, teachers and village community members. Visits were made to various schools, rural and urban poor communities, businesses and NSA. The draft outcomes and recommendations of the study were widely circulated and a stakeholders meeting was convened, including MoE, MoY, the NAO's office, the EC and other donors and a vast representation of NSA. The study was finalised on the basis of the comments made at this meeting.

B FEASIBILITY

5. *Project description*

5.1 Overall objectives

Vision: A multi-ethnic and multi-cultural society where all communities have equitable access to opportunities and share equally the benefits of development.

Overall Objective: To achieve equitable access, participation and achievement in life-long education for disadvantaged communities in Fiji and improve quality and outcomes.

5.2 *Project purpose*

To create enabling environments that increase learning and employment opportunities for disadvantaged communities, to develop the values, attitudes, knowledge and skills cognisant of their cultural heritages, to prepare them to be responsible and productive citizens in their communities and our society.

5.3 Results

The study identified 8 strategies based on its assessment of stakeholders' priorities, educational challenges and issues found in rural and wider communities: (1) Planning, and management; (2) infrastructure and materials; (3) Curriculum reform; (4) Educational outcomes; (5) Processes and mechanisms inc. human resources dev.; (6) Monitoring and evaluation; (7) co-ordination; (8) Non-formal and tech/voc education. The strategies are inclusive but due to financial considerations the project can address only some (see Key Result Areas, below). It is noted that for the other areas identified other aid donors are active (cf. section 6.2).

Key Result Area 1 – Improved infrastructure and upgraded facilities

To assist schools with infrastructure needs, inc.: classrooms, libraries, labs, dormitories, teachers' quarters, kitchens and dining rooms, water supply and sanitation. In some cases the electricity lines pass nearby but there is no connection to the school, the project can pay for connecting the school in these cases. It can also assist in improving access (roads, bridges, jetties) to schools. The concrete activities that will be funded will be identified on an annual basis. They will be those that facilitate education for the most disadvantaged communities, reduce the flow of students from rural to urban areas, and provide an incentive for teachers to take up appointments in remote areas.

Key Result Area 2 - Capacity building and enabling environment

Teacher training is a priority and teaching experience in rural areas will be the focus. AUSAid is assisting the Lautoka Teachers College (LTC), the largest teacher training school in the country, to reform its curriculum and training methods. This is complemented by an 8th EDF project to up-grade LTC's physical infrastructure. FESP-EU will address any gaps that may remain in this area, in particular the organisation of practicums in remote areas, thus enabling the future teachers to have a guided experience in a difficult environment, corresponding to their most likely first posting. At the same time existing policies and guidelines will be reviewed to ensure that enabling environments are put in place to move developments particularly in the areas of curriculum reform, targeting tech/voc education. The project will also provide training for MoE and other relevant line ministries, NSA, school committees, and Provincial Councils, including field staff.

Key Result Area 3 - Quality and adequate resources and materials

Schools in disadvantaged communities will receive support for teaching resources including equipment, teaching materials, books, computers (where they can be serviced) and labs. Many of these materials can also be used for non-formal classes and summer programmes.

Key Result Area 4 - Effective and efficient processes and mechanisms

Effective co-ordination, especially between the MoE and other line ministries is critical, ensuring that there is a holistic approach to up-grading rural life, community participation and ownership of education for long-term sustainability. The project will promote co-ordination between ministries, tertiary institutions, NSA, donor agencies, regional and multinational organisations, so that developments in education are harmonised and duplication avoided. Furthermore structures of education at national, provincial, community and school levels will be strengthened to implement MoE policies and plans. Monitoring, supervision and evaluation mechanisms will be developed and the roles and responsibilities of officers at different levels identified.

Key Result Area 5 – Community building through education and partnerships

Non-formal education and community awareness programmes will be part of the project. Areas identified include: carpentry, farming, small/micro enterprise, handicraft,

flower management, learning conversational Fijian, Hindustani and English, the law and security. Retired teachers will be encouraged to teach in the communities. NSA, MoE, MoY and schools will work in partnership to ensure access to these programmes.

5.4 Activities

Activities will be decided on an annual basis, according to MoE's priorities and the support of other donors, and included in Annual Work Programmes (AWP). Given that the Fiji Education SWAP is in its infancy stages, AUSAid's intervention has been designed along specific components, covering mainly strategic planning and management, teacher training and curriculum development. Consequently, it is foreseen that the EDF will focus on complementary activities, such as: infrastructure development including upgrading of school facilities, teachers' quarters, libraries and laboratories; training at various levels; community non-formal education programmes; strengthening MoE and MoY; and capacity building of NSA.

5.5 Indicators

a) Impact Indicators (long-term) based on MoE and strategy. Indicators for the SWAP are being developed but, given their present unavailability, we are now identifying 5 impact indicators, for which the source of verification will be MoE annual statistics: **1.** student retention rate; **2.** examination results in literacy (English, Fijian, Hindi), maths and science; **3.** percentage of schools rating classrooms as adequate. A further one refers to non-formal education; **4.** # enterprise projects established yearly by ex-trainees of rural youth training programmes; **5.** Number of teachers that receive special training for teaching in rural areas.

b) Short-term Indicators, will be identified annually as part of the AWP and will stem directly from the activities identified (eg. number of schools refurbished, number of formal and non-formal training courses delivered, such equipment delivered, etc.).

6. Project Analysis

6.1 Lessons from Past Experience

Many lessons were learnt from visits, meetings, "*talanoa*" sessions and workshops. A key recognition was that rural education is expensive and challenging. While there is willingness, and in some cases commitment, to improve conditions, the lack of resources is a problem. Of the schools visited, there were good practices and successful schools and there were also failures in terms of reduced size of the school role and poor examination results. Of the "good" schools, a number of clear characteristics emerged: good leadership, strong school committees, dedicated teachers, presence of income-generating projects, existence of a strategic plan, parental and community involvement, use of IT, good facilities, electricity, safe water supply, adequate roads and a focus on appropriate curriculum. Teachers that had proficiency in Fijian, Hindustani and English and understood the different cultures of the students, proved to be successful. In the least successful schools, commitment and good leadership were absent.

A number of different models in improving rural education were considered and a "Learning Centre" model was identified as appropriate. This model sees a school where classes are inclusive from pre-school to adult non-formal education; classes are offered throughout the day till the evening; the curriculum is all inclusive with academic and vocational courses mainstreamed; more application than theory; franchise FIT, TPAF

and USP Foundation courses; learning is linked to life and income-generating projects. In summary, the role of the school must be inclusive, catering for the needs of children and members of the entire community who wish to learn. Furthermore, for remote areas, it was clear that good communication was important for survival. Environmental issues were also important. Teacher incentives, good staff quarters and motivation were necessary to attract good quality teachers. Children, youth and adults will continue to migrate to urban areas in search of good education if facilities and the factors identified above are not present in rural areas.

6.2 Linkage with Other Operations

A large number of donors are active in education, most have small-scale operations, with the notable exception of AUSAid and JICA.The donor coordination group, chaired by MoE, meets quarterly and informal contacts between the major donors are kept on a regular basis. AUSAid is supporting the FESP with an AUS$8 mill contribution over 3 years, which can be extended to 5, in which case additional resources will be provided. JICA's contribution is directed mostly to education infrastructure and equipment and for special education. The ADB is finalising the "Alternative Livelihoods Project" consisting of youth/adult non-formal education and training, in particular to assist in finding alternatives to sugar production. Some government agencies offer training for children and adults: the Fiji Institute of Technology (FIT), Training and Productivity Authority of Fiji (TPAF) and USP offer short-term courses, distance education programmes and summer schools in addition to their regular courses.

6.3 Results of Economic and Cross-sectoral Appraisals

The most recent report on poverty (1997) states that 25.5% of Fiji households live below the poverty line, equivalent to an income of less than €1,385.4/year for a family of five. These tend to concentrate in rural villages and urban poor areas. But since the political disturbance in 2000, poverty increased significantly and it is believed that it is close to 50%. Bureau of Statistics' 2002 figures indicate a high level of migration to urban areas. Over 40,000 live in squatter conditions. Many of these come to the city seeking better education opportunities for their children, others due to the expiry of (rural) land leases. These are among the primary beneficiaries of the project.

Gender aspects in the activities will be fully covered. Most NSAs in the country are headed by women who will be involved in the Project's Steering Committee.

The participation of the village and urban poor communities in income generating projects will be encouraged, so as to assist in the financing of rural schools and the business sector will be encouraged to support training and the establishment of new small micro enterprises.

6.4 Risks and Assumptions

At the national level the risks of not achieving the project's key result areas have been assessed as low because of GoF's strong commitment to improving education. However, there is a risk linked to the absorptive capacity of the different actors (GoF agencies and NSA). This will be managed by ensuring that AWPs do not overburden the existing capacity: when such a case is detected, resources will be channeled to other priority areas until the backlog is absorbed, or, if possible, additional resources will be channeled to increase the implementation rate. The risk of duplication of donor

programmes and resources is being addressed by the SWAP process, aligning donor interventions with MoE priorities. Regular (quarterly) donor meetings are now being held with MoE. At the MoE implementation level, the risk will be minimised because the project team will be housed within MoE, together with the AUSAid and JICA teams. Quarterly audits, including value for money appraisals, will be performed to address the risks of misappropriation of funds.

7. Project Implementation

7.1 Physical and Non-Physical Means

A) TA – 4 professionals: project director, with education management background, a project manager and two senior education advisors: one with some technical engineering skills and the other with community skills. Two of these will be senior MoE staff deployed to the project and paid by it (according to PSC scale), thus allowing MoE to recruit temporary staff to replace them; they will reintegrate MoE at the end of the project. The project director position will be advertised internationally allowing local, regional and international candidates to apply, and the others locally. The project will also be able to recruit short-term technical expertise for specific needs, and local administrative and financial support. Other related inputs include: 2 AWD vehicles (for access to the interior), office furniture and equipment, consumables, travel and operating costs.

B) Training-of MoE, MoY and other GoF agencies' staff and NSA, including staff in the field and of school principals, managers, committee members, etc.

C) Infrastructure–as per section 5.3. Concrete activities will be detailed in each AWP

D) Learning resources-including books, lab equipment, computers (when appropriate), etc. Concrete materials and equipment will be detailed in each AWP.

7.2 Organisation and Implementation Procedures

The overall responsibility for the programme will reside with the NAO; MoE will be the implementing agency and MoY will be consulted for non-formal education under their responsibility. The AWP will be scheduled to coincide with the national Budget and be submitted to Parliament as part of the Budget, thus MPs will have the opportunity to approve both exercises simultaneously and to verify complementarity between them. MPs will also be invited to check implementation of the programme.

The project director will prepare quarterly reports including financial statements. Independent audits will be undertaken on a quarterly basis, in conformity with EC regulations. The AWPs will comprise both the government and the NSA allocation. The NSA targeted allocation of 15% of the NIP should be interpreted as a final calculation, the process should be flexible allowing for yearly fluctuations resulting from special circumstances affecting NSA capacity and particular opportunities.

GoF allocation-MoE drafts the AWP, assisted by the project team, in consultation with MoY and other relevant agencies. The draft AWP is approved by the NAO and then presented to the EC Delegation. After agreement by the Delegation the final draft is presented to Parliament as part of the Budget exercise, for approval. It will then be officially submitted to the EC for final approval. NSA's advice will be sought on the approved AWP and on implementation of previous AWP. Their advice is particularly important because of their grassroots links. NSA are expected to report the views of the direct beneficiaries in matters concerning priority issues, location of facilities,

particular concerns of vulnerable groups, etc. The advice provided by the NSA will be recorded and followed in the context of subsequent AWP whenever possible, otherwise a justification will be provided by the NAO.

NSA allocation–the Secretariat of the "Fiji Forum of NSA" is responsible for screening the individual proposals and, based on previously agreed criteria, to select the concrete NSA projects to be funded, and to present these in a coherent work plan to be submitted to MoE for inclusion into the AWP. This exercise will take place annually and the process must be concluded in time for inclusion of the NSA component in the draft AWP before its submission to the NAO and EC Delegation.

Special provisions for the 1st year: should EDF requirements for project approval prevent the 1st AWP to be presented to Parliament simultaneously with the 2005 Budget, a presentation can be made a soon as possible afterwards, following the standard procedure for budgetary increases.

Annual transfer of funds–upon EC approval of the AWP, an amount equivalent to its estimated cost will be paid into an EC/GoF double signature account at the Reserve Bank of Fiji. Thereafter, 50% of the AWP cost estimate shall be transferred from this account, as an advance, to the GoF general account, for the funding of activities identified in the AWP. A subsequent transfer of a maximum of 40% will be made upon receipt of quarterly reports, confirming expenditure of at least 80% of the advance. At the end of each year the NAO and the Head of Delegation will review and acquit the previous year's expenditures and, after an audit by certified chartered accountants, sanction the payment of the difference between the actual expenditure and the advances. Over expenditures will be financed by the GoF, under expenditures will roll into the following year's AWP.

Contracts for audits and evaluation will not be part of AWP. They will be signed between the Delegation (acting on behalf of the NAO) and independent consultants recruited according to EDF rules. The AWP will follow standard EDF rules and procedures. In accordance with Article 16(8)(b) of Annex IV to the Cotonou Agreement, the NAO and the Head of Delegation maintain financial responsibility and monitor the operations regularly.

7.3 Appropriate Technology

All programme interventions will use low-cost/low-technology inputs. Cyclone-resistant building methods will be used and training in maintenance will be given, where required. Availability of equipment servicing will be taken into consideration in elaborating the AWP; items will be excluded if adequate servicing is unavailable.

7.4 Timetable, Cost and Financing Plan

For the purpose of Article 3 ("Duration of the project") of the Special Conditions of the Financing Agreement, the project shall start not later than 1 December 2004 and shall end by 31 December 2010 ***(to be revised by HQ)***. The last possible date for individual commitments (signature of contracts or work plans) will be xx/xx/20xx (3 years after the date of the financing decision) ***(to be finalised by HQ)***.

The overall cost of the programme will be € 21 million. Expenditure will be spread

over the first five years (2004-2009). Should needs and the country's absorptive capacity so justify, this timetable can be accelerated. The estimate cost breakdown of the programme is as follows (€) (details in A nnex 1):

- TA and operating costs (inc audit & eval)	2.527.250
- NSA activities (15% of total as per NIP)	3.150.000
- AWP activities (as per section 7.1)	15.322.750
Total	**21.000.000**

7.5 Special Conditions/Accompanying Measures to be taken by Government

- the percentual allocation for Education in the national budget will be maintained within the average of the past five years, throughout the project's duration.
- it provides reports and accounts for each expenditure item approved and these are presented on time and according to a mutually agreed format
- it will meet any cost over-runs from its own resources
- infrastructure and equipment provided under the programme is duly maintained
- due consideration will be given to the advice provided by the NSA and a justification will be given when this advice cannot be followed
- it will ensure that 15% of the total amount of this programme will be allocated to the NSA, as agreed, unless no suitable proposals are submitted

7.6 Monitoring Arrangements and Follow-up

Regular monitoring of activities will be undertaken by MoE, MoY, NAO and the Delegation. The programme will have a Management Committee (MC) and a Steering Committee (SC). The MC composed of MoE, MoY, NAO, FIT, TPAF, USP and NSA will meet quarterly, or more often if necessary. The SC composed of MoE, MoY, NAO and other relevant agencies, will meet 6-monthly. The Delegation and other donors active in Education will be invited as observers to both MC and SC.

7.7 Reviews/Evaluations/Audits: Procedures and Reports

All reporting will be the responsibility of the NAO, assisted by MoE, MoY and project staff. The "Fiji Forum of NSA" will forward to the project director timely and detailed reports, to be included in the quarterly reports. All reports will be distributed to the Delegation, the Parliament and the "Fiji Forum of NSA".

The Delegation, in accordance with Article 23(6) of Annex 4 of the Cotonou Agreement, will contract certified chartered accountants to perform quarterly audits, which will include "value for money" analysis. These will be distributed to the Delegation, NAO, MoE, MoY, Parliament and NSA. A provision for Audit is included in the budget of this programme, it is understood that the Chief Authorising Officer, in accordance with Article 23 of the Financial Regulations, may use this provision to organize an independent Audit of expenditure realized under this programme. The Delegation, in accordance with Article 23(6) of Annex 4 of the Cotonou Agreement, will contract an independent consultant to perform a final evaluation of the programme upon conclusion of the last AWP.

C SUSTAINABILITY

8. Measures Ensuring Sustainability

8.1 Ownership by Beneficiaries

Wide stakeholder consultations will take place for the elaboration of AWP and follow-up: MoE, MoY, communities, school management and businesses. The fact that NSA will be invited to advice on the content and implementation of AWP will further ensure that different perspectives are taken into consideration. MPs will also be encouraged to check that the project's achievements match the expectations of their constituencies. Communities have thus 3 options to voice their opinions and influence the programme: NSA, their MPs and direct contacts with the team, the Delegation, MoE, MoY and other GoF agencies.

8.2 Cross-sectoral Sustainability

Fiji is a multi-cultural society; the project will ensure that all ethnic communities will have equal access to the programme's benefits and that priority for project funding will be given to disadvantaged communities. Gender issues and the case of people with special needs (disabilities, for instance) will also be important considerations for determining priorities. The project is consistent with the "Education for All" initiative, the strategic development plans of the GoF and MoE, and the GoF's human resources development plan. These all address equity and access issues in education.

8.3 National Policy Measures

GoF will remain committed to addressing the gaps and discrepancies between communities, and to empower and support disadvantaged ones, Provincial Councils and the NSA in the performance of their responsibilities.

8.4 Institutional and Management Capacity

MoE will be the implementing agency and it has the capacity and will to implement the project. The project team will reinforce MoE staff, for the purpose of managing the additional resources thus made available. Furthermore the project, as part of its activities, will contribute, together with other donors, to strengthen the capacity of Ministries, schools, provinces and the NSA.

8.5 Complementarity and Sectoral Co-ordination Between Donors

The project is part of a SWAP, aligned on MoE priorities (further details in 6.2).

8.6 Economic and Financial Sustainability

In 1999, 43.4% of the Fiji population was between 1 and 24. The projections are that this category will continue to increase at an annual rate of 7%. The annual employment growth rate over the past 5 years has been between 2% and 4%. Over 25% are classified as poor. Limited investment and employment creation are concerns. GoF has put in place measures to deal with some of these difficulties: concentrating its efforts on job creation, on a more viable economy, on targeted growth in selected industries and encouraging small/micro enterprises. The rural areas are of special concern and development programmes are now becoming more rural focused. This project is essential and practical as it addresses real economic, financial and social needs. It is expected that improvements in education and the growth of income-generating projects will positively impact on development of disadvantaged areas, reduce the urban drift and bring about greater political stability and cultural cohesion.

