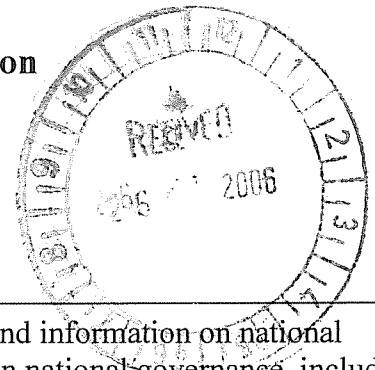




**United Nations Development Programme
& Government of Fiji
Fiji Good Governance Programme**

**National Initiative on Civic Education
(Component 3)**



This project is designed to facilitate civic rights awareness and information on national governance, civic responsibility building, and participation in national governance, including through participation in national and municipality elections, in the wider community of Fiji. The project will work with community level trainers, media and relevant government and other agencies, to develop information materials and core civic education messages, voter education messages and campaigns, and build the capacities of these trainers and agencies to spread these messages and advocate for civic rights and responsibilities. The project would facilitate improved networking and coordination amongst the relevant agencies to ensure the sharing of experiences, and improved geographical as well as substantive coverage of community awareness on civic rights and responsible participation in national governance. The project forms one of three components designed to support democratic governance in Fiji.

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List of Acronyms and Abbreviations

NICE	National Initiative on Civic Education
NGO's	Non-governmental organizations
CBOs	Community Based Organisations
PSC	Project Steering Committee
POC	Programme Oversight Committee
PRODOC	Programme Document
PSC	Programme Management Committee
APR	Annual Project Report
UNV	United Nations Volunteers
NUNV	National UNV
PM	Project Manager
APS	Advocacy Promotions Specialist
C/E	Civic Education
CES	Civic Education Specialist
UNDP	United Nations Development programme
AS	Advocacy Specialist
FHRC	Fiji Human Rights Commission
SG	Secretary General
RRRT	Regional Rights Resource Team
USP	University of the South Pacific

SECTION I

a. Situation analysis

(i) *National institutional and legal framework*

The Government of the Republic of the Fiji Islands returned to parliamentary democracy in September 2001 after 19 months of political, social and economic turmoil caused by the events of May 19th 2000 during which the then Government was displaced by a civilian-led coup d'etat.

This was the third time in thirteen years that such an event had taken place and in two cases the events followed a general election which saw the democratic election process put in place what were perceived by certain sections of the community to be Indo-Fijian dominated governments. While experience since independence shows that the country has adopted democracy as its preferred form of governance, events and political discourse in the last one and half decade calls for the need for efforts that would help build an environment of trust, understanding and peaceful coexistence amongst members of all communities given the pluralistic nature of the society.

Insufficient integration between the two races over the past 120 years has been a recurring cause of tensions that have surfaced in the aftermath of the elections in 1987 and again in May 2000. The 1997 Constitution, put together ten years after the first overthrow of government, was seen as a way forward in terms of uniting all races in Fiji. The 1997 Constitution draws on broad international electoral and constitutional experiences. However, its initial acceptance by leaders without adequate consultation of their constituencies and subsequently a lack of effort to explain its contents, have left citizens largely ignorant of its contents. The Constitution is blamed by some citizens for giving some sections of the community undue influence and by others as a document that was adopted without sufficient consultations. Furthermore, the preferential voting system is sophisticated, complex and ill understood by the electorate and like the Constitution was also blamed for returning an Indo-Fijian dominated government to power in the 1999 General Elections.

The current government, mindful of the impact of recent and past political events on national development priorities and plans, is committed to putting the nation of Fiji back on track within the boundaries of democratic principles. The Government also appreciates that it must understand the various socio-political problems that it faces before it can work towards solutions that are right for Fiji and are long-lasting¹.

¹ From November, Government of Fiji 2002 Budget Address.

(ii) Reference to the findings of relevant reviews and evaluations

In the process of developing the Fiji Good Governance Program, it was apparent that a number of questions needed to be answered as regards a broad-based civic education programme. This need arose in light of numerous actors involved in electoral and human rights education work after the political crises in 2000 as well as the need to obtain a better understanding of the current level of knowledge on governance issues, the attitudes of people to the democratic governance and trying to identify best ways to engage with the population is a civic education process.

These initiatives and their findings are discussed below:

Stock-take of Civic Education Initiatives in Fiji.

As part of programme development and formulation process, UNDP funded a stocking exercise that has identified numerous agencies, their current and proposed activities as well as lessons form past activities in the area of civic and human rights education².

Key Findings:

- This exercise reveals a wide range of agencies involved in the civic education arena. The objectives of initiatives undertaken by these agencies vary and include educational, provision of information, participatory assessment of community needs, community empowerment, conflict resolution, livelihoods development, advocacy on women's rights, advocacy on the rights of the child rights, and so on.;
- Activities implemented include community education/development, advocacy, workshops, focus group discussions, training, awareness raising, publication, distribution of leaflets, rural community outreach, inter-faith prayers, drama/theatre, community radio/videos,
- A number of NGOs have considerable expertise in the area of civic education. These NGOs also have networks of partners within the community. Most, but not all, activities of NGOs tend to be concentrated around major urban centres;
- There is a strong element of volunteerism in most NGOs;
- Ways need to be found to strengthen collaborative institutional relationships between/among government agencies, religious bodies, donors, NGOs and private sector in developing and delivering a vision of working together for the common goal of public education;
- There is need to create a safe, respectful, environment and opportunity for multi-stakeholder dialogue, consensus and appropriate action on a wide range of governance issues.
- More strategic and comprehensive use needs to be made of mass media and community media initiatives in supporting and delivering civic education.

² Arlene Griffen, Report on Civic Education Initiatives in Fiji. April, 2003.

- Civic and human rights education programme in Fiji should be developed through the lens of multi-culturalism;

Public responds positively to sensitive issues through action learn

Civic Education Needs and Attitudes Towards Democratic Governance in Fiji³.

The formulation and development of the Fiji Good Governance programme also involved the conduct of a major survey to determine the current level of knowledge, education needs and attitudes towards democratic governance in Fiji. The survey conducted over February to April 2003 covered diverse groups (ethnic, religious, gender, age, geographical) of people in Fiji. The survey used a qualitative method of enquiry with 390 focus groups distributed throughout Fiji.

Key Findings and Recommendations

The results of the survey have been presented in a substantial report. Some key issues relevant to this project are provided below:

Issue	(%) with positive response
Institutions of Government	
Sound knowledge of the Constitution	Minority
Some knowledge of functions of government	66
Function of Cabinet	48
Functions of judiciary	67
Functions of civil service	63
Function of Parliament	70
Is the media (always/sometimes) biased?	52/18
Democracy	
Election is very important for selection of leaders/government	95
Familiar with Alternate Voting System	52
Knowledge of principles of democracy	42
Democracy is relevant system of governance for Fiji	54
Human Rights/Plurality	
Understanding of Human Rights/Harmony with traditional values	30/56
Multiculturalism is desirable	86
Equality between men and women	70
All religions have equal rights	58
Ethnic equality is desirable for Fiji	90
Marked deterioration in social and moral values	86
Accountability	
Knowledge of mechanisms for accountability	40
Accountability is important in decision making at all levels of society	Consensus

³ Steve Ratuva, Report on Baseline Study on civic education needs and attitudes towards democratic governance.

Leaders should be more accountable	Overwhelming
Civic Education	
Adequate knowledge of governance issues discussed/covered in survey	10

Some of the key factors that seem to influence the findings in a significant manner are: urban/rural differences, socio-economic status and education level. Gender and age have lesser influence on the results.

Factors inhibiting people’s civic participation include lack of awareness of rights and responsibilities, fear of authorities, fear of social consequences, cultural and religious restrictions, lack of interest, satisfaction with and reliance on others.

Use of civic education to promote good governance is not a straightforward process. It involves achieving goals on relevant good governance principles using appropriate pedagogical tools. It involves cultural transformation rather than simple education and thus the initiative has deeper implication on people’s social relations.

Civic education effort needs to be based on rationale that is aimed to create an environment for unity, tolerance, harmony and long-term stability. There should be a focus on the need to transform perceptions and relationships through civic education as a way of consolidating a common national culture and consciousness.

The survey shows there is a high expectation and interest amongst the citizens in developing their individual and collective knowledge of civic issues and being part of the process of civic education.

Civic education must include efforts to develop civic knowledge (institutions of government/governance, concepts such democracy, good governance, human rights, equality, rule of law, constitution) civic skills (using knowledge to evaluate situations, making informed choices, voicing public opinion, public submissions to parliamentary bills/ politicians, conflict resolutions skills) and civic virtues (tolerance, equality, integrity, patriotism).

As civic education deals with cultural and behavioural transformation, it is vital that approaching communities for learning new ideas, principles and values to broaden and enlighten relationships great care and sensitivity is exercised. It is important to understand and use local cultures. Any impressions of ignorant and arrogant imposition of new ideas should be avoided. Areas of convergence with appropriate community norms and values should be identified and facilitated.

The approach of community education should be learner-based. Learners should be direct participants in the process. Use of community and cultural mechanisms should be prioritised. Further, it has been shown that the use of individuals and groups from local communities makes new ideas more palatable for communities.

Civic education must be located within the needs and aspirations of the community. The survey findings and analysis show that satisfaction of basic needs and social security was an important variable in people’s responses. People need to see that civic education is directly related to uplifting the standard of their daily lives. It is, therefore, necessary that discussions on good

governance covers not only national issues but links these to issues and concerns immediately relevant to people.

