



**United Nations Development Programme & Government of Fiji
Fiji Good Governance Programme**

**Citizenship Education Programme
(Component 2)**

This project is designed to facilitate the inclusion of human rights and civic education topics in both primary and secondary school curriculum and support the teaching of these topics widely and thoroughly through incorporation into assessed subjects. The project will support the development of relevant civics education curricula, the production of related resources, the trailing of materials, the training of teachers in the teaching of these topics, and the introduction into the formal school system. The project is a three-year project and is one component of the overall Fiji Good Governance Programme and complements components on community civic education and support to the Fiji Parliament.

CONTENTS PAGE

List of Acronyms & Abbreviations	3
SECTION 1	4
Background Summary	4
Part I Situation Analysis	5
The Education System in Fiji	5
Human Rights Education - Fiji Human Rights Commission	5
International Experiences and Resources	6
Part II Strategy	7
Programme Strategy	7
Approaches for Human Rights and Civic Education	6
Opportunities in the School system	8
Formal School Curricula	8
Coordination with other initiatives	10
Drawing on local and international experiences	10
Immediate objectives, outputs & activities	11
Part III Management Arrangements	14
Part IV Monitoring & Evaluation	15
Annual Work plan and Budget	15
Periodic Reporting	15
Mid-Term Evaluation, Final Evaluation & Project Meeting	15
Part V Legal Context	16
Part IV Budget	17
SECTION 11	18
Results and Resources Framework	18
Schedule of project Activities	
Immediate objectives, outputs, and activities	
SECTION 111	
Total Work Plan	
Signature Page	
Annex 1 Project Budget	
Annex 2 Project Team – Responsibilities/Requirements	
Curriculum Development Specialist	
National Project Coordinator	
Curriculum Development Assistant	
Working Groups members	
Project Steering Committee	
Annex 3 Fiji Good Governance Programme Management Structure	

List of Acronyms & Abbreviations

UNDP	United Nations Development Programme
MoE	Fiji Governments Ministry of Education
CDU	Curriculum Development Unit
HRCE	Human Rights & Civic Education
UNESCO	United Nations Education, Scientific & Cultural Organisation
CE	Civic Education
HRE	Human Rights Education
PSD	Programme Support Document
UNICEF	United Nations Children's Emergency Fund
NGOs	Non Governmental Organisation
CBOs	Communtiy Based Organisations
PMC	Programme Management Committee
M & E	Monitoring & Evaluation
PRODOC	Programme Document
APR	Annual Project Report
MYFF	Multi Year Funding Framework
PM	Programme Manager
CD	Curriculum Development
MTR	Mid-Term Review
FHRC	Fiji Human Rights Commission
Parliamentary SG	Parliamentary Secretary General
COPE	Council of Pacific Educators

Citizenship Education Programme

Section I

Background Summary

Good Governance Programme to Fiji proposes to provide assistance to the Government in making the key institutions of governance more relevant and accessible to the people of Fiji.

The programme is expected to:

- Improve the citizen's knowledge and understanding of the constitutional and democratic processes in Fiji;
- Make the leading institution of governance, the Parliament to perform its function more effectively, and to make it more accessible to people;
- Increase the capacity of civic society to facilitate citizens' interaction with leadership and government apparatus;

Contribute to people's understanding of values and principles such as democracy, human rights, equality, plurality, accountability, transparency, etc as bases for good governance practices;
Contribute towards increased interest, awareness, input and involvement of citizens in public policy issues/processes;

On the whole, the programme aims to develop people's trust and confidence in the country's governing system while increasing their own human and civic rights and responsibilities, thus providing an effective, orderly, peaceful and participatory environment for deliberation and resolution of key development and public policy issues.

The proposed programme aims to make the democratic process and governing institutions prevailing in the country relevant and accessible to all Fiji islanders.

The Fiji Good Governance Programme proposes to provide assistance for:

- Strengthening Representative Capacity of the Parliament;
- Developing and assisting in the implementation of a school-based civic education programme; and
- Developing and assisting in the implementation of a comprehensive, long term civic education initiative involving a range of stakeholders including the government, the churches, civil society organisations and the private sector.

The Human Rights and Civic Education in Schools project will assist in the development of a human rights and civic education curricula, develop relevant teaching and learning resources and train teachers for teaching of the this new curricula.

Part I. Situation Analysis

The Education System in Fiji

The Report of Fiji Islands Education Commission/Panel of November 2000 provides a vision and direction for the education sector in Fiji. It is intended that this programme takes into account the findings of this report of and supports the current plans of the Ministry of Education in the context of the multi-cultural curriculum.

The Ministry of Education has already developed a Citizenship Education Programme and included aspects of civic and human rights education in its social science curriculum for Forms 3 and 4. These curricula aim to inform students about peace building, democracy, human rights and development and encourage good citizenship traits. It complements the existing Virtues Programme, the Family Life Programme, the Fijian Studies Programme and the proposed Human Rights Education Programme. The existing programmes are collectively geared to promote good governance education in Fiji, but the choice of using the citizenship education programmes are left entirely up to the principals of the schools and the respective communities.

The following reports from the Fiji Ministry of Education provide essential input for curriculum development work:

Learning Together: Directions for Education in Fiji Islands – Report of the Fiji Islands Education Commission/Panel,
Citizenship Education Programme,
Ministry of Education's Corporate and Strategic Plans,
Affirmative Action Plan (2001),
Fiji Junior Certificate Examination – Social Science Prescription, 2001.
Other relevant MoE/CDU Reports.

Objective 2 of the Ministry of Education's Strategic Plan (2003 –2005) strives '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.' It further states that 'An understanding of our own political and social heritage and the rights and responsibilities of democratic citizenship will establish the foundation from which young people can become confident and active members of the global community.'

Human Rights Education - Fiji Human Rights Commission

The Fiji Human Rights Commission has been constitutionally mandated to educate people about the nature and content of the Bill of Rights as contained in Fiji Constitution and make recommendations to the government about matters affecting compliance with human rights.