Under the project, physical facilities and other basic needs will be met. The project will contribute to raising the standard of education infrastructure to a desirable level. It is

anticipated that not many new structures will be erected, activities will concentrate greatly on renovation of dilapidated buildings and some extensions, thus recurrent costs will be kept within manageable levels.

ANNEX 1

TERMS OF REFERENCE

FOR THE IDENTIFICATION OF A RURAL EDUCATION PROGRAMME

TO BE FUNDED BY THE 9TH EDF, IN FIJI

Background

In recent years the European Development Fund (EDF) has concentrated its development programme in Fiji in infrastructure. The only recent EDF projects in Education have been the building of rural school facilities, under the Micro-projects programme. The up-grading and extension of the Lautoka Teachers College is currently being considered for EDF funding.

In the near future, under the 9th EDF, assistance will focus on Rural Education and tec/voc studies. An indicative amount of EUR 21 million has been earmarked for this purpose. This includes a 15% allocation for activities to be implemented by non-state actors (NSAs).

For information on the main features of the country and of the objectives of the 9th EDF, please refer to the Country Support Strategy (CSS) document enclosed. Of particular relevance is the Report of the Fiji Islands Education Commission/Panel, of 2000, which constitutes a recent and deep analysis of the sector and has been adopted as government policy.

Purpose of the study

Based on existing documentation and fieldwork, in particular the Report of the Fiji Islands Education Commission/Panel and any other relevant studies carried out at the initiative of the Government of Fiji (GoF) or other organisations, and on the GoF's official policy for Education, the consultant will draft a Financing Proposal abiding by the standard format approved by the European Commission for these purposes.

This Financing Proposal will be consistent with the considerations and priorities referred in the Country Support Strategy for Fiji, for the 9th EDF. It will propose concrete activities to be financed by the 9th EDF and will provide details about the implementation modalities for each type of activities.

Under the spirit of Cotonou, the consultant will include all relevant NSAs in all contacts and at all stages of the analysis and formulation of the proposal.

Scope of work

The consultant will present the most relevant features of the Education sector, not forgetting:

- Provision of services in Education and tec/voc studies – a quantitative and qualitative analysis, both in terms of infrastructure and service delivery and highlighting any major geographical disparities

- Identification of the permanent (such as remoteness of some communities) and temporary constraints of the sector

- Analysis of the relations between Education (including tec/voc) and Labour market requirements, including a particular reference to employment opportunities/self-employment creation in remote areas

- Government's priorities for Education and tec/voc

- Other donors' activities in Education and tec/voc (on-going and planned)

- Funding requirements in Education and tec/voc and how they are being met

- Production and availability of school books and other teaching/learning resource, if available data on pupil/resources ratios

- Training of teachers and retention/turnover rates

- Participation of local communities in the Education process, in particular advice on the feasibility of the beneficiary communities providing labour and locally available materials (those available cost free) for the maintenance of schools, dormitories and other Education facilities

- Incentives for teachers in remote areas – existing and innovative proposals, taking into consideration their impact on recurrent costs

- Issues of access (between the communities and the schools serving them) and facilities such as water/sanitation, electricity and telecommunications

Macro-economic issues

The study will also encompass an analysis of links between the Education sector and global macro-economic and other issues, such as:

- Impact of emigration on Education

- Details of government spending in Education, including mechanism for the delivery of capital and recurrent costs in remote areas

- National budget procedures, expenditure control and audit mechanisms. The Commission is envisaging the possibility of gradually establishing a budgetary support mechanism for the delivery of its aid programme to Fiji. Information and recommendations on these issues are thus of particular relevance.

The above list is intended to guide the consultant in highlighting particular aspects of the analysis. It is by no means meant to be exhaustive.

Programme proposal

On the basis of the findings of the analysis, the consultant will make a concrete proposal for a programme to be funded under the 9th EDF, not exceeding the EUR 21 million earmarked for this purpose. It will abide by the official format approved by the European Commission for Financing Proposals for the EDF and include details pertaining to:

- Concrete scope and nature of the activities to be financed by the EDF.
  It is a matter of particular importance that the benefits of this programme accrue to all ethnic groups in the country. The consultant will be required to prove this point and to analyse how these objectives can be attained against the background of the "Blue Print for Affirmative Action on Fijian Education".

- Project relevance and feasibility

- Relations between these activities and other relevant initiatives financed by the Government, other donors, NSAs and/or private entities

- Detailed proposal for a delivery mechanism for EDF funded activities. Implementation details, including:
  - technical assistance needs
  - annual work programmes
  - limits of budget support possibilities, in view of present national budget and expenditure control mechanisms
  - clear definition of responsibilities between each participating Ministry or other government agencies and NSAs

- Participation of the "non-state actors" (NSAs). There is range of organisations active in Fiji, in the Education and tec-voc sectors. A number of relevant NSAs in this context has been identified by the GoF and have been involved in discussions on this subject. The consultant will:
  - identify those that are mature for immediate participation in the implementation of project activities and identify conditions for the later participation of others
  - propose a mechanism and criteria for screening of NSAs and for submission and approval of NSA projects in this context

- Expected impact of the programme on standards of Education delivery, in particular in the most remote areas. Expected results. Gender analysis.

- Sustainability issues

- Analysis of main assumptions

- Identification of concrete indicators allowing for regular monitoring of progress and results. Bearing in mind that in Education impact of new initiatives can take several years to be felt, the experts will identify performance indicators that can be measured in the short-run and that are expected to contribute to the long-term success of the programme. These will provide useful guides for regular monitoring. In addition, results/impact indicators, measurable only in mid to long term will also be identified.

- Detailed budget

- Calendar of activities, of expected disbursements and of expected results

As referred above, this list is not exhaustive.

Reporting requirements

All the reporting in the context of this study will be in English. All reports will be presented in 20 copies: 4 for the Commission headquarters in Brussels, 2 for the Commission Delegation in Fiji, 4 for the Fiji National Authorising Officer and 10 for the Fiji NSA Forum, for further distribution among local NSAs. The Fiji Delegation will also receive an electronic copy of all reports, in Word.

The consultant will produce the following outputs:

1. Draft Report, based on the consultant's knowledge of the sector, her/his analysis of recent studies and discussions with GoF policy makers, NSAs and other donors. This report will include the main points of the analysis and the main topics of the Financing Proposal, including proposals for the implementation mechanisms.

   The report will be discussed with the Fiji and Commission authorities and Fiji NSAs, at a meeting that will be organised for this purpose in Suva. Comments on this draft report will be incorporated into the Final Report.

2. Final Report, including a draft Financing Proposal, to be presented two weeks after the consultant receives the comments on the draft report.

   The Commission and Fiji authorities and NSAs will comment on this report within one month of receipt.

3. Revised Financing Proposal, to be presented one week after the consultant receives the comments on the Final Report and draft Financing Proposal.

Expertise required

Education Specialist – with at least 15 years professional experience, of which 10 in developing countries. Preference will be given to experts that have worked for long-term assignments in the field and to those with a working knowledge of the Pacific region and of Fiji in particular, as well as to those with knowledge of EDF procedures.

Education Economist, to advise on the management and "delivery mechanisms" of the future programme – with at least 15 years professional experience, of which 10 in developing countries. Preference will be given to experts that have worked for long-term assignments in the field and to those with a working knowledge of the Pacific region and of Fiji in particular, as well as to those with knowledge of EDF procedures.

The consultant will be fluent in English and will be an EU or ACP national.

Time schedule

A total of 8 weeks (40 work days) has been envisaged for this consultancy.

ANNEX 2

Annex 2

ESTIMATED POPULATION BY ETHNIC ORIGIN, SEX, AND AGE AS AT 31ST DECEMBER 1999

AGE GROUP (YEARS)	FIJIAN			INDIAN			OTHERS			TOTAL			% OF TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
0-1	5,386	5,057	16,443	2,679	2,563	5,242	480	427	907	8,545	8,047	16,592	2.1
1-2	5,387	5,070	10,457	2,647	2,519	5,166	481	424	905	8,545	8,013	16,528	2.1
2-3	5,250	4,956	10,206	2,804	2,679	5,501	511	440	951	8,565	8,093	16,658	2.1
3-4	4,998	4,738	9,736	2,978	2,851	5,829	504	455	959	8,480	8,044	16,524	2.0
4-5	5,794	5,536	11,330	3,471	3,246	6,717	593	611	1,204	9,858	9,393	19,251	2.4
10-14	26,031	24,247	50,278	17,158	16,284	33,442	2,742	2,513	5,255	45,931	43,044	88,975	11.0
15-19	24,936	23,346	48,282	18,627	17,871	36,498	2,568	2,353	4,916	46,126	43,570	89,696	11.1
20-24	22,391	21,200	43,591	18,967	18,006	36,973	4,410	2,343	4,753	43,768	41,549	85,317	10.6
25-29	19,050	18,561	37,611	16,867	15,283	32,150	2,589	2,414	4,953	38,456	36,258	74,714	9.3
30-34	16,369	16,309	32,678	14,270	12,997	27,267	2,505	2,295	4,800	33,144	31,601	64,745	8.0
35-39	15,239	15,140	30,379	13,618	12,760	26,378	2,273	2,679	4,352	31,130	29,979	61,109	7.6
41-44	14,025	13,505	27,528	13,300	12,712	26,012	2,149	1,879	4,028	29,474	28,094	57,568	7.1
45-49	11,843	11,480	23,323	11,814	11,522	23,336	1,937	1,521	3,458	25,594	24,523	50,117	6.2
50-54	9,592	9,330	18,922	9,522	9,522	19,044	1,613	1,305	2,918	20,727	20,157	40,884	5.1
55-59	7,728	7,691	15,419	7,367	7,645	15,012	1,308	1,078	2,386	16,403	16,414	32,817	4.1
60-64	6,195	6,268	12,463	5,239	5,707	10,946	1,052	810	1,862	12,486	12,785	25,271	3.1
65-69	4,764	5,051	9,815	3,573	4,004	7,577	675	517	1,192	9,012	9,572	18,584	2.3
70-74	3392	3,657	7,049	2,269	2,704	4,973	484	419	903	6,145	6,780	12,925	1.6
75+	4,218	2,510	4,728	1,723	1,723	3,094	358	309	667	3,947	4,542	8,489	1.1
Not stated	2,201	3,005	5,206	1,432	2,083	3,515	321	406	727	3,954	5,494	9,448	1.2
TOTAL	**212,789**	**206,655**	**419,444**	**169,973**	**164,699**	**334,672**	**27,498**	**24,598**	**52,096**	**410,260**	**395,9952**	**806,212**	**100.0**

Total may not add to 100 due to rounding.

Source: Fiji Islands Bureau of Statistics

ANNEX 3

FIJI CITIZEN EMIGRATION BY RACE, SEX AND OCCUPATION – FEBRUARY 2001

OCCUPATION	FIJIAN		INDIAN		EUROPEAN		CHINESE		ROTUMANS		PACIFIC ISLANDS		PART EUROPEAN		OTHERS		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Professional, Technical & Related Workers	5	3	37	33	1	0	1	1	0	0	0	0	0	1	0	0	44	38
Administrative and Managerial Workers	2	2	26	6	1	0	0	0	0	1	0	0	1	0	0	0	30	9
Clerical Supervision & Related Workers	1	1	17	24	0	0	0	0	0	0	0	0	0	1	1	0	19	26
Sales Workers	0	0	5	2	0	0	0	0	0	0	0	0	0	0	0	0	5	2
Service Workers		3	4	2	0	0	0	0	0	0	0	0	0	0	0	0	4	5
Agriculture, Animal Husbandry, Forestry Workers & Fishermen	3	0	15	1	0	0	0	0	0	0	0	0	0	0	1	0	19	1
Production Workers, Transport Equipment Operators & Labourers	2	1	40	3	0	0	0	0	0	0	0	0	0	0	0	0	42	4
Workers not Classifiable	16	18	104	189	0	0	3	2	0	0	0	0	2	2	0	1	125	212
Totals	**30**	**28**	**248**	**260**	**2**	**0**	**4**	**3**	**0**	**1**	**0**	**0**	**3**	**4**	**2**	**1**	**288**	**297**
	58		**508**		**2**		**7**		**1**		**0**		**7**		**3**		**585**	
% TOTAL	**9.9**		**86.7**		**0.3**		**1.2**		**0.2**		**0.0**		**1.2**		**0.5**		**100.0**	

Source: Fiji Islands Bureau of Statistics. Statistical News

ANNEX 3.1

Annex 3.1

RESIDENT DEPARTURES; NUMBERS BY PURPOSE OF ABSENCE

Period	Holiday	Emigration*	Visiting friends/relatives	Education/training	Business	Employment	Other	Total
1995	17,337	5,123	14,238	5.058	11,142	3,009	12,297	68,204
1996	19,022	5,190	16,840	5,058	10,660	2,953	12,048	71,959
1977	18,832	4,779	17,256	5,246	10,449	2,820	15,134	74,240
1998	20,624	5,095	18,461	4,970	10,868	2,414	15,861	78,441
1999	23,391	5,196	21,157	5,118	11,880	2,516	19,503	89,115
1998 Quarter 1	3,957	1,104	3,979	5,472	2,443	651	4,051	17,918
Quarter 2	4,046	1,175	3,872	1,733	2,675	666	3,139	16,460
Quarter 3	3,727	1,530	3.992	887	2,790	583	3,844	17,791
Quarter 4	8,894	1,286	6,618	1,325	2,690	514	4,827	26,272
1999 Quarter 1	4,785	1,247	4,748	1,173	2,731	590	5,684	21,588
Quarter 2	4,752	1,172	4,575	1,703	2,964	660	4,557	19,769
Quarter 3	5,242	1,505	4,910	1,426	3,029	578	5,065	21,755
Quarter 4	8,612	1,172	6,924	1,254	3,156	688	4,197	26,003
2000 Quarter 1	5,069	1,455	5,229	2,018	2,978	874	4,407	22,030
Quarter 2	5,630	1,385	5,235	1,296	2,802	608	4,137	21,093
PERCENTAGE CHANGE: QUARTER OVER CORRESPONDING QUARTER IN PREVIOUS YEAR								
1998 Quarter 1	0.6	-12.6	4.6	0.6	0.5	-17.1	21.8	3.8
Quarter 2	-0.8	-4.9	0.8	1.1	-4.3	-17.3	-13.5	-4.7
Quarter 3	-3.6	26.6	2.2	-3.9	5.6	-13.8	-10.4	-1.0
Quarter 4	27.9	20.0	16.0	18.2	14.7	-7.2	24.2	20.8
1999 Quarter 1	20.9	22.0	19.3	-1.7	11.8	-9.4	40.3	20.5
Quarter 2	17.4	-0.3	18.2	22.8	10.8	-0.9	45.2	20.1
Quarter 3	40.6	--1.6	23.0	7.6	8.6	-0.9	31.8	22.3
Quarter 4	-3.2	-8.9	4.6	6.9	6.6	33.9	-13.1	-1.0
2000 Quarter 1	5.9	8.0	10.1	18.5	9.0	48.1	-22.5	-2.0
Quarter 2	18.5	18.2	14.4	19.0	-5.5	-7.9	-9.2	6.7

Source: Embarkation and Disembarkation Cards - Department of Immigration

** Includes permit holders and exempted persons who left the country permanently at the expiry of their term of stay*

ANNEX 4

Annex 4

Education budget as a percentage of the National Budget, 1997-2003

Year	Total National Budget ($)	MoE Budget ($)	FIT Budget	Grant to USP	% of National Budget spent on education (including FIT and USP)
1997	1,036,349,100	146,855,100	6,315,400	21,104,900	16.82
1998	1,123,342,400	152,218,300	8,669,500	20,571,100	16.15
1999	1,074,990,400	167,715,100	8,850,900	20,571,100	18.34
2000	920,089,900	179,694,300	6,696,800	23,579,300	22.82
2001	1,096,847,500	178,232,500	7,440,900	26,620,300	19.35
2002	1,273,251,000	192,480,200	7,638,000	29,560,200	15.11
2003	1,294,995,500	194,241,600	7,440,900	30,995,000	15.14

Note: FIT has become fully autonomous from 1/1/1996

Education Expenditure (Excluding USP and FIT), 1997 - 2001

Year	Total National Budget ($)	Recurrent Budget ($)	Capital Budget ($)	% of total Budget
1997	1,036,349,100	133,281,000	2,562,000	0.22
1998	1,123,342,400	137,734,000	2,878,000	0.25
1999	1,074,990,400	151,008,000	2,332,000	0.22
2000	920,089,900	170,818,000	3,448,000	0.37
2001	1,096,847,500	186,678,000	4,106,000	0.37
2002	1,273,251,000	192,480,200	7,864,000	0.61
2003	1,294,995,500	194,241,600	6,365,000	0.51

Distribution of Primary Schools, Enrolment, Teachers: 1997 – 2001

Item / Year	Govt schools	Non-Govt schools	Total schools	Rural Schools	Urban Schools	Female enrolment	Male enrolment	Total enrolment	Teachers: Rural	Teachers: Urban	Total teachers
1997	14	684	698			69,016	73,765	142,781			5, 011
1998	2	697	699			69,814	74,049	143,863			5, 054
1999	2	698	700			70,028	74,256	144,284			5, 061
2000	2	698	700			68,975	73,937	142,912			5, 082
2001	2	698	700	427	273	68,954	73,959	142,913	2,120	3,169	5, 112

Note:
The vagueness of definition of "Rural" has meant that the data are a little mixed-up. According to the Bureau of Statistics definition, "Rural" means 20 km and beyond from the CBD. The Ministry of Education has 4 categories of schools: Categories 3 and 4: beyond 20km; and Categories 1 and 2: within 10km of the town areas. Because of this, the interpretation of rural across the board, and at all levels is not clear. Consequently the distribution of funds can be seen to be unclear and undefined.

In addition, it has not been easy to get data on gender, distribution of teachers, and retention numbers in the rural areas. *Only 2001* figures are provided here for teacher distribution.

ANNEX 6

Distribution of Secondary Schools, Enrolment, Teachers: 1997 – 2001

Item / Year	Govt schools	Non-Govt schools	Total schools	Rural Schools	Urban Schools	Female enrolment	Male enrolment	Total enrolment	Teachers: Rural	Teachers: Urban	Total teachers
1997	12	140	152	31	121	35,575	34,523	70,098			3,519
1998	12	141	153	31	122	35,600	33,684	69,284			3,519
1999	12	141	153	32	121	35,737	32,492	68,229			3,799
2000	12	141	153	33	120	34,674	32,231	66,905			3,696
2001	12	142	154	33	121	34,156	31,779	65,935	917	3,074	3,991

Note:
The vagueness of definition of "Rural" has meant that the data are a little mixed-up. According to the Bureau of Statistics definition, "Rural" means 20 km and beyond from the CBD. The Ministry of Education has 4 categories of schools: Categories 3 and 4: beyond 20km; and Categories 1 and 2: within 10km of the town areas. Because of this, the interpretation of rural across the board, and at all levels is not clear. Consequently the distribution of funds can be seen to be unclear and undefined.

