



MINISTRY OF EDUCATION, NATIONAL HERITAGE,
CULTURE and ARTS



Quality Education for Change, Peace and Progress

EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES

Fiji



Students in the Western Division receive education supplies from the Education Cluster after Tropical Cyclone Evan. Source: Save the Children Fiji, Asilika Rainima

Prepared by the Ministry of Education and the National Disaster Management Office in partnership with Save the Children and supported by the Education Cluster.

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Contributors: Ronil Raj, Assess to Quality Education Program (AQEP); Danish Bhan, AQEP; Sudesh Kumar, Live and Learn; Samisoni Cakacaka, Ministry of Education Heritage and Arts; Asenaca Babitu, Ministry of Education Heritage and Arts; Suliasai Vuli, Ministry of Education Heritage and Arts; Aporosa Duwai, Ministry of Education Heritage and Arts; Manoa Senikarawa, Ministry of Education Heritage and Arts; Nicholas Ting, National Disaster Management Office; Metui Gauna, Ministry of Education Heritage and Arts; Ruci Soko, Ministry of Education Heritage and Arts; Ponipate Tiko, Ministry of Education Heritage and Arts; Bulou Elonoa, Fiji Red Cross; Atonio Veramu, Fiji Red Cross; Sikiti Sukanavere, Ministry of Education Heritage and Arts; Savaita Tinai, Fiji Disabled People Federation; Karalanini Mucunabitu, Ministry of Information and Technology; Manoa Malani, UNDP; Apenisa Tamani, SPC/GIZ; Aseri Vatucicila, Ministry of Education Heritage and Arts; Tomasi Naborisi, Ministry of Education Heritage and Arts; Kolinio T, Ministry of Education Heritage and Arts; Carolyn Hunt, AQEP; Kris Sami, Ministry of Education Heritage and Arts; Tomoko Minowa, United Nation International Strategy for Disaster Reduction; Tim Wilcox, UNISDR; Vimlesh Chand, Ministry of Education Heritage and Arts; Shick M Masud, Ministry of Education Heritage and Arts; Johnny Engell-Hansen, European Union, Abnoy Nand, Fiji Scouts Association; Sowane Pranam, AQEP; Akapusi Tuifagalele, National Disaster Management Office; Daniel Ali, Ministry of Education Heritage and Arts.

Created: August, 2013

By: Save the Children
Education in Emergencies Capacity-Building Project

Updated: March, 2014

By: Jack French, Save the Children

Updated: November, 2015

By: Danielle Wade, Save the Children
Pacific Coalition for the Advancement of School Safety Project

Updated: October, 2016

By: Jope Koroisavou, Save the Children
Pacific Coalition for the Advancement of School Safety Project



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Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

Purpose

This “Education Sector Analysis” is intended to serve as essential background for the following purposes:

1. A shared, factual starting point for government, international organisations, advocates, team members and new staff wanting to support comprehensive school safety and education sector development in Fiji;
2. Essential background for humanitarian contributors to the education sector;
3. ‘Denominator’ information, providing a baseline against which to assess the impact of disasters on the education sector, as well as the adequacy, scalability and sustainability of efforts to integrate Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) into education sector development efforts.

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1. INTRODUCTORY DEMOGRAPHICS

Background

The Fijian archipelago is made up of over 320 islands, mostly volcanic in origin, 105 of which are uninhabited. Fiji has a population of 899,251¹ most of which live on the two main islands of Viti Levu and Vanua Levu. 45% are under the age of 24². Fiji's ethnic make-up is as follows: 57.3% Fijian (predominantly Melanesian with a Polynesian admixture), 37.6% Indian, 1.2% Rotuman and 3.9% other (European, other Pacific Islanders, Chinese). The geography of Fiji is dominated by mountainous terrain of volcanic origin, with an estimated 10% of arable land.

It is a tropical oceanic climate with varied rainfall most concentrated during the wet season (November – April). Majority of income is from the strong tourism sector, sugar, agriculture, timber produce, garment and mining industries.

According to the Secretariat of the Pacific Community (SPC), Fiji is prone to coastal and river flooding, drought and cyclones. In addition, Fiji is vulnerable to storm surge, tsunami, earthquake, landslide, and volcanic eruption. Fiji lies wholly in the southern tropics, that is, between the equator and the tropic of Capricorn, leaving it particularly vulnerable to the development of tropical cyclones. The two most vulnerable divisions are located in the Western and Northern divisions. Experts predict the severity of these events will increase, driven by factors including climate change and environmental degradation.

Disasters often have negative consequences on the education system including physical impacts on students and staff; physical impacts on school facilities; economic impacts that affect school enrolment; and psychological impacts on students and staff.

¹ <http://countrymeters.info/en/Fiji>

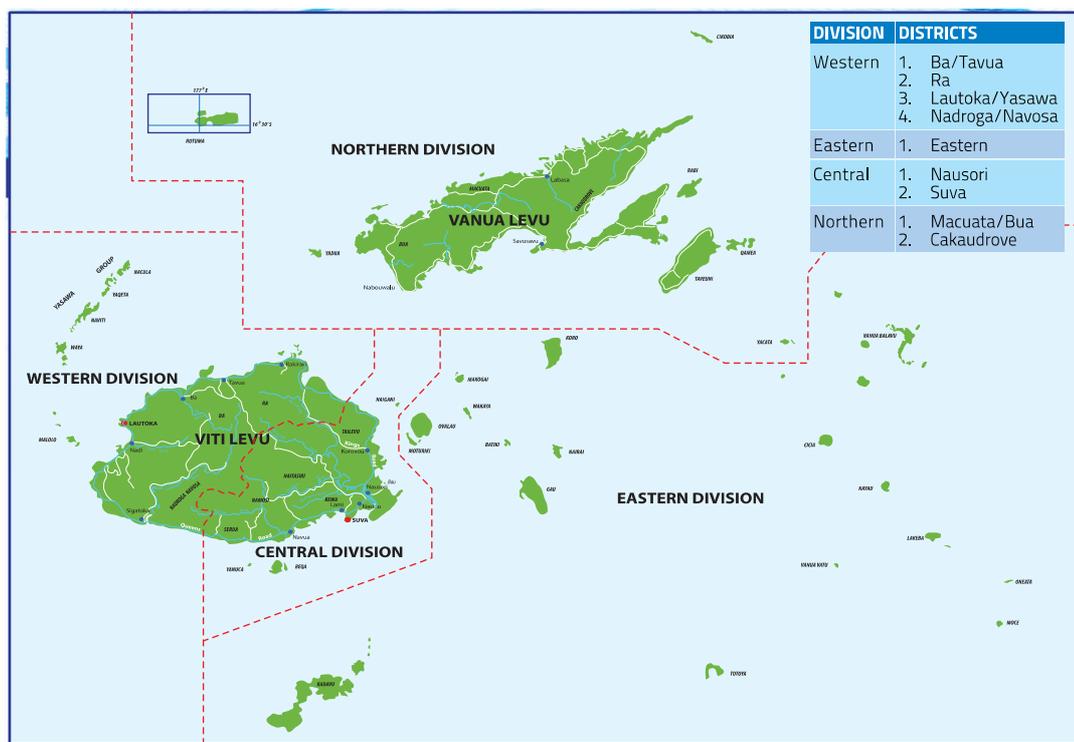
² CIA Factbook, July 2013

2. EDUCATION SECTOR OVERVIEW

Structure of Education System

The Ministry of Education boundaries are divided into 4 divisions; Western, Northern, Eastern and Central. Within these 4 divisions, there are 9 District Education Offices (shown in figure 1). Each division is managed by a Divisional Education Officer (DEO), while each Education District is administered by the Senior Education Officer Education Officer (SEO).