The Fiji National Action Plan for Human Rights Education, launched by the Prime Minister on March 14 2003. The formulation of the action plan originated in partnership with the Fiji Teachers Confederation and the Ministry of Education on World Human Rights Day December 10 2001. The Commission followed the UN High Commissioner for Human Rights guidelines

for national plans of action for human rights education, establishing first a national committee, secondly, conducting a baseline survey and thirdly, consultations with the public, engaging a consultant to write the Plan. The Action Plan will be implemented over a 3-year period. Each section of the Plan, incorporating formal, community and targeted education will be followed according to the strategies, project development, activities and implementer, as set out in the Plan. The content of any school-based curriculum on civic and human rights education will include the topics contained in Appendix 5 of the Fiji Human Rights Commission's National Action Plan for Human Rights Education. The Government is committed to the Plan and it will be implemented in partnership with UNDP's civic education programme in the formal sector through the Ministry of Education.

The essence of human rights and civic education are captured aptly by 'The immediate task at hand ... is to build a human rights culture in this country through a process of education and dissemination of information ... Unless this is done, the structures of democracy and accountability upon which we rely for good governance will not develop'. (Kepa. 2003)

International Experiences and Resources

Internationally, a significant amount of work has been undertaken in development of resources and approaches for in the education sector for the teaching of human rights and civics subject. A key resource identified for this purpose is the '*International Framework for Civic Education in Democracy*'¹. Additionally, there is ongoing work and emerging experiences and lessons from work in Asia² and South Africa³.

Some of the key lessons from these experiences include "You can't just spell out human rights principles and hope people will adopt them. You have to relate them to local cultures and how they will help bring about greater tolerances, equality and integrity among people of different backgrounds with different interests. Human rights and resolution are connected"⁴

Impact assessment of democracy/law programmes for high schools students in South Africa show that civic education programmes indicated that civic education is most effective when:

- students are trained on a weekly basis or more frequently;
- civic training is conducted with participatory methods such as role-playing, simulations, and mock elections. Lecture-based theoretical methods of teaching have negligible impact on democratic orientations.
- teachers are perceived to be knowledgeable, inspiring and encourage participation.

UNESCO has vast experience in the area of civics and human rights education, defining it as education children from early childhood, to become clear thinking and enlightened citizens who

¹ Prepared under the An International Civic Education Exchange Programme of the Centre of Civic Education. www.civiced.org

² Human Rights Education in Asian School, Vol. 6, Asia-Pacific Human Rights Information Center.

³ African Centre for Democracy and Human Rights Studies.

⁴ Pitts D., Human Rights Education in Diverse, Developing Nations: A Case in Point, - South Africa. Human Rights Education – Issues of Democracy.

participate in the decisions concerning society. UNESCO regards that comprehensive human rights education takes account of citizenship, and considers that good citizenship is connected with human rights as a whole. UNESCO's *Integrated Framework of Action on Education for Peace, Human Rights and Democracy Education*⁵ advocates civics education with an intrinsic human rights component based on universal instruments such as the Universal Declaration of Human Rights (1948) and the International Convention on Rights of the Child (1989).

Part II. Strategy

Programme Strategy

The teaching of human rights and civic education in schools is part of the broader framework of good governance programme in Fiji. As such, efforts in schools must be complemented by parallel effort in the wider community – details of these are covered under Component 3 – Broad-based civic education project. While the focus of school based initiative will be transmitting knowledge for values and awareness and development of skills, the initiatives under support to the parliament, will raise the issue of accountability of duty bearers – leaders – to guarantee protection and upkeep of human rights. Civic education enables people to take initiatives and responsibility for the upkeep of human values as well provides capacity to the people to reach their leaders, in this case elected representatives in the parliament, to demand accountability.

Approaches for Human Rights and Civic Education

Given the political experiences in Fiji, the last decade or so, it appears Fiji is a society in transformation and the potential role education can play in the social transformation is significant. Education has a complex and demanding role to play in upholding human rights, supporting human development and promoting civic orientations (values) and providing skills to upkeep and achieve these values. The aim of human rights and civic education effort in Fiji should:

- Focus on transmitting basic knowledge of human rights and civic issues and to foster their integration into public values. Implicit strategy in that mass understanding and support for human rights and civic values and standards will continue to bear upon authorities to upkeep these values and standards;
- Additionally, also encompass empowering the individual to both recognize human rights abuses and commit to their prevention. This approach involves self-reflection and support within the community. In the school setting, this approach could involve for example, address participation in family decision-making – respect for parents but rejection of violence. Such integrated approaches provide avenues for both improving awareness and protection of rights as well as upkeep of just cultural and familial practices.

⁵ www.unesco.org/education/

Opportunities in the School system

The teaching of human rights and civic education must start from early school years and gradually build on range and complexity of issues in progressive years. It is important to start introducing children to societal issues at an early age to generate interest, build awareness and develop skills for use in their adult life. The project adopts this approach by proposing to include human rights and civic education topics in both primary and secondary school levels.

In order that human rights and civic education is taught both widely and thoroughly, the HRCE curriculum must be incorporated into assessed subjects. If not, it will not be given due resources and attention by the schools and teachers. Fiji Human Rights Commissions' Education Action Plan includes human rights education initiatives through the formal sector. This project brings together this initiative with civic education goals and provides an avenue for joint initiative for inclusion of human rights and civic education topics in the curricula.

Some groups in Fiji have already developed CE resources for schools, but lack of full consultation with all stakeholders has resulted in these materials not being used. In addition, resistance can be met from teachers, school management, education authorities, parents, the community, unions and other stakeholders if they do not participate in decision-making.

All stakeholders must be involved in the planning and be supportive of the curriculum. The project will facilitate the Ministry of Education (CDU) to coordinate all key stakeholders, current and potential partners to coordinate their efforts and initiative in the areas of human rights and civic education as they relate to the school system.

The resources developed must be teacher and pupil-friendly. For this reason, the resources need to be thoroughly but quickly trialed – the CDU policy is clear on this, but sometimes trialing-revision take so long that really effective curriculum development and implementation do not occur. International lessons on effectiveness of teaching approaches, approaches for dealing with culturally sensitive issues will be sourced and used for design and delivery of curricula contents.

Teacher in-servicing before resources are implemented is crucial. In addition, the CE curriculum must be incorporated as soon as possible into the pre-service teacher education curricula.

Formal School Curricula

Discussions with CDU and other stakeholders has led to a proposal for a multi-pronged approach for the teaching of human rights and civic education in the school systems.

(i) Citizenship Education

The existing citizenship education subject offered on trial basis to limited number of schools is the ideal entry point for human rights and civic education curricula.