In addition, it has not been easy to get data on gender, distribution of teachers, and retention numbers in the rural areas. Only 2001 figures are provided here for teacher distribution.

ANNEX 7

Annex 7

Secondary School Grants: 2001

Grants	Rural	Urban	Total
Per capita grant – day school	32,752	394,466	427,218
Per capita grant – boarding schools	83,610	206,090	289,700
Tuition fee free	803,273	5,522,727	6,326,000
Remission of fees	138,211	661,839	800,050
Total	**1,057,846**	**6,785,122**	**7,842,968**

ANNEX 8

Primary and secondary rural schools without electricity (20km and beyond), 2003

Education District	Schools	Diesel	Solar	None	Comments
Ba-Tavua	6	4		2	Electricity can be supplied immediately
Cakaudrove	53	29		24	A large area without electricity
Eastern (including Lau, Lomaiviti and Kadavu, Rotuma)	103	66	2	35	Those schools with diesel suffer from frequent shortage of supply of diesel as well as maintenance problems. Often there are no skilled people available to maintain the generators. In remote islands, the lack of a regular shipping service results in the schools going without electricity for long periods. Consequently, classes are affected particularly science and computer classes needing regular electricity supply.
Lautoka-Yasawa (including Nadi)	16	9		7	
Macuata-Bua	59	25		34	Large area without electricity
Nadroga-Navosa	20	14		6	
Nausori (including Naitasiri, Tailevu)	40	18		22	Many of the schools are near the FEA grid and can be supplied with electricity immediately. Will be included in the FEA scoping work recommended to be undertaken immediately
Ra	21	6		15	
Suva (including Serua and Namosi)	15	11		4	
Total	**333**	**182**	**2**	**149**	Of the total number of schools, 864, 38.5% of schools have no regular electricity supply. Of the 38.5%, 17% or 149 schools have no electricity at all and these are priority; 182 schools or 21% have diesel generators but these can be problematic.

ANNEX 9

Water supply in schools

District	Tank	Pipe	Well	Borehole	River	Stream	Town Supply	Village supply	School own supply
Ba-Tavua	3	8	0	6	0	0	32	6	8
Cakaudrove	8	23	1	1	1	0	5	11	14
Eastern	28	25	0	2	0	1	5	33	21
Lautoka-Yasawa	8	11	0	7	0	0	51	4	3
Macuata-Bua	11	24	2	13	0	0	19	10	16
Nadroga-Navosa	12	6	4	16	1	1	10	3	7
Nausori	15	28	0	2	1	1	40	16	9
Ra	0	9	2	3	0	0	8	14	5
Suva	2	16	0	0	2	0	54	4	3
Total	**87**	**150**	**9**	**50**	**5**	**3**	**224**	**101**	**86**

Note:
Many of the schools with water supplied by the towns, are in urban areas. Generally, those with tanks, pipe, well, borehole, stream and own school supply are rural schools. We can, therefore, estimate that schools need safe and regular supply of drinking water.
Safe and healthy water supply is a basic need for all schools. Many of the schools need to have safe drinking water.
Many schools in the islands have water tanks that collect rainwater; some rely on springs.

ANNEX 10

EU – FIJI RURAL EDUCATION PROJECT (2004 – 2008)
POLICIES AND GUIDELINES

Existing	Need Revision	Relevant to Rural Education	Gaps
1. **Education Act**			
• Central Administration	• Yes	• Yes	• De-centralisation/ Devolution
• Education Forum	• Yes	• Yes	• Include creative thinkers and people with foresight
• Curricula and Examination	• Yes	• Yes	• Develop policies on Curriculum Development Unit and Examination Unit Develop curriculum guidelines for both primary and secondary.
• Management of Schools	• Yes	• Yes	• Partnership in Education, Qualification of School Management Roles and Responsibilities
• Control of Schools	• Yes	• Yes	• Authorities and location of Schools
• Teachers	• No	• Yes	• Teacher Registration Board- to control and supervise pre- service and in- service training, teacher condition, discipline, ethics, performance, promotion etc
• Fees	• Yes	• Yes	• Standardization of fees

• Medical Inspection	• Yes	• Yes	• Health regulation to govern meals at both day and boarding schools
• Compulsory Education	• Yes	• Yes	• Compulsory Education Policy- Class 1 to Form 4
2. Regulations			
• Scholarship Conditions	• Yes	• Yes	• Policy to assist rural students in secondary and tertiary education. Policy governing in- servicing of teachers with particular attention given to rural teachers
• Establishment of School	• Yes	• Yes	• Control of location and school size Inclusion of small village school (kindergarten to class 4)
• Recognised Subjects	• Yes	• Yes	• Inclusion of PEMAC, Culture and Vocational Courses as integral part of primary and secondary curriculum
• Registration of Schools	• No	• Yes	• Private Vocational Schools
• Minimum Requirements for Buildings and Equipment in Schools	• No	• Yes	• Need formalisation
• Certificate and Licence to Teach	• Yes	• Yes	• Review Grant in Aid Teachers and temporary civil servant teachers. Rural appointment and allowance
• Fees	• Yes	• Yes	• Tuition fee free grants, building grants, per capita grants and

			remission grant
• Education Grants	• Yes	• Yes	• Review tuition fee- free- grants/ Building Grants/ per capita grants/ Hostel Grants and Remission Fees
• Financial Management	• Yes	• Yes	• Financial management in schools
• Corporal Punishment	• Yes	• Yes	• Children's right to be considered
• Absence from duty	• Yes	• Yes	• Withdraw seven consecutive days of absence
• Early Childhood Education	• Yes	• Yes	• To merge with Class 1 to 4 in small village primary schools
• Primary Education	• Yes	• Yes	• General guidelines governing the formation of primary education. Example – Teacher qualification, terminal point and curriculum
• Junior Secondary and Secondary Education	• Yes	• Yes	• General guidelines governing secondary education. Example- teachers qualification, terminal point and curriculum
• School Based Technical Vocational Education	• Yes	• Yes	• General Guidelines governing Tech Voc, to include teachers, curriculum, facilities, management and assessment Integration of Vocational Education into main stream academic up to Form 6

• Private Vocational Institution	• Yes	• Yes	• Need for National Qualification Standard
• Teacher Training College's	• Yes	• Yes	• Policy to be formulated by the Teacher Registration Board

3. POLICIES TO BE PUT IN PLACE IN ADDITON TO THE GAPS

- Financing of Education
- School Review
- Standard Monitoring and Accountability
- Affirmative Action for Fijian Education and Disadvantaged Student in peri- urban areas
- Production of Education Resources
- Rural Appointment and Allowance
- Special Education
- Advance Vocational Training
- Risk Management
- Children's Right
- Operation of Boarding School
- Community Awareness Program/ Adult Education
- Rural Education
- Distance Learning/ Information Technology
- Resourcing of Schools
- School Infrastructure
- Research Development and Planning
- Participation, Access and Equity
- Quality Assurance
- Language and Culture
- Partnership in Education
- School Library
- Drugs, Substance and Abuse

ANNEX 11

Annex 11

FIJI RURAL EDUCATION PROJECT (FREP) TEAM MEMBERS

Dr Ana Taufe'ulungaki, is the new Director of the Institute of Education, the University of the South Pacific. She has had over 30 years education management experience with particular focus on education planning, management, curriculum development and administration and has undertaken consultancies in these fields. She is an expert in education in the Pacific and developing countries, and is an active researcher.

Dr Esther Batiri Williams is University Librarian at the University of the South Pacific and has had over 30 years experience in education and libraries and information technologies. She was one of the Commissioners of the 2000 Fiji Education Commission and has been active in trying to play some part in improving education, libraries, communication and gender issues in the region. Her interest in research is in electoral politics and has just completed heading a research team evaluating the Fiji Computer Studies Curriculum.

Dr Akhilanand Sharma is Associate Professor in Education at the University of the South Pacific and is an expert in vocational education. He has had over 35 years experience in educational planning, administration and management. He is an active researcher. He assisted the Fiji Education Commission in their work especially on the chapter dealing with vocational education in Fiji.

Dr Akanisi Kedrayate is Head of the School of Humanities at the University of the South Pacific. Her expertise is in non-formal education and education administration and has conducted research in these areas. She is also community worker and takes keen interest in students performance and improving conditions for them at all levels.

Dr Salanieta Bakalevu is Instructional Designer, Distance and Flexible Learning Support Centre at the University of the South Pacific. Her area of expertise is in examining and understanding the impact of culture on a students' performance. Her long experience working with Fiji Government and working at the Fiji Institute of Technology, brought useful information to the Team

Mr Anare Tuitoga is from the Distance and Flexible Learning Support Centre at the University of the South Pacific and his experience in teaching in schools in rural areas and urban poor areas brought added value to the work of the Team

Ms Sereana Tagivakatini, Ms Reijieli Racule, Mr Henry Elder, Sereima Lumelume are all part of the Team and are IOE staff. Mr Elder and Ms Racule's past experiences in schools, proved very useful to the project. Their collective contribution, participation in site visiting and their input to the project was very useful.

Mr Ilaitia Tamata, Legal Advisor, assisted the team in site visits and meetings. His experience in community work and knowledge of the needs of people proved useful for this project.

Mr Joe Nainima was seconded to the Team to work on this project. He proved to be very useful and provided the link between the Team and the link with the MoE. He assisted the Team in other areas as well.

Joseph Veramu is lecturer, Department of Education and Psychology, School of Humanities. He has just completed PhD studies on education and community development and is active in community communication activities and youth development.

ANNEX 12

Annex 12

LIST OF PEOPLE, ORGANIZATIONS, MINISTRIES, SCHOOLS AND NSAs, CONSULTED

NATIONAL GOVERNMENT:

Prime Minister's Office

Hon. Laisenia Qarase, The Prime Minister
Mr. Joji Kotobalavu, Permanent Secretary
Mr. Amraiya Naidu, Ambassador at Large

Political Parties

Hon. Mahendra Chaudhary, Leader of Fiji Labour Party, Hon. Pratap Chand
Hon. Mick Beddoes, Leader for Opposition,

Ministries

Mrs Alumita Tagenesia, Permanent Secretary, Ministry of Education
Dr. Cornelius, Ministry of Health
Mr Jone Navakamocea, Mr. Joela Cama, Mr. Luke Korosave, Ministry of National Planning
Mrs Saipora Mataikabara, Mr Alifereti Naioko, Ministry of Regional Development
Mr Josefa Matau, Ms. Vani Samuwai, Ministry of Youth and Sports
Mr Imitiaz Khan, Ms. Arieta Gonelevu, Ms. Makerita Sauturaga, Ministry of Energy
Mr Josefani Bola, Ms. Lilieta Gavidi, Ministry of Fijian Affairs, Culture and Heritage
Mr Naipote Katonitabua, Ms. Kelera Vakaloloma, Ms. Sereima Bulouniwasa, Ministry of Finance
Mr Parayame Cakacaka, Senior Education Officer, Ministry of Education, Rewa District
Mr. Filipe Jitoko, Deputy Secretary, Ministry of Education
Mr Joe Natau, Ministyr of Education
Mr. Peni Turaga, Senior Education Officer, Nausori

Secretariat of the Great Council of Chiefs

Mr. Asesela Sadole, Secretary, Great Council of Chiefs
Mr. Leiakini Rarubi, Research Officer, Great Council of Chiefs

Provincial Councils

Bua Provincial Council

Mr Sitiveni Lalibuli,

Cakaudrove Provincial Council

Mr Ului Qumivutia, Mr Malakai Vunibaka, Senior Education Officer (Cakaudrove), Savusavu

Kadavu Provincial Council

Rt. Joe Nawalowalo, Chairman
Mr Emosi Qovu

Lau Provincial Council

Members Lau Strategic Planning Group

Lomaiviti Provincial Council:

Mr. Amena Banuve - Vice-Principal, Koro High School
Mr. Apao Solomone - Principal, Levuka Public School
Ms. Ateca Williams - Chairperson, Lomaiviti Provincial Education Committee
Mr. Beniamino Tawake - Principal, Gau Secondary School
Dr. Isimeli Cokanasiga - Member/Consultant
Mr. Joeli Bogitolu - Principal, Delana Methodist High School

Mr. N. Bulamaibau - Chairperson, Lomaiviti Provincial Council
Mr. Sakiusa Sing - Principal, St. Johns College
Lomaiviti Education Committee Members

Naitasiri Provincial Council
Mr. Isikeli Nasoga, Provincial Council Education Committee Chairperson
Mr. Mitieli Ralesi, Provincial Council Education Committee Member
Mr. Peceli Rinakama, Provincial Council Education Committee Member
Prof. Asesela Ravuvu, Provincial Council Education Committee Member
Ratu Inoke Takiveikata, Turaga Qaranivalu
Ro Peceli Seru Tuisese, Chairman
Mr. Romisi Qereqeretabua, Provincial Council Education Committee Member
Mr. Sovari Rokotuivuna, Roko Tui Naitasiri
Mr. Tevita Koroi, Provincial Council Education Committee Member
Mr. Vili Kanatabua, Head Teacher, Naluwai

Namosi Provincial Council
Mr. Eliki Rabuka and members of Namosi Provincial Council
Mr. Kasanita Seruvatu, CDU

Rewa Provincial Council
Rt. Timoci Vulaidausiga,

Serua Provincial Council
Mr Niko Tawayaga,

Tailevu Provincial Council
Head Teachers & Managers of some schools
Lagisoa Delana
Roko Tui Namata
Roko Tui Rewa
Roko Tui Tailevu
Rt. Emori Latitoga
Rt. Tanoa Cakobau

Teachers Unions
- Mr. Govind Singh & Mr. Mahendra Pal, Fiji Teachers Union
- Mr. Tevita Koroi, Mr. Maika Namudu, Iosefa Volau, Waisake Kedtaika, Fijian Teachers Association

SCHOOLS - Primary and Secondary
Members of the School Committees, Principals/Headteachers and Teachers

Adi Elaine Primary School, Wainunu, Bua
Adi Maopa Secondary School, Lomaloma
Batinikama Junior Secondary School, Macuata-Bua
Bayly Memorial School, Ra
Bemana Junior Secondary School, Nadroga
Boubale Indian School, Labasa, Macuata-Bua
Bua District School, Macuata-Bua
Bulavou District School, Macuata-Bua
Burebesaga District School, Rewa
Coboi Sanatan Dharam School, Bua
Daku Bharitya School, Macuata-Bua
Dakuivuna Village School, Korovou

Davota Indian Primary School, Davota, Tavua
Dawara District School,
Dawasamu District School, Tailevu
Delana Methodist High School, Levuka, Lomaiviti
Dobuilevu Muslim Primary School, Ra
Dravuni Primary School, Dravuni, Ono, Kadavu
Dreketi District School, Rewa
Dreketi High School, Macuata-Bua
Dreketi Indian School, Macuata-Bua
Duavata District School, Macuata-Bua
Ellington Primary School, Ra
Galoa Island Primary School, Macuata-Bua
Gau Secondary School, Gau
Kaba Fijian School, Tailevu
Kadavu Provincial Secondary School, Kavala, Kadavu
Kavanagasau Secondary School, Nadroga
Korotari Arya Primary School, Macuata-Bua
Krishna Jamardhan School, Tailevu
Labasa Arya Secondary School, Macuata-Bua
Labasa College, Macuata-Bua
Labasa Muslim College, Macuata-Bua
Lagalaga Indian School, Macuata-Bua
Lamiti Malawai School, Gau
Latu Luke Memorial School, Bua
Lautoka Fijian School, Natokowaqa, Lautoka
Lautoka Muslim Primary, Lautoka
Lawaki District School, Tailevu
Lekutu Bhartiya School, Korokadi, Macuata-Bua
Lekutu Secondary School, Macuata-Bua
Levuka Public School, Levuka, Lomaiviti
Liwativale Primary School, Ra
Mabula District School, Lau
Magodro District School, Bukuya, Yasawas
Mali District School, Macuata-Bua
Maramarua District School, Macuata-Bua
Mataso Primary School, Ra
Muanidevu Indian School, Macuata-Bua
Muaniweni Indian School, Naitasiri
Nabala Junior Secondary School, Macuata-Bua
Nabau District School, Ra
Nabitu District School, Tokatoka, Tailevu
Nabua Prmary School, Nabua, Cakaudrove
Nacavanadi Village School, Gau
Naceva District School, Soso, Kadavu
Nadarivatu Primary School, Ba-Tavua
Nadarivatu Secondary School, Ba-Tavua
Nadi Muslim College, Nadi
Nadi Muslim School, Nadi
Nadogo Secondary School, Macuata-Bua
Naduna District School, Naitasiri
Naduri District School, Macuata-Bua
Naduruloulou Fijian School, Kasavu, Naitasiri
Naikelikoso Primary School, Wainikoro, Macuata-Bua
Nailagotabua Primary School, Verata, Tailevu
Nailega District School, Tailevu

Nailili Catholic School, Rewa
Naivicula District School, Tailevu
Naiyala High School, Wainibuka, Tailevu
Nakauvadra High School, Ra
Nakauvadra High School, Ra
Nakavika Primary School, Namosi
Nalawa Central School, Ra
Naleba College, Macuata-Bua
Naloto District School, Ba
Namata District School, Tailevu
Namena District School, Tailevu
Namosi Secondary School, Namosi
Namuaniwaqa Primary School, Ra
Naqali District School, Naitasiri
Narocake District School, Gau
Nasarawaqa Indian School, Macuata-Bua
Nasau Primary School, Ra
Nasautora District School, Tailevu
Natovi Primary School, Tailevu
Nausori District School, Nausori
Navai Primary School, Macuata-Bua
Navatu Fijian School, Ra
Navosa Central College, Navosa
Navukailagi District School, Gau
Nawaikama District School, Gau
Niusawa Methodist High School, Taveuni
Nukulua College, Ba
Nukulua Primary School, Ba
Penang Sangam High School, Ra
Pundit Vishnu Deo Memorial College, Lautoka
Qelemumu Primary School, Macuata-Bua
Queen Victoria School, Tailevu
Ra High School, Rakiraki
Rakiraki Methodist Primary School, Ra
Ratu Mara Vocational College, Lakeba, Lau
Ratu Nalewavadra Public School, Nausori Highland, Lautoka-Yasawa
Ratu Navula Secondary School, Lautoka
Ratu Sauvoli Memorial School, Noco, Rewa
Ratu Varani Memorial School, Naceva, Kadavu
Ratu Veikoso Primary School, Buretu, Tailevu
Rewa District School, Rewa
Rewa Secondary School, Rewa
Richmond Methodist High School, Richmond, Kadavu
Saqani Junior Secondary School, Savusavu, Cakaudrove
Sawaieke District School, Gau
Shantiniketan Pathshala, Naitasiri
Sigatoka Valley Junior Secondary School, Nadroga
Solevu Junior Secondary School, Solevu, Macuata-Bua
St. James School, Levuka, Lomaiviti
St. John Bosco Secondary School, Suva
St. Johns College, Cawaci, Levuka, Lomaiviti
St. John's School, Wailoku, Suva
St. Paul's School, Naviavia, Vanualevu
Tailevu District School, Tailevu
Tailevu North College, Tailevu

