

Teaching Management Plan

Fiji



OVERVIEW

Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

Background Information

The growing number of people stuck in the poverty trap is of great concern in Fiji. The government has estimated that over 25% of the population lives below the poverty line and frequent natural disasters worsen the situation.

Access to high quality education helps people get out of poverty and improves their lives. Unfortunately, this is not always available in Fiji, particularly for those living in poorer regions and disadvantaged individuals such as those with disabilities. Indeed, though primary education is proclaimed free, indirect and associated fees and costs prevent many children from attendingⁱ. Only 55% of the poorest 30% of the population reach upper secondary schoolⁱⁱ. If children can access schools, they are often poorly equipped, employ unqualified teachers, suffer from limited infrastructure and have low levels of parent-community involvement.

Government funding is very low within the education sector and has, in fact, decreased since 2008ⁱⁱⁱ. The extremely low salaries often to state school teachers in outlying areas make it difficult to attract and hold a sufficient number of qualified teachers^{iv}. As a consequence, schools often face the challenges of large class sizes with a limited number of teachers, disallowing each student the attention they require, resulting in those “slower learners” slipping further and further down the spectrum. There is also a distinct lack of positive reinforcement and encouragement within Fijian schools; therefore, students are not pushed to pursue further education or progress their individual skills and interests.

Partners

Our main partner for the teaching project in Fiji is the Ministry of Education (MoE). Projects Abroad Fiji established a Memorandum of Understanding with the MoE in 2012. The MoE enables us to start initiatives in schools and educational centres throughout Fiji. Our volunteers are registered with the Fiji Teachers Registration Board and work together with the Curriculum Development Unit (CDU) to address gaps in education.

Furthermore, we also work with local village communities who provide site for our Community Village Teaching Project. Dratabu and Saunaka Village in Nadi act as both placement and partners of Projects Abroad. Both the communities have allowed us to pilot new projects before introducing them to other village communities.

GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

1. Improve classroom support (priority goal **)**

Limited numbers of teachers in schools and lack of resources has led to the discipline techniques being outdated and often ineffective. In addition, due to the large class sizes, teachers are often left with inadequate time to prepare suitable lesson plans and/or implement them successfully. Those students who may be either the high achievers or slow learners are not given the individual attention needed to progress or develop their learning further. We aim to introduce new rules and discipline methods as well as relieve pressure for teachers by dividing the class into small groups, organising remedial classes for slower learners, and encouraging students in their work.

2. Increase Literacy (priority goal **)**

Literacy levels in Fiji are slowly improving; however, teachers do not reinforce what the students have learnt past the initial stages. A student may be able to recite a book but when asked to explain the text in their own words, they will have difficulties. We aim to assess the literacy levels of different students to hold remedial classes for those identified as needing extra support. Reading Clubs at schools not only help strugglers improve their reading skills, but also encourage students to take more pleasure in reading and to broaden their mind. For the older students, it is essential they are competent with reading and writing to assist with essays, resumes and job applications.

3. Improve English

Although English is one of the official languages in Fiji, the level of English instruction and proficiency is low. As a booming tourist destination, a good level of English is required for many high-paying jobs in the tourism industry. Children are taught 'textbook' English but there is a great need for the students to be taught more conversational English. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. We also set up conversation classes to improve the student's oral skills and capacity to participate in "real life" conversations.

4. Increase Numeracy

Basic numerical skills are essential; without a good command of numeracy, students will have difficulties in securing high-paying jobs and progressing with their education. By teaching numeracy in an enjoyable and practical manner, linking lessons back to useful day-to-day applications, we hope to set the foundations for each child to reach their potential at school.

5. Improve support for those with learning disabilities

Care and resources for those with learning disabilities in Fiji are sparse. Due to the large class sizes, these individuals often go unnoticed and fall behind in class. Special Needs Centres in Fiji are under-resourced and have students with various and often undiagnosed disabilities; therefore, the teaching is not always based on the individual's needs. By using a record-keeping system, both teachers and students benefit from being able to monitor the individual's progress and tailor activities to ensure these students maximise their potential.