However, a key problem to be addressed is to make Citizenship Education (CE) a compulsory component of the primary and secondary curricula. Citizenship Education (CE) encompasses several inter-related areas, particularly: government/governance, human rights and

responsibilities, peace education and development. Some CE is already being taught, especially via Social Science/Social Studies from Class One to Form 4. In addition, a Class One to Form 7 Scope and Sequence for CE (which includes HRE) has been written and is available for schools to implement on a voluntary basis. Finally, Values Education and the Virtues Project address issues and seek to inculcate attitudes/values, which a CE curriculum would also seek to teach.

MoE has offered to make compulsory the teaching of Citizenship Education starting from Class 1 (3 X 10 mins.) to Form 7 (3 x 40 mins.). Teaching of concepts covered under citizenship education will be tested in social studies/science and English subjects. Social Studies/Social Science.

The project proposes that the enhancement of citizenship education subject be the key entry point for civic and human rights education.

(ii) Social Studies/Social Science Curricula

A revision of social studies curricula for Forms One to Four will be needed to ensure that additional HR/CE content is included. Key education personnel consulted during the preparation of this PSD indicated that such a revision would definitely make way for relevant and much-needed CE material.

(iii) The Class One to Form 7 English Curricula

English is a compulsory subject for all students in Fiji. The subject provides an ideal opportunity to use the current curricula, texts and contents to be looked and analysed from the perspective of issues related to democracy, human rights, development, values, etc. In this way, the English subject could be used without too great an effort or resources for interpreting current prescribed texts from these 'new' themes.

In addition, a return to the "theme" approach for the comprehension and writing sections of the senior English prescriptions will guarantee the teaching of CE content. Themes such as 'multiculturalism', 'good governance' and 'responsible human rights' can be set by the MOE as comprehension/writing themes. In addition, for Form 7 Project work, some HRE/CE topics can be made compulsory.

The combination of these approaches to be for inclusion of human rights and civics in the English subject depends on the scope of other two options proposed for and the space available in the curricula.

(iv) Teaching training and teaching resources

- Development of an in-service programme, which will ultimately result in the in servicing of every relevant teacher in Fiji on the CE curriculum.
- Development of Modules for the pre-service teacher education curriculum and the incorporation of these into the curricula so that every trainee is familiarised with the CE curriculum.

Coordination with other initiatives.

Curriculum development in the Ministry of Education is an ongoing process. The proposed human rights and civic education initiative will be implemented directly by the Curriculum Development Unit of the Ministry of Education. Involving coordinators of relevant subjects in project team will enable curriculum writers to consider further integration of HRCE issues in these subjects. Curriculum revision work will also provide opportunities/space in curricula through rationalization of redundant and outdated subject matters and provide opportunities for inclusion of appropriate HRCE matters.

Aside from curriculum rationalization processes, there are ongoing new initiatives in the Ministry of Education such as the Education Sector Reform programme as well as Rural Education Initiatives that the project will liaise and coordinate its activities with. Objective 10 of the Ministry's Strategic Plan states closer relationship with the community to foster and support a community of learning. The project will use the opportunities offered to through this initiative to promote the goals of recognizing human rights values and generating student engagement with wider communities. Tangible community engagement will be part of civic education activities, designed as part of the HRCE curricula.

More critically, practical exercises in schools to generate/demonstrate civic awareness and engagement will explore the opportunities for joint initiatives with the broad-based civic education and programme activities in the parliament.

Human rights and civic education is not a one off effort. There must be capacity built within CDU and outside to continuously improve the effectiveness of curricula through research, inclusion of new approaches and issues where possible and ongoing evaluation of effectiveness. CDU should consider developing an ongoing network of practitioners, academics and international advisers who can share experiences and knowledge and provide guidance for improving curricula contents and teaching approaches.

Drawing on local and international experiences

It is recommended that the development of human rights and civic education curricula be based on two key internationally recognized resources. These are:

- UNESCO's Integrated Framework of Action on Education for Peace, Human Rights and Democracy Education, and
- International Framework for Civic Education in Democracy – Centre for Civic Education.

The Curriculum Development Unit at the Ministry of Education has recently completed the trialing of the Citizenship Education Module for Form 3 and 4. Lessons for this exercise will be fed into the curriculum development exercise.

The first task for the project team will be to source as much international and local resources and experiences for use by the team in its work. The project team should also establish contacts with international forum dealing with human rights and civic education issues to exchange ideas and identify resources. Vast amounts of publications are available through the internet⁶.

⁶ The project office will be provided with the internet connectivity to do this work effectively.

Immediate objectives, outputs, and activities

The immediate objectives of the project are to commence compulsory teaching of a comprehensive human rights and civic education curricula at all levels in schools at the end of a three-year project.

Outputs and Activities to achieve project objectives:

- 1. HR&CE themes identified for teaching; a framework and schedule of HR&CE curricula developed.**
- 1.1 Recruit project staff. Establish project office and CDU. Form a multi-stakeholder Project Steering Committee. Form relevant working groups.
 - A Project Steering Committee comprising a wide representation of stakeholders in the education sector will be formed and involved in the curriculum development process. The core membership of the project steering committee will include Ministry of Education (Director Curriculum Development Unit), Fiji Human Rights Commission, Representatives from Fijian Teachers Association and Fiji Teachers Association. Other stakeholders such UNICEF, Save the Children Fiji, educational associations/networks Council of Pacific Educators, will also be invited to join the Project Steering Committee. The steering group will meet at least on a bi-monthly basis to advise and support the work of the project.
 - Three working groups be formed – One for each subject that will be revised to include HR&CE topics i.e. English, Social Science/Studies and Citizenship Education.
 - A civic education specialist, a national project manager and a project assistant will be recruited by the project. The civic education specialist will be supported by the project manager and will work with Curriculum Development Unit staff, relevant working groups and the project steering committee.
 - The formation of working groups is the standard working procedure for Curriculum Development Unit. Working groups to comprise of the relevant subject officer from Curriculum Development Unit and 6 to 8 teachers from schools. The working groups to meet on a regular basis to revise, trial and evaluate curricula.
- 1.2 Collect/catalogue international and national resources/lessons and identify HR&CE themes for teaching
 - The project team will undertake a number of activities to collect examples, lessons and experiences from other countries in the teaching of HR&CE subjects in schools. It is expected a lot of resources can be obtained over the Internet. The project will be expected to subscribe to relevant international publications and forums to obtain literature. It is also expected that 2 or 3 members of the project will visit at least 2 countries to gain first hand experience of developing and implementing school-based HR&CE.