Toga District School, Rewa
Tokaimalo Primary School, Ra
Turagabeci Primary School, Rewa
Ucunivanua District School, Verata, Tailevu
Vanuaso District School, Gau
Vatukacevacava Village School, Ra
Vaturu District School, Nagado, Lautoka
Veinuqa District School, Namosi
Vione Primary School, Gau
Viria District School, Naitasiri
Viria Public School, Naitasiri
Vudibasoga Catholic School, Macuata-Bua
Vugalei District School, Tailevu
Vuniboki District School, Verata, Tailevu
Vunicibicibi Secondary School, Muaniweni, Naitasiri
Vunikavikaloa Arya Primary School, Ra
Vunimoli Secondary School, Macuata-Bua
Vunisei District School, Kadavu
Vunivau Bhartiya School, Bua
Vunivutu Primary School, Macuata-Bua
Vutia District School, Rewa
Wailevu West District School, Cakaudrove
Wailotua District School, Nayavu, Tailevu
Waimari Primary School, Tailevu
Wainibuka District School, Nayavu, Tailevu
Wainibuka Junior Secondary School, Nayavu, Tailevu
Waiqele Secondary School, Macuata-Bua
Wairiki Primary School, Macuata-Bua
Wavuwavu Indian School, Macuata-Bua
Yasayasa Moala Junior Secondary School, Lau

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Ms. Sharon Bhagwan Rolls, fem'LINKpacific: media initiatives for women, Suva
Hon. Pt Kamlesh Arya ,Arya Pratinidhi Sabha of Fiji
National Farmers Union, Suva
Ms. Alison Cupit, Fiji Red Cross Society
Dr. Mary Schramm, Fiji Medical Association
Mr. Sheikh Imam, Yunus Khan, Shaukat Ali, Fiji Muslim League
Adi Kainona Gauna, and Ms. Mey Kainona and 30 provincial affiliates of Soqosoqo Vakamarama, Suva.
Dr. Shaista Shameem & Ms. Seini Nabou, Fiji Human Rights Commission
Environment Education for Sustainable Development in Rural Schools
Mr Setareki S. Macanawai, Fiji Disabled People's Association & Special Education Teachers Association
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Ms Miriama Leweniqila, Ms Reijieli Mua, Ms Tabua Salato, Miss Nisha Buksh, National Council of Women, Fiji
Ms Parul Deoki, Stri Sewa Sabha, Toorak, Suva
Ms Rachael Bhagwan, Girl Guides Association
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Mr Irivi Draunidalo, Moala, Lau
Wale Alade, Gospel School for the Deaf, Suva

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Mr.Andrew Sundran
Mr. Benjamin Bhagwan
Cpt. Bruce Coffey
Fr. Veremo Dovarua
Fr. William Sanegar
Mr. Ken Giblin
Rev. Apimeleki Qilio
Rev. Tuikilakila
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Catholic Education Committee

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Private Sector

Mr Abraham Simpson, Fiji Electricity Authority
Mr Winston Thompson, Telecom Fiji Limited

Sporting Bodies

- Adi Makalesi Lutuciri, Netball Fiji, Nadi
- Fiji Primary School Athletics Association

ANNEX 13

Primary and secondary rural schools without electricity: Costings and Budget for implementation

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Comment
FEA GRID Scoping	75,000.000					75,000.00	Scoping and costings study to be undertaken by FEA immediately
Construction		4,300,000.00	4,400,000.00	4,600,000.00	4,700,000.00	18,000,000.00	
RAPS Scoping	70,000.00					70,000	Scoping and costings to be undertaken by FEA working with DoE
Installation		1,700,000.00	1,800,000.00	1,900,000.00	2,000,000.00	7,400,000.00	
Training			60,000.00	80,000.00	40,000.00	180,000.00	Training will be undertaken by FEA to ensure sustainability of the generators.
Maintenance		140,000.00	210,000.00	280,000.00	35,000.00	665,000.00	This will allow for maintenance work to be undertaken by FEA or personnel who will be trained.
WIRING Scoping	40,000.00					40,000.00	To be undertaken by DoE
Installation	127,000.00	127,000.00	127,000.00	127,000.00	127,000.00	127,000.00	This work could be project managed by FEA with DoE personnel contracted tho FEA for the period the work is undertaken.
Total	312,000.00	6,260,000.00	6,470,000.00	6,987,000.00	6,902,000.00	26,180,000.00	Total is high but electricity is a basic need. Recommend that years 1 and 2 be funded under EDF 9 and the balance be funded from Phase 2.

The need for electrification is great and recognised as a priority need. It is a facility that will bring immediate change and impact on the education of the children. Many children currently study and learn using very poor lighting, schools cannot use photocopiers, science laboratories and computers because of no electricity.

The total costing of taking electricity to all schools will be $26,180,000.00. Work undertaken will be identified and determined on an annual basis.

ANNEX 14

Rural primary schools: Upgrading of toilet blocks required

Education District	Schools with pit toilets	Schools with water seal	Total locations	No. need upgrading immediately in Year 1	No. to be upgraded Year 2-Year 5	Comments
Ba -Tavua	7	8	15	9		All 9 need urgent upgrade
Cakaudrove	2	96	98	20	24	Of the 44, 33 are in real bad condition and need upgrading immediately. However, of the remainder all need upgrading of some kind
Eastern Division (including Lau, Lomaiviti, Kadavu, Rotuma)	10	194	204	30	28	40 toilets need upgrading immediately. 18 need upgrading in year 2 of the project. For the islands in the eastern division, there is a need to do a feasibility on the best type of toilet system to have as there are many factors to be taken into consideration – cost and supply of toilet paper, high water table, location, etc.
Lautoka-Yasawa (including Nadi)	4	6	10	7		All 7 need urgent upgrade
Macuata-Bua	23	67	90	25	10	While all toilets need upgrading; 25 are in need of urgent upgrading and 10 are in poor state.
Nadroga-Navosa	55	39	94	20	13	20 need urgent upgrade and 13 in year 2.
Nausori (Namosi and Naitasiri)	30	119	149	59	40	
Ra	41	62	103	30	40	
Suva (including Serua and Namosi)	2	8	10	5	5	
Total	**174**	**599**	**773**	**205**	**160**	1,911 total number of toilets. 205 needed to be upgraded immediately and 160 over four years in the project. 1,546 will need some upgrading in the

Note: Toilet blocks range from 1 to 19 pans.

Annex: Costings for toilets upgrade

Item	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Total no. of toilet blocks for upgrading	205	50	50	60	300	Year 5 there will be a general upgrade of toilets. Community responsibility for the toilets to be built into the programme from the beginning. On-going community health for adults and children.
Total costs in FJD	1,230,000	300,000.00	300,000.00	360,000.00	600,000.00	FJD2,790,000.00 total over 5 years. In year 5, funds will go towards repairs.

Recommend that Year 1 implementation to commence immediately as schools have been identified and level of work needed to be undertaken evaluated.

ANNEX 15

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT: SCHOOLS' PROJECTS AND ACTIVITIES
2004 – 2008

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
1. St John's School, Wailoku, SUVA *Upgrade of School*	• To upgrade infrastructure and school facilities	Maintenance of school building Upgrading of playground	3.70 2.30	Pre-school teacher Management Training	5.50 1.15	School furniture	1.85	14.55	
2. St John Bosco Secondary School, SUVA *Building Project*	• General upgrade of school facilities	Project Phase 1 Phase 2	109.90 109.90					219.82	
3. Ratu Varani Memorial School, Naceva, KADAVU *Excavation and Levelling Works*	• Upgrading of existing school compound • Improvement of school buildings • Provide a good playground • Reduce the impact of	Addition of flush toilet facilities to 2 existing staff quarters Levelling work, reclamation and seawall construction of coastal front	2.30 5.50	Surveying of school land to establish boundary	1.39			9.23	No costing

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
	landslide during heavy rain								
4. Kadavu Provincial Secondary School, Kavala, Kadavu *General School Upgrade*	• Provide road access from jetty to school • Purchase new electricity generator	Construction of road access from jetty to school Construction of sheltered walkway Provision of water tanks to supplement water system Upgrade of staff quarters Construction - 2 Ablution blocks	23.10 4.62 4.62 9.23 5.50			Generator	9.23	56.34	
5. Richmond High School, Kadavu *Upgrading of Infrastructure and Equipment*	•	Construction of 2 dormitories New Girls and boys' Laundry Upgrading of toilet blocks Upgrading of Dining hall Renovation of classrooms and teachers' quarters Installation of new water supply (Separate proposal made for this with all costing included)	27.70 9.23 4.62 4.62 4.62 89.00			Desks and chairs 1 computer 1 fax machine Tec-Voc equipment	2.08 0.79 0.19 2.30	145.16	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
6. Dravuni Primary School, Ono, Kadavu *Expansion and re-distribution of school facilities*	• Expansion of school facilities in Dravuni from Class 1-3 to include Class 4 • Developme nt of new school at Buliya to cater for Classes 5 – 8 • Change Natusara District School into Vocational Centre	Dravuni: 2 x teachers' quarters 1 x 4 classroom building Buliya: 1 x Pre-school building 1 x 4 classroom building	 13.85 13.85 6.93 13.85	Adult Education	2.31	Natusara: Convert existing structure to cater for Vocational Training Centre	13.85	64.65	
7. Naceva District School, Soso, Kadavu *School Upgrading project*	• To upgrade infrastructu re and school facilities	Construction of: School Building/ Library Teachers' Quarters Dormitory Dining hall Water supply system	 40.87 19.08 27.70 7.48 6.93			Purchase of: School boat plus outboard	16.16	118.24	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
8.Vunisei District School, Kadavu *General Upgrade of Infrastructure and facilities*	•	Water supply system for school Sheltered walkways Upgrade of staff quarters	13.85 2.77 4.62			Electricity generator Boat transport Telephone Computer, Radio, TV/Video	9.23 13.85 - 1.39	45.72	
9. Adi Maopa Secondary School *Electrification of school*	• To provide electricity for whole school	Electrification and wiring	9.23					9.23	
10. Mabula District School, Lau *School Development Project*	• To upgrade infrastructure and school facilities	Electrification - classroom & teachers' quarters Upgrade/maintenance of Kitchen, Bathroom 2 x staff quarters School Hall New Double Storey Classroom	9.23 4.62 13.85 13.85 23.10	Vocational Training	13.85	Duplicating machine 5 computers, printers	2.30 4.62	85.43	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
11. Yasayasa Moala Junior Secondary School, Lau *School Upgrading Project*	• General upgrade of facilities	3 new dormitories 4 Teachers' quarters 1 classroom block plus furniture Drainage system Upgrade of Kitchen, Dining Hall Electrification of whole school	69.27 31.40 13.85 11.55 11.25 9.23			1 Computer lab, 5 computers, plus furniture Upgrade of Admin block and Staffroom with furniture and toilet facilities Upgrade of Science Lab Upgrade of School Library Textbook requirements Vocational equipment School boat (fibreglass)	17.09 11.55 11.55 9.23 13.85 20.78 2.30	233.20	
12. St James School, Levuka, Lomaiviti *Building upgrade*	• Upgrade of school infrastructure and facilities	Building maintenance Upgrade toilet block Upgrade teachers' quarters	2.77 1.85 2.30	Pre-school teacher Management training	5.50 2.5 -	School furniture School library, pre-school classroom	1.85 4.62	20.08	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
13. Nawaikama District School, Gau *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	Repair school buildings Construct walkways and crossings	4.62 4.62			School Generator Upgrade playground School furniture New library building + Library books Furniture for Science Lab	2.30 2.77 2.30 13.85 1.39	31.86	No costing
14. Lamiti – Malawai School, Gau *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	1 x 3 classrooms block General Maintenance	13.85 4.62			1 school library plus furniture, resources Steel cabinets for lab	13.85 2.30	34.64	
15 Narocake District School, Gau *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	Ablution block Upgrade playing field Complete construction of boarding facilities	2.77 2.77 4.62			2 brushcutter s Telephone School Medical kit Library shelves and books 1 photocopier Construct 1 science Laboratory	0.92 - 0.46 2.30 4.62 13.85	32.33	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
16. Navukailagi District School, Gau *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and resources	Repair school buildings and ablution blocks	4.62			1 x 500L watertank	2.30	53.48	
		Upgrade 2 staff quarters	4.62			1 power generator	9.23		
		Construct crossings to school	4.62			Install telephone	-		
		Upgrade drainage system	2.30			Purchase new radio	0.14		
						Upgrade medical kit	0.23		
						Upgrade library resources	2.30		
						Construct computer lab with computers	13.85		
						Purchase new desks and chairs	2.30		
						Purchase 1 photocopier, 1 typewriter, 1 computer, 1 fax machine	6.93		

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
17. Vione Primary School *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	Renovate existing buildings	2.30			Purchase 1 power generator	9.23	91.20	
		Construct new buildings	4.62			Install telephone	-		
		Upgrade ablution blocks	2.30			Purchase new radio, 1 computer, 1 photocopier, 1 duplicator, 1 typewriter	0.92		
		Construct 2 staff quarters	13.85			Provide School Medical kit	0.23		
		Construct new kitchen/dining hall	13.85			Construct new library block with library resources	13.85		
						Construct new computer lab with computers	13.85		
						Construct 1 science lab with equipment	13.85		
						Purchase new desks and chairs	2.30		

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
18. Vanuaso District School, Gau *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	Upgrade school buildings and staff houses Construct walkways Upgrade drainage system Construct boarding facilities Upgrade kitchen and dining Construct washing and laundry area	4.62 4.62 2.30 13.85 4.62 4.62			Install telephone Upgrade library building and resources Computer lab with computers, 1 science lab Purchase new desks and chairs; white board, computers, AV materials, OHP	- 4.62 23.09 5.50	67.88	
19. Nacavanadi Village School, Gau *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	Upgrade buildings and ablution blocks Upgrade staff quarters Upgrade roads to school	4.62 4.62 2.30			1 water purifier 1 power generator Install telephone Purchase 1 Radio, TV, Video, OHP 1 medical kit Upgrade library resources Construct computer lab wit h computers, science lab +	0.23 9.23 - 0.69 0.23 2.30 23.09	49.64	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
						resources/equipment Desks and chairs, White board	 2.30		
20. Sawaieke District School *Infrastructure and Equipment*	• School electricity • Office Equipment • Kitchen/ Dining Hall • School Library and Library Resource s	Construction of New Kitchen/ Dining Hall to cater for more than 100 children	13.85			Electricity for school Office Equipment: Typewriter, Duplicator, Photocopier, Fax, Computer, Radio , TV and Video set School Library plus library books	2.04 7.39 13.85	37.14	
21. Gau Secondary School *Capital project and Resources*	• To upgrade existing facilities • To construct new facilities • To provide resource needs	Physical Infrastructure School Compound Other Needs	9.23 4.62 2.30			Classroom Resources	9.23	25.40	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
22. Ministry of Education *Private Network (IVAD)*	• Provision of a private network and installation to cater for both voice and data					PABX Interface cards Installation Data Hardware Data Installation	3.55 2.54 31.54 1.79	39.42	Quote from Telecom submitted
23. Ministry of Education *Integrated Human Resource Advanced Vocational and Training project*	• To develop rural, maritime, semi-urban Vocational and Training System • Develop business and Income generation register • Coordinate Vocational and Business Skills Training • Allocate start up capital to individuals and communities			Training costs	2770.8	Start up capital for trainees Personal Emoluments SPM AVT Personal Emoluments AA AVT Project Officer A Project Officer B Vehicle Driver Maintenance of Vehicle Mobile Training Caravan	5541.60 103.90 57.73 49.44 49.44 41.56 15.85 11.08 4.53	8651.47	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
						2 x laptops	5.50		
24. St Paul's School, Naviavia, Vanualevu *Upgrade and Construction of School Facilities*	• To upgrade infrastructure and school facilities	4 x classrooms and teachers' quarters Dormitories Water tanks and toilets	9.23 11.55 0.92	Establish Senior Secondary School Pre-school teacher Management training	36.95 5.50 0.46	Library building, furniture, resources Electricity	4.62 1.85	73.20	
25. Naduruloulou Fijian School, Kasavu, Naitasiri *Extension of, Upgrading and Renovationof school buildings, facilities, walkways and teachers' quarters*	• Extend school building to accommodate additional classroom • Construct staffroom • Construct toilet building and facilities • Construct new library • General renovation and upgrading of school	Materials for construction of infrastructure Completion of Teachers' quarters	28.63 4.62	Labour	2.30			35.56	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
	• Construction of walkway • Construct additional teachers' quarters								
26. Bua District School, Bua *Infrastructure Assistance*	• To provide electricity to the school • Building of new teachers' quarters	Electrification of School 4 new staff quarters	9.23 27.70					36.95	
27. Coboi Sanatan Dharam School, Nabouwalu, Bua *Boarding Facilities*	• To provide boarding facility for children travelling far from school	Construction of boarding school for around 50 children	46.18					46.18	
28. Ratu Luke Memorial School, Bua *Capital improvements and works*	•	Upgrade of staff houses Improvement/ Construction of Boarding facilities	13.85 27.70			Electricity supply needed School desks and chairs Textbooks Telephone Library plus resources	9.23 2.30 1.39 - 13.85	68.48	School was recently upgraded to become Junior Secondary School

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
						Radio	0.14		
29. Solevu Junior Secondary School, Solevu, Bua *Infrastructure and Equipment*	• To improve infrastructure, security and resources for the school	Upgrading of Water tank/ reservoir Classroom block for Office Technology Fencing of School property 1 x 3 bdrm staff quarters	4.62 4.62 2.30 6.93			Library books Electricity Generator Television set Home Economics equipment	0.92 9.23 0.46 4.62	33.71	
30. Vunivau Bhartiya School, Nabouwalu, Bua	•	Construction of Headteacher's Office & staffroom	13.85			Library plus resources	13.85	27.70	
31. Burebasaga District School, Rewa *Upgrading, Maintenance and Construction of Facilities*	• To upgrade infrastructure and school facilities	Construction of 3 Teachers' quarters Construction of Kindergarten classroom Construction of sheltered walkway Construction of dining hall Installation of water tanks (2 x 5000L) Construction of 1 x 3 bdrm staff qts Construction of 1 x 2 bdrm qts	60.03 12.47 7.16 11.08 6.93 6.93 5.50			Purchase of lawnmower, brushcutter Construction of security fence Improvement to driveway	2.30 8.77 2.77	156.32	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
		Construction of canteen and meeting hall	9.23						
		Construction of vocational school	23.09						
32. Toga District School, Rewa *Upgrading, Maintenance and Construction of facilities*	• To upgrade infrastructure and school facilities	Construction and furnishing of 3 new classrooms	13.85			Construction of library and staff room	13.85	79.43	
		1 new kindergarten classroom	6.93			Purchase of 1 computer	0.92		
		Upgrading of 2 staff qts	4.62			Purchase of farming implements (plough, etc.)	4.62		
		Construction of 2 staff quarters	13.85						
		Extension of Ablution block	2.30			Purchase of gas stoves and sewing machines	4.62		
		Upgrading of main school building	4.62			Construction of new Classroom for vocational studies	6.93		
						Fencing of school compound	2.30		