RESOURCES

Human Resources	Average 25 volunteers per year Projects Abroad global staff teams Placement staff support
Physical Resources	Projects Abroad offices Placement materials
Online Resources	Volunteer Resources Database Myprojectsabroad webpages
Financial Resources	Monthly budgets for overall operations Donations to specific projects or placements
Intangible Resources	Reputation in destination communities Goodwill; genuine desire to help Expertise

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

Human: Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

Physical: Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

Online: The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

Financial: Funds for all of Projects Abroad's work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

Intangible: The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

MONITORING & EVALUATION

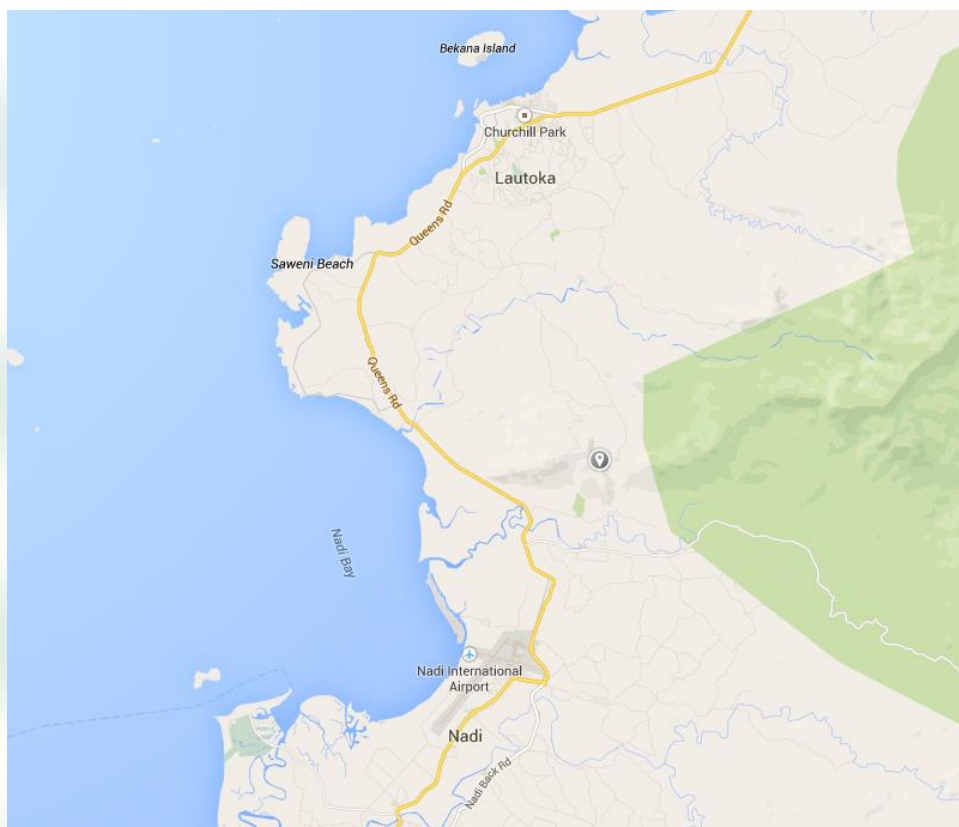
Placement visits
Volunteer workshop sessions
Staff meetings
Volunteer Resources Database
Feedback evaluation

Physical monitoring: Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

Online monitoring: The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

Feedback evaluation: Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

LOCATION OF PLACEMENTS



ⁱhttp://www.icde.org/projects/regulatory_frameworks_for_distance_education/country_profiles/fiji/education_system/

ⁱⁱ <http://www.educationincrisis.net/country-profiles/asia-pacific/item/523-fiji>

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^{iv}http://www.icde.org/projects/regulatory_frameworks_for_distance_education/country_profiles/fiji/education_system/