There is a need to involve influential community groups, including those such as religious organisations, provincial councils, sports groups, women's groups, police, and the military.

Designating and targeting of groups should be done merely to make the process more manageable in identifying appropriate strategies to suit different circumstances rather than prioritizing some categories higher than other.

Civic Education Workshop of Stakeholders

The results of both the stocktaking exercise and the baseline survey were presented at a workshop May 2003. The workshop was attended by over 50 participants from a wide range of NGOs, CBOs and government agencies. The aim of the workshop was to discuss the findings of the baseline survey and propose strategies for developing and implementing a civic education programme in Fiji.

The workshop recommended the following issues for consideration:

- Definitions and Vernacular
Develop clear definitions for common understanding of key governance terms and issues. These definitions are to be used by agencies implementing the civic education initiatives. These definitions should also be translated into the major vernacular used locally.
- Identify target groups and specific ways of delivering messages to these groups.
- Use influential and reputable people and institutions to champion civic education goals
- Use action learning and adopt a cascaded train-the-trainer approach to enable reaching of as wide section of community as possible. Combine this approach to sound quality control to measures to ensure consistency and impartiality of messages being disseminated.
- Undertake planned periodic studies to measure and assess people civic knowledge, skill and virtues.
- Civic education initiative needs to be supported and endorsed by the key institution in Fiji. It was suggested that the project be 'housed' under the Office of the Speaker of the House of Representative.
- Nature of activities to include community sensitization, carefully thought out media campaigns, support for advocacy, public submissions, support for MP Watch, local events supporting inter-cultural, inter-ethnic dialogues, participation on development planning, etc
- Use existing network of NGOs and CBOs, religious bodies to reach to the public. Specific effort must be made to reach people outside Suva and other major urban areas.

(iii) The problem addressed

Fiji has had a long history of internal divisions amongst its population based on a host of factors, including ethnic differences, religious affiliations, provincial loyalties, and political ideologies or affiliations amongst other factors. While political discourse, debate and rhetoric is an integral and intimate component of any democratic society, the differences and divisions in Fiji have gone beyond to political upheaval and internal conflicts that could potentially have been avoided through a more informed and aware community on the democratic institutions that exist as a means for addressing grievances, on civic rights and responsibilities, as well as the individual and community roles in a democratic governance system. The internal upheavals have impacted negatively on human development in Fiji. Surveys of the community leave little doubt that at the grassroots level, there is recognition of the positive nature and the potential for richness that the composition of the Fiji society presents. There is, at the same time, feedback from these same surveys, of the gaps in information and awareness of the governance institutions, as well as of the potential strengths of the communities themselves, of the cultural, religious and community strengths, that can be harnessed democratically to channel the community efforts towards peaceful co-existence and nation building. While there are many local stakeholders or actors actively working to facilitate such awareness, information and education, there is a great need to improve coordination, develop core messages, and strengthen the activities they are undertaking to achieve their goals of peaceful development. **This project aims to facilitate this coordination, development of messages, and capacity building to undertake even more effectively the activities on community civic education and advocacy already being pursued.**

Another important issue which came to be identified during the 2001 elections and which has been reinforced by the increasingly low levels of voter interest, observed through low levels of registration and voting for by-elections and urban municipality elections, is that of **voter apathy**. There are various reasons for this, including the feeling of powerlessness to change anything through voting, lack of understanding on the power of votes, lack of understanding on the right as well as the responsibility to vote, and fear of victimisation. The complexity of the actual voting procedures may also be a contributing factor. Added to these issues are the lack of education and understanding on the importance and ability to recognise and vote for the most capable representatives in terms of the interests of the voters and the nation as a whole. While the responsibility for voter information, that is, ensuring that voters have the correct information on the methods of voting, is a major responsibility primarily of the elections commission and the elections office, the role of voter education goes beyond to other stakeholders, including community level trainers and NGOs. Voter education is concerned with concepts such as the link between basic human rights and voting rights; the roles, responsibilities, and rights of voters; the relationship between elections and democracy and the conditions necessary for democratic elections; secrecy of the ballot; why each vote is important and its impact on public accountability; and how votes translate into seats. Voter education aims to ensure that voters are ready and willing to participate in elections. It entails elections literacy and confidence that the electoral process is appropriate and efficacious in selecting government and promoting policies that will benefit the individual voter. It provides awareness on the fairness and legitimacy of the elections process as the means for the selection of representatives and the mandates for government. This project will have a component on voter education, with these immediate objectives in relation to the 2006 elections, but also with the hope of extending this further for sustainable impact on democratic participation at all levels in future.

(iv) *Intended beneficiaries*

The project will directly provide support to organizations and institutions which work at the community level on civic and voter education and related programmes. It would also benefit intermediary organizations such as the media which also are the vehicles for community information and advocacy for civic and community education. Through these organizations, the project would also directly benefit all members of all communities in Fiji by increasing their understanding of their rights and responsibilities as the citizens of a multi-ethnic, multi-religious and multi-cultural Fiji. **Ultimately, the project would assist the whole nation of Fiji through cultivating its people and society to adhere to principles of universally recognized human rights and civic responsibilities which form the basis of stable, peaceful coexistence, democratic governance and participatory nation building.** The project, it is hoped, would be one of many efforts that would lead to a stable Fiji nation which would no longer be vulnerable to internal conflicts and political upheavals that it has been subject to in the past few decades.

b. Strategy

This broad-based community civic education project forms one of three closely related components under the overall Fiji Good Governance Programme. The other two closely linked and inter-dependent components are on supporting the parliament to enable it to play more effectively its roles of representation, oversight and legislation, and an in-school citizenship education project for schools. The rationale, linkages and the major objectives of the overall umbrella programme are explained in detail in **Annex 8** of this project document.

The strategy for this component on broad-based civic education in the general community is primarily based on the baseline study on the needs of and attitudes to democratic governance, the stock-take of civic education initiatives in Fiji, and a stakeholder consultation jointly hosted by the Ministry of Education, the Fiji Human Rights Commission and UNDP in August 2002. The more than 50 participants representing government, civil society, and donors at the consultation, unanimously endorsed UNDP's support to civic education in Fiji. The surveys and the specific observations that emerged during the discussions underline the strategies for this project. The observations at the consultations included the:

- The paramount importance and urgency of addressing issues of governance through comprehensive, long-term civic and human rights education
- The need for a coordinated, consultative approach to civic education that in addition to those represented at the consultation, engages key government entities such as the Ministries of Finance, Fijian Affairs, Foreign Affairs, National Reconciliation and the Prime Minister's Office as well as other important actors such as the media and teachers organizations.
- The development of strategies that take into account the unique culture and tradition of, and political sensitivities in, Fiji.
- The need to involve religious organisations and churches in formal and informal civic education.

- The existence of several non-compulsory programmes related to civic education designed by the Ministry of Education and currently being implemented by some schools.

The series of analysis and exploratory work outlined above point to the need for assistance towards a broad-based effort to reach the wider population, in addition to other proposed UNDP support to the effective functioning of the Parliament and long-term initiatives in schools for children. They point to the importance of education on the values of plurality, the rights and responsibilities of citizens and the importance of addressing both individual and groups interests of the people.

The strategy also takes into consideration the need to address more immediate concerns on voter education to ensure greater participation by citizens in the forthcoming planned national elections in 2006, as well as future elections both at national and local levels. Voter education is seen as going beyond voter information on processes and logistics to encouraging eligible citizens to actually participate in the elections through raising awareness on the importance of voting and eliminating fears and concerns which may be de-motivating those eligible to vote. **This component of the project would be initiated as early as possible after project approval and would be the primary focus of the project in the initial stages.**

In all outputs and activities of the project, as well as in the management of the project, every effort would be made to ensure equal representation of women.

The major objective of the project is to create an informed, responsible and active citizenry through information, advocacy and awareness-raising amongst the adult population of the principles and institutions of democratic governance in Fiji. It would also facilitate the participation of people in public policy development through information and encouragement for constructive participation and contribution and organization of public debates, discussions, and consultations to encourage ownership of development efforts. The project would also support a voter education initiative design to increase the participation of the people in democratic governance through democratic elections.

Project outcome and impact indicators for measurement: The project overall outcome aimed at is a peaceful and stable Fiji free from risks of political upheavals and where there is community-wide respect for democracy, human rights for all and the greatest possible exercise of civic rights and responsibility by all citizens . The aim is increased awareness of civic and human rights, including the role of Parliament, the rights of citizens, and democratic processes. This project will obviously be one of a number of factors which will contribute to the overall outcome.

While the achievement of such outcomes may be observed over longer periods of time than that of the life of a single project, every effort would be made to monitor and measure these during the course of this project. Given that a baseline survey had been conducted prior to this project, the results of that survey on a number of indicators would be the primary bench-mark for monitoring purposes in movement towards the outcome. Positive achievement would include significant increases in the percentages of positive responses from those surveyed on knowledge

of institutions of government, on familiarity with democratic principles, the importance of elections and participation in elections, on the understanding of the importance of human rights of all citizens, understanding and demands for transparency, accountability, participation, and on contribution to issues presented for public debate and input. It will be important to identify other specific quantitative as well as qualitative indicators to be used for monitoring and evaluation during the course of the project and for these to be communicated to those responsible for these tasks.

The project would achieve its outcomes through a series of outputs and related activities designed to build the capacity of relevant institutions, as well as existing and new NGOs, community-based organizations and government agencies to undertake more effectively their civic education responsibilities. This would be done through establishing and facilitating networking, support the development and dissemination of civic education messages, programmes and activities, and empowering these organizations to undertake more effective advocacy. An immediate focus of the project would be voter education.

The overall project oversight and management would be the responsibility of a suitably qualified and experienced project manager who would be supported in the substantive and technical tasks and activities by two UN Volunteer experts on civic education and advocacy as well as a voter education specialist. The project would also be supported by three national volunteers to be placed in the major regional divisions of Fiji to help coordinate activities and be trained as counterparts of the international UNVs and by the voter education specialist.

The specific outputs and activities of this project will be as follows:

Output 1: Capacity and Network Building

Civic education, advocacy and empowerment capacities of community trainers, including NGOs, CBOs and government agencies strengthened through improved networking and collaboration amongst the participating community trainers, NGOs, CBOs and government agencies.

Activities:

1.1 Convene initial meeting of partners.

Mobilise community trainers from relevant community-based organisations through publicity, advocacy, network building and consultations with representatives of provincial and advisory councils.

Convene regional information sessions for confirmed and potential partners Ensure coverage of rural and isolated parts of Fiji as well as the representation of women.

- 1.2 Train staff from participating agencies as trainers and facilitators in civic education, empowerment, advocacy and media skills

- Identify future trainers

- Develop draft trainer resources/manuals.

- Conduct training

- Complete trainer manuals.

- 1.3 Communication and Publicity Strategy

- Develop a communication and media strategy.

- Identify appropriate means for regular update e.g. Newsletters, update of Parliamentary website, radio briefs, etc.

- Identify suitable annual events, competition for publicity and showcasing of good practices.

- 1.4 Linkages with external resources and agencies

- Develop and maintain links with research and academic institutions and other related initiatives

- Subscribe to appropriate publications.

- Participation by partner agency staff and community-based trainers at seminars, conferences...

- 1.5 Develop guidelines for activity selection, grant allocation and monitoring/reporting.

Output 2: Develop and Disseminate Civic Education messages

Civic education messages developed and disseminated through appropriate modes to suit target audience. Contents of civic education initiatives would be developed and implemented by the project. This is to ensure consistency and accuracy of messages that will be delivered by the different partner agencies.

Activities:

- 2.1 Develop core contents of civic education messages. Contents would be determined by: Baseline Survey Report, Parliament Civic Education Workshops as planned under the

support to Fiji Parliament project, Civic Education Framework 2003– Civicus International.

2.2 Coordinate with School based programme to ensure consistency of contents.

2.3 Endorsement of civic education messages by Parliament (Speaker's Office).

2.4 Translate/transform contents/messages for appropriate media and languages. Translate messages into major languages

Develop contents and products to suit different media (Newspaper, Radio, Television, Drama, Feature Columns/Programmes, Focus group guidelines, etc)

2.5 Develop Train-the-trainer manuals resources.

Ensure civic education messages are accurately reflected in manual contents (as per recommendations 3.2.1.

Publish training manuals/resources

2.6 Implement civic education activities.

As discussed in Baseline Survey Report, civic education should not be about merely supplying information - it has to rather find convergence in people's own values and beliefs to be accepted and used. Civic education will comprise not only developing civic knowledge but include nurturing civic skills and virtues. Civic education messages will be delivered to target audiences groups through different mechanisms and media. The type of delivery options chosen will depend on the locality, level of education, degree of receptivity to the democratic governance themes and issues. Therefore, the delivery strategies will include media campaign for audience at large, longitudinal focus groups encompassing sensitization, awareness raising and empowerment, group information sessions, role playing drama and other culturally appropriate means.

A number of these delivery tools are already being used by current partners in their work. The project will use this expertise to develop the capacity of new partners in the project.

While it is difficult to itemize with a high degree of certainty the number of each type of activity to be taken by the project, a tentative estimate of foreseen activities is proposed to be as follows:

Workshops/Informal sessions	5 events per month
Focus groups	1 group district x 170 districts
Media	One per month

Assist in the preparation of content for community radio on experiences and views of civic education activities and benefits. This is aimed at sharing good experiences with other communities.

Other initiatives such story, drama, role playing are harder to itemize but essential for working with a number to target groups. A reasonable amount of funds allocated over the project life.

Output 3 Leadership and Negotiation Skills .

Individuals and communities capacitated and empowered to make representation to appropriate governance fora, representatives in parliament and to make informed submissions to public policy processes. Particular emphasis would be placed on the empowerment of women to voice their concerns and participate in decision-making.

Apart from providing information on the government functions and processes of governance, efforts will be made to nurture the skills of the community to make representations to their representatives, both at high level to MPs and more relevantly at local levels at appropriate governance structures such rural local authorities, town/city councils, district and provincial councils.

Activities:

3.1 Facilitate response to Parliamentary/Public inquiries.

Provide assistance to partner organisations or specific community/interest groups to collect and analyse appropriate information, organize/mobilise support, dialogue with MPs, seek expert advice, etc to respond effectively to public inquiries -on average, 2 per month

3.2 Submission on specific development need

Identify opportunities for practical application of civic education skills in facilitating communities' development needs. These needs could be arising out of implementing agencies activities under 2.6 above.

3.3 Assist disadvantaged or minority groups/communities with special needs to participate in public policy processes.

Similar to 3.2 but capture communities or interest groups in special circumstances not covered under other initiatives.

3.4 Issue-based meetings/workshops

Identify issues that have potential to benefit from collaboration between different groups/components of the community. Conduct joint meetings of citizens, party representatives and local leaders to discuss specific issues and development initiatives. Meetings to be organised and facilitated by community agencies.

Identify major development and/or policy initiatives. Facilitate communities to prepare position on issue/proposal. These events should aim to gather a wide cross section of community.

Issue invitations and confirmation to MPs, town/rural authority councillors, government officials, etc.

Convene meeting(s) or group discussions.

Output 4 Voter Education

Citizens educated and informed on the importance of democratic participation through voting - as a result of voter education programmes and messages disseminated through appropriate means. Increased registration and voting in the longer term at elections at national and local levels. Elections results accepted on the basis of elections processes being fair, transparent, and in accordance with established international democratic best-practices.

Activities

4.1 Recruit specialist in voter education for an initial period of 12 months.

This specialist would be sourced nationally, but if such a suitably qualified and experienced national professional is unavailable would be recruited internationally on an international ALD contract.

4.2 Identify appropriate methods for voter education for the Fiji context.

Methods to be considered would include, but not be confined to media, printed materials, face to face interaction at community meetings, commercial advertising. The methods would be identified in consultation with all relevant stakeholders. In the development of these methods, efforts would be made to target women, especially those in the voting age groups.

4.3 Identify, develop and disseminate appropriate voter education messages.

The messages would be developed keeping in mind activity 4.2 above to suit appropriate methods as well as the need to address the issue of encouraging women to vote and increase the representation of women on decision-making bodies. The messages would be developed on the basis of a number of factors including international best practices adapted for local relevance and consultations with stakeholders, as well as on-going feedback and rapid assessments on the effectiveness of already implemented voter education initiatives.

4.4 Train local counterparts from relevant agencies on an on-going basis to ensure future sustainability on voter education in Fiji.

The immediate beneficiaries of such local counterpart training would be trainers from the elections office, community-based organisations, media etc who would retain voter education skills for use beyond the life of this project and who potentially could themselves become trainers in future on voter education.

Output 5 Project Impact Survey

The impact of civic and voter education programme on people's understanding and attitudes towards democracy and good governance measured. This would be an exercise similar to the baseline survey. Focus group type of inquiry is envisaged.

Activities

- 5.1 Carry out an impact study on voter education prior to the next Fiji national elections and disseminate results at least a month prior to the election date;
- 5.2 Carry out mid-term review of the project with the objective of assessing the impact of the project and suggesting required revisions and recommendations for the remaining project period and need for extension;
- 5.3 Carry out a final project evaluation with enumeration of lessons for future reference by all stakeholders concerned.

c. Management arrangements

Execution and Implementation Arrangements:

The project is one component of the Fiji Good Governance Programme which will be managed by the Programme Oversight Committee (POC) comprising the Office of the Speaker (Chair), UNDP, Donors, NGOs and Government agency representatives. This POC will meet on a biannual basis. The working level and routine management oversight of project activities will be done at project level by a Project Steering Committee (PSC) comprising of the project manager, UNDP Fiji Projects and Portfolio Manager, relevant government department staff, elections office staff, Parliamentary Secretariat staff, and other representatives if relevant to be determined during the course of the project. The Secretary General of the Fiji parliament will be the Chairperson of the PSC.

The overall management structure of the Fiji Good Governance Programme is attached as **Annex 9**. For this particular NICE project, there would be a need for a mechanism to identify appropriate community-based organizations that would be the project partners and the targets for project assistance. For this purpose an Advisory Committee consisting of representatives of the Provincial Councils and Advisory Councils would be established. The Advisory Committee primary role would be to establish guidelines and utilize these to identify community based organizations that would be mobilized to work on civic and voter education activities at the community level. The Project Manager would be the Secretariat of the Advisory Committee. The proposed management structure, to be reviewed and strengthened by the PSC during its initial meetings and subsequently monitored for efficiency by the PSC, is attached at **Annex 10**. This organigram also identifies potential partners that will work with the project specialists on civic and voter education to provide the capacity-building and training support to the identified community based trainers.

The project will be nationally executed, with the Fiji Parliamentary Secretariat being the national executing agency.

Project reporting will be done through quarterly substantive and financial reports.

d. 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 Workplan and Budget

The attached workplan 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, workplan 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 PSC. 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.

Evaluation and Final Project Meeting

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. The impact survey report that forms an output of this project would also be presented and discussed at this final review meeting.

e. 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.

f. Budget/Inputs

Personnel

- Project Manager for 3 years–International - \$360, 000 (International ALD).
- Voter Education Specialist – International Expert- ALD Contract- 12 months- \$120,000
- Civic Education Specialist (UNV) for three years \$95,000
- Advocacy Specialist (UNV) for three years \$95,000
- Three National UNVs – for 3 years \$ 120,000
- Project Assistant -3 years- \$54,000

Civic Education Network and Capacity Building

- Information seminars (12,000)
- Project completion seminars (\$5,000)
- Communications and Publicity
 - Newsletters (\$16,000)
 - Annual events – Competitions, showcases, etc (\$12,000)
 - C/education Champion costs (\$3,000)
- Linkages with external partners
 - Subscriptions (\$3,000)
 - International Seminars/workshops/visits (\$30,000)

Civic Education Activities

- Core message development, translations, transcription (\$40,000)
- Training, train-the-trainer, training resources/manuals (\$20,000)
- Small Grants for c/e activities
 - Workshops/Information sessions (\$225,000)
 - Longitudinal focus groups (\$210,000)
 - Media campaign (\$54,000)
 - Community radio/video/print content development (\$11,000)
 - Alternative delivery mechanisms - Drama, role playing, storey telling (\$50,000)

Voter Education Activities

- Core message development, translation, transcription (\$60,000)
- Training of local counterparts and stakeholders – quarterly workshops (\$40,000)
- Media campaign – TV, Radio, Newspapers – (\$480,000).

Leadership and Negotiation skills

- Facilitate response to Parliament inquiries (\$24,000)
- Submissions to MP, government departments, on specific development issue (\$12,000)
- Assisting disadvantages/minority groups in participate in public policy processes (\$12,000)
- MP-Constituency meetings/workshops (\$60000)

Evaluations and Impact Study

- Voter education status impact study – questionnaire survey (\$50,000)
- Mid-term review – a desk review/ consultations with stakeholders (\$20,000).
- Final evaluation - survey similar in nature to the baseline survey (\$50,000)

Project Management

Office Equipment, transport, utilities, recruitment, project monitoring (\$120,500)

TOTAL BUDGET: US\$2,463,500

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.

Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets.

No. of activities promoting civic and human rights awareness, no. of interactive activities involving MPs, and the community including schools, NGOs and CBOs.

Applicable MYFF Service Line: 2.1 – Policy Support for Democratic Governance

Partnership Strategy: UNDP and the Government of Fiji would need to seek partnerships with bi-lateral/multi-lateral donors for the resources required for this project.

Project title and ID (ATLAS Award ID):

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
Output 1: Capacity and Networking of Partner Agencies developed.	Network of C/E agencies (Core group/membership confirmed – 2nd quarter 2006.	Convene meeting of partners. Setup Coordination Committee	UNDP/Implementing agency	Civic Education Stock-take Report Project Coordinator/ Advocacy Promotions Specialist (APS).
	Convene Information Seminars in major regional centers. 6 – 8 seminars. Ist-2 nd quarter -2006.	Identify and invite potential partners. Convene regional information sessions for potential partners.		Travel and promotional/ material.
	Expand membership of C/E Network (Sept-2006- January 2007)	Recruit new NGOs/CBOs through publicity, advocacy and	Project Manager (PM), UNV/NUNV Specialists.	Project Coordinator and partner agencies. In-country travel

		network building. Ensure coverage of rural and isolated parts of Fiji.		
	Match target groups for each partner agencies.	Map target groups. Match with appropriate agency. Ensure geographical coverage.	Project Manager (PM), UNV/NUNV Specialists.	Consultation. Meetings. Membership inventory. C/E workshop report. Findings and recommendations of baseline survey.
	Follow-up regional seminars? (Early 2007)	Collect and share lessons from activities.	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	Project monitoring report. Records of case studies and good /bad practices
	Training of Partner Agency staff (January 2006 - ongoing)	Train the trainer. Training in Advocacy skills Training in civic education messages. Attachments with key local agencies	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	APS/ Trainers APS/Civic specialist Partner agencies education
	Communication Strategy (January 2006)	Develop a communication and public relations strategy Identify target audience	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	Project coordination committee/ APS
	C/E champions identified January 2006)	Identify institutions and individuals as c/e champions	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	Project Coordinator/Partners
	Quarterly newsletters	Implement	Project Manager	APS/ Partner agencies

	published (1st quarter 2006 – onwards)	campaign	(PM), UNV/UNV Specialists/partner agencies...	
	Annual events as relevant organised	Public competitions/events based on civic education	Project Manager (PM), UNV/UNV Specialists/partner agencies.	Advertising/Publicity/Event Hosting
	Linkages with external resources and agencies established and maintained. (Ongoing)	Develop and maintain links with international civic education networks/agencies. Provide updates on Fiji programme, share lessons learnt. Seek appropriate publications/materials.	Project Manager (PM), UNV/UNV Specialists/partner agencies.	Subscriptions Purchase publications. Participation in seminars/workshops.
	Develop guidelines for activity selection, grant allocation and monitoring. (Completed by January 2006)	Set up Grants Guidelines/Committee.	Project Manager (PM), UNV/UNV Specialists/partner agencies.	
Output 2: Civic Education messages developed and disseminated	Core civic education messages developed (December 2006 – 1st quarter 2007 and on-going as necessary).	Identification of core set of civic education messages;	Project Manager (PM), UNV/UNV Specialists/partner agencies.	Civic education specialist. (CES); Civic Education Workshop Report
	C/E messages translated in major languages, media transcripts prepared (3rd Quarter 2006 – Ongoing)	Translation in major languages Transcription for Radio/TV/Print media/ Scripts for Drama, etc Develop C/E modules	Project Manager (PM), UNV/UNV Specialists/partner agencies.	CES + Translation CES + Transcription.

			for use by partner agencies		
	Develop train-the-trainer manuals/resources. (3 rd Quarter 2006 – March 2007)	Manual for use by trainees for conducting training of their own staff	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	CES/Trainers	
	Messages disseminated by partner agencies to identified target groups 2006 -2008 - ongoing.	Conduct of workshops, focus group discussions, targeted media campaigns, information sessions, drama, participatory learning.	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	C/E Network Agencies CES to approve contents and monitor quality	
Output 3 Leadership and negotiation skills developed for communities to make public submissions and support provided for constructive community participation in decision-making	Assist community and appropriate interest groups respond to Parliamentary inquiries. (Min of 4 per year)	Liaise with Parliament project. Identify appropriate agencies and groups. Assist in preparing/making submissions. Facilitate involvement of external agencies to provide expertise for specific issues.	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	Project coordinator. APS. Partner agencies.	
	Assist community/ target groups seeking government 'assistance' for specific development issues identified as their priority. (Min 4 cases per year – 2006-2008)	Partner agencies implementing civic education program to provide cases for assistance. Provide community or target groups on making representation to MPs, relevant	Project Manager (PM), UNV/NUNV Specialists/partner agencies.	Partner Agencies, APS.	

		Ministries, etc.		Partner agencies
	Facilitate disadvantaged groups to make representation to MPs and participate in routine government planning processes and consultations e.g., through the Ministry of Regional Development. (Min 4 cases per year 2006-2008)	Identify needy and test cases for assistance.	Project Manager (PM), UNV/UNV Specialists/partner agencies.	Partner agencies APS.
	Facilitate meetings between MPs and constituents.	Assist in convening meetings. Workshop development issues with broad community impact	Project Manager (PM), UNV/UNV Specialists/partner agencies.	APS. Partner agencies
Output 4. Citizens educated and informed on the importance of democratic participation through voting	Develop and implement voter education campaign. (3 rd Quarter 2006 and on-going)	Recruit specialist on voter education;	Project Manager, Voter education specialist, partner agencies.	Voter education specialist; Voter education implementation costs.
		Identify appropriate methods for voter education	Voter education specialist, partner agencies.	Voter education specialist; Voter education implementation costs.
		Identify, develop and disseminate appropriate voter education messages.	Voter education specialist, partner agencies.	Voter education specialist; Voter education implementation costs.
Output 5. Project Impact	Voter education status	Identify and recruit	UNDP/Implementing	

<p>Evaluation completed through a follow-up survey to the baseline study undertaken in 2003.</p>	<p>impact questionnaire survey (2006)</p> <p>–</p> <p>Follow-up survey to assess overall project impact (2008)</p>	<p>consultant for survey.</p> <p>Conduct survey, analyse results, publish results and organize meetings to discuss survey results.</p> <p>Outline lessons learnt, recommendations for future actions.</p>	<p>agency.</p>	<p>Short-term consultant.</p>
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Section III— Total Work Plan

TOTAL WORK PLAN
Year 2006 (Qtr. 2) - 2009

Expected Output & Monitoring Activities	KEY ACTIVITIES	TIMERFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount (US\$)
1.1 Capacity and Networking of Partner Agencies developed.	1.1.1 Setup Project Steering Committee	*			UNDP/Implementing agency/Stakeholders	UNDP/Donors	Set-up and meetings	Included in personnel/misc.
	1.1.2 Convene initial meeting of partners. Identify and invite potential partners.							
	1.1.3 Convene regional information sessions for potential partners.	*			UNDP/Implementing agency/Stakeholders	UNDP/Donors	Information seminars/CE Champion costs	\$12,000
	1.1.4 Recruit new NGOs/CBOs through publicity, advocacy and network building. Ensure coverage of rural and isolated parts of Fiji.	*	*		Project team/Implementing agency/Stakeholders	UNDP/Donors	As 1.1.3 above	As 1.1.3 above
	1.1.5 Map target groups. Match with appropriate agency. Ensure geographical coverage.	*	*		Project team/Implementing agency/Stakeholders	UNDP/Donors	As 1.1.3 above	As 1.1.3 above
	1.1.6 Collect and share lessons from activities.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Project completion seminar costs	\$5,000
	1.1.7 Organise training of the trainers on advocacy skills and in civic education messages. Arrange attachments with key local/international agencies	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Seminars, workshops, visits	\$30,000

Expected Output & Monitoring Activities	KEY ACTIVITIES	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount (US\$)
	1.1.8 Develop a communication and public relations strategy Identify target audience.	*	*		Project team/Implementing agency/Stakeholders	UNDP/Donors	Newsletters, media promotions	\$16,000
	1.1.9 Identify institutions and individuals as c/e champions and involve them for C/E advocacy.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	CE Champion costs	\$3,000
	1.1.10 Implement PR campaign	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	As per 1.1.7	As per 1.1.7
	1.1.11 Organise public competitions/events based on civic education	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Competition costs	\$12,000
	1.1.12 Develop and maintain links with international civic education networks/agencies. Provide updates on Fiji programme, share lessons learnt. Seek appropriate publications/materials.	*	*	*	UNDP/Project team/Implementing agency/Stakeholders	UNDP/Donors	Subscriptions	\$3,000
	1.1.13 Set up Grants Guidelines/Committee.	*			UNDP/Project team/Implementing agency/Stakeholders	UNDP/Donors	Personnel costs.	Costs Covered under personal component

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
2.1 Civic Education messages developed and disseminated	2.1.1 Identify and develop core set of civic education messages; Translate core C/E messages into major languages, prepare transcripts for Radio/TV/Print media/ Scripts for Drama, etc.	*	*		Project team/Implementing agency/Stakeholders	UNDP/Donors	Message development/translation costs/transcriptions.	\$40,000
	2.1.2 Develop C/E modules for use by partner agencies	*	*		Project team/Implementing agency/Stakeholders	UNDP/Donors	Training and manual development	\$20,000
	2.1.3 Develop manuals for use by trainees for conducting training of their own staff	*	*		Project team/Implementing agency/Stakeholders	UNDP/Donors	As above	As above
	2.1.4 Disseminate messages through partner agency activities to identified target groups, including through conduct of workshops, focus group discussions, targeted media campaigns, information sessions, drama, participatory learning (through small	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Small grants	\$550,000

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
	grants support).							
Output 3.1: Communities empowered to make public submissions and community participation in decision-making facilitated.	3.1.1 Assist interested community and appropriate interest groups respond to Parliamentary inquiries. Liaise with Parliament project. Identify appropriate agencies and groups. Assist in preparing/making submissions	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Meeting/research/submissions costs	\$24,000
	3.1.2 Facilitate involvement of external agencies to provide expertise for specific issues.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	As above	Covered under above

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
	3.1.3 Assist target community/ groups with seeking government 'assistance' for specific development issues identified as their priority. Partner agencies implementing education program to provide cases for assistance.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Research, submissions, technical support costs	\$12,000
	3.1.4 Provide support to community or target groups on making representation to MPs, relevant Ministries, etc.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	As above	As above

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
	3.1.5 Facilitate disadvantaged groups to make representation to MPs and participate in routine government planning processes and consultations e.g., through the Ministry of Regional Development. Identify need and test cases for assistance.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Support costs for facilitation of disadvantaged groups.	\$12,000
	3.1.6 Facilitate meetings between MPs and constituents.	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Meeting costs	\$60,000
	3.1.7 Assist in convening meetings. Workshop development issues with broad community impact	*	*	*	Project team/Implementing agency/Stakeholders	UNDP/Donors	Meeting costs	Covered under 3.1.6 above

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
Output 4. Citizens educated and informed on the importance of democratic participation through voting	4.1.1 Recruit specialist on voter education;	*			Project Manager, Voter education specialist, partner agencies.	UNDP/Donor	Personnel	Costs noted below under personnel
	4.1.2 Identify appropriate methods for voter education		*		Project Manager, Voter education specialist, partner agencies.	UNDP/Donor	Personnel/technical support	Covered under 4.1.1
	4.1.3 Identify, develop and disseminate appropriate voter education messages.	*		*	Project Manager, Voter education specialist, partner agencies.	UNDP/Donor	Message development/media campaign	\$540,000
	4.1.4 Train local counterparts and stakeholders in voter education	*		*	Voter education specialist	UNDP/Donor	Training workshops	\$40,000
Output 5.1 Project Impact Evaluation completed through a follow-up survey	5.1.1 Identify and recruit consultants for mid-term survey.		*		UNDP	UNDP/Donors	Consultancy	\$20,000

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
to the baseline study undertaken in 2003.	5.1.2 Conduct voter education status impact study – questionnaire survey	*			UNDP	UNDP/Donors	Consultancy/subcontract to conduct survey	\$50,000
	5.1.3 Conduct survey, analyse results, publish results and organize meetings to discuss survey results.			*	UNDP/Consultant	UNDP/Donors	Consultancy	\$50,000
	5.1.4 Outline lessons learnt, recommendations for future actions.			*	UNDP/Consultant	UNDP/Donors	Consultancy	Covered as above

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
Project provided technical/personnel support.	Recruitment of project staff and ongoing technical/professional support.	*	*	*	UNDP/Executing Agency	UNDP/Donors	Project Manager	\$360,000 (over 3 years).
							Voter education specialist	\$120,000 (12 months contract).
							Civic Education Specialist (UNV).	\$95,000 (over 3 years).
							Advocacy Specialist (UNV).	\$95,000 (over 3 years).
							Three national UNV counterparts.	\$120,000 (over 3 years).
							Project Assistant	\$54,000 (over 3 years).

Expected Output & Monitoring Activities	KEY ACTIVITIES (List all the activities to be undertaken during the year towards stated output)	TIMEFRAME			RESPONSIBLE PARTNER	PLANNED BUDGET		
		Year 1	Year 2	Year 3		Source of Funds	Budget Description	Amount
Project provided administrative, logistical, miscellaneous support	Rent premises, purchase equipment, purchase vehicle, meet utilities charges, expandable supplies costs.				UNDP/Executing agency	UNDP/Donors	Office rental, vehicle costs, miscellaneous costs.	\$120,500 (over 3 years).

Government of Fiji

SIGNATURE PAGE

Country: Fiji

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

Expected Outcome(s)/Indicator (s): All communities in Fiji better aware of national governance
Mechanisms and institutions and their civic rights and responsibilities for participation in national governance

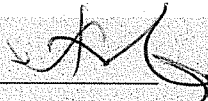
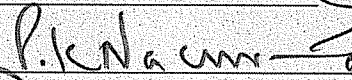
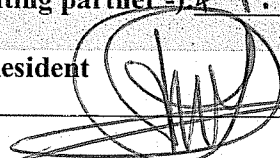
Expected Output(s)/Indicator(s) Relevant NGO/CBO, government and media agencies working effectively with communities on a sustainable basis to effectively advocate for civic education and participatory governance in Fiji

Implementing partner: **Fiji Parliament Secretariat**

Other Partners: Provincial and Advisory Councils, Fiji Elections Commission and Elections Office, Fiji Human Rights Commission, community based organization,,media organisations

Programme Period: 2006 to 2009
Programme Component: _____
Project Title: Capacity Development for National Planning and Monitoring Programme
Project Code: _____
Project Duration: 3 years (June 2006- June 2009)

Total budget: \$2,463,500
Allocated resources:
• Government: _____
• Regular _____
• Other: (including in-kind contributions)
Donor
NZAID US\$1,500,000
EU Euro \$800,000
Unfunded budget: UNDP to mobilise

Agreed by (Government of Fiji – Foreign Affairs):  DCEO for CEO
Agreed by (Implementing partner -):  P. K. N. a. u. m. a
Agreed by (UNDP – Resident Representative):  18/8/06

Post Title: Programme Manager – Fiji Community Civic Education Project

Duration: 36 Months

Background:

The broad-based community civic education project is one of three closely related components under the overall Fiji Good Governance Programme. The other two closely linked components are on supporting the parliament to enable it to play more effectively its roles of representation, oversight and legislation, and an in-school civic education project for schools. The rationale, linkages and the major objectives of the overall umbrella programme are explained in the project document.

The major objective of the project is to create an informed, responsible and active citizenry through information, advocacy and awareness raising amongst the adult population of the principles and institutions of democratic governance in Fiji. It would also facilitate the participation of people in public policy development through empowerment and organization of public debates, discussions, and consultations. Ultimately, it is hoped, this would contribute to a peaceful and stable nation where the risks for instability seen in previous years would be reduced.

The project would achieve these outcomes through a series of outputs and related activities designed to build the capacity of existing as well as new NGOs, community-based organizations, media agencies, and government agencies to undertake more effectively their civic education responsibilities. This would be done through establishing and facilitating networking, support in the development and dissemination of civic education and voter education messages, programmes and activities, and empowering these organizations to undertake more effective advocacy.

The overall project oversight and management would be the responsibility of a project manager who would be supported in the substantive tasks and activities by three specialists on civic education, voter education, and advocacy. The project would also be supported by four national volunteers to be placed in the major regional divisions of Fiji and the elections office on voter education to help coordinate activities and be trained as counterparts of the specialists.

Duties: The Programme Manager shall report to the Secretary General of the Fiji Parliament and through her to the Project Steering Committee (PSC). The Programme Manager will be responsible for ensuring that the project implementation proceeds as per the workplan, that required inputs for project implementation are received on time, activities carried out as planned and outputs achieved fully as per the project design and all reporting and review activities are adhered to.