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
33. Ratu Sauvoli Memorial School, Noco, Rewa *Upgrading, Maintenance and Construction of School facilities*	• To upgrade infrastructure and school facilities	Extension of School Building Construction of 4 Teachers' quarters Electrification of school (source and wiring) Ablution blocks	4.62 27.70 9.23 5.50			Fencing School furniture Office equipment – photocopier, duplicator	2.30 4.62 4.62 2.30	70.19	
34. Naililili Catholic School, Rewa *Upgrading, Maintenance and Construction of School*	• To upgrade infrastructure and school facilities	2 new toilet blocks 2 x 5000L fibreglass water tanks 3 x new staff quarters Renovate 3 existing quarters	5.50 5.50 20.78 6.93			1 school library including furniture and books 180 desks, 180 chairs, 6 teachers' table/chair Equipment: 2 lawn mowers, 2 brushcutters	13.85 2.30 2.30	56.34	
35. Rewa Secondary School, Rewa *Upgrading, Maintenance and Construction of School facilities*	• Expand Agriculture Science • Upgrade PEMAC equipment					Purchase of Agriculture tools and equipment, Construction of piggery, Preparation of fish-breeding pond	1.85	78.97	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
						Tools and tool room	9.23		
						Equpment for Sports, Music and Art & Craft	9.23		
						School boat	9.23		
						Tractor/motor mower	3.23		
						Computer lab with computers	46.18		
36. Vutia District School *Upgrading, Maintenance and Construction of School facilities*	• To upgrade infrastructure and school facilities	4 x 5,000L Water tanks	9.23			60 desks and chairs, 4 teacher tables and chairs	2.30	57.26	
		Extension of main school block for office and staff room	4.62			Fencing	2.30		
		4x4 toilet blocks	11.08			1 photocopier	4.62		
		2 bdrm Teachers' qts	13.85			1 computer	0.92		
		Kindergarten building	6.93			2 brushcutters, 1 motormower	1.39		
38. Rewa District School, Rewa *Upgrading, Maintenance and*	• To upgrade infrastructure and school facilities	4 x 2bdrm staff quarters	18.47			1 library with resources	13.85	92.36	
		4 x 1000L Ribtec watertanks	9.23			100 desks and chairs	2.30		

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
Construction of Buildings and Facilities		Septic tanks for Staff quarters	1.85			Electrical wiring and fitting	9.23		
		Dining Hall and Sickbay	9.23			Fencing	2.30		
		Maintenance of School buildings and Staff quarters	4.62			1 Photocopier	4.62		
						3 computers	2.77		
						New kindergarten + accessories	9.23		
						Sports equipment	2.30		
						Gardening tools	0.92		
						Brushcutter and lawnmower	1.39		
						Telephone	-		
39. Dreketi District School, Rewa *Construction, Completion and Upgrading of Various school buildings*	• Construction of multipurpose hall, 2 new teachers' quarters, 4 flush toilets, concrete drainage	Multipurpose Hall	11.70			School library	0.92	54.90	
		2 new teachers' quarters	13.65						
		4 flush toilets	8.21						
		Concrete drainage	0.23						
		Concrete footpath	0.23						

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
	• Completion of school library, concrete footpath • Purchase of 6 new water tanks • Upgrade playground	Purchase of 6 new water tanks Upgrade playground	7.48 9.23						
40. Namata District School Tailevu *Capital projects*	• Construction of classrooms and Teachers' quarters	2 new classrooms 2 Teachers' Quarters New verandah to existing classroom	23.09 16.63 6.93			Kindergarten (including playing gear)	34.64	81.28	Quotations and Plans submitted
41. Nailagotabua Primary School, Verata, Tailevu *Infrastructure and Equipment*	• Maintenance, construction of infrastructure • Purchase of Office equipment	Maintenance work and driveway	12.24	Labour	4.48	Photocopier and Printer Computer	7.13 0.92	24.80	
42. Vunibokoi District School, Verata, Tailevu *Infrastructure Development*	• To improve school infrastructure to be on par with the level of education required	Teachers' quarters Bore Hole Sheltered Footpath School Bldg Maintenance Playground Renovation of teachers' quarters School Hall	20.78 3.70 3.70 3.70 2.30 3.70 6.93			Library	4.62	49.40	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
43. Ucunivanua District School, Verata, Tailevu *Infrastructure Building Project*	• To improve infrastructure standard in the schools	Toilet block Water tank Kindergarten building Dining Hall/ Kitchen School office/ staff room Toilet and Bathroom for 2 teachers' quarters	2.77 2.30 6.93 6.93 4.62 2.30			Library + resources Kindergarten Furniture	9.23 2.30	42.02	
44. Naiyala High School, Wainibuka, Tailevu *Renovation, Maintenance and Construction of School Buildings and Facilities*	• To upgrade infrastructure and school facilities	Renovation of Ablution blocks Maintenance/ renovation of all school buildings Construction of 3 new teachers' quarters Completion of boys' hostel New Staff room New Administration block Kitchen and Dining Hall plus equipment School Hall	2.30 4.62 20.78 4.62 4.62 9.23 13.85 9.23			Construction of computer lab Purchase of office equipment: computer, telephone, fax Purchase of gardening tools & tool shed Upgrading of playground Construction of Technical Drawing building	13.85 2.30 1.39 2.30 9.23	139.93	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
						Construction of new library Construction of vocational centre : Agriculture, Carpentry, Home Economics, Clothing and Textiles Extension of Farm to include piggery, poultry, vegetables and fish farm	13.85 23.09 4.62		
45. Wailotua District School Wainibuka Tailevu *Upgrading of school facilities and equipment*	• To upgrade infrastructure and school facilities	Construction of footpath Purchase of Water tank	2.31 2.31			Purchase of 1 photocopier, 1 typewriter Fencing	4.62 2.31	11.55	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
46. Vunibicibici Secondary School, Muaniweni, Naitasiri *Building Project – School Building and Multipuropose Court*	• To upgrade infrastructure and school facilities	1 x 3 storey building 1 Multipurpose Indoor Court	46.18 23.09			1 Computer Lab Telecentre	23.09 46.18	138.54	Submission already made to EU
Tailevu North College *Vocational Entrepreneurship Centre Project*	• To provide facilities and equipment to encourage development and entrepreneuship and small business skills	Construction company office	2.31			Carpentry and Joinery – Furniture display shop Secretarial Studies – Computer/ Secretarial Office Office Equipment Catering and Tailoring – Restaurant and tailor shop Agriculture – market for sale of produce Automotive Engineering equipment	4.62 4.62 9.24 6.93 4.62 6.93	39.25	School is willing to contribute $15,000; funding requested is $70,000

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
47. Nabitu District School, Tokatoka, Tailevu *Improvement of school infrastructure and classroom facilities*	• To upgrade infrastructure and school facilities	Repair of school building 7 new teachers' quarters Improvement of 2 existing toilet blocks Construction - walkway Improvement - school ground Repair of school hall	6.93 80.82 1.53 1.85 6.93 5.54			Teaching aid Construct new library and computer room Purchase of 70 desks and chairs	2.30 11.55 2.26	119.71	
48. Dakuivuna Village School, Korovou, Tailevu *Upgrade of school*	• Maintenance of school buildings • Construction of teachers' quarters, library/office and multipurpose court	Maintenance of: School buildings/ teachers' quarters Toilet block Construction of: Walkway Dining Hall Teachers quarters Multipurpose Court	4.62 0.69 3.46 6.93 6.93 9.24			Furniture Library books and Computer Library/Office	2.30 2.30 4.62	41.10	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
49. Naivicula District School, Wainibuka Tailevu *Development of school*	• To upgrade school compound, building, facilities and resources	2 Classroom buildings Ablution blocks 6x2000 gal fibreglass tanks Dining room and kitchen Renovation and extension of classrooms and teachers' qts Teachers' toilet/ bathrooms Multipurpose Court Dormitories Walkways Playground	16.16 9.24 18.47 9.24 13.85 11.54 16.62 18.47 6.93 6.93			Furniture Office equipment Sound system Vehicle – 18 seater minibus Fencing Fishpond	11.54 9.24 2.31 16.16 13.85 6.93	203.65	
50. Nausori District School, Tailevu *Renovation of school compound*	• Construction, repair of footpath and shelter • Construction of multipurpose court	Construction and repair works	19.16					19.16	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
51. Ratu Veikoso Primary School, Buretu, Tailevu *Upgrade of classroom and Teachers quarters*	• Improve living condition of teachers • Improve classroom facilities	Upgrade of Teachers' quarters: 4qts x 15	27.71			Classroom facilities	0.37	28.08	
52. Nailega District School, Nayavu, Tailevu *Building of New Classroom*	• To build one new classroom plus furnishing	New classroom	9.24					9.24	
53. Naloto District School, Ba *Infrastructure, resources and Income Generating Project*	• To provide library resources and computer for school use • Build Kindergarten in school compound					Library plus resources 1 Computer plus printer for office use Kindergarten + resources Income generating projects for boarders to be managed by village youth: school bakery and chicken farm	13.85 2.31 23.10 23.10	62.34	

School	Objectives	Infrastructure EUR (€000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
54. Nukuloa Primary School, Ba *Infrastructure and Resources*	• To improve road, water supply • To construct science lab plus resources • To provide language teacher for school	Road upgrade Water tank	4.62 6.93			Science Lab and resources	13.85	25.40	
55. Queen Victoria School, Tailevu		To upgrade new hostel, dining room, farm, rugby ground, library, roads, fencing	23.09					23.09	
TOTAL			**2,241.50**		**2,852.69**		**7,056.73**	**12,150.92**	

ANNEX 16

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT: INSTITUTIONS - PROJECTS AND ACTIVITIES 2004 – 2008

Organisations	Infrastructure ($'000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
1. Fiji College of Advanced Education *FCAE Rural, Tec-Voc Education*	TVET Building (Infrastructure Development) Research	923.6	Reorganisation of FCAE Curriculum Programme Rural based Practicum Research	217.05 207.81 36.94			1,385.4	Fits in with priority of the MoE. Practicum focued on rural schools essential
2. Fiji Institute of Technology *FIT Trade and Certificate Courses – Franchise and ODL*	Building Building ODL	566.04 515.17	Franchise: Accreditation Visits and consultancy Administration Staffing ODL: Visits and consultancy Administration Staffing	 7.15 11.47 0.42 205.10 76.94 5.54 153.32	Communication and Transport Course Materials Examinations Tools and Equipment Teaching Resource ODL Communication and Transport Course Materials Examinations Tools and Equipment	27.06 12.47 1.21 1,340.28 246.55 1.66 23.09 1.39 96.05	3,340.80	Tech/Voc courses for offering in rural centres and schools essential Support for open and distance learning

Organisations	Infrastructure ($'000)	Costs EUR (€000)	Programmes	Costs EUR (€000)	Resources	Costs EUR (€000)	Total EUR (€000)	Comments
3. Fulton College *Construction and Equipping of Multipurpose Complex to Enhance Primary Education*	Construction of Classroom block Lecture Theatre	269.23 277.08	Construction management Contingency	69.73 69.73	Lecture theatre Fitout	151.01	836.78	Fulton College prepares students for teaching in rural areas.
4. Lautoka Teachers' College *Development of Specialist Facilities and Expertise*	Construction	461.80	Training	230.90	Procurement	230.90	923.60	These are programmes not covered under AusAID
5. Lautoka Teachers' College *LTC Rural Education Research and Development Centre*			Personnel	230.90			230.90	
6. Lautoka Teachers' College *Primary Teacher In-service Programme*	Construction	92.36	Personnel Other Training	461.80 138.54 692.70	Procurement	92.36	1246.85	Essential to prepare teachers for teaching in rural areas in particular
7. Lautoka Teachers' College *Rural School Teaching Practicum*			Other	242.45	Procurement	80.82	323.26	Essential process
TOTAL		**3,105.28**		**3,058.49**		**2,304.85**	**8287.59**	

ANNEX 17

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT: PROVINCIAL COUNCILS PROJECTS AND ACTIVITIES 2004 – 2008

Organisation	Objectives	Infrastructure	Cost EUR (€000)	Programmes	Cost EUR (€000)	Resources	Cost EUR (€000)		Total EUR (€000)	Comments
1. Tailevu Provincial Council *Tailevu Scholarship Trust Fund*	To establish a Scholarship Trust Fund			Establish revolving trust fund	507.98				507.98	
2. Tailevu Provincial Council *Capacity Building in the Provincial Council*	To strengthen the capacity of Provincial staff in management and training skills			Management training	46.18				46.18	
3. Tailevu Provincial Council *Establishment of Provincial institutions*				Tailevu Provincial Secondary School Tech - Voc Training Centre Language & Culture Institute Establishment of preschools in all villages	230.90 230.90 230.90 646.52				1,339.22	
					1,339.22					

Organisation	Objectives	Infrastructure	Cost EUR (€000)	Programmes	Cost EUR (€000)	Resources	Cost EUR (€000)		Total EUR (€000)	Comments
4. Lomaiviti Education Committee *Lomaiviti Education Centre Pilot Project*		Preparatory work: Stage 1 Stage 2 Support Infrastructure	 22.98 152.16 161.63	Levuka Public School St John Delana Koro and Gau	346.35 346.35 392.53 115.45				1,537.45	
			336.77		1,200.68					
5. Naitasiri Provincial Council Education Committee *Provincial Centre for Learning*	To establish an academic and .tec-voc training institution	Mini medical centre 1 dining hall/kitchen complex 2 Visitor reception rooms Staff quarters: 15 x 2 bedroom 15 x 3 bedroom 1 x 3 bachelor's quarters 1 x 3 spinster's residence	2.31 9.24 2.31 92.36 92.36 6.93 6.93			Library plus resources 3 science laboratories 2 technical drawing rooms 1 computer room 1 art room 1 music room 2 Carpentry and Joinery & Engineering Workshops	13.85 41.56 27.71 13.85 6.93 6.93 23.09		418.88	

Organisation	Objectives	Infrastructure	Cost EUR (€000)	Programmes	Cost EUR (€000)	Resources	Cost EUR (€000)		Total EUR (€000)	Comments
		1 Medical officer's residence	6.93			2 Administration blocks	9.24			
		2 x 4 labourers' flats	4.62			1 school hall	9.24			
		1 Fijian Bure for Community meetings	2.31			2 dormitories	23.09			
						Ablution blocks	5.54			
		Earthworks	2.31			1 full sized playing field	9.24			
			228.61				190.27			
6. **Ra Provincial Education Committee** *Increasing the Quality of Education for Ra Province*	To increase the number of educated and skilled Ra people	4 New dormitories	369.44	Partial funding of purchase of tertiary Student Hostel	55.42	Computer lab	182.87		3,741.03	
		2 New classrooms	157.01			Science laboratory	74.81			
		Renovation of Village community halls to accommodate preschool	228.59	Upgrading of Ra High as Centre of Excellence:	1,650.01	Carpentry & Joinery workshop	157.01 320.95			
						Automotive workshop	341.73			
						Catering & Tailoring workshop	203.19			
			755.04		1,705.43		1280.56		3,741.03	

Organisation	Objectives	Infrastructure	Cost EUR (€000)	Programmes	Cost EUR (€000)	Resources	Cost EUR (€000)		Total EUR (€000)	Comments
7. Cakaudrove Education Office *Upgrade of school facilities*		Electrification of schools without electricity Improvement of School Water supply Upgrade of Teachers' Quarters, Hostels, Dining Rooms, Classrooms		Establishment of Wailevu Junior Secondary School to service surrounding area Purchase of vehicle for SEO Cakaudrove Establish Tec-Voc Institution for school leavers Coaching Clinic for School Sports Coaches Establish Sports Centre with Upgraded Sports Facilities	92.36 23.09 92.36 4.62 23.09				235.52	No Costings

Organisation	Objectives	Infrastructure	Cost EUR (€000)	Programmes	Cost EUR (€000)	Resources	Cost EUR (€000)		Total EUR (€000)	Comments
					235.52					
8. Bua *Infrastructure (access roads)*	To improve road access to schools and communities	Access roads to schools - construction/ upgrade	692.70						692.70	
			692.70							
9. Kadavu *Infrastructure (roads)*	To provide access to schools	Construction/ upgrade of roads to service the schools on the island	692.70						692.70	
			692.70							
10. Lau Provincial Council *Schools and Infrastructure Development*		Electricity Water Seal toilets Water tanks Upgrade of Roads General Upgrade of classrooms	2.31 53.11 32.33 - 41.56	Upgrade of Ratu Finau College Secondary Boarding facilities Community Awareness and Education Mentoring and Consultation Services	230.90 11.55 6.93	Telecommunications Telecentres Counsellor	18.47 27.71 26.78		451.65	
	Sub total		129.31		249.38		72.96			
	GRAND TOTAL		**2,835.13**		**5,284.38**		**1,543.78**		**9,663.31**	

ANNEX 18

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT: NSAS PROJECTS AND ACTIVITIES 2004 – 2008

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
1. **National Council of Women** *Capacity Building of FFONSA*			Strengthening of FFONSA Secretariat Staff Consultations Information Dissemination 4 Divisional Seminars Devt/ Upgrade of CSO & NSA Directory Training on Financial Management Procedures Development and Implementation of programs	2.31 87.28 1.62 23.09 13.85 2.31 23.09 2.31	Office equipment Office Facilities & Travel	23.10 69.27	Monitoring and evaluation	2.31		FFONSA recently established to play a major coordinating role of NGOs, private and business sectors. The partnerships in development and a consulatative approach is the key goal. The Fiji National Council of Women is the current coordinator and it is important to establish and strengthen the FFONSA Secretariat
Sub total				155.86		92.37		2.31		
Total									250.54	
2. **National Council of Women** *Dialogue and Advocacy*			4 National Training Seminars Advocacy Strategies	13.85 6.93						
Sub total				20.78						