Figure 1: Map of Fiji divisional boundaries and Ministry of Education offices



In 2016, there were 14,544 children aged 4-5 at pre-school age (Official Ministry of Education number but may not reflect the real numbers on the ground with non-registered centres), 11,0506 children were of primary school age (between 6-13 years of age), 100,989 are in the secondary age group (between 14-18 years of age) and 1,715 children in vocational Schools.

2016	Number of Children
Pre-school age (4-5)	14,544
Primary school age (6-13)	110,506
Secondary age (14-18)	100,989
Vocational Age(18 above)	1,715
Total	227,754

Of the 923 schools in Fiji, 96% are operated and managed by non-government based institutions, which include: church groups, cultural groups and communities. However, whilst the majority of schools are not managed under the auspices of government bodies, teacher salaries are administered by the government. Registered kindergarten centres are provided a salary grant for the teachers, as well as grants for infrastructure upgrades and equipment. There are only 12 secondary and 2 primary government run schools. All government schools are managed by a board of governors. All non-government schools are managed by a set of constituted controlling authorities, while the 26 private schools in Fiji receive no financial assistance from the Government.

The Government Budget for Education in 2016 amounted to \$448.5 million, an increase of \$26.6 million from the revised estimate for 2015/2016. Higher Education Institutions - \$93.3 million, an increase of \$22.0 million from the revised estimate for 2015/2016.

Schools receive the Tuition Fees Grant to cover students learning. Costs to families is minimal for education, with Fee for Free Education for Years 1-8 sitting at – \$35.0 million and Fee for Free Education Year 9-13 – \$31.4 million. The Bus Fare Assistance Scheme is \$20.0 million budget for 2016. Students are eligible for the bus fare assistance if their parents earn less than \$15,000 FJD per year.

Families are required to cover school uniforms, lunches, learning materials (exercise books, stationary), and any other supplementary costs associated with travel for those who do not qualify for the Bus Fare Assistance Scheme.

School is compulsory up to Year 10 (aged 15).

Number of Schools, Students and Teachers

2016	Number schools registered	Students registered	Teachers
Early Childhood education	630	14,544	894
Primary schools	733	146,975	6,082
Secondary schools	175	69,578	5,414
Vocational Centres	7	1,715	98
Special schools*	17	(incl. in Primary school numbers)	

**Special schools cater to many different types of children with disabilities. Often these special schools will have to look after multiple types of disabilities in the one classroom*

Although the official numbers for 2015/2016 was not available during the updating of this version, below is data from the 2013/2014 reports.

2013/2014 Data

A total of 10,330 (5,523 female) teachers registered in 2013. Of that, 28% held a teaching certificate; 37% a diploma; 29% a degree; 6% with a post-graduate or higher.

Teacher quality remains an issue, and there are considerable differences in teacher quality (as measured by teacher qualification and experience) between rural and urban areas.

There were 120 registered teachers in schools with special needs, including 40 local teacher aids.

School Population

2013	TOTAL	Female
Primary	135,526	65,715
Secondary	67,631	34,974

Of the 135,526 students enrolled in primary schools in 2013, 65,715 were female. There were 67,631 students enrolled in secondary schools in 2013, 34,974 were female.

There is a significant drop in student attendance from primary to secondary levels primarily which was previously referenced to be due to the cost of school fees and transport. However, this trend continues while secondary education has become free.

The number of students with special needs enrolled in schools is 1,154 across 17 schools. Special schools are staffed with primary trained teachers. They do not receive formal training or qualifications in the teaching of students with special needs, however they are supported by ongoing professional development workshops and training organised by the Special Education Unit.

As part of the Tuition Fees Grant criteria, disadvantaged schools (including those in rural areas) receive a larger grant per student to meet the learning needs of their students.

School Enrolment and Completion Rates and Literacy Rates

The Language and Numeracy Assessment (LANA), carried out for grades 4, 6 and 8, was successfully administered across 99% of primary schools that registered in 2012. 48,216 students were enrolled in the LANA testing. Results are broken down into three categories: Performed at expected levels, working towards expected levels, and not yet working towards expected levels.

2012	Year 4 boys at expected levels	Girls at expected levels
Literacy	36%	47%
Numeracy	44%	53%

Students from urban schools achieved significantly better results in LANA than students from non-urban schools. Comparing that to the regional baseline, Fiji is ahead of the regional Literacy rate of 29%, but behind the Numeracy rate of 48%.

2012	Year 6 boys at expected levels	Girls at expected levels
Literacy	37%	53%
Numeracy	38%	47%

Comparing that to the regional baseline, it sees Fiji ahead of the regional Literacy rate of 29% Year 6, but behind the Numeracy rate of 48% Year 6.

Of the 13,100 students who completed the Fiji School Leaving Certificate Examinations (FSLCE) taken in form 6 - 66.5% passed. There were 6,843 students enrolled in the Fiji Seventh Form Certificate Examinations (FSFCE) with a pass rate of 75.8%.

School Year

The school year is generally as follows:

Term 1 - January - April

Term 2 - May - August

Term 3 - September - November

School starts at 8:00am and finishes at 3:00/3:30pm. Breaks vary from each school, but are generally 10:15am -10:45am and 12:30pm - 1:15pm

Organization of Education Sector

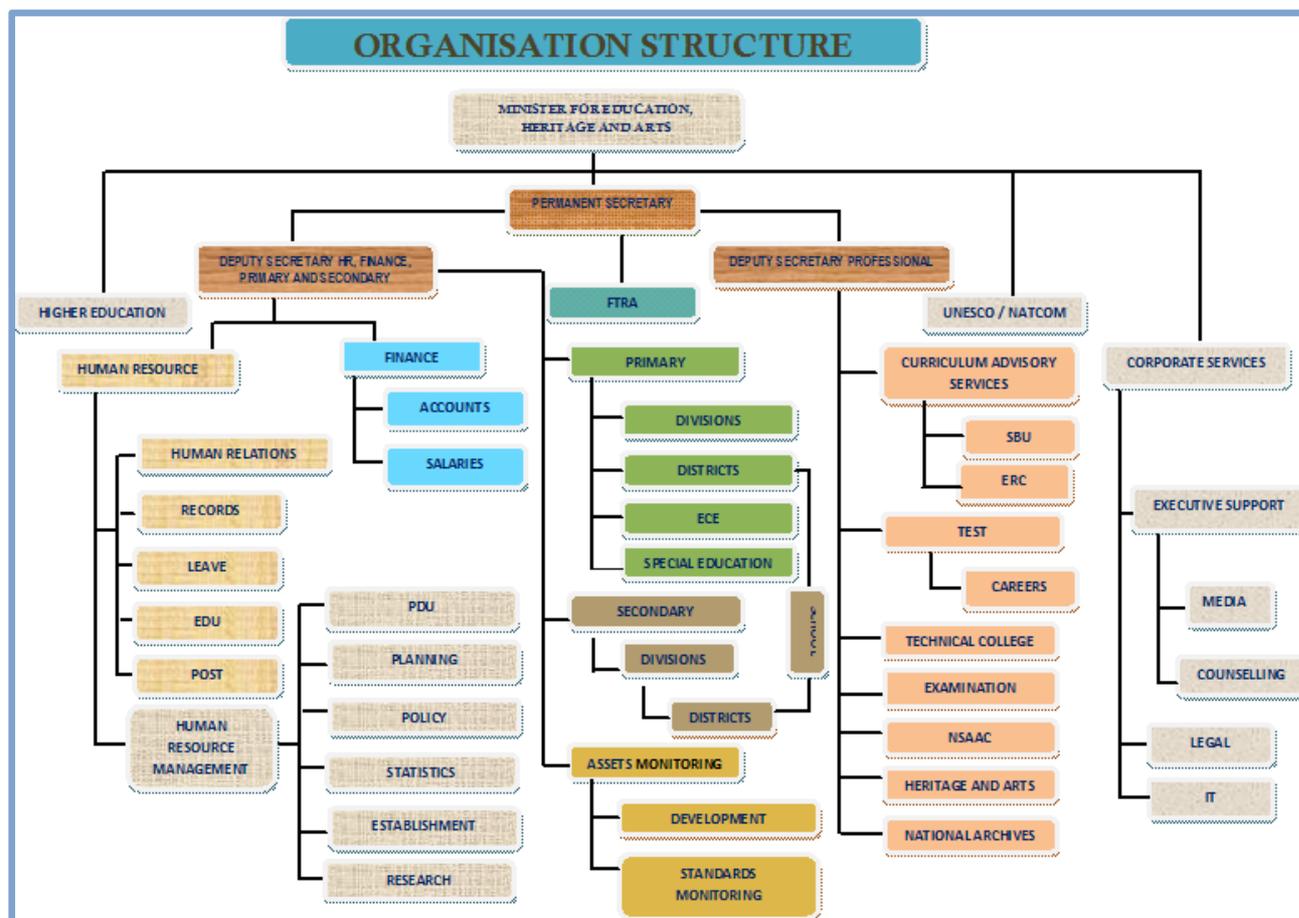
The Ministry of Education is responsible for the administration and management of education policy and delivery of educational services. It provides the curriculum framework, policy guidelines and directions.