- Project design has recommended that the proposed curriculum be based on the Bill of Rights (Fiji Constitution), The Convention of The Rights of the Child and Convention of the Elimination of Discrimination against Women, UNESCO's Integrated Framework of Action on Education for Peace, Human Rights and Democracy.
 - Identify core themes for inclusion in school curriculum - 'Human Rights and Civic Education' Framework.
 - The project team will develop the *Human Rights and Civic Education Framework*. This framework will define the core HR&CE themes that will be included in the school curricula.
 - Framework to be developed with input from *Project Steering Committee* and needs to be approved by the *Ministry of Education Management* and the *Program Management Committee*.
- 1.3 Identify HR&CE themes for teaching and develop scope and sequence for implementation of the Human Rights and Civic Education Framework' in Citizenship Education, English, Social Studies/Science curricula.
- The project coordinator will work with the Curriculum Development Unit and respective working groups to map out a schedule for the inclusion of themes from the approved framework into relevant subject curricula. This effort will ensure that the core HR&CE themes are adequately covered in the curricula of the three proposed subjects. It is also important to ensure that themes are allocated to relevant subjects for adequate and appropriate treatment of the subject matter. The schedule will also allocate themes at appropriate levels in the subject curricula. This will ensure gradual elevation of the complexity of themes as student's progress through the school system.
- 2. Draft Curricula, teaching and learning resources developed, trialed and evaluated**
- 2.1 Develop draft curricula then trial, evaluate and make necessary adjustments.
- Each working group will meet regularly and assign tasks to develop HR&CE curricula for the respective subjects. The working groups will be provided with resource material - approved HR&CE framework, internationally and nationally recognised practices, examples of similar work from other countries and the schedules outlining topics for different subjects and levels. Activity 2.1 will be conducted in parallel with activity 2.2. Short-term consultants in specific areas as necessary may provide additional input.
- 2.2 Develop, trial and evaluate teaching and learning resources.
- Each working group will develop teaching and learning resources for different subjects and classes. The trial of resources will be an ongoing basis as they are developed, and in schools where teachers are sourced for project working groups. Short-term personnel inputs maybe provided for developing teaching/learning resources as necessary. Additional schools may also opt to trial resource materials as circumstances and opportunities prevail.
- 2.3 An independent evaluation of curricula and resource material.

- Curriculum and resource materials will be evaluated by an independent expert. The review will take place towards the end of the curriculum and resource development process. Recommendations from the evaluation will be considered in finalising curricula and resource materials.
- 2.4 Arrange for the continuous and ongoing monitoring and revision of HR&CE curricula and resources.
- Ensure that the ongoing assessment and evaluation of HR&CE curricula and resource materials are imbedded in the Curriculum Development Unit monitoring and evaluation processes. This activity will involve development of appropriate process and outcome indicators that can be measured as part of Curriculum Development Unit school visits programme.
 - Additionally, HR&CE topics will be included in the routine examination and assessment systems schools. The project team in using experiences and lessons from elsewhere, and in consultation with stakeholders, represented through the project steering committee will determine the most appropriate levels (school years) and degree to which HR&CE subjects will be assessed and examined – See Section 1.8 Methodology.
- 3. Training-the-trainer training provided for training current teachers in the teaching of HR&CE curricula. Capacity developed in teacher training institutions to train future teachers.**
- 3.1 Provide in-service training for current teachers.
- Train-the-trainer training will to be provided to head teachers and executive teachers in the primary schools and heads of languages & social sciences in secondary schools. Teachers will be trained through a variety of mechanisms, including workshops and seminars. It was recommended during the Project Design stage that seminars be three days. Training activities include the preparation of resource materials, travel facilitation of workshops/seminars and can be organised at district levels where appropriate to reduce travel costs. Training will be conducted by Project Coordinator, relevant subject officers from CDU, members of working groups. Specialist input and local experience can be sourced from stakeholders such Fiji Human Rights Commission, RRRT, Citizens' Constitution Forum, Fiji Women's Rights movement, etc.
- 3.2 Develop pre-service modules for tertiary/teacher training institutions.
- Project coordinator and Curriculum Development Unit staff will also work with staff from teacher training institutions – Lautoka Teachers College, Fiji College of Advanced Education, University of the South Pacific - to develop curricula and material for pre-service training of trainee teachers.
- 4. Teaching and learning resources published and distributed.**
- 4.1 Print learning and teaching resources

- Teacher guidebooks/Manuals and student learning booklets will be printed. Adequate quantities will be published to ensure that each school is provided with a set of guidebook/manual and students learning booklets. The proposed quantity for each publication is provided in the log frame and question 2.2 of this document.
- 4.2 Distribute teaching and learning resources to all schools
- All schools will be sent copies of the teachers' guidebook/manual and students learning booklets prior to the commencement of the school year when teaching of HR&CE is introduced in schools throughout Fiji.
5. **An active learning/advocacy network for teaching and advancement of HR&CE formed.**
- 5.1 Collect and share knowledge and skills - locally/internationally. (See 1.1)
- This activity requires the sharing of HR&CE information with project members, key stakeholders – especially those in the Project Steering Committee, other stakeholders (NGO Coalition of Human Rights, Teachers, Religious Institutions and the community at large. The project team will make efforts to undertake advocacy and awareness, work with stakeholders through the media, publication in relevant newsletters, presentations at appropriate forums such as Teachers' conferences and meetings, educational conferences, etc.
 - The project will also undertake advocacy of the teaching of HR&CE with appropriate stakeholders and community and political leaders.
- 5.2 Develop links with international forums that deal with HR&CE. (Establish links with International Networks)
- Resources will be allocated to project personnel and working group members to participate and contribute to relevant international seminars and forums. Project staff will be expected to establish links and initiate activities with relevant research programmes such as the Governance programme at USP.

Part III. Management Arrangements

The project will be implemented under a NEX modality, therefore using the systems, processes and the administrative support of the Government of Fiji. The UNDP/Fiji Good Governance Programme will be implemented under the guardianship and overall oversight of a Programme Oversight Committee (POC), Chaired by the Speaker of the House of Representatives. The project will report to the POC bi-annually. The overall management structure of the Fiji Good Governance programme is reflected in the organigram in **Annex 3**.

This school-based civic education project will be based in the CDU in the Ministry of Education. The project will be headed by a Project Manager who will report to the Permanent Secretary for Education via the Director CDU.

A Project Management Committee comprising of multi-stakeholder representatives – Ministry of Education, Fiji Human Rights Commission, Teachers Unions, NGO/CBOs and Project Manager will be established – or if appropriate, an existing reference group if appropriate will undertake

this role of PMC. The PMC will meet as required but at least 4 times a year to deal with project issues. It is envisaged, the project steering committee will be required to meet more frequently during the early stages, first six months, of the project. The PMC will be responsible for the routine management oversight of project activities including clearance of work plans and act as the immediate guidance forum for the project implementation.

Part IV. Monitoring and Evaluation

In accordance with established UNDP guidelines on monitoring and evaluation of projects, the following M & E guidelines will be observed during the implementation of the project:

Annual Work plan and Budget

The attached Results and resources Framework, work plan and budget, in addition to the PRODOC will serve as the primary reference documents for the purposes of monitoring and evaluation. The project manager, in coordination with the Project Steering Committee is tasked with the responsibility of implementing the project in accordance with these documents and any substantive revisions, considered necessary, will be submitted to UNDP through the Project Steering Committee.

The PRODOC, work plan and the budget also serve as the primary documents on the basis of which quarterly and annual project reports will be prepared.

Periodic Reporting

The Project Manager will be tasked with preparing a quarterly progress report on the activities of the project and this will be tabled at the quarterly meeting of the PMC. For UNDP purposes, the implementing agency (to be determined) will prepare a quarterly report comprising of a financial and a narrative report on the implementation of activities.

Mid-Term Evaluation and Final Evaluation and Project Meeting

A mid-term evaluation has programmed and budgeted for and should take place at around the mid-point of the project implementation, with the exact dates to be determined by UNDP in consultation with the Project Steering Committee.

A final project review meeting will be held at the end of the three-year project to be attended by all relevant stakeholders, including in particular the donors. For this final review, the project manager will prepare a final report using the UNDP APR format and table it for discussions. A final evaluation of the project, to encompass the impact survey report that forms an output of this project should take place within the last quarter of the project and should be presented and discussed at this final review meeting.

Part V. Legal Context

This project document shall be the instrument referred to as such in Article 1 of the Letter of Arrangement for the South Pacific Regional Office between the Government of Fiji and the

United Nations Development Programme, signed by the parties on 1 November 1975. The host country-implementing agency shall, for the purpose of the Standard Basic Assistance Agreement, refer to the Government co-operating agency described in that Agreement.

The following types of revisions may be made to this Project Document with the signature of the UNDP Principal Project Representative only, provided he or she is assured that the other signatories to the Project Document have no objections to the proposed changes:

- a) Revisions in, or addition of, any of the annexes to the Project Document;
- b) Revisions, which do not involve significant changes in the immediate Objectives, outputs or activities of the Project, but are caused by the arrangement of inputs agreed to or by cost increases due to inflation; and
- c) Mandatory annual revisions, which re-phase the delivery of, agreed project inputs or increased expert or other costs due to inflation or take into account agency expenditure flexibility.

Part IV. Budget

Budget summary only. See annex 1 for budget details. Amounts in US\$. (1US\$=F\$1.69)

Input	US\$	F\$
CE/HR Curriculum Development Specialist (36 months)		456,300
National Project Coordinator (36 months)		307,580
Curriculum Evaluator (12 months)		36,000
Support Staff (Project Assistant)		54,080
Short-term consultants (Curricula writers 8 person months)		60,000
Curriculum development – Working group costs		130,000
Trial costs (printing/distribution)		29,000
Teacher Training - Primary school teachers		384,000
Teacher Training - Secondary /tertiary		89,500
Teaching and Learning Resources (Printing/Distribution)		517,600
Equipment		53,580
Operation costs		50,700
Miscellaneous (Including Project monitoring)		70,000
Sub -Total		2,238,340
Plus General Management Services Fee \$7% & Implementation Support Services (ISS) 6%, therefore total 13%		\$ 290,984
TOTAL BUDGET	US\$1,498,396	\$ 2,529,324

Section II - Results and Resources Framework

Intended Outcome as stated in the Country Programme Results and Resource Framework: Increased awareness of civic and human rights including the role of parliament, the rights of citizens and democratic processes in Fiji.						
Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets.						
Number of schools teaching civics and human rights education						
Applicable MYFF Service Line: Goal 2, Service Line 2.3						
Partnership Strategy: Partnerships to be developed with donors, government, local stakeholders.						
Project title and ID (ATLAS Award ID):						
Intended Outputs	Output Targets for (years)			Indicative Activities	Responsible parties	Inputs
	2005	2006	2007			
						(As per Annex 1)

<p>Output 1: HR&CE themes identified for teaching; A framework and schedule of HR&CE curricula developed.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>1.1: Recruit project staff. Establish project office and CDU. Form a multi-stakeholder Project Steering Committee. Form relevant working groups. 1.2: Collect/catalogue international and national resources/lessons and identify HR&CE themes for teaching. 1.3: Identify HR&CE themes for teaching and develop scope and sequence for implementation of the Human Rights and Civic Education Framework' in Citizenship Education, English, Social Studies/Science curricula.</p>	<p>UNDP/MOE-CDU/Project team</p>	
<p>Output 2: Draft Curricula, teaching and learning resources developed, trialled and evaluated</p>		<p>X</p>	<p>X</p>		<p>2.1: Develop draft curricula then trial, evaluate and make necessary adjustments. 2.2: Develop, trial and evaluate teaching and learning resources. 2.3: Conduct an independent evaluation of curricula and resource material. 2.4: Arrange for the continuous and ongoing monitoring and revision of HR&CE curricula and resources.</p>	<p>MOE-CDU/Project team</p>	
<p>Output 3: Training-the-trainer training provided for training of current teachers in the teaching of HR&CE curricula. Capacity developed in teacher training</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>3.1: Provide in-service training for current teachers. 3.2: Develop pre-service modules for tertiary/teacher training institutions.</p>	<p>MOE-CDU/Project</p>	

institutions to train future teachers.													
Output 4: Teaching and learning resources published and distributed.			X	X	X	X	4.1:Print learning and teaching resources 4.2:Distribute teaching and learning resources to all schools	MOE- CDU/Project team					
Output 5: An active learning/advocacy network for teaching and advancement of HR&CE formed.		X	X	X	X	5.1:Collect and share knowledge and skills - locally/internationally. 5.2:Develop links with international forums that deal with HR&CE. (Establish links with International Networks)	MOE- CDU/Project team						

Schedule of project Activities

	Year 1			Year 2			Year 3					
	Months 1-3	Months 4-6	Months 7-9	Months 10-12	Months 13-15	Months 16-18	Months 19-21	Months 22-24	Months 25-27	Months 28-30	Months 31-33	Months 34-36
1. HR&CE Themes identified and Framework developed	1-3											
1.1 Establish Project Office./Team	1-3											
1.2 Collect resources		4-6										
1.3 Identify themes for teaching – develop CE&HR Framework		4-6										
1.4 Develop scope/sequence		4-6										
2. Curricula developed, trialed and learning resources developed.												
2.1 Develop curricula, teaching and learning resources.			7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31-33	34-36
2.2 Conduct trials of curricula, teaching and learning resources			7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31-33	34-36
2.3 Independent evaluation of framework, curricula and resources					13-15							
2.4 Institutionalise arrangements for ongoing monitoring												
2.5 Final version – Learning and teaching resources approved.							*					
3. Teacher Training												
3.1 Develop training resources, plans												
3.2 Conduct training/refresher training.												
3.3 Develop pre-service modules												
4. Learning and Teaching Resources Published and Distributed												
4.1 Publish Teaching and Learning Resources												

Section III— Total Work Plan

EXPECTED OUTPUTS & MONITORING ACTIVITIES	Key Activities	TIMEFRAME				RESPONSIBLE PARTNER	PLANNED BUDGET		
		2005	2006	2007	2008		Source of Funds	Budget Description	Amount (in Fiji Dollars)
Output 1: HR&CE themes identified for teaching; A framework and schedule of HR&CE curricula developed.	Recruit project staff. Establish project office within CDU. Form a multi-stakeholder Project Steering Committee. Form relevant working groups. Collect/catalogue international and national resources/lessons and identify HR&CE themes for teaching.	X				UNDP/MOE-CDU	UNDP/Donor Personnel Costs	Technical Resources	Included in personnel costs noted below. Included in personnel costs noted below.

	Arrange for the continuous and ongoing monitoring and revision of HR&CE curricula and resources.				X	X	PM/CD Specialist/curriculum working groups	UNDP/donor	Monitoring and revision costs	Included in personnel costs noted below.
Training-the-trainer training provided for training current teachers in the teaching of HR&CE curricula. Capacity developed in teacher training institutions to train future teachers.	Provide in-service training for current teachers.		X				PM/CD Specialist/curriculum working groups	UNDP/donor	Teacher training costs	\$423,500
	Develop pre-service modules for tertiary/teacher training institutions.			X	X		PM/CD Specialist/curriculum working groups/teacher training institutions/UNDP	UNDP/donor	Teacher training modules development	\$50,000
Teaching and learning resources published and	Print learning and teaching resources				X	X	PM/CD Specialist/MOE-CDU	UNDP/donor	Resource printing costs	\$467,000

published and distributed.	Distribute teaching and learning resources to all schools			X	X	X	PM/CD Specialist/MOE-CDU	UNDP/donor	Distribution costs	\$50,000
<i>An active learning/advocacy network for teaching and advancement of HR&CE formed.</i>	Collect and share knowledge and skills - locally/internationally.	X	X	X	X		PM/CD Specialist/curriculum working groups/teacher training institutions/UNDP	UNDP/donor	International visits/wkshps/conference	\$65,000
	Develop links with international forums that deal with HR&CE. (Establish links with International Networks)	X	X	X	X		PM/CD Specialist/curriculum working groups/teacher training institutions/UNDP	UNDP/donor	Networking costs	\$5,000
Project Monitored, revised as necessary based	Steering committee meetings held, workplans reviewed and revised, required reports prepared and distributed	X	X	X	X		PM/UNDP/MOE-CDU	UNDP/donor	Reporting costs	\$10,000

SIGNATURE PAGE

Country: Fiji

UNDAF Outcome(s)/Indicator(s): Not applicable for Fiji

Expected Outcome(s) and Indicator(s)

Increased awareness of civic and human rights including the role of parliament, the rights of citizens and democratic processes in Fiji.

Outcome indicator(s): Number of schools teaching civics and human rights education.

Expected Output(s) and Indicator(s)

Expected Outputs: Comprehensive civics and human rights education programme integrated into the existing school subjects and actively taught.

Output indicator(s): Surveys indicating active teaching and inclusion of civics and human rights topics in national examination.

Implementing partner: Ministry of Education, Fiji

Programme Period: 2005 to 2008
 Programme Component: _____
 Project Title: Citizenship Education Programme

Project Code: _____
 Project Duration: 3 years (September 2005-September 2008)

Total budget: USD\$1,500,000

Allocated resources:

- Government: Regular
- Other: (including in-kind contributions)
 - Donor

Donor – NZAID: USD\$1,500,000

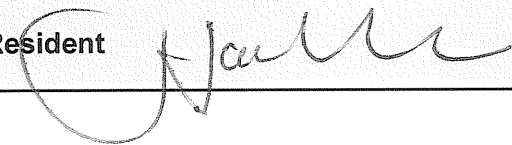
Agreed by Government of Fiji (Foreign Affairs):



 J. W. Mataitoga
 CEO/FAET

Agreed by Implementing Partner (Ministry of Education): _____

Agreed by UNDP (Resident Representative): _____



Annex 1

Project Budget

Project Budget in Detail on following two pages in F\$.

PROJECT BUDGET DETAILED

Budget needs forecast in Fiji dollars

A	Personnel				
	Citizenship Education Specialist (36 months)		456,300		
	National Project Coordinator (36 months)		307,580		
	Secretary/Project Assistant (36 months)		54,080		
	Contracted Curricula writers. 8 person months		60,000		
	Curricula evaluator ((draft/trial resources 12 months)		36,000		
	Total Personnell			913,960	
B	Curricula Revision/Development				
	Allowances/Travel costs for curricula development team (Three teams - English, Social Studies/Science, Civic Education. Min of six teachers per groups plus CDU officer for each subject. Six workshops of 3 days each per year for each group. Salary equivalent, in-kind contribution estimated at F\$ 20,000)		60,000		
	Technical Resources – Books, Journals, Reference material		5,000		
	Internet Access and Connectivity		5,000		
	Communication costs		5,000		
	International visits, conference, workshop		50,000		
	Awareness raising – teachers unions, head teachers, principals community, other stakeholders.		5,000		
	Total Curricula Revision/Development			130,000	
C	Trialing of Teaching and Learning Resources				
	Printing and Distribution of Curriculum Resources:				
	Students: 30 copies x 30 schools x \$20.00		18,000		
	Teachers: 30 x \$20.00		600		
	Training of Teachers				
	Primary: 20 schools (teachers) - four x 3 day workshop.				
	Secondary 10 schools (teachers) - one x 3 day workshop				
	Travel/Per diem: 30 x \$200.00		6,000		
	Materials: 30 x \$50.00		600		
	Refreshments: 30 x 3 x \$20.00		1,800		
	Communication		2,000		
	Total Trialing of Teaching and Learning Resources			29,000	
	(Salary equivalent in kind contribution estimated @ F\$4,500)				
D	Printing and Distribution				
	Final Curriculum Resource Materials for National Implementation N.B. Based on 20 page booklet quote.				
	Class One & Two				
	Teachers Booklets (coloured covers.Black & white inside) 1400 copies				
	Inside pages	700			
	Covers	350			
	Collating	500	1,550		
	Classes Three & Four				
	Teachers Booklets (coloured covers.Black & white inside) 1400 copies	1,550			
	Students Booklets:(School copies to be shared between classes 3 & 4) i.e 30 pupils x 700 schools x 2 classes = 42,000 copies x \$1.25 each	52,500	54,050		
	Classes Five & Six		60,000		
	Classes 7 & 8 I.e.Forms 1 & 2		60,000		
	Form Three				
	200 teachers copies x \$10	2,000			
	Pupils booklets 30 x 150 x \$10	45,000	47,000		
	Form Four		50,000		
	Forms Five- Seven				
	Teachers Manuals \$25 x 200	5,000			
	Students Resources 450 (3 subjects x150 schools) x20 copies per school x\$10	90,000			
	Additional : Tapes, CD roms, charts/posters	50,000	145,000		
	Tertiary Institutions		50,000		
	Distribution costs		50,000		
	Total Printing & Distribution ; Primary, secondary & tertiary			517,600	

E	Training				
	Primary :- In-servicing will be needed for two groups: 700 head teachers and 700 executive teachers. Three day seminars are recommended. In addition, school based in servicing will need to be conducted by the head and executive teachers.				
	Secondary :- Each Head of Languages (150) will need to be in serviced by the project staff and CDU officers. Two-day seminars are recommended.				
	Cost breakdown are as follows:				
	Primary				
	Resource materials 1400 x \$25 per person	35,000			
	Travel & per diem				
	Trainers: 2 trainers x 10 workshops x 3 days	5,000			
	Subsistence : 10 x 4 days x \$100 x 2 people	8,000			
	Trainees: Travel is 1400 trainees x \$100	140,000			
	Subsistence : 1400 trainees x 5 days x \$25	175,000			
	Workshop Refreshments: 10 workshops x 3 days x \$10 per day X 70 participants	21,000	384,000		
	Secondary.				
	A total of 5 two-day workshops is envisaged. 150 participants in total with an average of 30 participants per workshop.				
	Travel & per diem				
	Trainers: Travel 5 x 2 x \$250	2,500			
	Susistence: 5 x 2 x 4 nights x \$100	4,000			
	Trainees Travel: 150 participants x \$100	15,000			
	Subsistence: 150 x 4days x \$25	15,000			
	Workshop Refreshments: 150 paritipants x \$10 x 2 days	3,000	39,500		
	Tertiary (Teacher training institutions or equivalent)		50,000		
	Total training			473,500	
	(Salary equivalent in kind contribution estimated at F\$150,000)				
F	Equipment				
	Computers/lap tops		25,000		
	Fax machine		6,000		
	Photocopier		20,580		
	Phone (installation/equipment)		2,000		
	Total equipent			53,580	
G	Operation Costs				
	Phone/Fax		30,000		
	Electricity		5,700		
	Local travel		15,000		
				50,700	
H	Monitoring & Evaluation Costs				
	Audit and mid term and final evaluations plus miscellaneous expenses			70,000	
	Sub -total				\$ 2,238,340
	Plus General Mangement services fee7% & Implementation Support Services (ISS) 6% therefore total 13%				\$ 290,984.20
	GRAND TOTAL IN F\$			F\$	\$ 2,529,324
	GRAND TOTAL IN US\$			US\$	\$ 1,496,641.54

Curriculum Development Specialist

Responsibilities:

Be responsible for provision of technical advice in the area of curriculum development, design, trialing and evaluation of learning and teaching resources. Also responsible for the overall planning and implementation of project activities.

Technical – Primary Role

- Identify and acquire appropriate technical resources from abroad and locally for use by the project
- Provide training and advice to relevant CDU Officers and working groups on best practices and approaches to teaching and learning human rights and civic education themes,
- Organise, provide input into, and facilitate working groups activities for drafting HR&CE curricula and resources,
- Advise working groups on adapting international resources for local context,
- Design and conduct in-service teacher education/training activities,
- Collaborate with teacher training institutes in design of pre-service teacher education/training material for HR&CE themes,
- Develop advocacy and publicity material for use by project staff, CDU and Ministry of education in promoting the teaching of HR&CE in schools.
- Assist CDU in setting guidelines for ongoing assessment and evaluation of HR&CE teaching practices and learning outcomes.
- Organising trialing of resources, obtaining feedback and revising resources accordingly,
- Supervise work groups in the drafting of HR&CE curricula,
- Assist in the designing and implementation of pre-service teacher training/education component,

Project Management – support role

- Assist the coordinator, project staff and the steering committee develop a detailed work plan for the project,
- Assist the coordinator, project staff and the steering committee prepare annual plan, budgets and any other reports as necessary
- Assist the coordinator, project staff and the steering committee plan, schedule and monitor project activities,
- Assist the coordinator, project staff and CDU Director in formation of project working groups and project steering committee;
- Report to project steering committee and Programme management committee as required,
- Assist Director CDU in seeking approval for project outputs from relevant authorities,

- As necessary, assist in negotiating and issuing short term contracts with curriculum writers,
- Overseeing the pre- and in-service teacher education components,
- Overseeing the printing and distribution of teaching and learning resources.

Qualifications

At least 5 years experience in development, assessment and evaluation of curriculum, teaching and learning resources. Knowledge and curriculum development experience in the areas of human rights and civic education is essential. Post-graduate qualification in curriculum design/development is necessary. Previous teaching experience is necessary. Must have strong experience and skills in team building and teamwork. Working experience in a multi-cultural environment will be useful. Sound computer skills.

National Project Coordinator

Responsibilities:

Project Management/Administrative (Primary role)

- Develop a detailed work plan for the project in consultation with the curriculum development specialist, the project team, project steering committee, CDU Director.
- Prepare annual plan, budgets and any other reports as necessary
- Plan, schedule and monitor project activities,
- Be responsible for budgetary allocation, expenditure and acquittal of project finances.
- Assist the Director CDU/Curriculum Development Specialist in formation of project working groups and project steering committee;
- Report to project steering committee and Programme management committee as required,
- Assist Director, CD Specialist CDU in seeking approval for project outputs from relevant authorities,
- Negotiate and help issue short term contracts with curriculum writers,
- Supervise work groups in the drafting of CHR&CE curricula,
- Overseeing the pre- and in-service teacher education components,
- Overseeing the printing and distribution of teaching and learning resources.

Responsible for the overall coordination, logistical support, planning and implementation of project activities.

Technical (support role)

- Support the curriculum development specialist, project staff, CDU Director in identifying and acquiring appropriate technical resources from abroad and locally for use by the project
- Support the curriculum development specialist, project staff, CDU Director in provide training and advice to relevant CDU Officers and working groups on best

practices and approaches to teaching and learning human rights and civic education themes,

- Support the curriculum development specialist, project staff, CDU Director in providing inputs and facilitating working groups activities for drafting HR&CE curricula and resources,
- Support the curriculum development specialist, project staff, CDU Director in designing and conducting in-service teacher education/training activities,
- Support the curriculum development specialist, project staff, CDU Director in collaborating with teacher training institutes in design of pre-service teacher education/training material for HR&CE themes,
- Support the curriculum development specialist, project staff, CDU Director in developing advocacy and publicity material for use by project CDU and Ministry in promoting the teaching of HR&CE in schools.
- Assist CDU in setting guidelines for ongoing assessment and evaluation of HR&CE teaching practices and learning outcomes.
- Assist in organising trialing of resources, obtaining feedback and revising resources accordingly,
- Assist in designing and implementation of pre-service teacher training/education component,

Qualifications

At least 5 years experience in one or more areas related to project management, curriculum development, teaching and development of learning resources. Knowledge and curriculum development experience in the areas of human rights and civic education would be an advantage. Post-graduate qualification in education would be an advantage along with previous teaching experience. Must have strong experience and skills in team building and teamwork. Working experience in a multi-cultural environment will be useful. Sound computer skills.

Curriculum Development Assistant

The curriculum development assistant will be a key member of the project team will provide support in both technical and administrative areas of the project. S/he will assist the project coordinator and working groups in implementation of project activities.

Responsibilities:

Technical

- Assist in identifying technical resources, collating and compiling technical resources for use by working groups,
- Compile and consolidate working group reports,
- Participate in working group activities to assist in design/development of curriculum, teaching and learning resources,

- Assist project coordinator in developing draft curricula, teaching and learning resources
- Undertake advocacy and publicity activities.

Project Management/Administrative

- Assist project coordinator in planning, scheduling, implementing and monitoring project activities,
- Assist project coordinator in organizing and facilitating working group activities,
- Assist in organizing travel, accommodation and other logistics associated with working activities and steering committee meetings,
- Assist project coordinator in reporting on project outputs,
- Assist in the organising and conducting in-service training for teachers,

Qualifications

An experienced and qualified teacher in the social science subjects. Experience in project work and administrative role is essential. Skills in facilitating group activities, team building and teamwork is also essential for this role. Must have very good knowledge and skills in use of computer applications such as word processing and spread sheets. Familiarity with internet use is also useful.

Working Groups members

Curriculum Officers – CDU

Curriculum Officer – FHRC

Relevant subject teachers – three groups of up to 6 teachers in each group. Each group must have an equal representation of male/female teachers as well as have a mix of different ethnic groups, and representation from rural/urban environment.

3 Working groups: Citizenship Education, English and Social Studies/Science.

Terms of Reference for Working Groups

- Develop a framework for human rights and civic education in schools based on local and international experiences and resources,
- Contextualise international resources to local situation,
- Identify best teaching and learning approaches – groups work, essay writing, discussion topics, etc for HR&CE themes,
- Based on approved framework, develop curricula, teaching and learning resources,

- Conduct trials of developed resources in respective schools, obtain feedback from trials,
- Provide inputs and suggestion for in-service and pre-service teacher training material,
- Assist in teacher training activities,

Working groups to meet for 3 or 4 days workshop, 6 – 8 times a year.

Project Steering Committee

Director CDU (Chair), Fiji Human Rights Commission, Representatives from Teachers Unions, Principals and Head Teachers Associations, NGO representatives, members of COPE, Teacher Training institutions, Education Forum representatives, UNDP representative, other representatives as relevant to be invited during the course of project implementation.

Role of Project Steering Committee

- Review and approve project work plans and have oversight of the implementation of the work plan to ensure that it is in keeping with the project objectives;
- Be the advisory and guidance project management body to which all project matters can be referred to as and when necessary by the project coordinator, CDU Director and the Curriculum Development Specialist;
- Provide community and local stakeholder perspectives on proposed curricula,
- Assist in the advocacy effort for teaching of HR&CE in schools,
- Participate in and contribute to project reviews as necessary, including in the tripartite review meetings when these are scheduled.
- Perform other advisory; oversight and management functions as the need for these become identified during the course of the implementation of the project.

FIIJ GOOD GOVERNANCE PROJECT MANAGEMENT COORDINATION STRUCTURE