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
									20.78	
Total										
3. **National Council of Women** *Monitoring and Evaluation*			Setup of Committee	2.31			Survey report Progress review	11.54 9.24		
								20.78		
Sub total				2.31						
									23.09	
Total										
4. **Fiji Red Cross Society** *Rural Education Programme*			Personnel Training IEC Materials Transport Other Services Administration	187.55 264.38 58.94 93.47 66.98 93.78	Evaluation	2.42	Visibility programme	3.39		Detailed budget proposal submitted. The work of the Red Cross for the disadvantaged and urban poor is recognised and needs support
								3.39		
Sub total				765.10		2.42				
									770.91	
Total										
5. **Fiji Red Cross Society** *Urban Poor Programme*	Water Supply Sanitation	109.44 112.21	Personnel Training IEC Materials Transport Other Services	24.71 27.57 18.30 19.88 24.85	Evaluation	2.42	Visibility programme Administration	3.39 34.79		Detailed budget proposal submitted
								38.18		
Sub total		221.65		115.31		2.42				
									377.56	
Total										
6. Fiji Primary School Athletics Association *Teacher Training and Basic Ground Development*	Ground Development	6.93	Western Division x4 centres Central Division x 2 centres Northern Div. x 3 centres Eastern Div. x 3 centres Training of District Trainers	1.85 1.39 1.39 1.39 0.92	Equipment	6.93				
Sub total		6.93		6.94		6.93				

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
									20.80	
Total										
7. Save the Children, Fiji *Mobile Playgroup Project*			Administration Training	360.45 124.46	Office space and equipment Vehicles and maintenance Teaching Resources	102.36 118.91 149.62				
Sub total				484.91		370.89				
Total									855.80	
8. Soqosoqo Vakamarama (Fijian Women's Society) *Integration of Traditional Handicraft Production into Vocational Programme*			Pre-project consultation Writing workshop Consultation fee Travel Printing and dissemination Administration	2.31 9.24 23.09 9.24 13.85 12.70 4.62	Material and equipment -	64.65	Monitoring & Evaluation	4.62		
Sub total				75.05		64.65		4.62		
Total									144.32	

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
9. **Fiji Council of Churches** *Methodist Church*	Upgrading of Circuit Schools in 13 provinces	73.89	Cross-cultural Ministries and Uprooted People In-service training for Church Ministers and workers Curriculum Development & Writers' Workshop Agriculture & Animal Husbandry	120.07 73.84 46.18 46.18						
Sub total		73.89		286.27					360.16	
Total										
10. **Fiji Council of Churches** *Pacific Regional Seminary - Pastoral Coordinator Seminar*			Seminar	11.31						
Sub total				11.31					11.31	
Total										

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
11. **Fiji Council of Churches** *Salvation Army - Upgrade and extension of training facilities*	Female hostel	13.85	Mobile Health Clinic, Operating Costs Rural Farm Project: Setup Costs Operating Costs Pre-school Education: Setup costs x 2 centres Operating costs x 2 centres	18.47 40.41 20.04 8.31 16.81	Mobile Clinic equipment costs New photocopier Overhead Projector Cordless, lapel microphone Reference books for counselling Seminar tables 22 - seater bus Equipment for Sewing Skills Training Programme	27.71 6.00 0.32 0.14 0.69 0.44 20.78 15.61				
Sub-total		13.85		104.04		71.69			189.58	
Total										
12. **Fiji Council of Churches** *St John Baptist Theological College*					Training Centre furniture and Aids Library resources	2.77 9.24				
Sub-total						12.01				
Total									12.01	
13. **Fiji Council of Social Services** *Governance for School Management Committees*			Administration Workshop	22.17 99.75						
Sub-total				121.92						

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
Total									121.92	
14. **Fiji Council of Social Services** *Rural Women's Initiatives, Development and Education*			Institutional and capacity building Rural Education Training	14.78 27.71						
Subtotal				42.49						
Total									42.49	
15. **Fiji Employers Federation** *Training Programmes for Small and Medium Enterprises*			Training programme for small business entrepreneur	46.18						
Sub-total				46.18						
Total									46.18	
16. **Fiji Girl Guides Association** *Training and Publication*			Trainers' training Leaders' Training Leaders' Life Skills Training Pacific Leadership Course Human Resources Publications	2.51 13.19 13.64 5.91 41.56 3.48						
Sub-total				80.29						
Total									80.29	
17. **Fiji Muslim League** *School Libraries Project*					Library furniture and books x for 8 schools @ $15,000 each	55.42				
Sub total						55.42				
Total									55.42	

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
18. **Fiji Netball Association** *District clinics and workshops*			Umpires/ Coaching clinics and workshops Administrators workshops	26.78 12.93	Sports equipment	4.02				
Sub total				39.71		4.02				
Total									43.73	
19. **Poor Relief Society** *Poverty Assistance*			Provide food ration Education assistance Administration Home repairs, medical assistance, training, counselling	9.24 53.11 0.92 4.62	Equipment	2.31				5 year project
Sub total				67.89		2.31				
Total									70.20	
20. **Fiji Scouts Association** *Promotion and Development of Scouting*			Recurrent budget Training Travel	16.62 3.23 0.72						
Sub total				20.57						
Total									20.57	
21. **Fiji Society for the Blind** *Community Based Education and Rehabilitation*			Salaries Travel Training workshops Income Generating Project	14.06 2.31 1.39 2.31	Stationery	0.46				
Sub total				20.07		0.46				
Total									20.53	

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
22. **Fiji Vocational & Technical Training Centre for Disabled**			Awareness programme Staff In-service Training Early Intervention Programme Recurrent Expenses Rural Business Opportunity	23.09 46.18 23.09 9.24 46.18	Technical Education equipment Special Units for Deaf Printer and 6 Computers for Training Purposes	23.09 23.09 36.94				
Sub total				147.78		83.12				
Total									230.90	
23. **Gospel School for the Deaf**			Training of Personnel	23.09	Audiological equipment, Speech Trainer Group, Laboratory	36.94				
Sub total				23.09		36.94				
Total									60.03	
24. **Methodist Church of Fiji**	Classroom development Pre-school x 94 @$5,000 each	20.78 217.05			School Library	9.24				
Sub total		237.83				9.24				
Total									247.07	

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
25. Live and Learn *Environment Education for Sustainable Development in Rural Schools*			Project start up Research design Local staff Operational costs Production of Teaching Materials and Resources Teacher Training Travel Research and Monitoring	1.15 0.55 294.62 34.64 33.71 46.18 46.18 3.42	Equipment, Material and Supplies	4.62				
Sub total				460.45		4.62				
Total									465.07	
26. **National Farmers Union** *Health and Budget Awareness Workshop*			Staff FNPF Travel Workshop activities Miscellaneous	77.44 6.19 78.47 74.98 2.40	Printing, stationery	25.24	Monitoring	43.74		
Sub total				239.48		25.24		43.74		
Total									308.46	

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
27. **Pan Pacific South East Asia Women's Association (PPSEAWA) Fiji Chapter** *Spiritual Empowerment and Peace and Security for Women*			Workshop Establish Peace garden and individual markets Campaign for Peace	3.93 0.92 2.54	Construction of 10 mobile trolleys	1.85				
Sub total				7.39		1.85			9.24	
Total										
28. **Partners in Community Development, Fiji** *Sustainable Action for Fiji to Improve Rural Education*			Personnel Travel Community training In-service training Project support 23.09	400.84 125.15 538.27 7.85 240.60			Skills & Information	23.09		5 year project This project had been submitted separately to the EU. It is a project that has strong support. If it is not funded separately by the EU then it should be funded this Project.
Sub total				1,335.80				23.09		
Total									1,358.89	
29. **Reproductive and Family Health Association of Fiji** *Awareness and Training -*			Community awareness workshop Training of trainers Promotion radio production Project staff	90.75 10.40 34.64 134.67 2.31 1.38	Office Equipment	59.40	Final evaluation Auditing	1.38 29.56		
Sub total				274.15		59.40		30.94		

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
Total									364.49	
30. **Stri Sewa Sabha** *Social Work and Financial Assistance to students*			Education - Fees and related costs for secondary and University students Expenses for Women's Sewing classes	6.93 4.62	-					
Sub total				11.55						
Total									11.55	
31. YWCA *Health, Economical Empowerment and Leadership Workshops for Unemployed Young Women in Rural and Poor Urban Communities*			Workshops Travel Contingency Coordination and Documentation	33.30 4.11 1.39 7.39						
Sub total				46.19						
Total									46.19	
32. Femlink Video production and distribution			Pre-production developoment Technical production Field production Video post and print devt Video post prod Print prod Distribution planning Distribution and viewing Evaluation and report	4.06 4.76 9.10 4.06 4.70 1.36 2.03 3.59 2.03						
Sub total				35.69						
Total									35.69	

Organisations	Infrastructure	Costs (€000)	Programmes	Costs (€000)	Resources	Costs (€000)	Processes and Mechanisms	Costs (€000)	Total (€000)	Comments
33. Ecumenical Community Training Centre (Veiqaravi), Nasinu ***Construction/upgrade of centre facilities***	Construction and upgrade of classroom Upgrade of kitchen and dining hall Toilet and bathroom Workshed Labour costs	20.78 2.42 1.21 1.34 3.51			Machines and accessories Cutting Tables, chairs and cupboards Kitchen appliances					
Sub-Total		29.26							29.26	
Total										
34. **Family support and education group**	Upgrade office 4 new brabches to be established	136.60 56.34	Operating costs	383.77						
Sub total		192.94		383.77					576.71	
Total										
GRAND TOTAL		**776.35**		**5,432.78**		**906.00**		**167.05**	**7,282.18**	

ANNEX 19

FIJI RURAL EDUCATION PROJECT
Submissions

Government Department
Ministry of Education

Provincial Councils
Cakaudrove Education Office
Lau Provincial Council & Lau Strategic Planning Group
Lomaiviti Education Committee
Naitasiri Provincial Council Education Committee
Ra Provincial Education Committee
Rewa Provincial Council

Teachers Unions
Fiji Teachers Union
Fijian Teachers Association

SCHOOLS:
Adi Maopa Secondary School, Lomaloma
Bemana Junior Secondary School, Nadroga
Boubale Indian School, Labasa
Bua District School, Bua
Burebesaga District School, Rewa
Coboi Sanatan Dharam School, Bua
Dakuivuna Village School, Korovou
Davota Indian Primary School, Tailevu
Dawasamu District School, Tailevu
Delana Methodist High School, Levuka
Dravuni Primary School, Dravuni, Ono, Kadavu
Dreketi District School, Nausori
Gau Secondary School, Gau
Kaba Fijian School, Tailevu
Kadavu Provincial Secondary School, Kadavu
Kavanagasau Secondary School, Nadroga
Korotari Primary School, Labasa
Krishna Janardhan Primary School, Tailevu
Labasa Muslim College, Labasa
Lamiti Malawai School, Gau
Lawaki District School, Tailevu
Levuka Public School, Levuka
Mabula District School, Lau
Muaniweni Indian School, Naitasiri
Nabitu District School, Nausori
Nacavanadi Village School, Gau
Naceva District School, Naceva, Kadavu
Nadarivatu Primary School, Ba-Tavua
Nadarivatu Secondary School, Ba-Tavua
Nadi Muslim School, Nadi
Naduna District School, Naitasiri
Naduruloulou Fijian School, Kasavu, Naitasiri
Nailagotabua Primary School, Verata, Tailevu

Nailega District School, Tailevu
Nailiili Catholic School, Rewa
Naivicula District School, Tailevu
Naiyala High School, Tailevu
Nakavika Primary School, Namosi
Naloto District School, Ba
Namata District School, Tailevu
Namena District School, Tailevu
Namosi Secondary School, Namosi
Naqali District School, Naitasiri
Narocake District School, Gau
Nasautora District School, Tailevu
Natovi Primary School, Tailevu
Nausori District School, Nausori
Navosa Central College, Navosa
Navukailagi District School, Gau
Nawaikama District School, Gau
Niusawa Methodist High School, Taveuni
Nukulua College, Ba
Nukulua Primary School, Ba
Qelemumu Primary District School, Macuata
Queen Victoria School, Tailevu
Ra High School, Ra
Ratu Luke Memorial School, Bua
Ratu Mara Vocational College, Lakeba, Lau
Ratu Sauvoli Memorial School, Noco, Rewa
Ratu Varani Memorial School, Naceva, Kadavu
Ratu Veikoso Primary School, Nausori
Rewa District School, Rewa
Rewa Secondary School, Rewa
Richmond Methodist High School, Richmond, Kadavu
Sawaieke District School, Gau
Shantiniketan Pathshala, Naitasiri
Sigatoka Valley Junior Secondary School, Nadroga
Solevu Junior Secondary School, Solevu, Bua
St. James School, Levuka, Lomaiviti
St. John's Bosco Secondary School, Suva
St. Johns College, Cawaci, Levuka
St. John's School, Wailoku, Suva
St. Paul's School, Naviavia, Vanualevu
Tailevu District School, Tailevu
Tailevu North College, Tailevu
Toga District School, Rewa
Turagabeci Primary School, Rewa
Ucunivanua District School, Tailevu
Vanuaso District School, Gau
Veinuqa District School, Namosi
Vione Primary School, Gau
Viria District School, Naitasiri
Viria Public School, Naitasiri
Vugalei District School, Tailevu
Vuniboki District School, Verata, Tailevu
Vunicibicibi Secondary School, Muaniweni, Naitasiri
Vunisei District School, Kadavu
Vunivau Bhartiya School, Bua

Vutia District School, Rewa
Wailotua District School, Nayavu Tailevu
Wainibuka District School, Tailevu
Wainibuka Junior Secondary Schoo, Tailevul
Yasayasa Moala Junior Secondary School, Lau

BUSINESS ORGANISATION
Fiji Chamber of Commerce
Fiji Employers Federation
Fiji Indigenous Business Council
Fiji Manufacturer's Association
National Centre for Small and Micro Enterprise Development

Non-Government Organisations
Ecumenical Centre for Research, Education and Advocacy (ECREA)
Family Support and Education Group, Lautoka
fem'LINKpacific: media initiatives for women, Suva
Fiji Council of Social Services
Fiji Disabled People's Association & Special Education Teachers Association
Fiji Early Childhood Association
Fiji Girl Guides Association
Fiji Human Rights Commission
Fiji Medical Association
Fiji National Council for Person with Disabilities
Fiji Red Cross Society
Fiji Scouts Association, Suva
Fiji Society for the Blind, Suva
Fiji Vocational & Technical Training Centre for Disabled
Live and Learn Environment Education for Sustainable Development in Rural Schools
National Council of Women Fiji, Suva
Pacific Educational Books, Suva
Pan Pacific South-East Asia Women's Association (PPSEAWA)
Partners in Community Development Fiji (PCDFiji), Suva
Poor Relief Society
Save the Children Fund Fiji, Suva
Soqosoqo Vakamarama, Nabua
Stri Sewa Sabha, Toorak, Suva
The Reproductive and Family Health Association of Fiji, Suva
Then India Sanmarga Ika Sangam Fiji (TISI Sangam)
Yavu Viti Group, Suva
Young Women's Christian Association (YWCA), Suva

Training Institutions:
Champagnat Institute, Suva
Corpus Christi Teachers College
Ecumenical Community Training Centre, (Veiqaravi) Nasinu
Fiji College of Advanced Education, Nasinu
Fiji Institute of Technology
Fulton College

RELIGIOUS ORGANISATIONS
Catholic Education Committee
Davuilevu Methodist Theological College
Methodist Church
Pacific Regional Seminary

Salvation Army
St John Baptist Theological College
Fiji Council of Churches and Affiliates
Fiji Muslim League
Methodist Church in Fiji, Suva

Others
Gospel School for the Deaf, Suva
Lautoka Teachers College
Lawaki Mothers Club, Lawaki Nakasaleka, Kadavu Village Pre-school (Kindergarten)
National Farmers Union
National Training Council
Pacific Theological College

Private Sector
Fiji Electricity Authority

Sporting Bodies
Fiji Primary School Athletics Association
Netball Fiji, Nadi

ANNEX 20

Annex 20

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT: TOTAL COST OF SUBMITTED ACTIVITIES
2004 – 2008

Sections	Infrastructure and Facilities €	Programmes €	Resources €	Processes and Mechanisms €	Total €
Schools	4,311,500	2,852,690	7,056,730		14,220,920
Provinces	2,835,130	5,284,380	1,543,780		9,663,290
Institutions	3,105,280	3,058,490	2,304,590		8,468,360
NSAs	776,350	5,432,780	906,000		7,282,180
Sub - Total:	**11,028,260**	**16,628,340**	**18,867.83**	**167,050**	**46,691,480**
Cross-cutting costs in infrastructure					
Electricity	12,000,000				
Water	640,000				
Sanitation	900,000				
Transportation	5,000,000				
Staff quarters	4,900,000				
Boarding facilities					
Sub-Total	**23,340,000**				
Grand Total	**34,366.26**	**16,628,340**	**18,867.83**	**167.02**	**70,026.45**

ANNEX 21

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT: RECOMMENDED PROJECTS AND ACTIVITIES 2004 – 2008

Recommended Projects and Activities to be funded under EDF 9 are based on the basic principle of access, equity and an enabling environment for improvement in rural education. These are listed in priority and implementation will have to be strategic based on a number of factors: activities that are needed urgently; activities that can be implemented immediately; activities that will impact immediately on the school at the village and community levels; activities that impact on life and learning environment of the student; activities needed to be upgraded to minimum standards.