There are 9 core functions under the Ministry of Education (see figure 2 below) in terms of educational service delivery:

- 1. Human Resources** formulated to strategically address, coordinate, monitor, evaluate, integrate and response to the changing nature of the organization's internal and external environment;

2. **Asset Monitoring Unit (AMU)** responsible for provision of educational resources, capital developments and facilities upgrading and standards of school facilities;
 - a. The AMU has a Education in Emergencies (EiE) Focal Pont who oversees the review of the EiE Policy for the Ministry. There are no individual focal points for safe school facilities or school disaster management. These areas are overseen within each district by the Senior Education Officer.
3. **Curriculum advisory** responsible for curriculum development, monitoring and upgrade. DRR in education comes under this unit, which is applied in the development of the social sciences and natural sciences curriculum;
4. **Primary Education** responsible for coordinating and facilitating quality delivery of teaching and learning and the administration of primary education in Fiji;
5. **Secondary education** responsible for quality education to secondary students, staffing resources for secondary schools, competent workforce, school management, and monitoring through the district offices;
6. **Examinations and Assessment Unit (EAU)** is responsible for the administration of the national LANA program in Year 4, 6 and 8 by ensuring the constructions of quality test items, compilation of the test scripts, printing and dispatch of test scripts and answer keys, provision of a clear test administration procedures and generating reports for all primary schools and key stakeholders;
7. **Technology Employment Skills Training (TEST)** is under the portfolio of Director Technical Vocational Education and Training(TVET) and the section is responsible for Education and training for students taking TEST programmes and the design, development, review, implementation, testing and monitoring of the TEST curriculum;
8. **Higher Education Commission (HEC)** registers and regulates higher education institutions and instructions according to the provisions of the Higher Education Promulgation; and
9. The **National Substance Abuse Advisory Council (NSAAC)** responsible for ensuring safety from drugs and other abuse

Figure 2: Ministry of Education Organisational Structure, 2015³



Fiji Education Management Information System (FEMIS)

The Statistics Unit is the custodian and chief analyser of all data received under the Fiji Education Management Information System (FEMIS). The current system is set up for schools to input data online which is fed back into a centralised system. Examples of information collected are: the state and condition of infrastructure, enrolment and attendance figures, status of equipment and materials, availability of facilities, power source, and teachers training and qualifications. The needs from each school are drawn out from this data analysis. The system also has a search function that allows the user to see what needs are required in each school/community/district.

The level of access to this data depends on the person accessing it from the Ministry of Education, District Education Officers, School heads, teachers and students themselves. Schools now have access to their own data, as well as access to data from other districts. This allows the schools to closely monitor their own data flows and check their own progress in comparison to other schools. A data access policy is in the final stages of development that will outline the level of access the public and other relevant stakeholders will receive.

The Ministry of Education IT sub-unit is working with AMU to develop a risk mapping component in the data, so that vulnerable schools can be identified. There is further scope to include damage assessment data in the system so that information during disasters can directly feed back to the Ministry and the Education Cluster in a more expedient manner.

³ <http://www.education.gov.fj/index.php/g/organisatonal-structure>

There is a forum available within the system that allows teachers and heads of schools to discuss success stories and seek advice on difficult problems. With further training, it is hoped more teachers will engage in this service.

Most schools have web access, except where mobile phone reception is unreliable. In these areas schools still feed information into the system, but it is done manually through the District Education Officer.

3. HAZARDS AND RISKS OVERVIEW

Geo-hazards are real threats to Fiji, given its location in the seismically active Pacific 'Ring of Fire'. The two most vulnerable divisions are located in the Western and Northern divisions. Experts predict the severity of these events will increase, driven by factors including climate change and environmental degradation.

Tropical Cyclone

Tropical cyclones are one of the most severe environmental hazards to affect Fiji. They usually affect Fiji from November to April but have occurred in October and May. On average, one to two cyclones affect a region of Fiji every season, with the greatest risk occurring during the El Nino season.

Drought

Major meteorological droughts in Fiji have been associated with El Nino events. According the Fiji National Climate Change Policy⁴, during moderate to strong El Nino events, the annual rainfall is reduced by as much as 20-50% over most parts of Fiji.

Flood

Large scale flooding in Fiji is mostly associated with prolonged heavy rainfall during the passage of a tropical cyclone, tropical depression and/or enhanced, slow moving convergence zone. Localised flash flooding during the wet season (Nov-April) is quite common.

Figure 3: Hazard and impact analysis Fiji

⁴ The Republic of Fiji, National Climate Change Policy can be downloaded here: http://www.spc.int/lrd/fns-publications/cat_view/137-all/133-climate-change/209-climate-change-general/315-pacific

Hazards	Geographical Division	Probability	Possible Impacts
Cyclone	Central, Eastern, Northern and Western	High	-Destruction of housing/building -Transportation and Communication. - Injury, loss of life - Disease
Drought	Western and Northern	Medium	- Destruction of livelihoods (e.g. agriculture) - Foods supplies are affected
Earthquake	Central	Low	- Widespread damage to housing/buildings - Injury, loss of life - Transportation and communication
Flood	Central, Western and Northern	High	- Destruction of farms/lands, buildings. -Transportation and Communication. - Injury, loss of life - Water- borne Diseases
Landslide	Central and Northern	Low	- Damage buildings/farms - Injury, loss of life
Tsunami	Central/Eastern and Northern	Low	- Widespread damage to housing/buildings - Injury, of loss of life - Transportation and communication
Epidemic	Central, Eastern, Western, Northern	Medium	- Loss of life - Loss of income

Figure 4: Number of people present in hazard zones

Hazard Type	Population Directly Exposed
Cyclone	131,613
Drought	Unavailable
Flood	Unavailable
Landslide	1,062
Earthquake	2,651
Tsunami	64,797
Volcano	19,403

Historical impacts of disasters and conflict on schools and related child-protection

2016

In February 2016, Cyclone Winston the most powerful cyclone ever to make landfall in the country hit Fiji, affecting approximately 350,000 people, 120,000 of which were children. 42 people were killed and Government placed the total cost of damages at US\$1.4 billion (approximately one third of Fiji's annual Gross Domestic Product). More than 300 schools were destroyed, severely damaged or used as evacuation centres. In situations where the schools were too severely damaged, temporary shelters were installed while repairs continue. In the budget announcement of 2016/2017 \$132,000 million was budgeted for the rehabilitation for 250 schools. All schools across Fiji suspended classes for at least a week, two weeks for those in the hardest-hit areas, because of severe damage to the educational infrastructure. Hundreds of schools resumed activities on 29 February. All but 23 schools resumed classes by 8 March across the nation.

2012

After severe flooding in March of 2012, 47 schools were damaged in the Western Division. Schools were caught off guard by the flash floods that brought mud and silt and inundated classrooms and school buildings. This caused serious damage to school infrastructure, facilities, and teaching/learning materials. During the course of the flooding, over 6,000 students required assistance by way of school supplies, food programmes and uniforms. 49 schools from the Western and Central Division were opened as Evacuation Centres (EC), which provided shelter for over 6,000 evacuees from the flood affected communities.

From a Joint Needs Assessment (JNA) with teachers and students, a common priority highlighted was the need for school kits. Students, whose homes and classrooms were flooded, lost stationary, uniforms and books. Food crops were also damaged, which meant that food programs were set up for affected children. School needs focussed on materials for teaching and learning, food programmes, infrastructure repair, provision of water tanks and replacement of damaged school furniture.

One key area where child protection has arisen as an issue during disasters is in the Informal Squatter Settlements. These settlements are spread across the country and are set up where rural groups have come to major towns/cities looking for work or education. They do not have formal ownership of the land they build their dwellings on. Children often stay away from their parents with relatives or in larger groups of family members, as parents stay back in the rural areas to tend to crops. Save the Children has set up 52 Early Childhood Education (ECE) Centers to cater to the education needs of children in many of these informal squatter settlements.

During the flooding of March 2012 many of these settlements in the Western Division were severely affected. Save the Children responded to 8 ECE Centers in the West by setting up Child Friendly Spaces and providing learning materials.

4. DISASTER RISK MANAGEMENT OVERVIEW

Disaster Risk Management (DRM) in Fiji is governed by the National Disaster Management Act, 1998 and the National Disaster Management Plan 1995. At the national level, the National Disaster Management Office (NDMO) falls under the Ministry of Rural and Maritime Development and National Disaster Management.

The NDMO is structured into 3 units according to the core functions and responsibilities of the organisation. They are:

- 1. Policy, Research and Risk Management Unit.** The unit is responsible for the development of policy, research and development, risk management and Information Technology development;
- 2. Training, Education and Awareness Unit.** This unit is responsible for the formulation, development and implementation of DRR and DRM training at national, divisional, district and community level. They are also responsible for the development of education materials and awareness programs;
- 3. Emergency Planning and Coordination Unit.** This unit is the implementation arm of the NDMO in terms of coordinating the national response to disasters. They address all emergency planning, coordination, operations and establishment of the National Emergency Operations Centre (NEOC).

At district level, the disaster management forms a part of the Ministry of Local Government, which has stipulated that all municipalities are to incorporate DRM into planning, which include making budget allocations for DRM by local governments. The NDMO conducts Initial Damage Assessment (IDA) training for local governments and members of the Ministry of Education.

At the provincial level, there is another sub-national administration structure of government that reaches out to the communities with the hierarchy of Divisional Development Boards, District Development Boards and Community Development committees. DRR responsibilities are assigned to development committees at each level, however the NDMO manages and coordinates national disaster management activities. During emergencies, authority is delegated to Divisional, Provincial and District levels. Disaster Management Committees (DISMAC) exist at district level, whilst budget allocation for DRM is centralized with the NDMO, and dispersed to the local levels as needed. Though local level DRM budget funding is small and resources are not delegated to local levels, additional DRM activities take place at local level through multi-source funding e.g. NGOs, external donors, government departments and interest groups.

There is a relatively strong level of political will and understanding of DRR in Fiji. As part of the Government's 'Roadmap for Change', the Government outlines that a risk management approach underpins the government's efforts in DRR, with a strong emphasis on greater community resilience and self-reliance. The Government recognises that mainstreaming DRR into other sectoral development plans, policies and programmes is critical for sustainable development and community resilience.

In short, the Government understands the importance of DRR. However, the National Disaster Management Act was last updated in 1998 under the leadership of the then Prime Minister Sitiveni Rabuka. A review was conducted of this Act but there has not been an update to date. This Act is extremely out-dated, with no mention of the adopted Cluster system. As such the last National Disaster Management Plan was drafted in 1995, and is well overdue of an update. The NDMO currently works through the Ministry's Annual Corporate Plan each year.

NDMO has been conducting training for Disaster Management focal points and undertaking hazard risk assessments. Thus far, they have completed 200 villages but the challenge with this program is the in scaling up to conducting these assessments at the national level in over 2,000 communities. Lack of funding is one of the major contributing factor.

Funding and Donors involved in DRM

The Fiji Government launched a Disaster Risk Management and Climate Change Mitigation programme under the National Disaster Management Office in 2014 to build resilience of vulnerable communities. The programme aims to assist vulnerable communities in adapting to the impacts of natural disasters and climate change. The programme has been allocated \$2 million in the 2016 and 2017 Budget. The Fiji Government has also launched The Watershed Management project which is focused on optimizing the usage of water. The Government advised that it has been dredging rivers, constructing river bank boulders to prevent coastal erosion and conducting environment impact assessments to mitigate flood risks as part of a resilience building exercise. A sum of \$5.9 million has been allocated for the project.

Fiji Government as part of its disaster management initiatives is strengthening its early warning systems. A new weather office in Labasa will be constructed at the Vaturekuka Government Station at a cost of \$1.3 million. This will allow the expansion of Fiji Meteorological Services (FMS) to the Northern Division, which will improve climate tracking and forecasting.

An additional, \$0.3 million has been allocated for the installation of water level and rainfall telemetry instruments in all hydrological stations. This will allow the FMS to effectively monitor the river levels around the country and improve the lead time for emergency announcements.

From the development of the Government's 'Roadmap for Change,' a policy and strategy were developed to focus on DRR across different government departments and agencies- the housing sector, climate change adaptation and mitigation, the relocation of informal settlements, a watch on child labour, bio-security authority in Fiji, marine pollution and poverty reduction measures.

Donors that have been supporting DRR efforts across Fiji include:

Australian Aid Program – The humanitarian program for the Department of Foreign Affairs and Trade (DFAT) is aimed at supporting health services and school reconstruction efforts. Commitments have been made in DRR as part of the Disaster Preparedness Fund, which will provide Water, Sanitation and Hygiene (WASH) kits, awareness raising, infrastructure reconstruction, and assessment support.

New Zealand Aid – Through the Ministry of Foreign Affairs and Trade (MFAT) DRR and response efforts in Fiji has focussed on housing, public infrastructure, and the upgrading of evacuation centres. MFAT has supported relief efforts after tropical cyclone Evan and Thomas, and the floods during 2012. MFAT has also supported the NDMO through training, awareness raising, upgrading the National and Divisional Emergency Operations Centres, and replenishing NDMO pre-positioned supplies.

United States Aid (USAID) – Since commencing programming in 2011, USAID has outlined its commitment to supporting DRR projects in Fiji.

European Union (EU) – Funds are provided to Secretariat of the Pacific – Applied Geoscience and Technology Division (SOPAC) in their efforts to develop the Rewa Flood Early Warning Systems, with the French government committing to more upgrades flood early warning systems in Nadi and Ba.

Japan International Cooperation Agency (JICA) – Focussing on areas of Environmental Protection and Disaster Prevention, JICA has projects in CCA, DRM, Renewable Energy and Waste Management. They are working directly with SOPAC and the NDMO in strengthening their capacity in organisational management, technical expertise in flood management and developing SOPs for emergency response. They have in 2014 completed a pilot project that focuses on community level Early Warning Systems and planning.

5. DRR IN EDUCATION OVERVIEW

DRR and EiE have been a key priority of the Ministry of Education⁵. The Ministry of Education has made many efforts to ensure that children and education workers are protected in schools, that education can continue in the face of disaster, and that education sector investments are safeguarded from the impacts of reoccurring hazards. This is evidenced in various policy frameworks.

Key Policy and Standards

The following policies and standards are currently used by the Ministry of Education at the national level. The Comprehensive School Safety (CSS) framework, describes three areas of focus, referred to below as Pillar 1: Safe School Facilities, Pillar 2: School Disaster Management, Pillar 3: Disaster Risk Reduction Education.

Policy/Standards	CSS Focus	Reference	Notes
Education Sector Strategic Development Plan 2015-2018	1,2,3	http://www.education.gov.fj/images/AnnualBusinessPlans/2015-2018_ESSDP.pdf	Under outcome 1 “All children will have equitable access to a progressive, inclusive and quality education that contributes to socio-economic advancement and open pathways to regional and international opportunities” a key

⁵ As referenced by Kelera Taloga, Permanent Secretary, Ministry of Education Heritage and Arts opening speech at Priority Setting Workshop, September 2015

			performance indicator is included which references “Increase awareness on Education in Emergencies Programmes and Disaster Management Programmes”.
Ministry of Education’s OHS Policy and Manual	1, 2	http://www.education.gov.fj/images/Legislation/Policies/OHS POLICY.pdf	<ul style="list-style-type: none"> • Includes Schools Safety Procedures • School management provides safety measures • The school management must include an emergency evacuation plan and procedures in place for all foreseeable emergencies. The evacuation plan shall include a map indicating evacuation routes and shall be on display throughout the school and that evacuation drills are conducted regularly
Risk Management Policy	1,2,3	http://www.education.gov.fj/images/2701 2015/Risk%20Management%20Policy%202015-%20Final.pdf	Operational Risk: 14. Emergencies and Disaster planning.
School Establishment and Recognition Registration of School Policy	1	http://www.education.gov.fj/images/Legislation/Policies/POLICY%20IN%20ESTABLISHMENT%20AND%20RECOGNITION%20REGISTRATION%20OF%20SCHOOLS.pdf	<ul style="list-style-type: none"> • Currently under review with technical assistance from DFAT’s Access to Quality Education Program (AQEP) • Focuses on safe site selection
MINISTRY OF EDUCATION Grants Distribution Policy	1	http://www.education.gov.fj/images/Legislation/Policies/GRANTS DISTRIBUTION POLICY.pdf	<ul style="list-style-type: none"> • Grants for Emergency response • Annual budget to conduct evacuation drills and undertake their Disaster Management Plans
School Standard Monitoring and Inspection Policy	2	http://www.education.gov.fj/images/Policies2014/Schools%20Standard%20Monitoring%20and%20Inspection%20Policy-%20Reviewed%202014.pdf	<ul style="list-style-type: none"> • Leadership and Management: School Emergency Evacuation Plans for all the emergencies that the school is prone to Calendar of Events/Special Events/School Maintenance Plan • Learning Environment: School Safety Programs • Evidences of school drills implemented and evaluated on all the Emergency evacuation plans in place. (Eg, Fire, Tsunami, Earthquakes, Hurricanes/Cyclone etc) • Evacuation Plans for Natural Disasters appropriate for that school- displayed and evidence of school drills implemented and evaluated • Evidence of Disaster Management Plan in place

			<ul style="list-style-type: none"> • Fire Extinguisher – installed and regularly serviced • First Aid Kit
Education in emergencies and school safety policy	1,2,3	http://www.education.gov.fj/images/2207_2014/EiE_Policy.pdf	The objective of this policy is to provide a framework for EiE for the Ministry of Education and schools in Fiji and proactively put in place initial safety measures that are aligned to the Comprehensive School Safety framework and Inter-agency Network for Education in Emergencies Minimum Standards to ensure the safety of whole school community, which includes students, teachers, children with special needs and school visitors.

The Education Cluster in Fiji is led by the Ministry of Education with support from UNICEF and Save the Children. Cluster members include AQEP, DFAT, JICA, NDMO and the Red Cross. Other education sector stakeholders have been engaged and encouraged to attend Cluster meetings. The Cluster reports to the Pacific Humanitarian Team Resident Coordinator. The Director of the AMU is the representative of the Ministry of Education in the Cluster.

The Ministry of Education’s AMU is responsible for the coordination of all DRR efforts for the Education Sector. Through partnership with the NDMO, UNICEF and Save the Children, AMU administers the emergency response for the education sector.

Approximately two thirds of the budget appropriated for the safer schools component is for upgrading, rehabilitation and reconstruction and a third for the development of guidelines, providing technical support and assessment.

Fiji is not yet a signatory of the UNISDR World Wide Initiative for School Safety, but is currently championing progress.

PILLAR 1: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES AND PROGRAMS

The Ministry of Education partners with DFAT to deliver the Access to Quality Education Program (AQEP, 2011 – 2016). AQEP aims to improve the quality of schooling in Fiji in line with the priorities of the Ministry of Education. From a DRR perspective they have developed guidelines for safe school construction, a manual for maintenance in schools in Fiji and Minimum Infrastructure Standards for rehabilitation. AQEP has also provided support for the completion of infrastructure upgrades to over 50 Primary schools (November 2012). AQEP has a budget of AUD \$50 million over the life of the program.

New Construction:

The process to build and establish a new school in Fiji is lengthy and rigorous. The building of each new school is governed by the Ministry of Education’s Establishment and Recognition/Registration of Schools Policy and by Fiji building codes, which are overseen by the Ministry of Local Government and Urban Development.

The Ministry of Education has developed a set of Information, Education and Communication (IEC) materials which show school management committees how to conduct safe school rehabilitation and construction.

In remote areas where the reach of the Ministry cannot be administered, the Ministry of Health provides this service. The building codes set out minimum standards in areas of load and structure (including earthquake and wind loads), electrical instalment, access and mobility, plumbing, and roofing and stairways.

More needs to be done in the development of guidelines for management of different disasters. At present there are clear guidelines on construction of earthquake resilient buildings, however hazards such as flood and cyclone are not yet fully addressed. Furthermore, there could be a handbook developed for school management committees which outlines the process of obtaining certification from the Local Council. At present it is a rigorous and lengthy process that many communities find difficult to wade through. More support for them through this process would be beneficial. The Establishment and Recognition/Registration of Schools Policy does provide all the necessary information, however a more user friendly guidebook for the process would be of great use.

To meet the requirements of the building codes is a lengthy process that requires 10 different certificates to be awarded for construction to be given the approval. These certificates have disaster resilience elements within them and include; Town Council Certificate of Completion and Permit to Occupy, Engineers Structural Report, Pacific Civil and Engineering Practical Completion Certificate, Pacific Civil and Engineering Inspection Report, Town Council Inspection Reports, Survey Certificate, Building Permit, Electrical Certificate, Plumbing Certificate and finally Engineers Cyclone Certificate. All of those are compulsory for any new construction, except for the Engineers Cyclone Certificate which is only required if the new construction wishes to obtain insurance.

This permit process is a lengthy and costly exercise; as such the Ministry of Education has developed a pre-approved standard model that can be used for construction of new schools that allows the school management to bypass the need to apply for the majority of these certificates.

New schools are paid for by the community or organisation that wishes to build them, with the assistance of the government of Fiji. The breakdown of funds can depend on a number of factors; including relationship with government, location of community, number of students etc. The community will be required to provide a certain amount of funds depending on their existing financial capacity and the type of school they wish to build. The construction process can be overseen by the community, depending on their existing record of engagement with the Ministry. Otherwise the Ministry of Education Ministry of Education can oversee the entire process, with the Ministry of Local Government and Urban Development monitoring and approving the construction.

Site Selection:

The policy on site selection for new schools stipulates that no building should be constructed in a flood prone area, and is incorporated into the Town Council approval. Any new school that is registered with the Ministry of Education will need to be disaster-resilient in its construction to meet the standards for Local Government approval. However, as stated not all schools will need to obtain the Engineers Cyclone Certificate.

School retrofit, rehabilitation and replacement:

AQEP developed a Maintenance Manual for Schools in Fiji. As a Ministry of Education initiative, this manual covers the different stages of maintenance from day-to-day upkeep, to periodic routine maintenance and inspection that determines any rehabilitation efforts to be undertaken. The guidelines address maintenance techniques, inspection of damage, common problems to look out for, and step by step guidelines to repair major problems in school infrastructure.

AQEP developed the Minimum Standards for school rehabilitation that provides a set of practical targets for school management when undertaking the maintenance of their school. These standards also provide key guidelines for disaster preparedness by outlining standards in providing WASH facilities for children, ensuring a fire safe school, and listing features for protection against tropical cyclones for schools in coastal areas. It is not compulsory for schools to be cyclone proof, however if schools wish to obtain insurance from the national insurance provider, then they must obtain an Engineers Cyclone Certificate.

The school management committee is responsible for the maintenance of the school building, and for the cost of doing so. Under the Ministry of Education OHS Manual each school management committee is required to develop a school level OHS policy. As part of this policy there is strict instruction for management to establish a hazard identification and workplace assessment strategy. Any damage observed to school infrastructure or property is to be repaired by the school management under their designated budget lines from the Ministry of Education. If the damage is too large for the school management to cover, then a request for support is made to the AMU through FEMIS.

Rehabilitation efforts conducted by AQEP or the AMU are not governed by codes or the need for certificates, unless it is a major re-construction effort and new drawings need to be approved in which case the Town Council will approve the plans. When a school makes a submission for rehabilitation or re-construction through their annual reporting process, the submissions are brought before a steering committee for approval. The steering committee is made up of the Ministry of Education, Ministry of Rural Development, AQEP, and DFAT. The committee then decides which schools AQEP will assist, through coordination from AMU, and which schools the AMU will assist. The community or school management team is then invited to be involved in participatory planning with the respective agency where they identify the areas that need improving on school grounds. The Occupational Health Safety Manual for Schools then outlines what schools must do to ensure their school is safe. School management may choose to re-construct some of the areas themselves outside of the AQEP or AMU budget. AQEP has supplied training for school management in finance, school planning, participatory planning, and monitoring and evaluation.

The main concerns with school retrofitting and rehabilitation is the fact that most schools are around 60-70 years old at present and engineers are reluctant to do major retrofitting without full knowledge of the state of the building's foundations, leaving insurance companies no choice but to not insure these old buildings. Moreover, while materials can be provided by the AMU for re-construction (although there are budget restraints), often there is little understanding of the practice of safe construction techniques. The Ministry of Education has tried to address this through the development of IEC materials. In the Western Division, re-construction must be done every 4 years, as this division is susceptible to the spread of termites.

Non-structural mitigation

Under the Ministry of Education's OHS Policy and Manual, and Grants Distribution Policy all schools must have an Emergency Evacuation Plan and a Disaster Management Plan. As part of these plans all schools are required to have emergency evacuation points, clearly displayed evacuation routes, have these practiced regularly, and have a hazard identification assessment strategy. Under the Ministry of Education Grants Distribution Policy all schools must devote a portion of their budget for the practicing of emergency drills, administering their school disaster management plan and purchasing of any emergency equipment.

Safe Access

Fire safety is covered under Fiji's Building Codes, the Ministry of Education OHS Manual, and included in AQEP's Rehabilitation Minimum Standards. They state that each classroom must have two exits, that electric cables are stored in conduits and that each school must provide access to portable fire extinguishers.

Schools are also encouraged to position their administration offices on the second floor to reduce the risk of damage to important documents during times of flood.

Adherence to building codes require construction not to take place in a flood prone area and that construction techniques are earthquake resilient.

Adherence to fire codes under the Fiji Building Codes is often quite difficult for the schools in remote areas. The building codes state that fire extinguishers must be in each classroom, however the AQEP Rehabilitation Standards mention that extinguishers need only be 'easily accessible'. This is a more

practical standard for school management to meet, as the ongoing maintenance of numerous extinguishers is difficult for them to maintain. Efforts to communicate local resources that can act as fire suppression equipment such as a bucket of sand have not been well communicated.

School Maintenance, Water and Power

School maintenance is the responsibility of the school management. Under the OHS Policy they must provide a safe school environment for teaching personnel and students. They are guided by the Maintenance Manual for Schools in Fiji. The funding for maintenance comes from the Ministry of Education school grant, which in 2012/13 was \$50 per student per year. In 2014, it was announced that this figure would remain the same. In addition to the school’s budget, the AMU had FJD \$1.5 Million for maintenance and upgrading in 2014.

WASH facilities in schools across the country are considered to be of relatively good standard (in terms of the equipment that has been installed). However, there are concerns regarding the ability of school management to maintain the quality without the proper knowledge and equipment. Moreover, construction of flushing toilets in schools located in remote areas often poses a number of operational problems. Maintenance and necessary equipment are often not readily available which renders the toilets un-usable for potentially long periods of time.

Most schools have access to power either by accessing the local grid, generators or solar panels. However, in a number of schools in remote and rural areas, power is only available for short periods of time in the evening or not at all. Running water is also limited in the remote areas of the Western and Eastern Division.

Informal Squatter Settlements

Fiji has informal squatter settlements throughout the country where citizens from rural regions have migrated to urban areas looking for work and education. 52 ECE schools have been established in these areas to meet the needs of children’s education. Children in Primary and Secondary Education attend local schools that are still governed by the Ministry of Education standards and Local Council Building Codes⁶. In rural areas where there are issues surrounding land ownership, it is quite difficult to get approval from community members when planning for new construction.

Recommendations

- Fiji Institute of Engineers should have a directory voluntary engineers for Disaster Management [Emergency response]
- Strengthening of communication within different government level [National/ District/ Division]
- Taping into Regional expertise [that is available]

Priority Setting

	A	B	C	D
I. SAFE SCHOOL FACILITIES	N=national P=province D=district S=school	Urgency H = high M = medium L = low	Achievement H = high M = medium L = low	PRIORITY H = high M = medium L = low
New Structures: Select safe school sites to make every new school a safe school.	ALL	H	L	H

⁶ With Support of Save the Children and New Zealand MFAT

Adhere to the Policy in Establishment, Recognition and Registrations of Schools to make every new school a safe school.				
New Structures: implement disaster-resilient design and construction to make every new school a safe school.	N	H	L	H
Existing Structures: Develop cost-efficient guidance for prioritization of school facilities for technical on-site assessment and establishment of retrofit and replacement schedule based on non-technical self-assessment	N, S	H	L	H
Existing Structures: Conduct school infrastructure and facilities audit and assessment	N	H	L	H
Existing Structures Implement prioritization schema for retrofit and replacement (including relocation) of unsafe schools.	N	H	L	H
Due diligence: develop procedures for governments, donors, non-governmental and community construction of schools and early childhood development centers to assure that “every new school is a safe school” and those rehabilitated after disasters are safe schools	N	H	L	H
Non-Structural: Minimize building and facilities non-structural risks from all sources, including design and interior layout and furnishings safe for survival and evacuation. Include disability access in these considerations. Government to establish standards.	S	M	L	M
Schools as Temporary Shelters: If schools are planned as temporary community shelters, design and administer to meet these needs, as well as to assure educational continuity. Include a plan for long-term evacuation.	ALL	H	L	H
Infrastructure for Access (roads, bridges, telecommunications): Ensure that children’s access to schools is free from physical and psychological risks (pedestrian paths, road and river crossings, violence)	S, D, N	H	M	H
Water and Sanitation: facilities adapted to potential risks (rain-fed and lined latrines)	S, D	H	M	H
Environmental Stewardship: Implement climate-smart interventions such as rainwater harvesting, solar panels, renewable energy, school gardens, recycling	S	M	M	M

Maintenance: Plan for financing and oversight for ongoing facilities maintenance.	ALL	H	M	H
Pooled financial risk: Insurance, Funds should be pooled and administered by Government	S	L	L	M
Financing: financing and oversight for ongoing facilities maintenance	ALL	H	L	H
International Corporations: storing best practices and policies	N	M	L	H

PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) and EDUCATIONAL CONTINUITY: POLICIES, PRACTICES and PROGRAMS

School Disaster Management is a mandatory component for all schools in Fiji. Under the OHS policy and Grants Distribution Policy, all schools must have a Disaster Management Plan and Emergency Evacuation Plan. The school management committee is charged with financing these plans from the grants they receive from the Ministry of Education. Evacuation routes and plans must be clearly visible at all times to teaching personnel and students. Training is targeted to teaching staff and administration. Children's participatory activities for their learning and skill development are currently being created in the form of a demonstrational DVD by Save the Children in partnership with Ministry of Education Heritage and Arts and financial support from European Commission.

The Assessment Monitoring Unit conducts trainings on site-based assessment and planning, risk reduction, and response preparedness for the Education District, Disaster, Risk Management and Response Committee, the school Heads, teachers, students and school management.

Under the Grant Distribution Policy, schools must devote a portion of their annual budget to conducting evacuation drills and undertaking their Disaster Management Plans.

From the 2014 budget announcements, the Prime Minister stated that each Primary School will receive FJD \$250 per student. Of this FJD \$250, FJD \$50 per student will be allocated out of the school's budget for building and maintenance. This FJD \$50 per student covers costs for the School Disaster Management Plan, unless further submissions are made to the Asset Monitoring Unit. In 2014, the AMU will have FJD \$1.5 Million to spend on maintenance and upgrading.

Physical and Environmental risk reduction in schools

Each school has its own set of unique physical and environmental risks, and each school management committee is charged with reducing that risk through their Disaster Management Plan. They receive a budget to enact this plan, but if their costs go beyond what is available in their budget, they can make a submission to the AMU at the Ministry of Education. This is done at the start of the year when an inspection is carried out by school management. School's Disaster Management Plans are then designed from this inspection with basic DRR activities undertaken by the school management committee. According to the National Progress Report on Implementation of the Hyogo Framework for Action (2011-2013) for Fiji, while policies are in place to make schools safe, security of physical assets are hard to implement as most schools are committee owned and managed with little capacity to flood proof premises. Human safety is the main priority in preparedness activities.

Response Preparedness in Schools

The NDMO has developed national guidelines for selection and assessment of evacuation centers. These guidelines cover standards in access, location, WASH, cooking facilities, and communications, amongst others. The guidelines provide evacuation center management with clear information on what must be

provided to attendees of the center and how that can be done. Of the 827 buildings formally identified as evacuation centres located throughout Fiji, the majority of these are located within schools (423), community halls (261) and churches (110).

District Education Officers conduct periodic reviews of school's Disaster Management Plans and evacuation drill reports. School evacuation drills are held 3 times a year-once a term.

Administrators and teachers have varied capacity to organize post-disaster response. School heads have been receiving training from the AMU in damage assessment and reporting mechanisms.

Schools are provided with guidance notes on how to carry out school drills.

All schools own a form of early warning system. Most have sirens or noise making device, but those without access to electricity use hand held bells. The Ministry of Education advises schools on when to close and send children home either via email or telephone.

JICA is currently leading a pilot project that aims to build the capacity of community members in better understanding the warning signs that should be observed prior to a flood. As such, community members have been trained to observe water level rise and understand at what point the alarms should be triggered to ensure that the community has sufficient time to evacuate.

Most schools have access to a mobile phone, landline and internet for immediate communication. However, there are some schools that have no access to formal communication as there is no electricity (this concerns 58 Primary schools and 1 Secondary school) or no mobile reception (40 Primary schools and 1 Secondary school). These schools must travel to the next village or island to engage in formal communication. The Fiji Meteorological Service provides cyclone bulletins and warnings through radio frequencies and various broadcasting agents available to the public. There is a public siren tsunami warning system in Suva that is promoted through drills and exercises by the NDMO.

In 2014, all schools in Suva Peninsula conducted Tsunami Evacuation Drills with coordinated efforts of NDMO and Ministry of Education Heritage and Arts.

Administrator and teacher capacity for school disaster management:

In 2012, 774 school heads received training in the concepts of safer schools and Education in Emergencies from the Ministry of Education. The module developed by the AMU, updated participants on the significance of preparedness and response capacity requirements of schools for natural and man-made hazards.

Head teachers and school management committees have also received training in damage assessment and social protection assessment. This training has been conducted by the Ministry of Education leading into the 2013/14 cyclone season.

All teachers and education personnel are civil servants and are therefore required to be on duty during an emergency. Their role in a disaster will vary depending on their knowledge and experience.

The AMU, with support from DFAT, has developed a training module in 'safer schools against disaster education'. This training has provided head teachers and school management committees with skills and knowledge on their role before, during and after a disaster. Specifically, how they can prepare the school for different hazards, including retrofitting school buildings, the role they have in opening the evacuation center, and the assessment and re-opening process of schools after a disaster. This training has given education personnel the opportunity to develop their evacuation plans for schools and to practice large scale evacuation drills.

Educational continuity and Education in emergencies capacity:

There are two types of Initial Damage Assessment (IDA) forms that are completed by school heads and district offices. These relate to damage to infrastructures and initial barriers to student and teacher education.

There are two assessment forms used for needs assessment by the Education Sector; Infrastructure and Social Protection. Infrastructure assessment is primarily delivered by AQEP, AMU and District Education Officers. Heads of schools are receiving training to better understand the infrastructure assessment requirements, but final verification must be done by a trained officer. District Education Officers, school heads and school teachers have received some training in Social Protection Assessment, yet after the Initial Damage Assessment (IDA), verification is still needed to be done by the Ministry of Education or Education Cluster members.

Schools serve as evacuation centers and school management is charged with readying the space during cyclone season. There are 423 schools which act as evacuation centers. There is no guidance that exists on management of schools as evacuation centers.

The Education Cluster provides support for temporary learning facilities, and has pre-positioned supplies at UNICEF and Save the Children. Training has been conducted in psychosocial support and child protection by UNICEF, Save the Children, Fiji Community Development Program and the Ministry of Education. There are NGOs in the West, North and Central division who have capacity to provide psychosocial support to children in times of emergency.

Recommendations:

- Require Capacity Building and training at all levels on Standard Operating Procedures and roles and responsibilities.
- Provide stronger guidance on assessment and planning, risk reduction and response preparedness for schools
- Scale up training for head teachers through distance learning or video training.
- Set up focal points at all levels to be the link between Disaster Management Offices and Ministry of Education Heritage and Arts and coordinate DRR and Education efforts
- Better coordination between all Agencies
- Provide training on guidance of management of schools/classrooms as evacuation centres
- Identify safe evacuation points, assembly points, and safe havens for all schools
- Undertake national HVCA mapping [Ministry of Education] to identify most at risk schools
- Regular monitoring of safety procedures in schools [OHS compliance]
- Include in training safe family reunification during/after disaster
- Include contingency plans for alternative learning sites when present school is affected [Temporary Learning facilities -TLS]
- Use of ICT to disseminate updated information on the status of the schools [DRR and EiE information]

II. SCHOOL DISASTER MANAGEMENT	A	B	C	D
	N=national P=province D=district S=school	Urgency H = high M = medium L = low	Achievement H = high M = medium L = low	PRIORITY H = high = 4, 5 M = medium = 2, 3 L = low = - 5 to 1
A. ASSESSMENT and PLANNING				
Provide policies, guidance at sub-national and school-site levels for ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement	N, D, S	H	M	H
Develop, roll-out, institutionalize, monitor and evaluate the establishment or empowerment of school-site disaster risk management committee involving staff, students, parents and community stakeholders.	ALL	H	L	H
Develop inspection guidelines which assist in hazard identification, assessment and planning for risk reduction	ALL	H	L	H
Provide guidance for participation in and compliance with early warning systems	ALL	H	L	H
Establish national and sub-national and local contingency plans to support educational continuity, including plans and criteria to limit the use of schools as temporary shelter	ALL	H	L	H
Incorporate the needs of pre-school children	ALL	H	L	H
Incorporate the needs of out-of-school youth	N, P, D	M	L	H
Incorporate the needs of both girls and boys	ALL	H	L	H
Incorporate the needs of children with disabilities	ALL	H	L	H
Develop linkages between disaster management sector, nationally, sub-nationally, and locally	ALL	H	L	H
B. PHYSICAL AND ENVIRONMENTAL PROTECTION				
Maintain school building and school grounds for safety	ALL	H	M	H
Implement non-structural mitigation measures (eg. for fire and earthquake safety)	ALL	H	L	H
Safeguard assets and supplies from earthquake, flood, wind damage	ALL	H	L	H
C. RESPONSE CAPACITY DEVELOPMENT - SKILLS				
Adapt standard operating procedures as needed, for hazards with and without	ALL	H	L	H

warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.				
Practice and improve on response preparedness with regular school-wide and community-linked simulation drills	ALL	H	M, L	H
D. RESPONSE CAPACITY DEVELOPMENT - PROVISIONS				
Provide standardized list of provisions to be kept on site or stockpiled, based on hazards faced, enrolment, and use of schools as temporary shelters	ALL	H	L	H
Provide financing or finance methods and guidance for maintenance of provisions				

PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

According to the 2012-2014 Fiji Government Education Sector Strategic Development Plan, the review of the curriculum and development of teaching and learning support materials was estimated to have a budget of FJD \$25,000 across each year of the strategic plan. This costing is assigned as one part of the Curriculum Advisory Service budget to develop the DRR in education syllabus, with additional support from the Secretariat of the Pacific (SPC), University of South Pacific (USP), and the German International Cooperation (GIZ). The entire National Curriculum Framework development received FJD \$600,000 in 2014. As part of the November 2013 released National Curriculum Framework, it stipulates that Climate Change Education (CCE) will be a cornerstone of the Environmental Education component delivered to students.

Formal education:

School safety is an ongoing area of education for students. From year 1-7, students learn about water safety, road safety and fire safety. UNICEF has funded the development of handbooks in fire safety that is currently being implemented in years 1 and 2, and years 5 and 6. A water safety handbook is in development through funding from DFAT. Road safety materials are being developed through the Land Transport Authority (LTA).

Taking its direction from the National Climate Change Policy of Fiji Objective 4: Education and Training, the Ministry of Education has designed a DRR in education syllabus that will be introduced to students in year 7. This syllabus covers what they should do in an emergency, hazard awareness and preparedness activities. The syllabus is covered in social studies and science class. This will then be taught at higher school levels in the coming years. From years 1-6 students learn about their school environment and how to be safe at school. The content includes sustainability, disaster management, school safety, and climate change. English incorporates literacy on disasters. This curriculum was rolled out in 2014. At present, teachers are receiving training in the new subjects, however additional support is required to assist in a national roll out. This curriculum has been developed through the support of SPC, University of South Pacific (USP), and German International Cooperation (GIZ).

UNICEF is also funding a project to include Climate Change studies in the curriculum. Moreover, there is a current focus on indigenous and cultural knowledge to develop contextualised coping mechanisms for Climate Change adaptation strategies.

GIZ developed Key Learning Outcomes for CCA which is a set of information to inform teachers. In 2015, the Pacific Coalition of School Safety (PCSS) has developed action-oriented key messages for household level risk reduction and resilience which are geared towards behaviour change for safety.

The areas of child rights and child protection are informed by the Ministry of Education’s Child Protection Policy and the present National Curriculum Framework which is subject to the Conventions of the Rights of the Child (CRC). Rights of individual citizens are taught to students as part of their Citizenship Education (CE). Within this, students are taught civic responsibilities, democratic responsibilities, politics and good governance.

School health and nutrition are taught as part of Health Science, which is covered right through a student’s education. Children’s health literacy is developed as they learn about their natural environment and what constitutes healthy living.

The needs of the Curriculum department in the Ministry of Education in relation to DRR and CCA development are primarily in training of teachers and further development of handbooks, resources and activities that are age and context specific for Fiji. The training of teachers will be an ongoing activity to the Ministry, but in 2014 it will be a key component of their DRR in education rollout.

Informal Education

The National Climate Change Policy of Fiji recognises that informal education addresses the information needs at the community level. Through TV and radio advertisements the NDMO is highlighting DRR activities that can be undertaken at community and household level before and during a disaster. The NDMO also holds National Disaster Awareness Week, which in 2013 focussed on the theme of ‘living with disability and disaster’.

Extra-curricular activities in schools and communities such as Fiji Scouts Association provide a form of informal education for children in Fiji in areas of citizenship, water and road safety and first aid.

GIZ, SPREP, SPC have developed a number of educational resources to be used in both school and out-of-school programs including Posters, IEC, children’s story books.

Nutrition awareness campaigns conducted by NGOs and CSOs highlight the importance of health and nutrition, as well as supplying practical advice on how to provide a nutritious diet for children in Fiji. Save the Children Fiji is a leading advocacy agency in the areas of Child Protection, Child Rights and Nutrition.

Recommendations:

- Improve digital literacy/OLPC/tablets and use of ICT for data collection and learning opportunities
- Improve and roll out national Training of trainers
- Improve linkages between school and community for disaster risk reduction and management

Priorities

	A	B	C	D
<p style="text-align: center;">III. DISASTER RISK REDUCTION EDUCATION <i>(including climate-change awareness and adaptation)</i></p>	<p>N=national P=province D=district S=school</p>	<p>Urgency H = high M = medium L = low</p>	<p>Achievement H = high M = medium L = low</p>	<p>PRIORITY H = high = 4, 5 M = medium = 2, 3 L = low = 1 to 5</p>
Distribute consensus-based <i>key</i> messages for reducing household and community vulnerabilities and for preparing for and responding to hazard impacts as a	N	H	L	H

foundation for formal and non-formal education.				
Develop scope and sequence for teaching about hazards, disasters, and problem-solving for risk reduction.	N	H	M	H
Analyze entry points in curriculum for disaster risk reduction education	N	H	M	H
Infuse risk reduction throughout the curriculum and provide guidelines for integration of DRR into carrier subjects.	N	M	L	M
Establish current levels of climate change and disaster risk reduction knowledge, beliefs and teaching practice amongst curriculum developers, principals and teachers	N	H	L	H
Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials.	N	H	L	H
Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra-curricular approaches with local communities.	N	M	L	M
Develop guidance tools for all-school involvement in school disaster management planning	N, S	H	L	H
Develop a community-based climate change and disaster risk management training module and/or integrate climate change into existing modules for the SPC Community Education Training Centre	N, P	M	L	M
Develop and enhance specialized courses on climate change and disaster risk management-related topics for university students and other tertiary education systems targeted at pre-service teachers and students.	N	H	M	H
Integrate relevant elements of climate change and disaster risk management training for trainers of technical and vocational education and training and non-formal education	N	H	L	H
Collect, develop, adapt and introduce educational resources with local content relevant to climate change and disaster risk management and the Pacific for use in primary and secondary schools	N	H	M	H
Collect and analyse educational results of secondary students in relation to understanding of climate change and disaster risk management	N	H	L	H
Develop a school sustainability model handbook for emissions mitigation,	N	H	L	H

adaptation and risk reduction at the country level.				
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Appendices:

Appendix 1: National Hazard Map(s)

Appendix 2: Education Sector Sub-National Demographics

Appendix 3: Education Cluster Terms of Reference

Appendix 4: Education Cluster Memorandum of Understanding

Appendix 5: Education Cluster Priority Plan

Appendix 6: Education Cluster Members Roster

Appendix 7: Education Sector NGO Mapping Report

Appendix 8: Education Sector Strategic Development Plan 2015-2018, Ministry of Education Fiji

Appendix 9: National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim

Appendix 10: MINISTRY OF EDUCATION Annual Report 2013

Appendix 11: National Disaster Management Plan