**Projects Abroad
Teaching programme - Fiji**

		INDICATORS	MONITORING (MEANS OF VERIFICATION)	ASSUMPTIONS
Company Mission: (the change we want to see in greater society)				
Our company mission is to make it the norm for men and women from developed countries to live and work as volunteers in a developing country; they should work on projects which have a clearly favourable impact on host-communities. In this way, we will continue to create a multi-national community with a passion to serve and to inspire.				
Teaching Programme Mission: (the change we want to see for the target group)				
Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.			1. Onsite visits 2. Placement staff feedback 3. Projects Abroad staff feedback 4. Volunteer feedback (DOs & EOPF) 5. Children feedback 6. Test results	1. Number of volunteers does not drop considerably 2. Number of volunteers with a good grasp of English does not drop considerably 3. Political and civil stability in the countries we work 4. No natural disasters that could affect our work
Goal 4:				
Improve classroom support				
Actions:				
4,1	Work with teachers to improve classroom rules and methods of discipline			
4,80	Have mini - projects which would result in working with smaller groups within the classroom to assist in the development of the struggling students			
4,11	PRO teachers to lead teacher training sessions focused on how to plan lessons, different learning style, positive discipline			
4,2	Hold weekly meetings with teaching staff to discuss roles and activities for the coming week.			
4,3	Divide class in half or take small groups to relieve pressure on teachers with large numbers of students in one class.			
4,5	Develop lesson plans in line with the school which would focus on the development of struggling children			
4,6	One to one tutoring for the strugglers either during school hours or after; keep a weekly records of these students to check their progress			
4,7	Develop workshops to run at the schools providing alternative methods of teaching subjects to keep children interested			
4,1	Introduce after-school clubs based on the skills of the volunteers (e.g. first aids skills, dance, public speaking, debate) (Volunteer dependent)*			
Goal 3:				
Increase numeracy (or other subject like IT, Music)				
Actions:				
3,1	Create a rota for one-on-one remedial classes each week for slowest learning children, focusing on counting and basic arithmetic using games			
3,2	Incorporate weekly IT classes into the timetables of 5 schools			
3,3	Help with the physical development of students by teaching P & E and Sports classes			
3,4	Help organise (inter-school) sports competitions			
3,5	Organise monthly workshops with volunteers to help them identify areas of weakness in numeracy among the children			
Goal 1: (what we want to achieve)				
Improve English				
Actions: (the tasks that need to take place to achieve the goal)				
1,2	Incorporate at least 1 after school reading class per week, focusing on one-on-one or small group reading (in Nepal, it is advisable to read one hour each day)			
1,3	Create a resource centre of flash-cards and other English learning materials			
1,4	Establish a weekly after school English conversation club. ½ hour small group sessions on a chosen topic each week.			
1,5	Allow a regulated time-period per week to implement spelling tests/pronunciation exercises/reading practice in the classroom.			
1,6	After school club for Teachers to improve their English.			
1,7	Use creative techniques to help improve the listening and speaking skills of student's e.g. role plays, acting and drama, games.			
1,80	Introduce realistic daily role plays to focus on 'real life' conversational English.			
Goal 2:				
Increase literacy				
Actions:				
2,1	Organise workshops with volunteers to help them understand techniques for working with slow learners - invite a professional guest speaker			
2,2	Volunteers to conduct regular remedial sessions for children who have been identified as needing extra support.			
2,3	Incorporate different types of grammar exercises (don't always use the same style), interrogation and method of explanation (using examples that can be incorporated in daily life, etc). – not entirely sure I understand it but parts of it sounded interesting!			
2,4	Allow a regulated time-period per week to implement spelling tests/pronunciation exercises/reading practice in the classroom.			
2,5	Organise monthly workshops with volunteers to help them identify areas of weakness in literacy among the children			
Goal 5:				
Improve support for those with learning disabilities				
Actions:				
8,1	Introduce a record keeping system for each placement and maintain it for each child on a monthly basis including profile of child, learning ability, preferences, dislikes, etc.			
8,2	Introduce creative activities to help develop motor skills			
8,3	Run 1 workshop or community presentation per month to promote disability awareness in communities and schools, in order to reduce any negativity or stigma attached.			