Key area	Total Required FJD	Recommended to be funded under EDF 9	Comments
1. Electricity	**12,000,000 Euros** for the whole electrification projects.	Will implement Year 1 and Year 2 under EDF 9 and this totals: **2,770,800**	Electricity brings maximum impact and change to the schools and communities immediately; facilitates telecommunications, Easytel, waterpump, and income generating projects. Suggest Y1: 241,345 - to undertake immediately scoping study for Grid, RAPS and wiring. Remainder of work see Annex on electricity
2. Water	**640,000 Euros**	**640,000**	491 schools needing to upgrade water supply facilities with tanks and other appropriate alternatives.
3. Sanitation	**900,000 Euros**	**900,000**	773 locations need toilets
4. Transportation	**2,300,000Euros**	**2,300,000**	Access by boat, road, bus are urgently needed. Improving access will reduce rural-urban migration of students, improve community participation and commitment in schools, allow regular provision of basic requirements, and improve opportunities overall. Recognise that some activity is being undertaken in Kadavu. Boats - Lau – 692,700 Roads – Kadavu - 692,700; Bua – access roads – 692,700. Small boats – Lomaiviti, Rewa – 692,400
5. Staff teachers' quarters	**4,900,000 Euros to build 720 houses. Two per school will cover 360 schools.**	**4,900,000** **Allow 3 houses for each school at 6,927 Euros per house. The remainder to be financed in a Phase 2**	Very important incentive for teachers as this is one factor that would attract the best quality teachers to the rural areas, encourage good teaching, promote a healthy environment for learning and teacher/student/community relations. Retention of teachers will improve. per house and the budget is being allocated using the definition of rural

Key area	Total Required FJD	Recommended to be funded under EDF 9	Comments
			classification of schools by the Ministry: category 3 and 4 which is rural, remote and islandness. Many of these schools are in Lau, Tailevu, Bua, Cakaudrove, Lomaiviti, Macuata, Namosi and Naitasiri. Boarding schools will take priority. Total costs needed for housing is great and has to be a phased development
6. Boarding facilities	**2,600,000**	**2,600,000**	Young children, classes 1-4 should be schooled within close proximity of their families. This means that many of the schools in the villages should remain and boarding schools reduced. The numbers that exist need to be upgraded as they have very poor facilities, both primary and secondary. 59 secondary boarding schools and 82 primary boarding schools. The amount allocated was for the total number of boarding schools. This may vary according to the decisions that the Ministry will take regarding this issue of boarding.
7. School requests: buildings including classrooms; School facilities including laboratories, telecentres/libraries, workshops; Resources including equipment and materials	**14,220,920 total requests of schools**	**1,705,889** to be funded under the FREP project. The rest to be funded in a possible Phase 2	The needs are great and about 80% of the total required is for infrastructure needs. We could fund according to the priorities we have made: category 3-4 schools and target physical facilities and programme, buildings, laboratories, telecentres/libraries. The total of these targeted projects cost 5,7980,000
8. Provincial Councils	**9,663,290 total requests by Provinces**		This is still an estimate and covers important costs such as roads and boats included in infrastructure, as we cannot isolate costs and needs that overlap. 5,000,000.00 under infrastructure
9. Institutions	**8,468,360 total for requests by institutions**	**2,300,000**	To be funded in a possible phase 2
10. NSAs	**7,282,180 total for requests by NSAs**	**3,250,000** allocated for NSAs	15% of the total allocation under this project will be for NSAs. Non State Actors have submitted projects and activities worth 7,282,180. Funding could be directed according to our priorities

ANNEX 21.1

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT (FREP)

Proposed FREP Infrastructure Priorities: Implementation Plan

2004 – 2008

Infrastructure Areas	Year 1 Immediate	Year 2 Short term	Year 3 Medium term	Year 4/5 Long term	Comments
1. Electricity	55,000Euros	x	x		Category 4 schools to be worked on first. Urban disadvantaged in short/medium term. A special project would be needed to address the needs of the balance of schools/ institutions that qualify for help. Possible ADB project but this will be a loan not a grant. 55,000 Euros to allow FEA to do scoping notes for electricity immediately.
2. Water	x	x	x		Category 3 and 4 schools first; and urban poor schools
3. Sanitation	x	x	x		Category 3 and 4 and urban poor schools
4. Communication	→	→	→		Category 4 schools first
5. Transportation (access roads, bus, boats, etc)	Throughout	the life	of the project		Guided by the need for the areas and the best and most economic form of transport. Islands to be considered priority
6. Teachers' quarters		x	x	x	In the absence of any worthwhile incentives, this must be given some priority
7. Boarding facilities		x	x		Urgent upgrading of existing facilities according to a plan to be drawn up
8. School buildings (classrooms)	x	x	x	x	Category 4 schools to be tackled first and those with important strategic roles or strategic positions servicing a wide rural community.
9. School facilities (libraries, telecentres, labs, workshops)	x	x	x	x	Upgrade to minimum standards Further improvement/extension for strategic reasons and based on plan of work

ANNEX 22

Fiji Education Sector

Harmonisation of Programmes and Available Resources, 2003 -

(Known: Ministry of Education, European Union, AusAID, ADB in July, 2003)

Organisation	Ministry of Education Priorities and Action Plan	European Union	AusAID	ADB
Title of Program/Project	• Action Plan for the Implementation of the Recommendations of the Education Commission Report 2000 • 2001 Corporate Plan: Putting the Strategic Plan 2000 – 2002 into action • MoE's Strategic Plan 2003 – 2005 • 2003 Corporate Plan • *Education Fiji 2020*	**Fiji Rural Education Project** - USP Team Report and Financing Proposal – 2003. Funding recommended for four major activities: Infrastructure, Programmes, Resources, Processes and Mechanisms with 15% of the total funding allocated for NSAs. **PRIDE** – Regional project and Fiji is a beneficiary. 8m Euros over 5 years.	**Fiji Education Sector Program** Project has commenced, July 2003. will evaluate the existing plans; identify priorities in all areas; meet with stakeholders to determine what should be undertaken; set up management team; establish coordinating committee. Major component identified: Leadership and management, Building the capacity of MoE's Research and Development Section, Improve Curriculum relevance and flexibility. There is much overlap with the EU Project. Team met with Ausaid and have identified areas that each project should concentrate on. This is taken into consideration in the Report and Financing Proposal. Implementation in late 2003 involves	**Alternative Livelihoods Project** Focus on training is on continuing and non-formal education and training of adults and youth. Focus on technical training and will be undertaken in cooperation with FIT and TPAF. Also **TA on Rural Electrification** commenced August 2003.

			visits to WA DOET in Australia by senior personnel Actual Implementation of project in 2004. USP Team met with AusAID Team to dicuss areas of overlap and agree that EU project, AusAID and other projects must cooperate closely.	
Value	Annual Education budget is 220mFJD Fiji's budget of Fiji's total annual budget	Total grant is 45.5mFJD over 5 years	10mFJD over three years with possible extension of 3 years.	104.381mFJD
Period	Covering period 2000 -	Over 5 years beginning 2004	3 years beginning July 2003	6 year project beginning May 2003
Objective	Education Fiji 2020 and Strategic Plan 2003-2005 list the 10 priority areas: 1. Curriculum reform 2. Good citizenship and cultural awareness 3. Community partnerships 4. Teacher professional development and support 5. Management and administration 6. Performance monitoring and continuous improvement 7. Special needs 8. Meeting emerging needs 9. Teaching and learning technology 10. Increasing educational participation	EU project will respond to the priorities of the MoE TOR were very broad and covered many areas. While the USP Team work covered these areas and funding for these, it was recognised only some priorities can be funded and recommended for implementation. Others are already being included in programmes to be funded by AusAID, ADB, and other donors.	FESP will only support MoE's priorities from their Corporate and Strategic Plans.	Objective: to create increased and diversified on and off farm livelihood opportunities in rural areas to offset effects of sugar restructuring and remove poverty reduction

Components		• Will concentrate in four areas: • Infrastructure and facilities • Programmes and capacity building • Resources and equipment • Processes and mechanisms • Separate funding allocation for NSAs	Concentrate on 10 key areas as identified in MoE's Strategic Plan 2003-2005. Will have a program approach and covering • Education Policy • Distance education • Secondary education • Tech/Voc • Teacher training • Higher education • Primary education • Teaching and admin personnel • Non-formal education	4 components : • agricultural diversification, • off farm livelihoods, • rural financial services, • project management
Training and education components	MoE is undertaking a great deal of in-house training Training for different regions in Fiji in relation to the Affirmative action plan. Also partnership in training with other organisations and instituions.	As AusAID's project covers a large part of training and education, EU's grant has concentrated in four areas particularly infrastructure development. There is also a high degree of training and education for the NSAs, schools programme, institutions and provincial councils. These are described in Volume 1 of the Report USP Team notes links with Western Australia. While this is good, questions AusAID's team's approach and the the lack of Pacific pedagogy and involvement of other Pacific island teachers or teachers in more comparable countries.	Covered. After review of public sector reform agenda and other plans; identify performance indicators, analyse indicators and determine focus areas – access or quality and subsectors – primary, secondary, TVET; identify geographical areas of greatest need; liase with MoE. Major component identified: Leadership – senior management, Professional development of School Managers, Principals and Head Teachers, policy. Training should cover Ministry of Youth and Sport. Research and Development – Professional development, planning – some will be vovered by EU project Improve curriculum – will do largely curriculum development, pilots, pedagogy and community involvement.	• Strengthening FCA for agricultural vocational training • In-service training • Compentency training • Young farmers training

Strategic Plan	Has Strategic Plan	This will be covered by AusAID	Will assist the MoE finalise their Strategic Plan and prioritise action and determine prioritise projects to do (all of *June-August; we had to do this in* our 6 weeks)	•
Vocational Training	Is considered one of the priority areas		Covered. After arriving will then decide in December	• Support FNTC to develop new training curricula emphasising marketable skills, self-employment • Use existing training courses where available • Begin late 2004 and continue
Vocational training facilities	45 vocational schools and emphasis now on more borader education. Funding for this area is not high in the MoE budget and needs to be addressed. FIT could do with an increase in budget.		Covered. Will decide later in 2003	Will work with PTAF, FIT and USP
Rural Schools Project	Have evaluated needs to some degree. Senior education officers are well informed. Database has information. Rural project exist but funds allocated for this is very low.	EU project concentrates on rural education and some aspects of poor urban areas where appropriate and necessary	Will evaluate in July and decide what to do in September	Cover rural areas – training and development in resettlement and reskilling people
Organisational arrangements	Organisational structure will include links to all aid programmes – PS will be Project Director of EU Project.	Organisational management as described in the Report, Volume 1.	The programme will be managed by an *Executive Management Committee.* AusAID and Canberra have budget control . There is a very high number of Australian expertise flowing in from Australia to Fiji, the cost of which is not identified but assumed to be high.	

ANNEX 23

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT (FREP) LOGFRAME

2004 – 2008

Narrative Summary	Verifiable Indicators	Sources of Verification	Important Assumptions
Overall Goal To achieve equitable access to, and participation and achievement in life-long education, and improve quality and outcomes for rural communities in Fiji	1. Increase in the number of students in schools, continuing and non-formal education 2. Improvement in basic services to students in rural schools, such as water supply, electricity, transportation and sanitation *Increase in the number of staff and members of the community who apply for training* 3. Enhancement of rural students skills to be successful	*National education statistics* Ministry of Education Annual Reports Reports from various groups and research groups Examination results and performance statistics/report	That the Government of Fiji and MoE will continue to place priority on rural education, and provide the financial resources and human resources to assist this sector. Those students in rural areas can achieve the same good results as those in urban areas. Equity of access and enabling environments are key to a child's and adult's success in learning.

Narrative Summary	Verifiable Indicators	Sources of Verification	Important Assumptions
Project Purpose The purpose of the project is to create enabling environments that increases learning and employment opportunities for rural communities, especially children and youth, to develop the values, attitudes, knowledge and skills cognisant of their cultural heritages, to prepare them to be responsible and productive citizens in their communities and our society.	1. Increase the number of students who attend rural schools and stay on in school to form 6 to 100% by the 2006 2. Increase the number of teachers specially trained in the rural areas 3. Strengthen and develop the capacity and infrastructure of schools, the community and environment to support student learning and training 4. Increase community interest and ownership of the school 5. Develop and strengthen the links between schooling, education, training and income generating activities	MoE and government statistics Education Reports Education staff lists Education training programmes Community involvement in education and training Non-formal short-term courses organised by MoE, the school, community and NSAs	The government and MoE will continue to support education in the rural areas and ensure that students are given equal opportunities and access to education, training, Children will learn in clean environments Fiji will remain a safe and stable country That MoE and Schools Committee will ensure existing staff support this national commitment to the rural sector and pay teachers and other operating costs That more students will remain in the rural areas if conditions and opportunities improve.
Key Result Area 1 - Improved infrastructure and upgraded facilities The grant will improve the physical facilities in rural school - from buildings, classrooms, boarding facilities, electricity, water and sanitation. A clean and healthy environment is essential to get students learning.	1. Improve infrastructure and building, classroom and physical facilities 2. To get electricity to schools that do not have this 3. Improve sanitation 4. Healthy drinking water supply 5. Improved teachers quarters 6. Improved workshops for equipment 7. Science and computer laboratories for rural schools 8. Improved transportation Work to be undertaken by local professionals and expertise	School statistics Reports on urbanisation Health Report FEA report	Commitment of Government Commitment of MoE Commitment of line ministries Better coordination of ministries and aid donors Expect to link facilities, infrastructure to tech/voc and non-formal education where students and adult can learn in short term courses on how to do carpentry, repair, and electrical work.

Narrative Summary	Verifiable Indicators	Sources of Verification	Important Assumptions
Ky Result Area 2 - Capacity building and enabling environment Students can study in a good school environment and having access to good facilities, teachers and equipment.	1. Training of principals and managers of school committees 2. More training for teachers in how to teach in rural areas 3. Introduce and mainstream more tech/voc courses in the curriculum 4. More short term courses in non-formal education 5. Link more school community, village community and training in the school 6. Plan for more short course with FIT, TPAF and USP Foundation courses and other courses offered online 7. Courses to be in : 8. Mechanics 9. Carpentry 10. How to repair… 11. Agriculture 12. Fishing 13. Train in new areas of need to reflect changing market and changing focus 14. New areas for income generating projects 15. More children in school for a longer period and also have a career path to take.	Fiji government statistics Employment statistics Employment reports Census reports Teachers reports.	New course needed by the community, and some cases industry. Assume that the industry will employ them. Expect the institutions: USP, FIT, FCAE, LTC and private institutions and Employers Federation to offer short term training courses Improved roads, electricity, water, and infrastructure regionally and in the urban poor areas.
Key Result Area 3 – Quality and adequate resources and materials Students, staff and management and members of the community will have access to improved resources and equipment	1. Improvement in schools libraries, science labs, computer labs 2. Improvement of access to school and to courses – tech/voice and other more practically oriented 3. Improvement in telecommunications and use of wireless technology in the rural areas for education, training and work 4. Improvement of quantity and quality of teaching resources to aid students 5. Increase in the number of students who	Establishment of new labs – science and computer Establishment of libraries/ telecentres. Education Reports Education Statistics Good practices manual	Commitment to maintain the new resources and materials Policy in place to guide the schools Commitment of School committee and manager Able to share resources efficiently and effectively Use of telecommunications for access to

Narrative Summary	Verifiable Indicators	Sources of Verification	Important Assumptions
	wish to study and go on further in school	Information technology and computer use in schools More challenging course in new areas offered Role of school change to be a learning centre	resources and materials
Key Result Area 4 - Effective and efficient processes and mechanisms	Put in place a monitoring and evaluative body Develop criteria for evaluation and monitoring Coordinate work of different line ministries, donors and institutions Reporting process in place	Evaluation and monitoring reports Evaluation form devised and method of evaluation and monitoring Six-monthly Reports and work plans to be reviewed Reports resulting for this project Conferences and meetings, as well as seminars	All institutions, NSAs and government departments adhere to the devised evaluation, and monitoring process.
Key Result Area 5 – Community building through education and partnerships Rural education will lift the lives of children, the community and the people of the areas; and link culture, learning and self reliance to programmes undertaken. Rural education programmes will also be the focus of NSAs working on their own or in partnership.	Establish training and education programmes in community development and awareness – health, business, empowerment, women's issues, security, water, angry, etc. Produce courses, short –term courses for the students and the community Establish the needs of the community in the areas of education, employment, income generating work and projects Develop short-term training courses for chidden in school – Red Cross, FNCW, Small micro enterprises.	New courses Raise profile of NSAs and partnerships Increase community awareness and public involvement in training and education. Strengthen relationships between the government, institutions and industry	Commitment by all Commitment by NSA members to work together as a group Provide more training and focus work in the rural areas Strong institutional and government support NSAs can work on programmes in non-formal education and empower members of the community to participate.

ANNEX 23.1

European Union/Government of Fiji

FIJI RURAL EDUCATION PROJECT (FREP) LOGFRAME (cont'd)

2004 – 2008

ACTIVITIES

Activities for each component	Input - Project Team side	Input - GoF's (MoE) side	Preconditions
Key Result Area 1 - Establishment of Project Team's office and begin to plan priority of improved infrastructure and upgraded facilities 1.1 To establish the Project Team 1.2 To advertise the 2 positions 1.3 Decide on the 2 members of the team from the MoE 1.4 To establish the office 1.5 Establish a Fiji Rural Education website 1.6 Establish the Project Steering Committee 1.7 Appoint the secretary and accounts clerk; purchase equipment 1.8 To develop Annual Work Programme 1.9 Coordinate work of the Team, MoE, NSAs, MoYS, AusAID 1.10 Overview infrastructure projects submitted by – schools, provinces, institutions and NSAs	1.1 Establish office and settle in 1.2 Put together manual for operations and management committee structure 1.3 Approach USP to host MoE site on the Internet and to network 1.4 Prepare all materials, and meeting dates 1.5 Annual plan to be drawn up together and arrange for Project Meetings, and steering committee meetings. 1.6 Review annual work programme 1.7 Attend Project Steering Committee 1.8 Approve funds 1.9 Ensure coordination established between aid	1.1 MoU signed between MoU/GoF and EU 1.2 Ensure that MoE staff identified and moved to the EU Rural Education Project Team 1.3 Identify areas and plan logistics 1.4 Allow the team to work independently but reporting directly to the PS 1.5 Begin partnership development – MoE, institutions, NSAs 1.6 Review workplan on infrastructure	1. Commitment of GoF 2. Commitment of GoF 3. Enabling policies 4. That MoE will support the Project Management structure and support the work plan 5. That rural education is priority 6. That GoF will review government funding for rural education

and identify those projects that can be undertaken immediately, short term., medium term and long term 1.11 To work with different sections to finalise the projects 1.12 To develop a programme of work – that that are undertaken by government, those by other aid donor, and EU 1.13 Commence working on the learning centre concept to take in centres of excellence.	funded projects in the same areas 1.10 Provide expert advise where necessary		
Key Result Area 2 - Capacity building and enabling environment 1. Identify policies to ensure that improved facilities and environment are established for rural education 2. Students can study in a good school environment and having access to good facilities, teachers and equipment 3. Develop training programmes 4. Overview training programmes of NSAs	1. Organise training programmes at all levels with MoE 2. Meet with institutions and review training programmes 3. Identify sharing in training between MoE, AusAID, ADB 4. Develop close working relations institutions, USP and FIT in particular 5. Training in leadership, school principals, SEOs, community level leaders 6. Non-formal education priority areas identified working with NSAs; and develop programmes 7. Support work of NSAs	1. Ensure no overlap with other aid agencies training plans 2. Ensure work of all agencies and institutions are synchronised 3. Review training policy for teachers 4. Policy for rural teachers and incentives be developed and supported	1. Commitment of MoE 2. Commitment of GoF 3. Commitment of staff 4. Support of industry

Key Result Area 3 – Quality and adequate resources and materials Students, staff and management and members of the community will have access to improved resources and equipment 1. Prepare policy and plan on minimum standards for schools 2. Put together needs for category 3 and 4 schools in these areas 3. Cost these needs - prioritised 4. Inventory to be kept by schools 5. Maintenance of equipment necessary 6. Identify, order and distribute 7. Monitor use and placement of equipment and resources	1. Identify needs of Category 3/4 schools – telecentres/libraries, science laboratories, computer laboratories, reading materials, textbooks, other teaching resources 2. Put together a plan for upgrade 3. Improvement of access to courses – tech/voice and other more practically oriented 4. Study - Improvement that can be achieved using wireless technology in the rural areas for education, training and work 5. Improvement of quantity and quality of teaching resources to aid students 6. Increase in the number of students who wish to study and go on further in school 7. Introduce schooling by distance and flexible learning – cooperate with USP on use of resources and technologies	Support policy on the Establishment of new labs – science and computer Establishment of libraries/ telecentres. Publicise Good practices manual Policy on Information technology and computer use in schools To support the role of school must change to be a learning centre and appropriate policy to be put in place	Support of government Subsidise costs of telecommunication Commitment to maintain the new resources and materials Policy in place to guide the schools Commitment of School committee and manager Able to share resources efficiently and effectively
Key Result Area 4 - Effective and efficient processes and mechanisms	In the beginning to work on a criteria for monitoring and	Evaluation and monitoring policy supported	All institutions, NSAs and government departments adhere to

1. Establish a mechanism for monitoring 2. Develop a policy and plan 3. Teacher awareness 4. Training of teachers 5. Database to be created 6. Review mechanism and plan drawn up 7. Develop minimum standards for facilities, classrooms, teachers abilities, resources, laboratories in rural schools (in fact all schools)	evaluation Coordinate work of different line ministries, donors and institutions in this area – work with USP and SPBAE as appropriate Put together a schedule for monitoring Training teachers in monitoring	Teachers evaluated on regular basis Review of salary for rural teachers to be promoted – more incentives and motivation given Reports resulting for this project be publicly available on the website and in hardcopy Conferences and meetings, as well as seminars	the devised evaluation, and monitoring process.