Specific duties include:

- Review the project work plan, consult as appropriate with relevant stakeholders, refine and update the work plan on a regular basis so that the project continues to remain relevant in targeting the needs for community civic and voter education in Fiji;
- Be directly responsible for the effective management and coordination of all project specialists and through them, of all project activities;
- Provide direct technical inputs, advise, training and support as and when required for the implementation of project activities;
- Draft terms of reference and assist in the recruitment of other project staff, consultants, experts as and when needed within the framework of the project and in consultation with the Project Steering Committee and UNDP;
- Take responsibility for the management of the project budget and prepare financial reports as and when required;
- Prepare annual project reports in the required formats;
- Participate in the Project Steering Committee meetings;
- Maintain fully all project records and inventory, supervise project staff, and be overall responsible for the day to day management of the project office
- Undertake other duties deemed necessary by the PSC.

Qualifications and Competencies Required:

- A university degree, preferably at Masters or higher levels in relevant subject areas including governance, human rights, civic education, public administration, economics, or other related social sciences;
- Extensive relevant hands-on experience in civic and human rights education and advocacy, community education, administrative services, planning or related fields;
- Preferably extensive experience in working with NGOs and CSOs;
- Preferably previous experience in managing development projects;
- Ability and maturity to relate to and work confidentially with representatives of the community, government, private sector and Civil Society Organisations; and
- Cultural and gender sensitivity and ability to actively promote gender equity in all aspects of professional work.

Conditions:

An initial one-year contract, renewable based on performance, would be offered on with terms and conditions to be negotiated and designed to attract best possible candidates.

Post title: Voter Education Specialist

Duration: 12 months

Background

UNDP/Government of Fiji Community Civic Education project has been developed through a consultative process following observations and recommendations arising out of UNDP support to the Fiji Elections in 2001. It has been developed through a preparatory assistance phase during which stock-take and baseline surveys were conducted to establish the level of comprehension of civic education in the Fiji communities and existing efforts at civic education being undertaken by stakeholders. The project has a voter education component given trends and observations on the need to increase voter participation in elections at all levels. The voter education component is particularly urgent and relevant given the forthcoming national elections planned for 2006. The voter education component is designed to increase the understanding of the electorate on the rights and responsibilities of voting, and to overcome some of the concerns, fears, misapprehensions, or lack of understanding that may be contributing to low voter turnouts. This position is for a voter education specialist to take the lead in the design of actual details of activities and implementation of the voter education component of this project.

Duties: The Voter Education Specialist shall report to the Project Manager of the Community Civic education Project and be responsible specifically for:

- Identification of the most effective modalities and methods for a voter education programme for Fiji based on local consultations as well as best practices internationally;
- Design of voter education messages relevant for and adapted to the Fiji context;
- Implementation of the voter education programme in a Fiji, with the support and participation of relevant stakeholders and partners;
- Consultations with all relevant stakeholders in Fiji in all activities related to the voter education component of the project to ensure buy-in and partnerships in the component;
- Management of all inputs, including technical, financial and administrative on the voter education component and reporting on this to the project management;
- Continuous monitoring of programme implementation and redesign and adaptation of the programme on an on-going basis to ensure impact and effectiveness;
- Preparation of a terminal report on the voter education component, including recommendations for future activities.
- Carrying out other related tasks as assigned by the project manager as required and approved by the Project Steering Committee.

Qualifications and Competencies Required:

- A university degree, preferably at Masters or higher levels in relevant subject areas including governance, human rights, law, public administration, media, or other related social sciences;
- Relevant hands-on experience on voter education, publicity and media, or similar areas relevant to the duties of this post;
- Preferably previous experience in managing development projects;
- Ability and maturity to relate to and work confidentially with officials at the highest levels in the Parliament, government, private sector and Civil Society Organizations; and
- Cultural and gender sensitivity and ability to actively promote gender equity in all aspects of professional work.

Conditions:

A one-year contract would be offered on with terms and conditions to be negotiated and designed to attract best possible candidates. The contract may be extended further based on performance, project extension and availability of funds.

Annex 3 Specialist

Terms of Reference – UNV Civic Education

Post Title:	UNV Civic Education Specialist
Agency:	
Duty Station:	Suva, Fiji Islands
Language(s):	English
Duration:	18 months
<p>This post is a United Nations Volunteers Programme Assignment in Fiji Islands. The post is based on the values of free will, commitment, engagement and solidarity, which are the foundations of volunteerism. Volunteering brings benefit to both society at large and the individual volunteer. It makes important contributions, economically as well as socially. It contributes to a more cohesive society by building trust and reciprocity among citizens.</p> <p>The United Nations Volunteers is the UN Organisation that supports sustainable human development globally through the promotion of volunteerism and mobilization of volunteers. It serves the causes of peace and development through enhancing opportunities for participation by all peoples. It is universal, inclusive and embraces volunteer actions in all its diversity.</p> <p>Volunteerism is diverse and is embedded in all cultures and traditions. In this context, as a United Nations Volunteer you are encouraged and expected to relate to local volunteerism and to be identified with the concept. You are expected to regard your national colleagues as peers and together uphold trust placed in you as volunteers by the communities and the organization you are assigned to.</p>	

Post Summary:

The UNV Civic Education Specialist (CES) will oversee the implementation of the civic education programme under the direction of Programme Coordinator and guidance of the project steering committee comprising partner civil society, governmental and private sector agencies.

Description of Main Responsibilities:

The CES will be required to guide the development and implementation of civic education initiatives through:

- Coordinating project initiatives through the advice and management of the project steering committee
- Develop in conjunction with partner agencies, core contents of the civic education messages
- Oversee the translation of core civic education messages to local languages
- Map target groups for partner agencies
- Develop and implement train-the-trainer resources
- Train initial set of trainers for partner agencies and provide ongoing training in the area of civic education
- Develop guidelines for selection of civic education activities to be implemented by partner agencies
- Ensure compliance by partner agencies on civic education contents

- Liaise with school-based civic and human rights education, share technical information and check for consistency between the streams of messages
- Contribute to quarterly project progress reports
- Strongly promote volunteerism in the assignment

Required Qualifications, Skills and Experience:

- University degree in the area of Government/Legal Studies, Social Sciences
- Five years or more sound experience in the area of promoting democratic governance, rule of law or human rights issues
- Team player with strong experience in multi-cultural and multi-ethnic environment
- Extensive experience working in multi-sector stakeholder environment
- Experience working with volunteer organizations an advantage
- Demonstrated competence skills in report writing and record keeping

Others:

- Computer literacy
- Highly developed interpersonal skills

Annex 4

Terms of Reference –UNV Advocacy Specialist

Post Title:	UNV Advocacy Specialist
Agency:	
Duty Station:	Suva, Fiji Islands
	Language(s): English
Duration:	18 months
<p>This post is a United Nations Volunteers Programme Assignment in Fiji Islands. The post is based on the values of free will, commitment, engagement and solidarity, which are the foundations of volunteerism. Volunteering brings benefit to both society at large and the individual volunteer. It makes important contributions, economically as well as socially. It contributes to a more cohesive society by building trust and reciprocity among citizens.</p> <p>The United Nations Volunteers is the UN Organisation that supports sustainable human development globally through the promotion of volunteerism and mobilization of volunteers. It serves the causes of peace and development through enhancing opportunities for participation by all peoples. It is universal, inclusive and embraces volunteer actions in all its diversity.</p> <p>Volunteerism is diverse and is embedded in all cultures and traditions. In this context, as a United Nations Volunteer you are encouraged and expected to relate to local volunteerism and to be identified with the concept. You are expected to regard your national colleagues as peers and together uphold trust placed in you as volunteers by the communities and the organization you are assigned to.</p>	

Post Summary:

The UNV Advocacy Specialist (AS) will be responsible for developing capacities of participating civil society organisations and interests groups to in the area of lobbying and advocacy on development and public policy issues. The AS will work with participating NGOs/CBOs to organize communities and interest groups to respond effectively to public parliamentary/public inquiries. The AS will also train National UNVs and partner agency staff in organizing and mobilizing public participation in and response to development planning and public policy processes, parliamentary enquiries, etc. Promote social capital through encouraging voluntary participation in civic and public issues.

Description of Main Responsibilities:

- Assist UNV CES in capacity development through training of partner agency staff to conduct civic education activities
- Train National UNVs and partner agency staff in advocacy skills.
- Assist partner agencies develop working relationships with a range of target groups/communities
- Enhance the participation of local communities and interest groups in the civic education groups through networking, advocacy and promoting volunteerism
- Develop strong working relation with parliamentary component of Fiji Good Governance programme to enhance public inquiry processes through targeted advocacy and lobbying
- Facilitate communities and interests groups to participate in development planning and public policy processes through lobbying MPS, local authorities and leaders.

Required Qualifications, Skills and Experience:

- University degree in Community Development or Legal/government studies.
- Five years or more experience in government or public administration
- Strong networking and capacity building skills in the civil society sector
- Experience in organizing and mobilizing support on development and public policy issues
- Experience and passion for promoting voluntary work from communities and civil society organizations
- Demonstrated competence skills in research and writing

Others:

- Computer literacy
- Highly developed interpersonal skills

Annex 5

Terms of Reference – National UNV Civic Education and Advocacy Associates

Post Title:	National UNV – Civic Education and Advocacy Associate (3 Positions)
Agency:	To be Confirmed (NGO)
Duty Station:	Western Division (Lautoka), Fiji Islands Northern Division (Labasa), Fiji Islands Southern/Maritime Division, Fiji Islands
	Language(s): English
Duration:	36 months
	<p>This post is a United Nations Volunteers Programme Assignment in Fiji Islands. The post is based on the values of free will, commitment, engagement and solidarity, which are the foundations of volunteerism. Volunteering brings benefit to both society at large and the individual volunteer. It makes important contributions, economically as well as socially. It contributes to a more cohesive society by building trust and reciprocity among citizens.</p> <p>The United Nations Volunteers is the UN Organisation that supports sustainable human development globally through the promotion of volunteerism and mobilization of volunteers. It serves the causes of peace and development through enhancing opportunities for participation by all peoples. It is universal, inclusive and embraces volunteer actions in all its diversity.</p> <p>Volunteerism is diverse and is embedded in all cultures and traditions. In this context, as a United Nations Volunteer you are encouraged and expected to relate to local volunteerism and to be identified with the concept. You are expected to regard your national colleagues as peers and together uphold trust placed in you as volunteers by the communities and the organization you are assigned to.</p>

Post Summary:

The civic education effort is being undertaken by a network of government, civil society, religious and private sector organizations participating in the broad-based civic education initiative in Fiji. The present membership of the network is expected to expand to include additional interested community groups from across a wide section and areas of Fiji. The National UNV- will be the counter-part staff to both Civic Education and Advocacy Specialists. Each National UNV will work in the respective part of the country with partner agencies. The National UNVs will be trained as key trainers in the in the areas for civic education and advocacy and be responsible for ongoing training of new and agencies and staff joining the network.

Description of Main Responsibilities:

- Assist in coordinating civic education and advocacy efforts in the respective geographic regions of the country,
- Assist in identifying new partner agencies in their regions and develop relationships between network, partner agency staff and their constituents,
- Conduct civic education activities for diverse target groups not covered by partner agencies,

- Organise diverse communities around specific development issues and enable participation in public policy processes such as development committee meetings, parliamentary inquiries, lobbying MPs, and local authorities.

Required Qualifications, Skills and Experience:

- Strong networking and capacity building skills in the civil society sector
- Experience in organizing and mobilizing support on development and public policy issues
- Experience and passion for promoting voluntary work from communities and civil society organizations
- Academic qualifications such as teaching, social work or community development will be beneficial.
- Experience in adult education will be useful
- Demonstrated competence skills in research and report writing

Annex 6:

**TOR - Project Steering Committee –Fiji Community
Civic Education Project**

Secretary General, Fiji Parliament(Chair), project manager, UNDP representative, government representative to be decided by government, elections office representative, , donor representative (s), NGO representative(s), and other representatives if relevant to be determined during the course of the project.

Role of Project Steering Committee

- Review and approve project workplans and have oversight of the implementation of the workplan 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, and through him by other project staff,
- Provide community and local stakeholder perspectives on proposed project activities,
- Assist in the advocacy effort for civic and voter education in the community;
- 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.

Annex 7: Strengthening Governance in Fiji Programme – Overview of Programme Components

UNDP's 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 and its functions, more accessible to people;
- Increase the capacity of civic society to facilitate citizens' interaction with leadership and government apparatus;
- Contribute to people's understanding on 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 thus providing an effective, orderly, peaceful and participatory environment for deliberation and resolution of key development and public policy issues.

The proposed programme adopts a strategy of making the democratic process and governing institutions prevailing in the country relevant and accessible to all Fiji islanders. Working within the ambit of Government's request for assistance towards conduct of election and support for making the governing systems effective and relevant, the programme adopts the approach of working within the existing constitutional and legislative framework.

The specific strategies within the programme include efforts at improving the representative functions of the Parliament/Legislature.

- (1) Internal capacity of the Parliament and the representatives to undertake the representative function effectively and efficiently;
- (2) External capacity of the represented, the constituents,

In addressing the internal capacity of the parliament, the programme proposes strengthening and supporting the functioning of the number of key Parliamentary functions and process. Firstly, the project will address the human and financial resources necessary to support the functioning of the Legislature. Secondly, the project will address the functioning of established committees and public hearing processes to enable public input and comments on legislation. Thirdly, it is proposed that the project start initiatives for improving constituency relations through pilot constituency centers providing a range of parliamentary services. Further, the project will provide resources for improving public's awareness about legislative processes and legislation under discussion through improving a

A legislature's capacity for representation is ultimately depended upon the ability of those being represented – individual citizens – to express their preferences through legislative elections and by advocating their elected representatives and party politics apparatus. To this end, the programme proposes a set of civic education initiatives aimed at educating people of their rights and responsibilities as citizens and facilitating the advocacy of issues through awareness raising and empowerment efforts. To ensure that the effort is relevant in fulfilling people's immediate expectations on governance of the country as well as having relevance to the future generations of the country, it is proposed that broad-based civic education for adult population and long-term school-based programmes for school children are developed and implemented.

It is important that civic education initiatives are grounded in universally acceptable values and standards and it is proposed that civic education messages are grounded in human rights principles. The entrenchment of human rights in civic education curriculum is of utmost importance in ensuring that democratic attitudes and tendencies that are engendered through the civic education efforts are based on values that respect and trust human dignity, have tolerance for individuals and groups that hold different values, opinions and beliefs, and belief in pluralism as a main value of democracy. Human rights education puts all values and attitudes under the microscope from the perspective of the human rights law. Civic education programme must include human rights education because human rights underpin ideas of good citizenship, democracy and good governance, which constitute civic education.

Collectively, the proposed strategies are aimed at developing an informed, effective and responsible citizenry on the one hand, whilst promoting an involved, responsive and representative leadership on the other.

UNDP has worked closely with a large number of stakeholders in the identification and formulation of the programme to ensure local ownership and ongoing involvement of these stakeholders in programme implementation.

UNDP intervention aims to make the democratic process and governing institutions prevailing in the country relevant to all Fiji islanders. To that end, the programme adopts a strategy of developing an informed, effective and responsible citizenry on the one hand, whilst promoting an involved, responsive and representative leadership on the other.

Within a framework of various international and regional initiatives all aimed at promoting good governance and improving access to justice and human rights for all citizens in Pacific Islands and taking into account the political context of the Fiji Islands at this point in time, the proposed UNDP Good Governance Programme for Fiji would focus in the three main areas:

- Support to the Fiji 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.

Resources deployed through this programme will be used to provide:

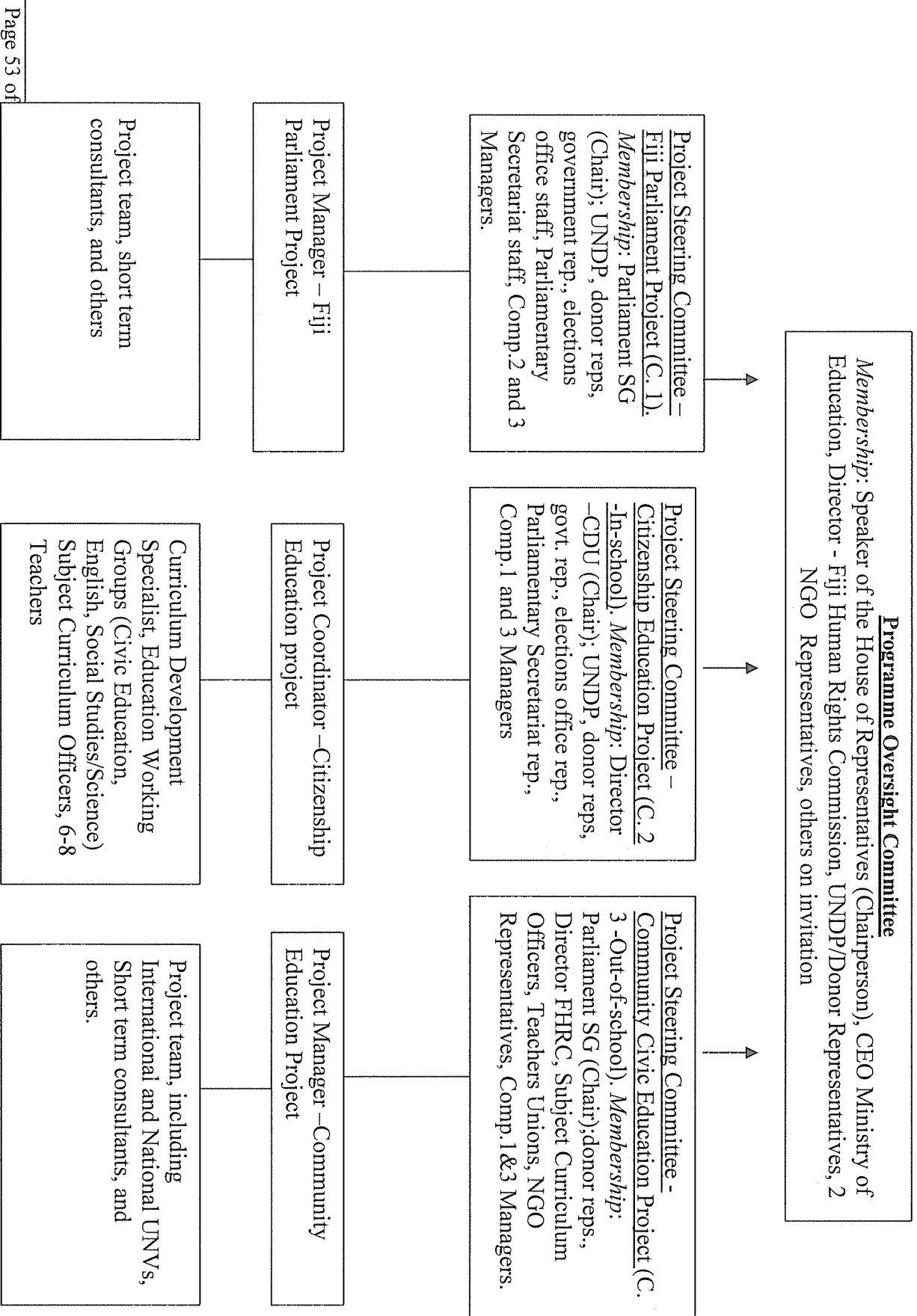
- Appropriate technical advice,
- Funding for technical experts in identified areas,
- Development and publication of relevant resource and promotional material,
- Development of teaching, learning and training material for school-based programme,
- In-service and post-service training for school teachers,
- Fellowships and training visits for appropriate personnel from formal and informal sectors to appropriate seminars, countries with similar initiatives, workshop,
- Creating and maintaining a network of individuals and agencies in promoting programme objectives,
- An appropriate communications and information strategy for the project,
- Establishment of pilot Parliament-Constituency Information Service Centres,
- Project management and monitoring.

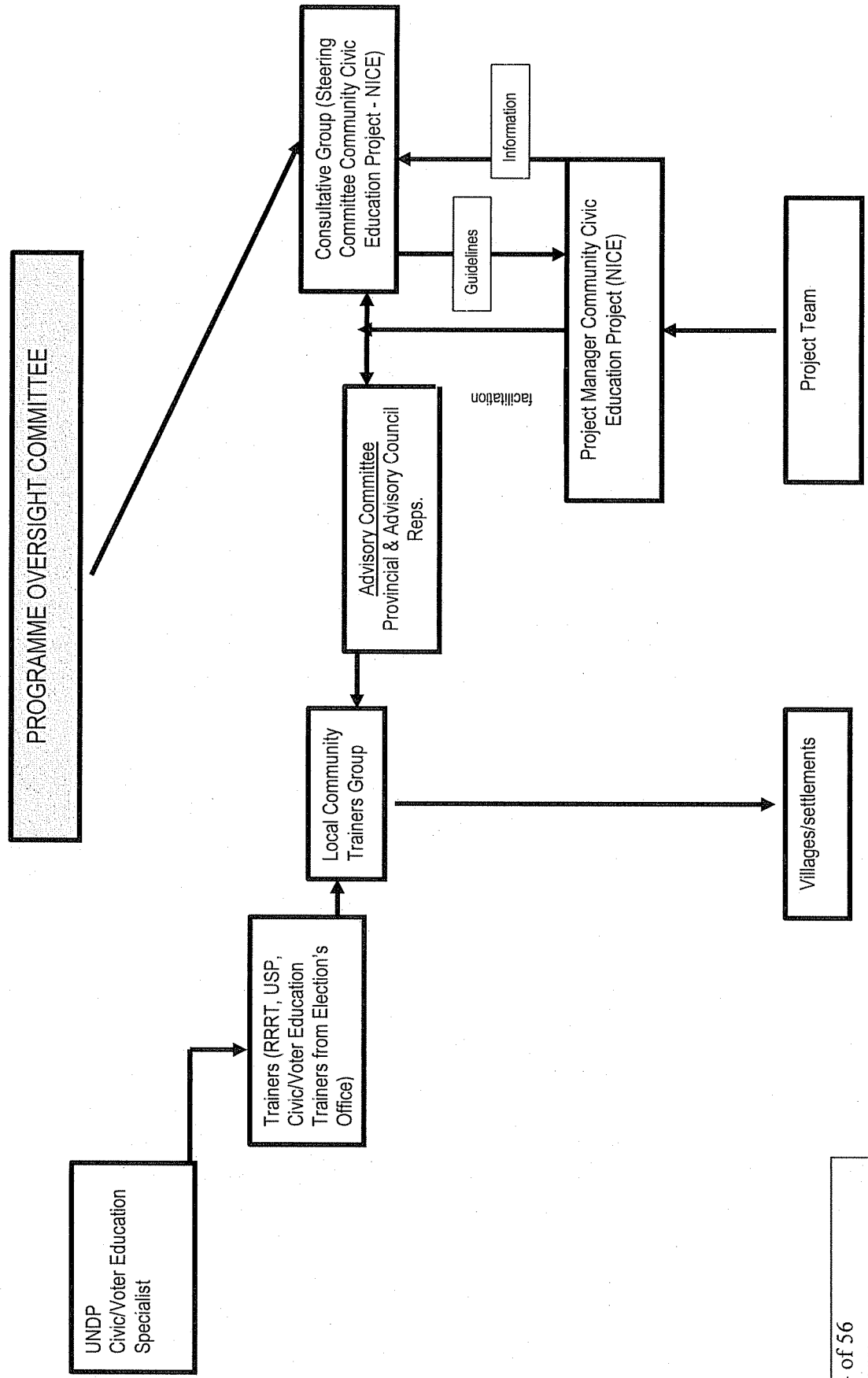
Strengthening Governance in Fiji

Main Objective: To support mechanisms for the promotion of good governance at the institutional, public and individual level in Fiji

<p align="center">Component 1 Support to Parliament.</p>	<p align="center">Component 2 Developing and Assisting in the Implementation of a School-based Civic and Human Rights Education Programme</p>	<p align="center">Component 3 (this project) Contributing to a comprehensive, broad-based public, civic education programme</p>
Programmed Outputs		
<ul style="list-style-type: none"> • Strengthening of parliament secretariat, • Improving the functioning of Sector Committees, • Establishment of pilot constituents outreach centres, • Improving outreach and public relations, • Facilitation constituents/parliamentarian's input into planning, budgetary and accountability processes. • Improve/strengthen media skills of both MPs and Secretariat Staff 	<ul style="list-style-type: none"> • Develop a framework for civic education • Prepare a programme of learning that fits within the existing curriculum framework and that would be compatible with the intended broad-based public civic education initiative (Component 3) • Provide a variety of curriculum materials including books, teacher and student training modules, handouts, videos and use of the latest technology • Establish and institutionalise pre-service and in-service teacher education programmes for teachers through training of trainers • Develop a professional association of civic educators which will foster high standards of performance and make links with other organisations of civil society • Pilot the civic education modules in selected schools • Conduct a programme evaluation and assessment of students in order to gauge the effectiveness of the school-based programme • Revise the modules and support the replication of the programme nationwide as a compulsory and examinable subject 	<ul style="list-style-type: none"> • Develop a framework for civic education; • Develop a network of civic education agencies; • Develop/define core attributes of civic education messages; • Develop capacity amongst participating NGOs to undertake and civic education initiatives; • Develop civic education products for specific audiences; • Develop capacity amongst participating NGOs/CBOs in the area of advocacy and social mobilisation around specific development issues; • Conduct /implement civic education initiatives/activities.
Beneficiaries		
<ul style="list-style-type: none"> • Parliamentarians • Parliamentary Secretariat • Media • Government agencies • Civil Society Organisation • The people of Fiji 	<ul style="list-style-type: none"> • School children • Curriculum developers, teachers • The Ministry for Education • The people of Fiji 	<ul style="list-style-type: none"> • Local communities and community leaders • Civil society • Media (journalists) • The people of Fiji

FIIJ GOOD GOVERNANCE PROJECT MANAGEMENT COORDINATION STRUCTURE





National Initiative on Civic Education. Component 3 of The Fiji Good Governance Programme: Budget in US\$

Input	Quart. Est.	Year 1				Year 2				Year 3				Subtotals	Total US\$
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
3.1 Network and capacity building															
3.1.1 Information seminars/Membership drive		\$ 8,000	\$ 2,000			\$ 2,000								\$ 12,000	\$ 81,000
Protect completion seminars - lessons learnt													\$ 5,000	\$ 5,000	
3.1.2															
3.1.3 Communication and Public Relations															
- Newsletters/Media/Promotional	\$ 1,000	\$ 2,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 16,000	
- Annual events			\$ 2,000			\$ 5,000							\$ 5,000	\$ 12,000	
- C/Education champion costs		\$ 500		\$ 500		\$ 500							\$ 500	\$ 3,000	
3.1.4 Linkages with External partners															
- Subscription to publications		1000				\$ 1,000								\$ 3,000	
- International seminars/conferences				\$ 20,000				\$ 10,000						\$ 30,000	
3.2 Civic Education messages															\$ 610,000
3.2.1 - Develop core message	\$ 12,500	\$ 12,500												\$ 25,000	
3.2.2 - Translation		\$ 5,000				\$ 5,000								\$ 5,000	
- Transcription for specific purpose			\$ 2,000	\$ 14,000	\$ 2,000									\$ 20,000	
3.2.3 Train-the-trainer (=3.1.2)															
3.2.4 Grants for individual initiatives by partner agencies															
- Workshops/Information sessions		\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 225,000	
- Longitudinal focus groups		\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 210,000	
- Media Campaign	\$ 4,500	\$ 9,000	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 54,000	
- Community Radio Content		\$ 5,000		\$ 2,000		\$ 2,000							\$ 2,000	\$ 11,000	
- Drama, storytelling, etc		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 50,000	
3.3 Empowerment and Advocacy															\$ 108,000
3.3.1 Facilitate response to Parliament inquiries	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 24,000	
3.3.2 Submission on specific development needs	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 12,000	
3.3.3 Assist disadvantaged groups	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 12,000	
3.3.4 MP-Consistency meetings/workshops	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 60,000	