Key Result Area 5 – Community building through education and partnerships 1. Prepare a programme for adult education, community awareness, working with NSAs and FEF, NCSMED, MoYS, MRP 2. Organise specific courses – long and short term to be undertaken for rural and urban poor communities 3. Linking programmes between non-formal education, school training, vocational training and income generating projects. 4. Identify schools that are learning centres to undertake such training in remote areas 5. This KRA will support the principle that education is holistic 6. ICTs for development to be developed 7. Promote the use of ICT to foster and strengthen local culture and tradition through encouraging the use of local languages based contents and software 8 Develop courses for the use of ICT and multimedia skills for the film, animation and audiovisual industry, television, music recording To develop model courses in ICT and the expressive art working closely with experts from Japan	Establish the needs of the community in the areas of non-formal education courses and programmes, employment, income generating work and projects Develop short-term training courses for children in school – Red Cross, FNCW, Small micro enterprises. More culture, dance, sport in the curriculum especially for rural schools Develop sporting plans for schools in athletics, cricket, rugby, netball and swimming.	New courses Raise profile of NSAs and partnerships Support the use of retired teachers or members of the community as craft teachers and in sport. Encourage and support relationships between the government, institutions and industry	Commitment by all Commitment by NSA members to work together as a group Provide more training and focus work in the rural areas Strong institutional and government support NSAs can work on programmes in non-formal education and empower members of the community to participate.

Project Management Committee 1. Establish a mechanism for planning, monitoring, evaluation, reporting of the project 2. Establish a Project Steering Committee which should meet every six months to review projects, annual work plans and approve projects and budget and operational plan. The committee will have wide representation including aid donors, NSAs, line ministries including MoFNP and MoYS, MoRP and USP, FIT, FCAE and LTC. This will be chaired by the PS, MoE 3. Promote public interest in this project through the media, newspapers and other media 4. Project Management Committee with memberships to include the implementors mainly including a representative of the NSAs. This committee will meet on a regular basis – once a month – to ensure that the work is being carried out and monitored. 5. Project Team management – this committee will meet regularly – from daily to weekly and will comprise members of the team and selected persons directly involved in the day to day running of the programme and planning.	Project Team will be Secretariat Will ensure regular reports are provided Put reports and statistics on the web Regular reviews and reports on the radio particularly for the rural schools	MoE organisational structure Mechanism for Committee Prepare awareness and publicity programme on ICTs and human development though lectures, talks visits to schools and industry	
Evaluation of programs 1. By students To evaluate the courses To evaluate lecturer Recommend improvements	Prepare evaluation method	To support this To hear the results – as necessary and to take action	

2. By staff To evaluate course and presentations Recommendations for modifications 3. Independent evaluation	 Expert from EU to do independent evaluation	from the reports and assessment.	

Some areas of research identified directed at rural schools:

AusAID will specifically deal with strengthening the research sector. However, listed are some areas of research identified to be undertaken with some urgency as the results would feed into the planning process:

Movement of children from rural to urban schools and their destinations
Performance of rural children as compared to urban – need to establish some factual correlations
Destination studies of students
School children and urban poor communities – the reason for migration to urban areas and resulting performance
Income generating projects linked to schools
The environment, education and sustainability
On-going research on the application of new ICTs to development and education in rural areas
Develop a needs assessment study on the utilization of ICTs for development, education and learning
Research into the reasons for rural students underachievement

ANNEX 24

Annex 24

EMPLOYMENT AND UNEMPLOYMENT RATE
1981 – 2000

YEAR	Population	Labour force	Employment	Unemployment rate %	Annual Population Growth %	Labour Force - Growth %	Annual Employment - Growth %
1981	646.0	211.9	198.3	6.4			
1982	658.0	215.5	201.7	6.4	1.8	1.7	1.7
1983	672.0	221.6	206.7	6.7	2.1	2.8	2.4
1984	685.0	228	211.2	7.4	1.9	2.8	2.1
1985	699.0	234.5	215.9	7.9	2.0	2.8	2.2
1986	713.0	241	220.9	8.3	2.0	2.7	2.3
1987	714.0	247.2	223.7	9.5	0.1	2.5	1.3
1988	719.0	249.3	225.9	9.4	0.7	0.8	1.0
1989	724.0	247.8	232.7	6.1	0.7	0.6	2.9
1990	732.0	252.6	236.4	6.4	1.1	1.9	1.6
1991	742.0	258.1	242.9	5.9	1.3	2.1	2.7
1992	753.0	263.6	249.4	5.4	1.5	2.1	2.6
1993	765.0	268.9	253.1	5.9	1.6	2.0	1.5
1994	759.3	280.5	264.4	5.7	0.8	4.1	4.3
1995	767.8	285.0	269.9	5.3	1.1	1.6	2.0
1996	782.4	300.4	283.1	5.8	1.9	5.1	4.7
1997	793.3	310.1	289.8	6.5	1.4	3.1	2.3
1998	804.3	320.2	296.6	7.4	1.4	3.2	2.3
1999	815.6	330.7	305.7	7.6	1.4	3.2	3.0
2000	827.0	341.4					

Statistics for 2000 were not available.

Annual employment survey data collected in June, excluding cane cutters and other seasonal and casual workers whose period of employment does not coincide with the survey period. Figures for June 1991-1994 and figures for March 1995 from the Quarterly Sample Survey of paid employment.

Labour force estimated by applying census labour force participation rates to age specific population estimates. Number in employment incorporate paid employees with own account and unpaid workers estimated using census proportions modified slightly. Estimates of number of cane cutters also made. Unemployment is a residual item.

Source: Bureau of Statistics (28/5/2001)

ANNEX 25

Annex 25

PROJECT MANAGEMENT STRUCTURE

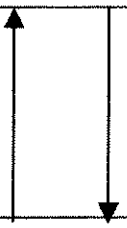
PROJECT STEERING COMMITTEE (PSC)

PS, MoE, PS or nominee, Line Ministries (Finance & Planning, Regional Development, Youth & Sport, Fijian Affairs, Multi-Ethnic Affairs, Health), NSAs, Donors, Project Team Leader.

Will meet once every 6 months to receive, review and approve:

- annual work plans
- new project proposals
- progress reports
- financial reports
- policies and procedures
- new recruits
- evaluation and monitoring reports

Provide advice and direction



PROJECT MANAGEMENT COMMITTEE

Sections of the MoE, FIT, USP, LTC, FTC, FCAE, CCTC, FNTC, PTC, PRS, NSA

- Will meet once every month or as often as the need arises
- Be part of implementors and will ensure the project moves and succeeds
- Provide advice and guidance to the Project Team
- Monitor, follow-up; review programs; review reports and offer solutions.

PROJECT TEAM

2 from MoE, 2 from outside (all Local/regional)

The Team will drive this Project. It will:

- Prepare manual and procedures
- Manage staff recruitment with PS
- Coordinate work of all stakeholders, plans and implementation
- Be responsible for information dissemination and community awareness programmes
- Monitor and follow-up workplan
- Provide evaluation and advisory services to projects
- Be responsible for managing the budget
- Establish and maintain records
- Establish and maintain a Project website
- Produce and distribute reports electronically and produce publications
- Be the Secretariat to Project Steering Committee
- Other duties as the need arises

ANNEX 26

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ANNEX 27

Annex 27: Subjects in the Secondary School Curriculum and Average Number of Periods Per Week

Subject description	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7
Accounting	3	3	6	6	8	8	8
Agricultural Science	3	2	6	6	8	8	8
Apparel and Design	1	1	2	2	3	3	4
Art and Craft	2	2	2	2	1	2	3
Basic Drawing	3	3	5	5	0	0	0
Basic Science	7	7	7	8	8	4	3
Biology	0	0	0	0	8	8	8
Careers	1	1	1	2	2	1	1
Chemistry	0	0	0	0	7	8	7
Clothing and Textiles	3	3	6	6	8	8	6
Commercial Practice	2	2	4	14	6	6	7
Computer Studies	1	1	2	1	6	6	7
Consumer Studies	3	3	5	3	4	4	6
Culture	1	1	0	2	2	2	2
Economic Studies	2	3	6	6	8	8	8
Engineering Technology	7	7	5	5	7	7	7
English	9	12	10	10	11	11	10
Family Life Education	4	4	2	2	2	2	2
Fijian	4	4	5	5	7	7	7
Food and Nutrition	3	3	4	4	8	8	8
Food Technology	1	1	1	1	8	8	8
French	0	0	5	4	6	7	9
Gardening	2	2	1	1	6	6	5
Geography	0	0	8	10	8	8	8
Health Science	5	5	0	0	8	8	0
Hindi	4	4	5	5	8	8	7
History	5	5	8	7	7	7	7
Home Economics	4	4	6	6	6	5	8
Introduction to Technology	2	2	3	4	3	3	7
Library	1	1	1	1	1	1	1
Mathematics	8	8	8	8	10	10	9
Metal Work	0	0	5	5	8	8	7
Music	1	1	2	1	2	1	1
Other Languages	2	2	2	2	2	2	2
Physical Education	2	2	3	2	2	2	2
Physics	1	2	3	3	7	7	7
Religious Knowledge	2	2	3	3	3	3	2
Rotuman	1	2	0	0	0	0	0
Secretarial Studies	1	1	5	6	8	8	2
Shorthand	11	11	13	11	7	8	9
Social Science	6	6	7	7	5	5	4
Sports	2	2	3	3	2	2	1
Technical Drawing	3	3	6	6	7	8	8
Typewriting	4	4	5	5	8	7	11
Urdu	4	4	5	5	7	7	9
Values' Education	1	2	2	2	2	2	2
Wood Technology	4	4	5	6	7	7	8
Woodwork	3	3	6	6	7	8	7

ANNEX 28

	• Decontextualised increasingly abstract verbal communication that usually involves language extension, and challenge through a combination of restating, modelling, supporting, linking, shaping and additing. • Questions and Answer Routines, with questions being directed at individuals, the answers to which the teacher already knows and one students is expected to respond at any one time. • Teachers pay more attention and reward verbal seeking for help by students. • Teachers try to draw students into negotiations and explanations. • Teachers expect students to look to teacher as main source of interaction.	• Less verbal interaction. • Explanations at the beginning but non-verbal feedback such as looking at teacher, silently approaching teacher and standing close by, changes in facial expression, making various noises, looking away from task and scratching head. • Acceptance of group response to questions. • Speech mainly for maintaining good relationship. • Interact and orient more toward peer group rather than adults. • Talking back to teacher signals lack of respect. • Calling on individual students to answer questions is considered in some cultures as 'putting the child on the spot' and 'verbalising knowledge is a kind of showing off'. • Volunteering answers considered showing off and currying favour with teacher.
Management	• Leader and teacher directed and controlled. • Individualistic and competitive, with individual achievement emphasised. • Individual performance closely monitored and supervised by management/teacher. • Discipline applied through negotiation and explanations. • Organisation, etc. managed and administered through rules and principles.	• Participatory and level of participation determined by needs and desires of individuals. • Group work preferred: cooperation, sharing and interdependent learning groups are core behaviours. • Shared function and role flexibility with degrees of freedom to arrange work responsibilities and schedules. • Supervision of children by adults is non-intrusive, giving rise to feelings of competence and autonomy on part of children. • Interaction with older siblings or peers rather than adults. Strong orientation toward peers. • Discipline usually applied through peers or older siblings. With adults, listen respectfully and then withdraw from scene. • Organisation, etc. managed, etc. through trust and respect.
Learning Systems	• Individualistic. • Verbal directions. • Competitive. • Expansions. • Abstract. • Reflective.	• Interpersonal and interdependent: cooperation and sharing. • Little verbal direction. • Observation. • Demonstration. • Listening. • Memorisation. • Participation. • Imitation. • Repetition. • Asking to solicit information. • Learn by doing. • Concrete and active.
Processes	• Top down. • Hiearchical and vertical. • Authoritative. • Linear.	• Lateral. • Bottom-up. • Consensual. • Cyclical.
Assessment and Evaluation	• Individualistic. • Verbal. • Written. • Abstract. • Decontextualised. • Rational logical.	• Participation and production. • Non-verbal feedback. • Real-life and context-specific.
Education Systems	• System de-contextualised and removed from real life.	• System integral part of communities. Learning and

	• Knowledge fragmented into compartments. • Overemphasis on rights and individuals. • Concentration on economic capital with little attention to social capital. • Prioritising analytic, numeric, linguistic and factual intelligence.	teaching part of real life. • All knowledge are inter-related and connected. • Values, duties and responsibilities as members of communities. • Good relationships are communities 'real' wealth on which economic and political capitals are dependent. • Equally important are athletic, intuitive, emotional, practical, interpersonal and musical intelligences.
Curriculum	• Language of instruction and literacy emphases - English or a metropolitan language • Left-brain emphases - logical thinking, analysis and accuracy. • Empahses on the 3Rs - pronouncing syllables, writing the alphabet, and counting numbers. • Individual achievements and competition. • Graduates who can crunch numbers, analyse facts, argue logically, find problems, and implement logical solutions. • Translates in business into emphasis on the bottom line - through organising, managing, inspecting and controlling.	• Prioritise vernacular languages and children's prior knowledge and values. • Right-brain emphases - aesthetics, feeling, creativity, skills of imagination, and synthesis. • Systems thinking, which is intuitive. • Group learning - group IQ higher than that of the individual. • Collective vision - sum total of the vision of the group. • Graduates who can think intuitively and creatively, have strong cultural values and feelings, and use their senses and imagination. • Increasing the bottom line through creativity, collective vision, good relationships, and sensitive service.

ANNEX 29

Annex 29: PROPOSED JOB DESCRIPTIONS AND ADVERTISEMENTS

Fiji Rural Education Project (FREP)

The Ministry of Education is seeking to appoint a Project Director, Project Manager and two Education Advisers for the European Union - funded Fiji Rural Education Project (FREP) which it is implementing on behalf of the Government of Fiji and funding agency. The overall aim of the Project is to achieve equitable access to, and participation and achievement in life-long education and improve quality and outcomes for rural communities in Fiji. The purpose of the project is to create enabling environments that increase learning and employment opportunities for rural communities, especially children and youth, to develop the values, attitudes, knowledge and skills cognisant of their cultural heritages, to prepare them to be responsible and productive citizens in their communities and our society. The key development priority areas as identified from submissions submitted by various stakeholders, schools, teachers, communities, non-state actors, provinces, women's organisations, the business sector and other interested parties include infrastructure and facilities development, capacity building, resources and equipment purchase, and processes and mechanisms for quality monitoring and evaluation. The total cost of the project is FJD 45.45 million funded by the 9th EDF. The project will be implemented over the period 2004 – 2008.

Position Description
Project Director

Ref.:

The Project Director (PD) is responsible for providing effective leadership, general oversight and direction for the project.

The tasks are challenging but the post will provide an unique opportunity to lead a professional team that is expected to work creatively with the Ministry of Education staff, other line ministries, Non-state actors and various stakeholders in the country to promote a country-wide dynamic exchange of experiences of best practices and lessons learnt in areas relevant to the project's objectives.

The PD is required to work within a three-tier management structure, with the Project Steering Committee (PSC), providing the overall policy and direction, the Project Management Committee (PMC), a sub-committee of PSC, and the Project Team Committee (PTC), which assists the Project in the oversight and monitoring of the day-to-day operations of the project.

The PD will report to the Permanent Secretary for Education, and Project Management Committee for the day-to-day administrative and financial management of the project.

Responsibilities
The PD will be responsible for: (1) providing leadership in the review and analysis of the strategic activities submitted and assess its importance and viability for implementation and sustainability; (2) providing direction in the development and implementation of strategies and activities for developing plans to develop and maintain infrastructure and facilities,

capacity building; resources needs, processes and mechanisms, and community building programmes; (3) overseeing the development and implementation of national short- and long-term infrastructure plans, programmes, resources needs; (4) overseeing the organisation and conduct of in-country workshops and seminars; (5) overseeing the development of working and financial reporting manual; and (6) providing support for in-country activities.

In addition, the PD will also: (7) provide leadership and direction to the Project's professional, administrative and support staff; (8) give overall direction to and support for the development and implementation of project activities; (9) introduce and sustain a culture of continuous improvement; (10) develop and implement an appropriate gender strategy; (11) prepare a detailed work program for the five-year period of the project, consistent with the Financing Agreement and decisions of PSC, complete with detailed log-frame of activities, outputs, implementation strategies, monitoring and evaluation strategies, risk management and indicative costs for submission to the PS and PMC; (12) prepare an annual work plan in consultation with the particular stakeholders; (13) prepare a monthly report for submission to the PMC, a six monthly report to the EC and an annual report to the PSC, in collaboration with the Project Manager; (14) design and manage an internal monitoring and evaluation system for the project; (15) oversee all reports, information, and press statements; (16) ensure that report formats adhere to the requirements of the Grant Agreement and are submitted to the NAO within the stated time limits.

Qualifications and experience
Applicants must have a master's degree, with preferably a PhD, or equivalent, and substantial field and professional experience in educational operations and management, a significant part of which would have been with developing countries. Previous experience should include team leadership and experience in Fiji or a Pacific ACP region would be an advantage.

Other desirable qualities and areas of competency include broad experience in at least two of these areas: education infrastructure development, education development, rural development, curriculum development, teacher education, assessment, accreditation and program evaluation, non-formal education, IT education, distance education, educational data and statistics, economic development, and research; high level analytical and interpersonal skills, including coaching and facilitation skills; computer software applications; familiarity with education sector in Fiji; competence in Fijian and/or hindustani and familiarity with EDF rules and procedures.

The successful applicant will be an effective leader, a good team player, with high-level competence and fluency in English, good communication and negotiation skills and be sensitive to cross-cultural and gender issues.

Salary range: