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Date of completion of requirements for award: June 2007

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AFFIRMATIVE ACTION: IMPLEMENTATION OF CENTRES OF EXCELLENCE IN FIJI.

A Case Study of Ratu Kadavulevu School, Levuka Public School and Indian College.

by

TOMASI VASULAILAI RAIYAWA

University of the South Pacific, June 2007.
DECLARATION OF ORIGINALITY

I hereby declare that this MA Thesis contains work undertaken by me under the supervision of Dr Miliakere Kaitani and to the best of my knowledge except where otherwise acknowledged in the text. This thesis represents my original research and no part of this work has been submitted for a degree to any other university or institution. No part of this study shall be used for any purpose without the endorsement of the researcher.

Signed

Date

DEDICATION

To all Indigenous Fijian students in schools today and tomorrow....

*But those who trust in the LORD for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak — *Isaiah 40:31.*


ACKNOWLEDGEMENT

I praise the almighty power and the grace of God that has enabled me to achieve this exercise. Without that this document would not materialise.

It is my pleasure to acknowledge the former Chief Executive Officer of the Ministry of Education, Mrs Alumita Taganesia for permitting me to pursue the topic considering its sensitivity. I also greatly value the contributions from senior officials of the Ministry of Education who were willing to be interviewed. The assistance of principals, teachers, parents, board member and staff of Ratu Kadavulevu School, Levuka Public School and Indian College is greatly appreciated and acknowledged for their support and hospitality when I visited them during my fieldwork.

I am greatly indebted to Professor Robie Robertson former Director of the SSED, USP and Dr Miliakere Kaitani both of whom encouraged me on especially at times when I felt frustrated and almost giving up. I am also indebted to the European Union for sponsoring my first year of study at USP through the PIAS in Development & Governance programme while the Ministry of Education continued to pay my salary.

At home, I acknowledge my family particularly Setareki Tagituimua Raiyawa my eldest who at the beginning of my study was hospitalised for 5 months which almost caused his life. His hospitalisation put pressure on my study. He later recovered and assisted in the final compilation of this study. Finally I thank Saula Koroinivalu whose remarkable comment sparked the 'fire' in me to pursue this MA Thesis. He is amongst a host of friends who are too many to name with whom I discuss issues. Vinaka vakalevu.
ABSTRACT

The issue of Affirmative Action is an ongoing debate globally because of its association with the distribution of wealth. Critics and proponents have their own interpretation based on the theory of Social Justice. Affirmative Action Policy in Fiji is legislated as an instrument of development in the constitution. It is legislated through the Social Justice Act of 2001 and covers a total of 29 programmes. Out of the 29 programmes, 5 are for the indigenous Fijians only; 5 for Fijians and Rotumans; 2 for Indians and minority groups; and 15 for all persons in rural and peri-urban areas; 1 for ex-prisoners; and 1 for the disabled

The Fijian Education Blueprint, an offspring of the AAP targets the Indigenous Fijians and Rotumans. This was put together as the Soqosoqo Duavata ni Lewenivanua government intended to address the deficiency in Fijian education as early as 1910. The Action Plan for the advancement of the education of indigenous Fijians has a ten-year period of life span implemented on affirmative action policies. The critical area in the Plan needing assistance is the neglected state of many Fijian schools and their lack of educational resources as highlighted in the Education Commission 2000 report. This calls for increased government intervention through funding, management, staffing and monitoring. This study however critically analyses how the policy is used to improve education amongst the indigenous Fijians and Rotumans through a programme called the Centre of Excellence, which emanated from the Fijian Education Blueprint. The programme is implemented in government schools with the purpose of producing quality graduates. Three schools were selected as case studies. Two of them are government schools and were declared Centres of Excellence in 2003. The third school
which privately owned by the Indian Association is not a Centre of Excellence, but has been producing quality graduates for some time. The commonality amongst the three schools is the dominance of indigenous Fijian students studying in them.

The study shows that the Centre of Excellence programme has never produced expected results since 2003. It is the opinion of this study that the programme will never work in government schools. The reason is that the management structure is a major constraint since the schools are government institutions. Any decision making to affect development will always be subjected to government regulations and policies. Likewise all funding and budgetary exercises are all confined to the Ministry of Finance policies. In addition party politics in Fiji allows politicians to scrutinise and even criticise the programme. The political reactions generate a compounding effect that restricts the programme objectives from developing. This has been proved globally which compelled countries like New Zealand for instance to reform its public schools.

In conclusion the study recommends that the programme to be tendered publicly allowing private schools to bid. Schools that win the tender are to ensure that they produce an agreed number of graduates with quality results. Another suggestion is to privatise government schools allowing parents and old scholars to manage the schools with minimum government intervention. In addition the study reveals that the disparity in education between indigenous Fijians and other ethnic groups was also a result of education policies implemented in early 1900s to suppress indigenous Fijians from pursuing educational advancement. A result of that is currently evident in the poor performances of Indigenous Fijian students in English language and science subjects.
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# CHAPTER FIVE

**OUTLINE OF THE CENTRE OF EXCELLENCE PROGRAMME**

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ACRONYMN

ABSEG - Aboriginal Secondary Grants Scheme
ABSTUDY - Aboriginal Study Grants Scheme
AAP - Affirmative Action Policy
BEMTUP - Basic Education Management Teacher Upgrading Programme
CDU - Curriculum Development Unit
CoE - Centre of Excellence
ESDG - Education Sector Development Grant
FAB - Fijian Affairs Board
FEB - Fijian Education Blueprint
FIT - Fiji Institute of Technology
FILNA - Fiji Island Literacy and Numeracy Assessment
FJC - Fiji Junior Certificate
FSLC - Fiji School Leaving Certificate
FSFE - Fiji Seventh Form Examination
FSSEE - Fiji Secondary School Entrance Examination
JPS - Jabantan Pelajaran Swasta
LPS - Levuka Public School
MoE - Ministry of Education
MRC - Malaria Research Centre
NSAAC - National Substance Abuse Advisory Council
NZSC - New Zealand School Certificate
NZUE - New Zealand University Entrance
OHS - Occupational Health Standard
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<td>Pacific Island Literacy Skills</td>
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<td>RDU</td>
<td>Research &amp; Development Unit</td>
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<tr>
<td>SDL</td>
<td>Soqosoqo Duavata ni Lewenivanua</td>
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<td>SPU</td>
<td>Special Project Unit</td>
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<td>TIE</td>
<td>Targeted Individual Entitlement</td>
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<td>Technical Vocational Education and Training</td>
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AFFIRMATIVE ACTION: Implementation of Centre of Excellence in Fiji

1.0 Introduction

Affirmative Action Policy (AAP), a global social policy, is implemented to assist marginalised people in improving their political and socio-economic status. The policy allows them accessibility to social benefits such as housing, health and educational services; employment and commerce; or political representation. According to Faundez (1994) affirmative action involves treating a sub-class or a group of people differently in order to improve their chances of obtaining a particular good or to ensure that they obtain a proportion of certain goods. In a report submitted by the Global Rights to the Inter-American Commission on Human Rights of the Organization of American States in 2004, it was found that affirmative action is acknowledged as key element in the international struggle against racism and racial discrimination (Global Rights Report, 2004). The report also identified United States, Brazil, India, South Africa, Malaysia and Canada as some countries exercising affirmative action and found to be effective in achieving their purposes.

The AAP in Fiji is enacted in the constitution allowing disadvantaged groups have equal access to education and training; land and housing, commerce; and social welfare assistances (Ministry of Finance and National Planning, 2002). The assistances are further designed into Blueprint initiatives in all government ministries. The Fijian Education Blueprint (FEB) is designed
under the Ministry of Education AAP programmes to enhance education amongst indigenous Fijians and Rotumans. In Chapter Three of this study, the discussion will expose how indigenous Fijian students were discriminated against during the colonial period. A strategy called Centre of Excellence (CoE) was developed from the Blueprint and implemented in selected schools to facilitate the enhancement of Fijian Education for the purpose of producing quality graduates. The purpose of this study is to discuss the Implementation of the Centre of Excellence Programme focusing on “Leadership” particularly its impact in the infrastructure, community support and management.

1.1 Significance of the Study

The significance of the study is the exposition of the Ministry of Education’s effort in implementing the programme in government schools and its impact. The programme is a strategy equivalent in purpose to some global programmes implemented to attain quality education. Interestingly these global programmes are designed to assist disadvantaged groups. In Fiji, the indigenous population has been acknowledged as disadvantaged in attaining quality education, which is linked to the political stability of the country. Whitehead (1981) warned that:

*The future of Fiji is inextricably linked to the fate of the Fijian people...The longer the Fijians cling to their traditional lifestyle and the more the Indians dominate the economic life of the country, the greater is the risk of grave trouble.* (pg 200-201)

Williams (2000) claims that while much has been put in place to assist indigenous Fijians to achieve academic progress, indications have shown that the consequences are still far from promising. Indigenous Fijians still remain behind other ethnic groups in education, business, professions and

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1 See Appendix 1 for the overview of the Fijian Education Blueprint on page 209
participation in the formal sector. To assist them to succeed is a challenge for everyone in Fiji’s multi-ethnic society (ibid). Achieving quality education amongst indigenous Fijians in the 21st century was a vision of the Soqosoqo Duavata ni Lewenivanua (SDL) government. The SDL party under the leadership of Laisenia Qarase won the Fiji National Election in 2001 and served for five years before it won the 2006 election for a second term. A multiparty government was formed between them and the Fiji Labour party only to be ousted out of office by the army under Commodore Voreqe Bainimarama in a coup d’etat on the 5th of December, 2006.

The other significance is the arguments various reports have exposed about the root of Fijian Education deficiency. The most profound finding was the designing of education policies to deliberately suppress indigenous Fijians from advancing their socio-economic interest through education. In conclusion, this study on the Implementation of Centre of Excellence intends to convince decision makers in the government that it was the past education policies that generated deficiency in Fijian Education. Similarly only well defined education policies in the present can atone the sins of the past.

The next section discusses the aim and objectives of the study. Then a brief background of the study follows before an outline of each chapter of the report is provided as conclusion.

1.2 Aim and Objectives of the Study

This study was designed with the aim to critically examine and discuss the implementation of the Centre of Excellence Programme in Fiji. In view of the ongoing political debate over the implementation of affirmative action
policies, a study is necessary to provide information about the development of some AAP programmes and its contemporaries. The information provided would be useful to policy makers for further decisions on the programme.

1.2.1 Objectives of the Study

The objectives of the study are threefold which are to:-

(a) Discuss and Outline the modeled Centre of Excellence Programme in Fiji

(b) Critically analyse the implementation of the Centre of Excellence programme

(c) Identify future directions for the implementation of the programme.

1.3 Background of the Study

A section called the Special Project Unit (SPU) within the Ministry of Education in Fiji is responsible for the implementation of ten FEB objectives in a ten-year period (2001 – 2010). SPU is engaged in the building of school boarding facilities and provision of textbooks. Another project it undertakes is the establishment of ‘Centres of Excellence’ in government schools.

According to literature reviewed, the concept of the Centre of Excellence programme has been part of past governments plans but they were not able to implement it because of its contentiousness. The debate not only revolved inter-ethnically but assumingly intra-ethnically as well. However the 2000 political upheaval prompted the interim government to revive the programme under the affirmative action policies. The government started the programme with three private owned schools in 2002. While one school showed signs of positive progress, two did not. At the same time there was a proposal to implement the programme in government schools. The lack of progressive
results in the two schools out of the first three fast-tracked the plan to continue the programme only amongst the government schools.

This study examines a private school and two government schools. The two government schools were selected because they became Centre of Excellence in 2003. The commonality amongst the three schools is that, majority of students studying in them are indigenous Fijians. The study is a qualitative research done over a span of two years using the three schools as case studies.

Under the provisions of the programme, the CoE assistance will run for five years from the date of declaration. A benchmark was given to the two schools to achieve within five years. The government in a Memorandum of Understanding which it signed with the schools administrations proposed to provide financial and human resources to the schools. The finance was channeled to the improvement of infrastructure and facilities. After five years the schools are expected to produce quality graduates who excel in all areas including sports and academic. The next section provides the outline of each chapter as summary, which will be elaborated further in the study.

1.4 Thesis Outline

This study is structured to begin with Chapter One to introduce the background of the study under the title, AFFIRMATIVE ACTION: IMPLEMENTATION of Center of Excellence in Fiji. The above topic indicates the direction of the study with emphasis on the emergence of CoE programme from the blueprint. In addition, chapter one elaborates on the purpose of the study before focusing on the significance of the study.
In Chapter Two, the Literature Review titled, PURSUING QUALITY EDUCATION: An Elusive Concept elaborates the findings of some models of education reforms and restructure all over the world. These models indicate the trend that is going on in the world currently as developed countries are beginning to view education as a commodity to be competed in the market to ensure quality attainment. The discussion concentrates on the different AAP models, their purpose and the countries involved in comparison with Fiji.

The purpose of Chapter Three titled INDIGENOUS FIJIANS IN EDUCATION: Unfolding the Struggle is to expose the origins of Fijian Education deficiency. This chapter gives a clear outline of how the colonial government’s education policies were designed and implemented to suppress the indigenous Fijians from progressing in education.

The method of data collection pursued is identified in Chapter Four. Data is collected through fieldwork and desk research. The chapter is titled the AN OVERVIEW OF THE FIELDWORK AND CASE STUDIES covers the ethics and discussion of research designs. Also discussed are the limitations of the study. The identities of the schools in the case studies are revealed in this chapter. Following this is a brief history of each school which includes their establishment and past achievements.

The discussion on Chapter Five under the title OUTLINE OF THE CENTRE OF EXCELLENCE PROGRAMME focuses on some models of CoE around the world. However discussions will dwell on the mechanism of the programme implemented in Fiji. Emphasis is placed on the definition of the term, its
relation to the AAP in Fiji, the history of CoE in Fiji, the benchmark of the programme and its implementation in the selected schools.

The title in Chapter Six, Fieldwork: Deficiencies in Centres of Excellence discusses the findings from the three schools with special emphasis on "Leadership" in the three schools involving the principals and teachers. The other two areas observed in schools and discussed in this chapter are the status of infrastructure in schools and the involvement of the community.

The other part of the discussion on leadership focuses on the management. This is discussed in Chapter Seven under the title Management Responses: Deficiencies in Management Processes. This chapter exposes contribution of the management towards the implementation of the programme.

Finally in Chapter Eight, the discussion rests on the three objectives of the study. These objectives have been elaborated on chapters five, six and seven. The final chapter titled Recommendations: Future Direction for Centres of Excellence programme (in Fiji) covers the researcher's opinion on the future of the programme. Emphasis is placed on the recommendations of how the programme could be made inclusive to sustain its continuity.
CHAPTER TWO

Pursuing Quality Education: An Elusive Concept

2.0 Introduction

Quality education is a continuously debatable issue propelling various authorities to comment on some central issues pivotal to the clarification of the concept. Zajda (1995) exposed various authors' discussions on some key factors of quality debate at national, institutional and classroom levels which this chapter does not intend to delve into.

This chapter firstly intends to define the conceptual context of “quality education”. What these two terms imply is an issue that currently rests at the top of most countries' social policies. Secondly the issue on the theories of leadership and management in school are discussed. These are two important structural components of the education system elaborated in their capacity as contributors to achieving quality education. Thirdly the chapter dwells on various education reform programmes found around the world purposefully executed in the pursuit of quality education.

The exposition on the global education reform programmes is to compare with the Fiji version and its relevance to the acquisition of quality education. Global programmes are implemented through theories, which are then elaborated. More emphasis is placed on the pursuit of quality education in Fiji and the theory that guides the programme adopted in Fiji's education system. The next section illustrates how various authorities attempt to provide a definitive terminology of “quality education” concept. Emphasis is later stated on the
importance of restructuring of education system for the purpose of attaining quality education.

2.1 Defining Quality Education

The term 'quality' is becoming the catchword of most institutions in the world today. Unfortunately it is an elusive concept to analyse. Aspin, Chapman & Wilkinson (1994) argued that 'Quality' and 'time' are protean terms: they defy precise specification and are recalcitrant to our most persistent attempts to analyse them. What used to be commercial vocabulary in evaluating commodities has become educational institutions' reference marketing term. Emphatically concepts such as 'Mission statements' emerged to indicate purpose and direction, then there are terminologies such as 'accountability, transparency and good governance' to reflect sound financial management and decision making (ibid).

"The notion of 'quality' has always been meaningful in the commercial world, 'even if not to achieve, and not transferable in all respects to other areas'. The 1990s have been identified as the 'decade of quality' for education sector, around the world" (Zajda; op cit).

The Ministerial Round Table on Quality Education 2003 concluded that, "Quality has become a dynamic concept that has constantly to adapt to a world whose societies are undergoing profound social and economic transformation. Encouragement for future-oriented thinking and anticipation is gaining importance. Old notions of quality are no longer enough ... despite the different contexts there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their own communities and also citizens of the world" (UNSECO; 2006)

However 'quality' (education) according to Bergamann (1996) has a descriptive and normative dimension. Its most common implicit meaning is student achievement. The report further states that 'quality' is linked to
efficiency and achievement. The study also cited various reports that claimed other connotations associating with the term to emerge as ‘quality schooling’; ‘quality dimensions of schooling’; ‘improved school practice’; ‘the quality of education services provided’; ‘the quality of instruction’. The study further claims the concept to distinguish between product and process orientation in attempts to define the quality of schools, which is equivalent to defining quality in terms of achievement or in terms of characteristics of the teaching/learning process (ibid).

Education quality is the quality of the system components and the overall quality depends on the quality of these components (ibid). These components are classified as: Output (student achievement); Process (teaching/learning interactions in the classroom, curriculum); and Inputs (human resources, material resources, time). Another way of putting it would be the functional component of education that when operating together will result in the procession of a social behaviour which in this case is education. Functional component is often the internal input with closer proximity to the scene of operation. The structural component on the other hand according to this study would refer to the instruments used to facilitate operations and is distant from the mode of production. Structural can be both conceptual or tangible. For instance in education the input (teacher), process (teaching) and output (examination results) are all functional components whereas the policy, funds, infrastructure, facilities and legislation would be referred to as structural component.

The reforming or restructuring of education system to attain quality education according to this study refers to the overhauling of an education system to
bring about change which are associated variously with effectiveness, efficiency, choice, excellence, equity and social justice among other virtues that are designated as aims of any system purporting to produce effective learning in 'good' schools. Aspin, Chapman and Wilkinson (op cit) state that this is something worthwhile, to be approved of, promoted and emulated whenever and wherever it is found. The restructuring of education could be either functional orient or structural orient but in many cases it's a combination of both. Gaziel (2001) claims that most reformers agree that the main purpose of school restructuring is to transform school structures, cultures and teaching practices in order to improve student learning.

The upcoming sections will first elaborate on an important functional component in education which is "leadership." This section dwells on what authorities say on the definition of the term "leadership", its characteristics, role and types, theory of leadership and how it functions in facilitating quality education.

2.2 ‘Leadership’ a Determinant of Quality Education

Various literatures have shown factors that affect student performances. Foremost amongst these is "leadership". Silins (1994) argued that school leadership is acknowledged as a crucial element in school improvement and reform. Greater demands are being placed on them to strategise development to bring effective changes.

According to Beare, Caldwell and Millikan (1989), previous studies have tried to define the term leadership. Since the early 1950s “leadership” has been defined as “the process of influencing the activities of an organised group
toward goal setting and goal accomplishment”. In the early 60s, it was to include “taking the initiative in employing new approaches so that organisations can reach their goals or find new one.” The late 60s on the other hand defined it as “the exercise of authority and making decisions” and this was complimented in the 1980s as “the willful act where one person attempts to construct the social world for others.”

2.2.1. Leadership role in School Principals

Leadership in schools is essentially the process of building and maintaining a sense of vision, culture and interpersonal relationship. In Fiji schools, some head-teachers at primary school level and principals at secondary schools view the leadership role as being expected to perform ‘instructional’ leadership style when it comes to teaching. Through this leadership style, they are expected to define goals; to achieve those goals, teachers are supervised, the curriculum is followed and children/students are tested in examinations; and developing a school culture. Murphy (1990) suggested three major areas where this leadership matters:-

- developing a limited number of well defined goals and communicate them to participating constituencies
- supervising teaching, coordinating the curriculum and monitoring student progress
- providing incentives for teachers and students and professional development for teachers

Instructional/transactional leadership is more authoritative and at times invites conflicts. In Fiji, a couple of incidences had forced the Ministry of Education to intervene in school disputes involving the principals and community or the management. There are cases where principals were locked out of their offices by parents and management who demanded their removal.
A classic case occurred in 2006 in which the management of the Vunimono High School, Nausori locked the principal out of the school premises. In other cases the students themselves went on strike to force the Ministry of Education to remove principals from schools because many were not usually happy with the style of leadership. This was illustrated early in 2007 when the Ministry of Education intervened in a protest in which teacher trainees of the Fiji College of Advanced Education demanded the removal of the principal. The Ministry had to remove the principal to appease the students.

2.2.2. Leadership Theoretical Model

Pragmatically, leadership is assumingly defined as the first line of attack and the last line of defense in any organisation. It is often rhetorically heard and seen where the 'buck stops.' Dobosz and Beaty (1999) assert that leadership is the capability to guide others in the achievement of a common goal. Leadership characteristics consist of many personal qualities, including self-esteem, determination, organizational aptitude, focus, tolerance, decisiveness, self-discipline, charisma, time management, self-confidence, social competence, communicating a 'vision,' and sensitivity to the needs of others, among other qualities (ibid). The theoretical models to identify the types of leadership are: one, the 'Instructional model'. When the concept of instructional leadership first emerged in the late 1970s, principals were perceived as effective if they took charge of a school by setting clear expectations, maintaining firm discipline, and implementing high standards. This view of leadership was implicitly hierarchical, dependent on administrators firmly exercising their authority to direct subordinates.
Another term referred to instructional (leadership) is transactional (Silins, op cit).

Chapman & Harris (2004) state that “instructional leadership is referred to effective heads who focus on teaching and learning issues more than any other (administrative) aspects, a factor that has been found to distinguish less effective schools.” Silins (op cit) claimed that two other features often determine the behavioral components of transactional leadership. The first is “Contingent reward” where the leader sets goals for the followers to achieve. Followers are rewarded when performed according to contracts. The other is “Management-by-exception”. This is a less form of transactional leadership. The leader provides negative feedback to meet agreed upon standards. He/she avoids giving directions if goals are continually met.

The second model of leadership is “Transformational model”. The model emphasises collaboration and empowerment. It is facilitative in nature. Chapman & Harris (op cit) view transformational leadership as better able to cope with complex situations (such as schools in economically deprived areas). Conley & Goldman (1994) define facilitative leadership as “the behaviours that enhance the collective ability of a school to adapt, solve problems, and improve performance.”

The role of the facilitative leader is to foster the involvement of employees at all levels. Traditionally, power has been perceived as a top-down authority, which affects other people in the organisation. Facilitative power, on the other hand is based on mutuality flowing multi-directionally. The hierarchy remains intact, but leaders use their authority to support professional give-and-take
approach (Dunlap & Goldman, 1990). Clearly, facilitative leaders behave differently than traditional leaders. They work through negotiating decisions, which can be done unilaterally; they solicit views from subordinates and spontaneously make decisions.

Bolman & Deal (1991) identify four ‘frames’ for thinking about leadership. The ‘rational frame’ is about the formal demands of the system involving goals, policies, and constraints. The ‘human resource frame’ focuses on the human need of participants. The ‘symbolic frame’ addresses the values, rites, and rituals that provide members with a sense of community. The ‘political frame’ considers the way that participants pursue their own interests. An effective facilitative leader is one who can use all frames while leading a school.

There are three different characteristics of a transformational leader. First the leader has ‘Charisma/inspiration.’ The leader creates enthusiasm and followers follow with loyalty and devotion. Followers believe in the leader’s vision and values and perceive the leader as the role model and want to identify with him or her (Silins, op cit).

Second the leaders allow ‘Intellectual stimulation’. The leader provides intellectual and problem-oriented guidance. Followers are encouraged to think and question their own and others’ assumptions, beliefs, values and develop independent problem-solving capabilities (ibid). Finally the leader recognises individual potentials and exploits that by delegating responsibilities to stimulate individual learning experiences and development. This is identified as ‘Individualised consideration’.
2.2.3 Leadership role in Management

Education in Fiji has assumingly developed a mobile group in society, the students with the support of their parents in search of better education opportunities. This is evident in the mobility of rural dwellers migrating to urban areas. The move is associated with their search for effective schools. In 2006, an academic claims that “parents in Fiji vote with their feet” meaning parents just walk away with their children in search of presumably better schools if they feel the former schools were unsatisfactory. Literature has shown studies being made on the descriptions of school effectiveness. ‘Effectiveness’ in this context is a complex concept to define. The reason according to Gaziel (1996) is that the definition, models and criteria of organisational effectiveness are so diverse and to identify a single definition is impossible.

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1 Interview early 2006 at the academic’s office in the Pacific Secretariat, Suva
2 Theoretical models have been developed to assist defining the term which dwell on certain areas of concern such as constituents satisfaction, legitimacy and resources. The work of Cameron (1984) and Mackenzie (1983) as cited in Gaziel (1996) have identified the following models of school effectiveness measurement. 

- **Goal model** states that an effective school is one that accomplishes its stated goals within the given input. The model is used to evaluate students’ achievements. 
- **System-resource model** is referred to the effectiveness of a school if it can acquire the resources it needs. 
- **Process model** assumes that a school is effective if its internal functions are smoothly running. These are characterised by the developing of high expectations of instructional effectiveness amongst the staff; strong leadership by the principal; orderly, quiet and work-oriented atmosphere at school; emphasis on academic activities and frequent monitoring of student achievement. 
- **Strategic-Constituencies model** identifies an effective school when the school actions are largely responsive to the demands of all its strategic constituencies such as the principal, teachers, parents, students and education authority. This seemingly is the perspective in Fiji. For instance a school is considered effective when it continues to produce excellent examination results, students migrating to tertiary institutions and does well in sports competitions. 
- **Legitimacy model** is referred to a school which strives for its existence to serve a purpose in the community. In Fiji’s context the emergence of computer schools could be said to exist under such model because they address an educational need that cannot be met at mainstream schools. Finally the **Organizational learning model** describes a school that is able to make improvements and adapt to its environment. Proponents argue that environmental changes and internal barriers schools face are inevitable but left to the school members such as principals and teachers to address them. In Fiji a lot of schools are forced to deal with issues such as land leases, diminishing school roll, poor teacher disciplines and poor facilities.
School effectiveness is also associated with management. Leadership and management coexist. While leadership is essentially the process of building and maintaining a sense of vision, culture and interpersonal relationship, management coordinates, supports and monitors organisational activities. A school can have a visionary principal but if the management cannot support the principal, the vision cannot be released. Therefore leadership in the management needs to be visionary as well. In Fiji the role of the two institutions in schools are clearly demarcated. The principal plays more of a functional role while the management’s role is more structural. In many cases the school managements in Fiji ensure that teachers are accessible to facilities and infrastructure that promotes learning. School management is basically guided by certain management theories. This study has identified two theories, which are implemented in the education system.

2.2.4 Management Theoretical Model

Max Weber (1864-1924) developed the “bureaucracy model”, a management theory which referred to an organisation of certain dominant characteristics such as hierarchy of authority and a system of rules. Through analysis of organisations Weber identified three basic legitimacy authority which are: traditional, charismatic and rational-legal. Authority is defined as acceptance of rules by those over whom it is to be exercised within limits agreeable to the subordinates Weber referred to in discussing legal-authority. This should not be confused with the term ‘power’. Power is unilateral behaviour which enables a person to force another person to behave in a certain way by strength or reward. Traditional authority is when subordinates accept authority from someone whose status is recognised because of tradition and
custom. Charismatic authority arises from loyalty to confidence in the personal qualities of the ruler.

There are six features of bureaucracy. These are: the continuous organisation or functions bound by rules; that individual functioned within the limits of the specialisation of the work, the degree of authority allocated and the rules governing the exercise of authority; the hierarchical structures of offices; the appointment of offices on technical competence only; the separation of offices from the ownership of organisation; the authority was vested in the official positions and not in the personalities that held these posts. Rules, decisions and actions were formulated and recorded in writing.

Management within the Ministry of Education is based on the bureaucracy model. Beare, Caldwell & Millikan (op cit) argued that the most notable character of the six is each position in an organisation is supervised by having all the parts logically coordinated into a hierarchy with the most senior member appointed as supervisor of the group. In schools, the principals sit at the apex of the organization. The position often has two deputies, the Vice Principal and the Assistant Principal. The rest of academic administration is then fragmented into departments with similar subjects clustered together in major groupings for instance in Science which encompasses Biology, Physic and Chemistry. The Language Department covers English Language, and Vernacular while the Social Science Department includes History, Geography and Social Science. Different schools will have different groupings depending on the subjects taught. The Head of Department is the supervisor of each department.
The bureaucracy model describes the division of functions in the organisation into units with people developing their skills to perform their duties. The units though fragmented are coordinated into a coherent whole with procedures and lines of communication. The regulations are often legislated to standardise work practices interlinking each unit with others. The problem is, these units become protective of their territory making people in them indispensable. Consequently the objectives of the organisation are compromised when the narrow objectives of the units are made prominent.

What determines authority in schools is the element of ownership. Many schools in Fiji are owned by organisations, which the government recognises. Leadership in private schools emphasise mostly traditional authority which when extremely stressed often affect the functions and performances of the schools and its members. Tavola (1991) claimed how a traditional chief of a district in the west of Fiji managed a secondary school. The Western chief's paramountcy over the district licentiously established itself as sole authority over the school. Consequently the school suffered poor management under the chief's leadership forcing parents to enrol their children elsewhere.

The second approach the study elaborates on is the "corporate management model". Corporate management according to the study is post-bureaucratic which derives from the structured multi-national corporations. Decision-making is done cabinet style where the chief executive and divisional heads meet regularly over crucial business matters (Beare, Caldwell & Millikan, op cit). The managing boards and chief executives keep tight control on the culture of the organisation and major developments.
Some elements of corporate management are adopted in the Ministry of Education. This is evident in the designing of corporate plans, strategies and information management. To access important data and information, line managers obtain them through a computer based information system known as Management Information System (MIS). The thrusts of this approach are speed, accuracy and tactical movement. In this approach, the structure is seen to be implementing both the centralisation of authority and its decentralisation. This allows the central part of the organisation to exercise authority but simultaneously encouraging regional autonomy. The Ministry of Education in Fiji is currently developing its information system through the assistance of the Australian Aid-Fiji Education Sector Programme (AUSAID-FESP).

Attaining quality education globally was not an easy task. Obviously what restricted the acquisition was the administrative structure many of the countries' education system were subjected to. While education reform models vary from country to country, their focuses are almost similar. The next section firstly discusses some of those models with the beneficiaries identified and why they are being targeted. Secondly, the components of these models are elaborated to give a clear understanding of how they work. Finally the models are then compared to Fiji’s case to determine their practicality in terms of the country’s social, economic and political situation.

2.3 Global Education Reform Programmes

Quality education is pursued for virtuous reasons as the world become a global village where governments are expected to exercise transparency, good governance and moral obligations to their citizens. Some reform programmes
are implemented as compensatory to serve social justice on disadvantaged groups due to institutionalised racism. A portion of annual budget is often identified to facilitate such programmes. For instance, since 1788, the indigenous people of Australia, the Aborigines, were subjected to socio-economic, political and cultural influences leaving them to traumatic socio-cultural experiences. These traumatic experiences were brought about by policies including segregation/protection, assimilation, integration, self-determination’ self-management and supported by scientific and institutional racism. The indigenous population remain educationally disadvantaged compared to non-indigenous people.

As a compensatory gesture to serve social justice, funds in the form of grants called the Aboriginal Study Grants Scheme (ABSTUDY) was introduced to facilitate aboriginal social and educational development. This reform was an example of structural change where the concept of compensation in monetary value was used to match morality value lost through institutional racism as a means of disempowering an ethnic group.

2.3.1 Education Assistance Scheme for Australian Aborigines
The ABSTUDY was introduced in 1969 as part of the Commonwealth Government’s commitment to implement special measures to assist Australian Aboriginal and Torres Strait Islander people to achieve their educational, social and economic objectives through financial assistance to study. ABSTUDY became available to Indigenous students in tertiary studies from the beginning of the 1969 academic year in response to the lack of participation of Indigenous peoples in higher education. Eligible full-time students received a Living Allowance, with higher rates applying to married
students and where there were dependent children. Compulsory course fees were also paid, as well as book and equipment allowance. Travel costs were paid for students who needed to study away from home (Australian Government Department of Science and Education Training, 2001).

One year after inception (1970), the Aboriginal Secondary Grants Scheme (ABSEG) was introduced to promote the participation of Aboriginal and Torres Strait Islanders in secondary education so that they were able to continue on to tertiary studies. Three years later (1973), ABSEG was extended by Government decision to include all Indigenous students attending secondary school. This decision recognised that these Indigenous students needed additional assistance and encouragement prior to leaving school to realise their educational potential, as it was evident that many did not undertake senior secondary studies.

From 1975 to 1976, ABSTUDY was extended to enable special courses to be established for Aboriginal and Torres Strait Islanders in remote areas who did not have access to the usual range of education and training opportunities. Where local experts were not available to run these courses, specialist instructors were brought in to the local communities.

Another country that faced institutionalised racism called "apartheid" was South Africa. The apartheid policy in South Africa had left a legacy of a fragmented and racially divided education system. The policy discriminated against certain racial groups and resulted in unequal education provision in terms of race and region. It had caused the country considerable inequality between whites and blacks (Ministry of Education South Africa, 2005). To
improve the quality of education amongst blacks, functional reform efforts were directed at establishing special schools called Dinaledi schools.

2.3.2 Equality influences Quality Education in South Africa

The restructuring of higher education in South Africa continues into the new millennium from 1994 when the new government inherited a skewed system that not only disadvantaged the blacks but also failed to meet the social and economic needs of the country. The aim of the restructuring process is to eliminate unnecessary institutional duplication, increase in student numbers in the next 10-15 years and increase access for black and female students in under-represented areas and establish university centres of excellence. A new funding formula for higher education is being implemented which will reward higher education outputs to improve the success rates of students from disadvantaged background.

To enhance access for poorer students, the government established the National Student Financial Aid Scheme. By 2004, the Scheme has awarded 4 billion Rand in loans to 360,000 students. A result of education reform in South Africa is the establishment of Dinaledi schools to teach Mathematics, Science and Technology. This is part of a National Strategy aimed at; raising the participation and performance of Black learners (especially females) to equality level in Mathematics and Science at Senior Certificate level; providing high-quality education in the three subjects to all learners, and increase and

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improve human resource capacity to deliver education in the three subjects. Apart from these, the Department of Education is involved with HIV/AIDS education; school retention and enrolment; Early Childhood development; Adult Basic Education; promoting girls education to reach higher education; increasing qualified teachers; establishment of appraisal system to reward teachers that perform well within the public sector whilst keeping them in schools; youth retention in schools and promoting values in education.

The women are targeted because they are most vulnerable in the country. The reform was a means of empowering them. Nonetheless, South Africa still faces a challenge in the education and fight against poverty particularly in the education for rural people. The country has diverse rural areas and therefore certain social, economic, educational and cultural factors need to be considered in enhancing the definition of rural education.

While the Dinaledi schools in South Africa offer programme to teach particular subjects such mathematics, there are schools offering programmes which allow at-risk student students to attend and improve their weak areas before being absorbed into the mainstream schools in Israel.

2.3.3 Project eliminates students At-Risk Situations in Israel

The ultimate goal of accelerated schools is to eliminate at-risk situations and prepare all students for the educational mainstream (Gaziel, op cit). It is the teachers who are the key players in the schools as they make decisions with their expertise and knowledge considered an asset. To implement the programme, conventional schools were transformed into accelerated schools with three guiding principles: establishing a vision: creation of school site
empowerment through decision making and responsibility for results (school based management) and development of an approach that maximise the strengths of the students, teachers, administrators and parents.

The effect showed a positive impact on staff empowerment, teaching practice, development of school culture and collaboration between school and home. The main result was greater numbers of student returning to study at their local school, a far lower dropout rate and significant improvement in student success in the national matriculation.

2.3.4 Private Education in Malaysia to provide Quality Education.

Programmes to facilitate rural quality education are also implemented in Malaysia whose indigenous people known as the Orang Asli continue to face social exclusion. The government is making an effort to assimilate them into the mainstream society (Ministry of Education, Malaysia 2004). The Orang Asli children are encouraged to attend schools near their natural habitat since they live mostly in the thick jungle areas. To lure them to schools, uniforms, food rations, textbooks and other forms of assistance are supplied free. The government has gone as far as recruiting teachers to serve in the remote interiors. It builds teachers' quarters and provides hardship allowances as incentives. In addition, the government has seen the importance of upgrading teachers' knowledge and skill in Orang Asli schools. The reform is more functional than structural. However from 1979 until June 2003 Malaysian universities were practising affirmative action policies for the natives of Malaysia known as the Bumiputeras, which literally means "sons of soil", a term referring to the Malay ethnic category in 1970 and mainly used to define an affirmative action designated category. The Malaysian programme was
implemented in 1971 as the New Economic Policy (NEP) after racial violence between the Malays Bumiputera, Indians, and Chinese groups. Malaysia's NEP programme was economic oriented and socio-political based to promote national unity and maintain political stability. The programme assured the Bumiputeras educational advancement but it had inadvertently effects on the lives of other ethnic groups in Malaysia.

Currently, education in Malaysia is restructured under the market model principles to acquire quality education. Consequently Malaysia is promoting Private Education under the Ministry of Education Department of Private Education or Jabantan Pelajaran Swasta (JPS) which monitors and regulates the development of private education at pre-tertiary level (Ministry of Education, Malaysia, 2006). The department executes its role as specified under the Education Act 1996 (ibid). The Private Education ultimate goal is "excellence". To succeed, the whole country of Malaysia becomes a Centre of Excellence in education by offering quality education from primary school level right up to post-secondary school level. There are various types of taxation incentives offered by the Government to the operators. Private Educational Institutions enroll Malaysians as well as foreign students. The reform is both functional and structural. The functional change is evident in the inclusiveness of beneficiaries whereas the structural aspect is found in the acquisition of funds through taxations.

The evolutionary development of education system in Malaysia is congruent to Sri Lanka which also implemented an exclusive policy to assist Sinhalese students in 1970. Unfortunately the policy led to ethnic conflicts. The crux of the problem was that the indigenous Tamil who made up 12.6% of the
population in 1981 had for years favoured by the British colonial administration, enjoying relatively privileged access to education and to government employment in the first half of the twentieth century (Stewart, 2001). Their high rate of literacy in English and the excellent science facilities in the schools of the Jaffna districts allowed many from the district to enter universities. The introduction of language policy began to make distinctions to those speaking Sinhalese and Tamil. Tamil speakers were favoured more by the Tamil examiners. Then the government introduced a lower qualifying marks policy for students taking examinations in Sinhalese to provide a politically acceptable ratio of Tamil to Sinhalese students allowing them to be admitted to the science, engineering and medical faculties of the University of Ceylon. Examination marks were scaled which was to neutralize the superior performances of Tamil students. Tamil students had to obtain higher aggregate marks than the Sinhalese students to get into the science, medical and engineering faculties. This obviously overturned the merit principle and heralded the emergence of affirmative action. Tamils living in the North suffered most from the changes as the university entrance policy made it hard for them to qualify. This became a factor in the deterioration of ethnic relations in the island in the 1970s.

Like Malaysia, Sri Lanka’s education system is evolving to embrace an inclusive policy of attaining quality education with emphasis on equity, good governance and efficiency. While Malaysia acquires funds within through taxation to facilitate the provision of quality education, Sri Lanka’s funding came in a form of a grant.
2.3.5 International Grants for Quality Education in Sri Lanka

The objective of the Education Sector Development Grant (ESDG) is to develop excellent education institutions to facilitate high levels of human development, national income and distribution of economic progress more equitably to rural, estate and poor urban areas, which is a functional reform. In 2006 the World Bank pumped about US$60 million into Sri Lanka to help the government implement a five-year Education Sector Development Programme (ESDP) to improve all schools in the country. This is a similar gesture in which the European Union gave about FJD $44 million to the Fiji government to improve its education system in a four-year period from 2004-2006.

The provision of grants is an example of structural reform leading to the facilitation of development programme to bring about functional changes stated in the four themes to guide funding assistance. The four themes which the ESDP pursues in the effort to acquire quality education are to:- *Increase equitable access to basic and secondary education; Improve the Quality of Education; Enhancement of Economic Efficiency and Equity of Resource Allocation; Strengthening of Education Governance and Service Delivery.*

Quality education is also pursued amongst members of Organization for Economic Cooperation and Development (OECD) countries. The reforms are often based on the efficiency and effectiveness of both functional and structural aspects. In most cases the functional component is reformed while the structural component is in support. Nevertheless the need for education

reforms in some developed countries is a matter of national security for instance in the United States (US), a report compiled in 1983 indicated the poor performances of its school children (Zajda, op cit; Newman & Associate, 1996; Gordon, 2003).

2.3.6 US Education Reform to attain excellent Quality Education

The United States observed that a “large proportion of its students and adults particularly those from the minority and low income groups were unable to perform cognitive tasks necessary for successful work, citizenship and personal life.” Indicators of this decline in US schools’ performances include illiteracy, low-level performance, test score decline, international comparisons and equity. The US government treated this crisis as security issue to the nation because the country’s image as a world superpower was threatened. As a result, state governments, foundations, professional organisations and universities promoted reforms such as new curriculum standards, new forms of assessments of learning, decentralisation of management, more equitable financing of public schools and restructuring the system. After the publication of the report, US policy makers got together and designed policy efforts called Excellent Movement (Fuhrman, 2003). These reforms were to occur at state level. The policies were known as ‘top-down’ policies. After four years there was another reform called ‘restructuring’ and was known as bottom-up policies because practitioners championed it. Later came ‘standards’ reform because the two earlier reforms failed. The standards reform is the result of the amalgamation of ‘excellence’ and ‘restructuring’ reforms (ibid).
The objective of the reform was for the American education system to attain excellence through functional change by raising the standards for students and teachers; increasing course requirements for graduations and instituting more student assessment. To facilitate the functional reform, a structural change in the form of an Act called the ‘No Child Left Behind Act’ was passed. Under the Act, a number of school models emerged to provide new education options for many families. The law also supports the growth of more independent charter schools. It also funds some services for children in private schools, and provides certain protections for ‘home schooling’ parents. Finally, it requires that states and local school districts provide information to help parents make informed educational choices for their child. It was also legislated that parents have a range of school models to select from. Six of the models are :- Magnet Schools of America, DC Schools of Choice, Steiner Schools, Home schooling, Cluster Schools and Charter Schools.

The commonalities amongst the above mentioned models are first, their promotion of decentralisation of decision making from a controlling authority to consumers. Second is funding which they have to compete for. Third is their freedom of choice of schools students are to attend. While the reform models identified in the US focused on efficient and effective strategies to achieve excellent quality in education, its underlying factor was the funding. The US adopted a funding programme called the “Public Voucher Movement” as some sort of scholarships often targeting students from low-income families was implemented.

The voucher programme was adopted by New Zealand while restructuring its education system in the late 1980s. Three changes occurred as hallmark of the
reforms. These were the transformation of government controlled schools into locally managed, creation of autonomous government agency to assess schools and the establishment of small voucher programme for low-income students.6

2.3.7 Voucher Programme after Reform in New Zealand

Reforms were enacted in New Zealand in the 1980s. Before that, the government school system was expensive, inefficient, unresponsive to community needs and top-heavy with administrators. The system benefited the pakeha (white) communities leaving the Maori and Pacific Island families to send their children to failing schools. An objective of this change in New Zealand's education reform was equity in which children from low-income families are beneficiaries. The scheme known as Targeted Individual Entitlement Scheme (TIE) was to "lift the education achievement" of low-income families and make "it more likely that these families (would) get the kind of education that they want for their children".7 The programme provides the student's family with an allowance of NZ$900 for primary students and NZ$1,100 for secondary students to cover additional expenses such as uniforms, books, and extra-curricular activities. Primary and secondary school students qualify to apply if their family income is less than NZ$25,000.00. In the first two years of implementation of TIE indications show that the programme has been successful both in raising students of low-income families educational achievements.

Rhetorically quality education is associated more with higher education rather than secondary and primary education. It is more about the reforming of

6 http://www.oldfraser.lexi.net/publications/criticical_issues/1999/schools_choice/section_o4.html, (16/02/07)
7 Ibid
In pursuit of quality education, some of the mentioned countries are currently packaging higher education to be a marketable commodity for exportation. This is an example of globalization where tertiary institutions are becoming transnational with education developed as a trans-border product. For instance, Universities from England are currently in Malaysia, while some Australian universities currently have campuses in Fiji. Apart from these campuses, a number of tertiary institutions offering Information Computer Technology courses for secondary school leavers are opening up in cities and towns. Fiji is being drawn into the market where education is a merchandise. Currently there are calls for the government to regulate these education providers in Fiji in order to ensure uniformity, consistency and continuity. The next section discusses the reviewing of education in Fiji in which the findings were presented in a report. This review is totally different from restructuring and reforming as occurred globally.
2.3.8 The Quest for Quality Education in Fiji

The only exercised performed in Fiji over its education system in the last five years was a review. An Education Commission was established and tasked in 1999 for the review exercise. Some of the commission’s suggestions in the report included recommendations for the improvement of rural education and the provision of educational assistance to females. This is where some elements of the report could be similar to the objectives of Dinaledi schools of South Africa where the focus is to improve opportunities to black female students.

The assistance offered to indigenous people of Australia and Malaysia through the provision of educational funds is similar to assistance offered to the indigenous Fijians and Rotumans under the affirmative action policy. While Fiji could not match the voucher system in New Zealand for educational assistance, the provision of Fijian Affairs Board (FAB) scholarships to the indigenous Fijians and Rotumans is the best Fiji could offer. Currently the Indian students are mainly the beneficiaries of another source of funds known as the Multi-ethnic Scholarship Fund.

The model schools offered in the US leaves a lot of room for parents to choose from for their children. In Fiji, parents decide schools for their students based on reputation of schools particularly examination results. Another important element of these schools of choice is the decentralisation of authority from the central body to school based management. While most schools in Fiji are privately owned meaning the management controls the finances and physical development of the school, staffing is the government’s responsibility since most teachers are civil servants. In cases where there are no teachers (civil
servants), school authorities hire teachers as Temporary Civil Servants. Their salaries are shared between the government and school management on an 80% to 20% ratio.

The country draw its supply of teachers from three teacher training colleges: the government sponsored Lautoka Teachers College (LTC); Corpus Christi under the Catholic Church of Fiji and Fulton College which belongs to the Seventh Day Adventists. These three training institutions produce primary school teachers where as the Fiji College of Advanced Education (FCAE) trains teachers for junior secondary schools. There are plans to merge LTC and FCAE while the FCAE premises to teach form seven similar to a plan the Alliance government implemented in the late 1980s. FCAE was the then Nasinu Teachers College (NTC) for primary school teacher training institution. This was shifted to Lautoka currently LTC and the former NTC was converted to a residential campus called Nasinu Residential College to accommodate Foundation students of the University of the South Pacific (USP) then. However USP offers degree courses of which many graduates find jobs as teachers. Recently due to limited funding allocation, the government cannot employ all the teachers graduating every year from the mentioned teacher institutions resulting in many of them unemployed.

At school, children are offered social science, commercial studies, and science subjects for those who wish to pursue academic courses up to form seven. There are technical subjects for those intending to pursue Technical Vocational & Education Training (TVET) courses. These courses can be pursued to diploma level at the Fiji Institute of Technology (FIT). The Ministry of Education is proposing to phase out examinations at the lower
primary and replaced with the assessment monitoring exercises called Fiji Island Literacy and Numeracy Assessment (FILNA). Then there is the Pacific Island Literacy and Learning Skills (PILLS) test to assess upper primary level of literacy and numeracy skills. The PILLS tests have shown how indigenous Fijian students perform poorly in mathematics and language at class eight level. Currently Fiji is reviewing its national curriculum base on the Western Australia model. The reform is currently known as the National Curriculum Framework (NCF). However the quest for quality education in Fiji is evident in the government’s role in establishing Centres of Excellence at selected schools (Fiji Times, 2005).

The difference between global programmes and Fiji’s CoE programme is the exercising of power and the existence of a controlling authority body. Countries that reformed and restructured their public education system had shifted the authority from the central Department of Education to school-based management. Fiji’s situation amongst private schools is elaborated earlier but in government schools decisions on physical development and budget rests with the Ministry of Education headquarters leaving the administration of the schools only to the principals and teachers.

The discussion in the next section exposes how global education reform models are facilitated by theories. Theories provide a framework for understanding human behaviour, thought, and development. By having a broad base of understanding about the how’s and why’s of human behaviour, we can understand others and ourselves better. Theories create a basis for future research. Researchers use theories to form hypotheses that can then be tested. Theories are dynamic and always changing. As new discoveries are
made, theories are modified and adapted to account for new information. In common usage, people often use the word theory to signify a conjecture, an opinion, or a speculation\(^8\). In this usage, a theory is not necessarily based on facts; in other words, it is not required to be consistent with true descriptions of reality. True descriptions of reality are more reflectively understood as statements that would be true independently of what people think about them.

2.4 Social Justice Theory facilitates Global Education Reform

The theoretical framework that facilitates global education reform and restructure models as discussed in this section are claimed as of Social Justice Theory origins. Social Justice Theory refers to conceptions of a just society, where 'justice' refers to more than just the administration of laws.\(^9\) It is based on the idea of a society which gives individuals and groups fair treatment and a just share of the benefits of society. Different proponents of social justice have developed different interpretations of what constitutes *fair treatment* and a *just share*.

Social Justice is both a philosophical problem and an important issue in politics. It can be argued that everyone wishes to live in a just society, but different political ideologies have different conceptions of what a 'just society' actually is. The term 'social justice' itself tends to be used by those ideologies who believe that present day society is highly unjust and these are usually left-wing ideologies, advocating a more extensive use of income redistribution, a more egalitarian society. The right-wing has its own conception of social justice, but generally believes that it is best achieved through the operation of

\(^8\)http://en.wikipedia.org/wiki/Theory

\(^9\)http://en.wikipedia.org/wiki/Social_justice (13/04/06)
a free market, and the promotion of philanthropy and charity. Both right and left tend to agree on the importance of rule of law, human rights, and some form of a welfare safety net (though the left supports this latter element to a greater extent [e.g. to provide for capable individuals in society] than the right).

Various countries have their own target groups. As discussed earlier, in South Africa the Blacks are recipients of preferential treatments while Australia targets the Aborigines. The Orang Asli is a target group in Malaysia while in Fiji the indigenous Fijians and Rotumans are beneficiaries of Blueprint. However under the Social Justice Act in Fiji, Affirmative Action Policies target all irrespective of ethnicity. The above mentioned countries exercise an 'affirmative action approach' consistent with the left-wing interpretation of social justice. This is different from grant-in-aid an educational intervention process in the form of funding from governments. Grant-in-aid is a model where the government subsidises education costs as is acceptable in New Zealand. Similarly, Fiji for a long time until to date, has been implementing grant-in-aid to all schools. The right-wing approach promotes competition in the free market which is why it is known as 'market model theory'. This study has established that global models adopted to attain quality education are based on either the market theory or affirmative action theory.

2.4.1 Implementing the Market Theory approach.

The market theory is viewed as consumer-oriented approach where the market is the deciding factor. The theory emerged with the development of mercantile capitalism in Western Europe around the time of the Reformation. Two of the earliest exponents of the market model were Thomas Hobbes and
John Locke. Hobbes most important political work is called Leviathan. The theory describes that: everyone has naturally equal powers; individuals are rational; individuals do not have free will and individuals seek their own happiness and avoid pain. Locke on the other hand lived in England from 1600s-1700s. Locke believed that all people have an equal natural right derived from God; to make use of this right some kind of ownership is necessary; every person has something which the person has an exclusive natural right to; a right to property is due to one's ability to mix one's labour with the objects of appropriation. When the theory is used in the context of education in a competitive market environment, pressure will force for instance the school to use its resources in an economical and efficient way to develop educational products to suit consumer demands (Aspin, Chapman and Wilkinson, op cit). The assumption is that the absence of competition in the traditional government systems of education compromises quality education (ibid). Consumers are given the opportunity to select the kind of education they want. Education is privatised and sold just like any other commodity. Underlying this approach is the reduction of funding and the decentralisation of management authority. England, Wales and even New Zealand are viewing education much more as a commodity and not as a public good or a form of welfare agency (ibid). US with its various model of schooling is using market approach to develop their education system. Affirmative action theory on the other hand is a preferential treatment rendered to certain minority groups because of their socio-economic disadvantage background. The next section discusses some countries, which practise affirmative action programmes to facilitate the disadvantaged in their socio-economic advancement.
2.4.2 Affirmative Action Theory

Chapter One contains a brief definition of affirmative action theory. While beneficiaries of affirmative action vary from country to country, the minorities who have been victims of discrimination and disadvantages are usually the beneficiaries. Green (2004) claims that the most common categories legible for preferences are ethnicity, national or racial minorities, aboriginal people, women, people with disabilities and war veterans. In Australia, the beneficiaries are mainly women (gender-based), those with disabilities and the Aborigines. In Britain, the beneficiaries are former citizens of the country's former colonies. Britain's policy is reward-based, a more positive approach.

Interestingly the United States promotes market principles in some of its schooling programmes but also supports affirmative action policies to eliminate the consequences of past discrimination and likelihood of future discriminations. This has somehow contributed effectively to the improvement of education amongst blacks (Murrell and Jones, 1996). The education performances of the group were evidently increased when funds were provided for education but when the funds reduced, the number of African-American students dropped (ibid). Other US target groups are the

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10 The Equal Opportunity for Women Act 1999 of Australia came into effect in January 1/2000 an update of the 1986 Act. The Act of 1999 however still requires employers to provide action plans every two years and to identify issues for women need addressing. Hence the act requires the promotion of equal opportunity for women in employment and the elimination of discrimination by employers against women in employment. All organization with 100 or more employees were required to develop and implement affirmative action programs and annually report the progress of these programs.

11 Ruf, P. X. 2004 “Australia and Affirmative Action ” In Affirmative Action: An Encyclopaedia; Beckman J. ed; Greenwood Publishing Group Inc; Greenwood Press, 88 Road West, Westport, 06881; pp 81-83. The Affirmative Action Agency was established in 1986 to administer the Equal Employment Opportunity for Women Act (of 1986). This Act requires higher education institution and employers of 100 or more employees to implement affirmative action programmes. Then a new legislation came into effect (Workplace Act of 1999). This Act requires the removal of barriers to women entering and advancing in their organizations.
Native Americans, Vietnam War veterans, and people with disabilities. In Japan, the beneficiaries of the policies are the buraku and Ainu. \(^{12}\) In India the beneficiaries are the Dalits. \(^{13}\) India’s policy, sometimes labelled ‘compensatory discrimination’, is an attempt to correct the past injustices members of the lower caste suffered. \(^{14}\)

The debate over affirmative action often dwells on the distribution of resources based on equality. Faundez (ibid) claims, that both proponents and critics of affirmative action rely on the notion of equality to justify their position. While proponents define equality as a group-based concept where preferential treatment is rendered to disadvantaged groups to achieve equality with other groups in a society, opponents on the other hand argue that such a definition violates the principle that competitors for goods ought to be treated as equal. Some critics claim that the policy has improved the socio-economic status of some making them rich while impoverishing and disillusioned those who are unfortunate. \(^{15}\) Ratuva (2001) stated that affirmative action in

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\(^{12}\) Alam, B. M. 2004 “Japan and Affirmative Action” In Affirmative Action: An Encyclopaedia; Beckman J. ed; Greenwood Publishing Group Inc; Greenwood Press, 38 Road West, Westport, 06881 pp 517-520. For 250 years between 1603 to 1867 during the Edo period, Japan had sustained itself through a classed-based system known as shinoukousyon and was perpetuated by the Tokugawa shogunate to maintain power over other castes known as the buraku using the ‘divide and rule’ policy. The buraku are made up of four classes: shi (warrior class), nou (farmers), kou (artisan), and syout(tradesmen). There are two other castes the eta and hinin. These two are similar to India’s dalits a caste known as the ‘untouchables’. The Japanese government has enacted ‘special measures laws’ for the benefit of buraku members. These laws enable them to access scholarships, enjoy tax benefits in business and obtain loans with low interest rates.

\(^{13}\) The caste system in India is a four-echelon hierarchy that divides society into group membership in one of the four classes on the account of birth: Brahmins (warrior class); Vaishyas (merchant and farmer class); Sudras (menial servant class) and the Dalits (untouchables).

\(^{14}\) Ibid; India’s constitution Article 16 allows governmental job reservations to individuals from ‘any backward class of citizens, which in the opinion of the State, is not adequately represented in the services under the State’ Article 17 abolishes untouchables and prohibits its practice India’s affirmative action policy’s is considered older than that of the United States since it was drafted in the constitution in 1948, Beg (2004).

\(^{15}\) The legal framework in Fiji allows lending agencies like the Fiji Development Bank (FDB) to provide facilities easily for Fijians. Unscrupulous non-Fijian business people have circumvented legislation by forming partnership with Fijians who are usually fronts. According to Sowell (2004),
Malaysia incorporated three dynamic aspects, which are the creation of an entrepreneurial class; the use of affirmative action by the elite to accumulate wealth; and the consolidation of communalism. Likewise affirmative action policy in South Africa has created a black middle class.

...affirmative action...has in some ways helped to reproduce inequality within the black community by creating a powerful black capitalist class closely linked to the broad historical bloc that consists of the state elites... (Ratuva, 1999).

Chapter Three outlines the policies, which frustrated indigenous Fijians' progress in education. Such account is consistent with the global definition of the purpose of AAP stated earlier in this section. Unfortunately politics in Fiji is so polarised that the AAP is viewed negatively. It is assumed that criticism over the policy is a result of poor monitoring which allows abuse and exploitation by some people who use their accessibility to the provisions of AAP to benefit them as Ratuva claimed (ibid). Such perspective narrows the vision that AAP is a facilitative medium of development.

2.5 Monitoring Affirmative Action Policy

Monitoring the AAP is a political issue in Fiji. Exum (1983) claims that affirmative action programmes often have problems on their implementation,

this practice is common in Asian countries for instance Malaysia and Indonesia. In these two countries "Ali Baba" enterprises surface, where the name "Ali" refers to indigenous people qualified for preferential treatment and "Baba" is the non-indigenous (usually Chinese) who controls the business. This trend has been identified in the US where people of indigenous ancestry are used as "fronts" in business ventures. During the World War II, anti-semitic policies led some Jews to operate in Poland using Gentiles as front men. This has also been identified in Fiji where Chinese business people use Fijians as local partners, compelling Prime Minister Laisenia Qarase to say that affirmative action policies (regarding business) should be reviewed. One reaction members of non-preferred groups did to overcome preferences provisions was to redesignate themselves. For instance if group A is a beneficiary, members of group B redesignate themselves by tracing their ancestry. In the US Sowell said during the Jim Crow era, light-skinned blacks passed as whites to escape social disadvantages that went with being black, however after the implementation of affirmative action, many whites traced their ancestral roots through American Indian of Black American lineage. This has never occurred in Fiji, but a well known case involves a former Minister of State and businessman when he changed his identity from being a Chinese ancestry to Fijian using his matrilinical connection to get registered in the Vola ni Kawa Bula (VKB).
monitoring and enforcement. According to Ruf (1994), the Affirmative Action Agency in Australia enforces the programme giving its Director the power to acquire information from employers should they submit public reports that fail to comply with the (Equal Opportunity for Women Act 1999) Act. Employers are required to set goals and deadlines when these goals are to be achieved. The Office of Federal Contract Compliance Programs is charged with enforcement of the affirmative action policy in the United States (Crosby & Cordova, 1996), (Faundez, op cit).16

In Canada the Canadian Employment Equity Act has a provision, which require employers to file annual report with the Minister of Employment and Immigration. Any employer found breaching this provision is guilty of an offence and liable to a fine not exceeding $50,000 (ibid). However, the Canadian government assists employers in the fulfilling of their statutory obligation by providing interpretation about the requirement of the Act and of the regulations and advising employers of the development and implementation of affirmative action plans. Along with Australia, Canada also requires employers to set goals and timeline, but in the US goals and timetables are flexible (Ibid).

The $30million Agricultural Scam in Fiji is a classic example of poor monitoring mechanism being in place. Civil servants carried out the implementation of affirmative action policies. Unfortunately many of them are in charge of government projects and they lack necessary skills and

16The OFCCP requires contractors to make a good faith effort with documental practices to meet their goals for improved utilisation of targeted groups. Should contractors breach agreement of compliance, severe penalties such as cancellation or suspension of government contracts and debarment from public contracts are imposed;
management expertise (Fiji Times, 2005). Despite this, each ministry is expected to implement its own specific affirmative action policy on an annual basis and to submit quarterly and annual reports of their performance under the supervision of the Chief Executive Officers, (CEO).

2.6 Conclusion

The acquisition of quality education cannot be grasped definitely because of its elusive nature. The concept is associated with effectiveness, efficiency, equity and social justice with other virtues aiming to produce effective learning in schools.

The literature highlighted some education reform and restructuring models adopted world wide. The general aim of these reforms is to shift the burden of funding educational expenditure usually from the government to the consumers. The management of schools no longer rests with the central controlling bodies but with the school communities in some instance. Such arrangement is purposefully done to ensure quality education achievement. The exercises are implemented through social justice theory. There are two approaches under the social justice theory. The affirmative action approach allows disadvantaged people accessible to social policies such as (in the case of this study) education in which beneficiaries receive preferential treatment to benefits while the market theory approach dictates people to compete for those benefits.

There are two important factors that ascertain the acquisition of quality education in schools. The first is "leadership" which also rests on models as guiding principles. Literatures have identified two models of leadership
adopted in schools namely the Instructional and Transformational approaches.

The other important factor is management. Likewise, management depends on theories to provide a framework allowing school managers discharge their responsibilities in assisting school leaders perform their roles in the schools. The two factors complement each other. While leadership engrosses itself in the teaching and learning of students, the management provides the logistics support that leaders need to perform well. The study will highlight their roles in school and how the two factors affect the Centers of Excellence understudy.

The contentious issue about affirmative action is the monitoring process that provides a check-and-balance mechanism of all assistance rendered to beneficiaries. Globally, there are monitoring agencies tasked to control and provide assistance to the policy implementers.
CHAPTER THREE

INDIGENOUS FIJIANS IN EDUCATION: Unfolding the Struggle

3.0 Introduction

The main thrust of this chapter is the exposition of the suppression of ordinary indigenous Fijians from attaining quality education, which allegedly was a result of not only a faulty system but subtly designed policies to disempower them. Education Ordinances and Acts were deliberately formulated to separate colonialists from the local population. This was evident for instance in the setting up of schools which restricted students of non-European parentage from attending them. Another policy was the prohibition of teaching language and science to indigenous Fijians. Funding was also a contributing factor as more grants were given to schools belonging to other ethnic groups than to indigenous Fijian school. Policies such as these were allegedly the origins of the disparity between Indians and indigenous Fijians in education. The next section dwells on the development of education in Fiji.

Before the missionaries and colonialists arrived, indigenous Fijians had their own form of knowledge acquisition. The missionaries introduced literacy followed by colonialists who formalised education. Education policies were formed to institutionalise racism and segregation. Some effects of such policies are still evident currently (particularly) in students performances. Unfortunately the development of indigenous Fijians in education was measured against the success of students of Indian descent. While the disparity between the two ethnic
groups was highlighted, neither disparity amongst indigenous Fijians nor was
disparity between indigenous Fijians and natives of other pacific island countries
was acknowledged. However the contest over (indigenous) Fijian education
became an issue in Fiji’s political discourse. The lack of development in Fijian
education is significantly related to the political stability of the country. The next
section begins with the exposure of indigenous Fijians to Western form of
education while elaborating on the evolutionary process of education in Fiji.

3.1 **Evolution of Education in Fiji beginning from Pre-Colonial days.**
Before the arrival of missionaries in the early 1800s, education among indigenous
Fijians was assumingly very much synonymous to any other society in its earliest
form of socio-economic development. Indigenous epistemology including arts
and science were accumulated through informal education. Lessons were learned
from observations and participations within the community allowing language,
customs, norms and values to survive for centuries (Puamau, 2001). For instance,
knowledgeable womenfolk known as *yalewa vuku* performed midwifery, a
medical profession currently learned through science subjects. The knowledge
and skills still exist and practised in remote villages where accessibility to health
centres is difficult.

Another example was their industrial produce, which bear ingenuity in their
making. This was illustrated in their land management and agricultural
engineering which indicated some universal principles of land preservation while
farming mountain slopes (Williams, 1985). Military technology also bore some
principles of physics in the carving of war clubs and spears making them lethal
and effective with minimum effort when used. These are some illustrations to show that early indigenous Fijians though labeled savages and uncivilised in the modern context was a cultured people with its own custom, values, technology, language and numerical system to facilitate their socio-economic development. All these were learned from parents and other members of extended families.

The arrival of the missionaries brought another form of learning where reading, writing and numeracy were taught first to proselytize people and secondly for capitalization purposes. The first to arrive were the Methodist missionaries namely Rev. William Cross and Rev. David Cargill in 1835 (Tavola, op cit; Gaunder, 1999). They set up the first schools and introduced literacy. Both were from the Wesleyan Methodist Mission. Cargill was instrumental in the introduction of the Fijian language system. He also put together a Fijian dictionary and “A grammar of the Fijian Language”. Teachers were trained and sent to villages and established schools. This was similar to some other former colonised countries. For instance in Indonesia, Islamic religious instruction is offered through institutions of the langgar (small prayer house) and pesantren (a non-graded school operated by a Moslem scholar) (Soedijarto & Suryadi. eds, 1980).

Similarly, South Pacific countries that were converted to Christianity by the missionaries trained local people to facilitate the spreading of the Gospel. In Fiji, the Methodist missionaries established training at Davuilevu commonly known then as the ‘Vuli Levu’ (general education). The Roman Catholic missionaries on the other hand arrived in Fiji almost ten years after the Wesleyans. Since the
Catholic missionaries belonged to the Marist Order, they started establishing proper schools. In 1882 the first European Sisters arrived and schools for girls were opened. The language of instruction in schools was English. The Catholics were the first to establish multi-racial schools.

The European colonialists introduced the second stream of formal education, which is institutionally known as a 'school' (ibid), (Robertson & Sutherland, 2001). Education is conducted in buildings and children enrolled in grades and learn subjects prescribed in the curriculum. Teachers are trained professionals to specialise in teaching secular subjects as reading, mathematics, history, geography and sciences. They are paid by the government as is the case in most South Pacific countries. This form of education unlike the form missionaries first started is administered in stages such as primary, secondary and tertiary levels. Learning is very much structured in which contents for learning are prescribed in designed and systematic format and later tested in examinations to evaluate whether learning has taken place. It is a simplistic universal form of education, which both developed and developing countries pursue.

In retrospect, educating the indigenous Fijians was similar to what natives of other colonised countries experienced. The arrival of missionaries signified the evolution of indigenous knowledge acquisition to a formal format with numeracy and language as main learning subjects. The colonialists who arrived later introduced education with some curriculum taught and learned under formal learning situations. This however sparked racism and segregation on the part of
the whites to the extent where it was institutionalised with some missionaries as perpetrators.

3.2 Colonial Government endorsed racism and segregation policy

Government policies British administrators implemented during colonial days were partly to be blamed for the poor quality in education of natives of countries they colonised. For instance in Malaysia, the Malays were subjected to a protectionist policy (protection of the Malays) in which the British administrators were concerned with a certain apprehension about the dangers of 'over education' of the native (Aziz & Yow, 1980).

In Fiji the legacy of the British colonial administration known then as, 'Indirect Rule' (1874-1970) allowed segregation and elitism. Unbelievably some missionaries endorsed the policy (Gaunder, op cit & Lal, 1992). The 1909 Education Commission Report revealed the intensity of racism in Fiji (Gaunder; op cit). One issue that drew racial remarks was the teaching of English Language to Non-Europeans meaning indigenous Fijians and Indians. The Manager of the Colonial Sugar Refinery at that time recommended that no English be taught to Fijians (ibid). The Methodist and Roman Catholics had different views on the issue. While the Methodist was in favour of the teaching of vernacular, the Roman Catholic taught English in schools. This showed the different views the two churches had on how to perform evangelical duties towards the non-whites.

European attitudes towards Fijians during colonial era were consistent with generalised racial lore that the colonised were phlegmatic, indulgent, lazy,
devious, and promiscuous and of course unable to govern themselves (Tatz, 1987). Tavola (op cit) suggested that the whites' perspective over the indigenous Fijians in education was similar to Hadow Report on the education of the Africans, which conformed to the thinking that uncivilized people were difficult to teach in the European context. These racial attitudes saw Indians as 'coolies' fit only for labourers whereas Fijians were 'primitive' people incapable for education.

The Reverend Butcher of the Methodist mission was quoted to have written,

*I cannot possibly bring myself to believe that much real intellectual benefit would accrue to the natives until the quality of the Fijians' brain has been altered* (Gaunder, op cit).

Similarly Reverend John Burton shared the same racist remarks saying,

*None would look upon the Fijian as an intellectual type. Charming and naïve he may be in his manners, (but) he belongs to the category of the "lower races." This fact must be recognised and education must approach him accordingly ...We have made a tragic mistake in India in raising up the few to inordinate heights of unsuitable education and thus divorcing them from usefulness to the commonwealth. A half-educated Indian babu with his staccato English and metronomic syllables is torture enough; but a Fijian babu! May heaven forfend! (Ibid)*

The Wesleyans started schools in which segregation (mono-racial schooling) first begun as a means of using vernacular as medium of instructions in school (Gaunder, op cit). The Colonial government copied the strategy as a means of its segregation policy. Educational segregation was a process of social engineering allowing Europeans to maintain supremacy over Fijians and Indians. Ordinances and Acts were designed as instruments of segregation in education. This saw the

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1 The existence of mono-racial schools as identified by names of schools and population wise is indicative of the existence of racial and gender segregation in the education system today.
passing of an ordinance in 1879 for the establishment of public schools for European children. This was how Levuka Public School in Ovalau and Suva Grammar School were established.

The two government schools were reserved only for children of full European parentage. Children of part-European and non-European descent such as Indian and Fijian children were not allowed to attend the same school as the European children did. Governor May supported this policy saying,

*contact with coloured children whose precocity in sexual matters and whose less careful upbringing at home is a real danger to white children* (Lal, op cit).

Another indication of strong European opposition towards education for indigenous Fijians emerged in 1914. The Council of Chiefs requested that Queen Victoria School (QVS), the school for the elite Fijians, to offer higher education. Unfortunately members of the Legislative Council resisted the request to extend curriculum to the teaching of science, saying that academic education was unsuitable for Fijians (Legislative Council Debates, 21 November, 1917. pp 261-263 cited in Gaunder, op cit). Such policy is a classic example of paternalist attitude of the whites on the natives of colonies in this case to suppress indigenous Fijians from advancing their ethno-science knowledge. The policy is a reflection of dependency theory which treats the developed and underdeveloped as interdependent functional positions in the economies within the world. The strategy was a master-servant relationship colonialists used to keep the members of colonies in subjugation.
The decision mentioned above left a long standing traumatic effect on the indigenous Fijians' education usually evident in the national school examinations. The Pacific Islands Literacy and Learning Skills Test taken in 2003 in schools amongst the nine education district of Fiji shows that class 5 indigenous Fijian children lack the necessary numeracy and literacy skills to facilitate their advancement to upper classes. Table 3.1 below shows that 24.37% of the children who sat the tests were identified as Risk Levels 1&2. The two levels indicate their poor standards with Risk 1 level being the worst.

Table 3.1: Numeracy & Literacy Skills PILLS TEST RESULTS-2003

<table>
<thead>
<tr>
<th>#</th>
<th>Education District</th>
<th>Students Tested</th>
<th>Risk Level 1&amp;2</th>
<th>Risk Level 1 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ba/Tavua</td>
<td>534</td>
<td>113</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Eastern</td>
<td>108</td>
<td>43</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Cakau</td>
<td>232</td>
<td>100</td>
<td>59</td>
</tr>
<tr>
<td>4</td>
<td>Lautoka/Yasawa</td>
<td>1808</td>
<td>356</td>
<td>153</td>
</tr>
<tr>
<td>5</td>
<td>Macuata/Bua</td>
<td>958</td>
<td>265</td>
<td>127</td>
</tr>
<tr>
<td>6</td>
<td>Nadroga/Nadi</td>
<td>282</td>
<td>88</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>Ra</td>
<td>236</td>
<td>94</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>Nausori</td>
<td>1093</td>
<td>281</td>
<td>92</td>
</tr>
<tr>
<td>9</td>
<td>Suva</td>
<td>1826</td>
<td>490</td>
<td>233</td>
</tr>
<tr>
<td>10</td>
<td>7139</td>
<td>1740</td>
<td>803</td>
<td></td>
</tr>
</tbody>
</table>


The Fiji Eighth Year Examinations (FEYE) of 2003 also showed poor examination result marks amongst indigenous Fijian children in Mathematics and English Language subjects compared to other ethnic groups. The differences lies in the quality marks attained. The two tables (Table 3.2 & Table 3.3) revealed the percentage in Mathematics and English marks attained amongst all the children in Fiji who sat their FEYE.
Although more than 50% of candidates from each ethnic group passed Mathematics, the upper range of mark is quite low amongst the Fijians compared to other ethnic groups. Rotumans showed the greatest ability to perform well in Mathematics. Their number however is small and therefore can be considered as a selective group. In English Language the performance of the two major ethnic groups are similar where there is a sharp upward trend in the 31%-40% range to the 61%-70% and then a sharp fall in the upper range of marks. More Indians score in the upper range than Fijians.

The colonialists policy to suppress science taught in Fijian schools at secondary level is indicative of their arrogance and ignorance. Had they encouraged science,
ethno-science knowledge existed in the indigenous knowledge would have been exploited and blended with modern science to surface a new breed of scientific knowledge. This would also bear results on indigenous Fijian students excelling in science subjects at schools. In the long run a new frontier of science would open up. Unfortunately the naivety of the Fijian leaders then and their passivity towards British rule deny later generations their right to be students of science and language. The next section expose some factors that affect Fijian Education.

3.3 Fijian Education becoming a “problem”

A host of factors have been identified as causes of the quality education concept evading indigenous Fijian. The following: White (2001), Williams (2000) Bacchus (2000), Tavola (1999), Puamau (1999), Dakuidreketi (1995), Stephen (1944), are some studies that have identified the socio-economic, socio-cultural institutional, psychological and spatial, racial and political barriers as major constraints.

Allegedly the deficiency in quality education amongst indigenous Fijians is a legacy of the British colonial administration between 1874 and 1970. Then on the eve of Fiji’s independence, the disparity in education in Fiji was highlighted for the first time. The 1969 Education Commission highlighted the disparity between children of Indian extraction and indigenous Fijian descent (White, 2001). This disparity in education was due to a number of reasons. Stephen, (1944) observed that by the 1940s Indian schools were already providing “higher quality” education compared to Fijian school. The curriculum taught in Indian schools was almost equivalent to that taught in government schools where most
European students attended. Tavola (op cit) also identifies that the curriculum made the difference and it was constantly recommended that indigenous Fijians were only good for agricultural subjects an opposite reaction to the effort made to teach them science subjects. Keeping indigenous Fijians as agriculturalists was one way for the colonial government to exploit their labour to obtain its revenue through taxes. On the other hand, Indians persistence for better education brought about changes to their development. In 1929 the Indians representatives in the legislative council made their presence felt. Their membership gave them the opportunity to advance their political interests as their “appetite for political growth and power increased” (Ali, 1980). Fijian political activity at that time unfortunately wanted to preserve status quo because their representatives in the legislative council were limited to few chiefs who seemingly saw aggressiveness and confrontational as vuvavuva (arrogant) and unchiefly. This is assumed as a cultural factor because the Fijian society at that time was more tolerant and permissive. Through education this cultural behaviour is currently beginning to change.

Tavola (ibid) further claimed that in 1937 the Director of Education then was totally against academic secondary education for Fijians whilst the Indians were given the opportunity to do so. The report also claimed that the provision of grant-in-aid funds for Indians helped them improve their schools compared to Fijians. Salary grants were paid to certified teachers who had been trained in English. By 1929 only 32 of the 700 Fijian schools received grant-in-aid. Under the same scheme many Indian organisations established schools. Between 1931
and 1941, the government expenditure towards education for all races in Fiji stood at 19% for Europeans, 7% for Fijians and 97% for Indians.

White (op cit) on the other hand claims the disparity was a result of Indian and Fijian schools segregated “more by default than design” The segregation of schools was due to the differences in residences; Fijians live in villages and Indians in settlements. Spatial differences continue to contribute to poor performances as most Fijian schools are located in remote islands and in the interior where accessibility to infrastructure and technology is still a dream to those who live there. In terms of carting materials for construction and development to these areas, the cost is trebled or even quadrupled compared to the cost of transportation to areas where Indian schools are. In many areas, children travel long distances on foot to schools and by the time lessons start, they are too tired to learn. Besides many secondary schools were concentrated in urban areas and most rural Fijians were restricted from urban settlement at that time. Lastly, Indians treated education as a form of escape from the cane fields (Tavola, op cit), (Beeby, 1986). Currently it is still a form of escape but from Fiji to overseas for greener pastures. They hope to escape marginalisation.

Education disparity between indigenous Fijians and Indians has been measured in various ways. Simplistically examination is an obvious performance indicator for students. External examination results have allowed people to progress further to higher education or for securing employment. Table 3.4 below shows the disparity in two examination results existed between the students of the two
major ethnic groups from 1966-69 which had been a cause of concern for sometime.

Table 3.4: NZSCE & NZUE Exam Passes for Fijians and Indians (1966-69)

<table>
<thead>
<tr>
<th>Years</th>
<th>Indigenous Fijians</th>
<th></th>
<th></th>
<th></th>
<th>Indians</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sat</td>
<td>Passed</td>
<td>%</td>
<td>Sat</td>
<td>Passed</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>110</td>
<td>64</td>
<td>58</td>
<td>157</td>
<td>96</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>158</td>
<td>77</td>
<td>49</td>
<td>504</td>
<td>186</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>1968</td>
<td>272</td>
<td>133</td>
<td>49</td>
<td>757</td>
<td>378</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>1969</td>
<td>487</td>
<td>223</td>
<td>46</td>
<td>1414</td>
<td>545</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

| | Number of Candidates sitting NZUE | | |
|---|---|---|
| 1966 | 45 | 16 | 36 |
| 1967 | 88 | 22 | 25 |
| 1968 | 80 | 23 | 29 |
| 1969 | 131 | 44 | 34 |

Sources: Examination Office Ministry of Education Statistics, 2006

The table above shows consistent performances amongst indigenous Fijian students sitting New Zealand School Certificate (NZSC) in the period mentioned compared to Indian students. Again this consistency appeared in the New Zealand University Entrance (NZUE) for the indigenous Fijian students compared to the fluctuation in results for Indian students in the same period, but the number of candidates who passed the examinations remained in favour of Indian students. The few indigenous Fijian students sitting and passing NZSCE and NZUE was due to the fewer Fijian secondary schools teaching form six in the early years of the two New Zealand examinations compared to Indian schools. Accessibility to secondary schools at forms five and six levels for indigenous Fijians was limited then, while Indian students were already enjoying secondary education in great numbers. Disparities in examination pass rates for indigenous Fijians and Indian students sitting NZUE continued from 1970-1988 as shown in Table 3.5.
The government then in 1989 the localised the two external examinations which saw the birth of the Fiji Schools Leaving Certificate Examinations (FSLC). The disparity in passes between students of the two major ethnic groups continued to persist with an average of about 37% in passes amongst indigenous Fijians compared to an average of 59.3% in passes amongst Indian students for the period 1989-1999. There were also more Indian teachers in the upper salary scale compared to indigenous Fijian teachers in the same period. The period shown above was the post-coup years resulting in the Indian population mass migrate to overseas. A criterion of going overseas was education and many of them sought better educational opportunities abroad. The coup was a push factor and
education was the doorway so Indian students had a reason to invest in education.

Table 3.6: Number of Fijians and Indians sitting FSLC Examinations (1989-1999)

<table>
<thead>
<tr>
<th>Year</th>
<th>Indigenous Fijian students</th>
<th>Indian students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sat</td>
<td>Passed</td>
</tr>
<tr>
<td>1989</td>
<td>2987</td>
<td>1247</td>
</tr>
<tr>
<td>1990</td>
<td>3366</td>
<td>1420</td>
</tr>
<tr>
<td>1991</td>
<td>3844</td>
<td>1595</td>
</tr>
<tr>
<td>1992</td>
<td>4317</td>
<td>1516</td>
</tr>
<tr>
<td>1993</td>
<td>4750</td>
<td>1806</td>
</tr>
<tr>
<td>1994</td>
<td>5012</td>
<td>1899</td>
</tr>
<tr>
<td>1995</td>
<td>5274</td>
<td>2062</td>
</tr>
<tr>
<td>1996</td>
<td>5489</td>
<td>2126</td>
</tr>
<tr>
<td>1997</td>
<td>5376</td>
<td>2102</td>
</tr>
<tr>
<td>1998</td>
<td>5402</td>
<td>2076</td>
</tr>
<tr>
<td>1999</td>
<td>5202</td>
<td>2309</td>
</tr>
</tbody>
</table>

Source: Examination Office, Ministry of Education, 2006

Another measurement used to gauge education disparity is employment. The study (Table 3.7) showed disparity in employment between indigenous Fijians and Indians. The Fiji Public Service Commission Report of 1987 showed the ethnic distribution of jobs in the Public Service with Indians exceeding the Fijians. Disparity was found in the commercial sector where most managerial roles were in the hands of the Indians while Fijians were mostly consumers. In a survey conducted in 1987 showed that in the public sectors, Indians outnumbered Fijians except in the army (Ravuvu, 1991). Records of the Office of the Registrar of Companies showed in 1987 there were 7000 registered business, 50% of which belonged to the Indians, 15% to Fijians, 20% others and 15% joint venture (ibid).
Table 3.7 Occupational Classifications amongst Fijians, Indians and Others

<table>
<thead>
<tr>
<th>#</th>
<th>Occupational Classifications</th>
<th>Fijians</th>
<th>Indians</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gen/ Specialist Admin</td>
<td>1,776 (41%)</td>
<td>1,506 (55%)</td>
<td>117 (4%)</td>
</tr>
<tr>
<td>2.</td>
<td>Construction Services</td>
<td>154 (48%)</td>
<td>125 (38%)</td>
<td>45 (14%)</td>
</tr>
<tr>
<td>3.</td>
<td>Medical Officers</td>
<td>88 (29%)</td>
<td>175 (57%)</td>
<td>42 (14%)</td>
</tr>
<tr>
<td>4.</td>
<td>Dental Officers</td>
<td>62 (38%)</td>
<td>97 (60%)</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>5.</td>
<td>Para-medical Officers</td>
<td>96 (32%)</td>
<td>180 (63%)</td>
<td>12 (4%)</td>
</tr>
<tr>
<td>6.</td>
<td>Pharmacy Officers</td>
<td>13 (32%)</td>
<td>28 (68%)</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Mechanical/ Electrical Eng.</td>
<td>49 (40%)</td>
<td>59 (48%)</td>
<td>15 (12%)</td>
</tr>
<tr>
<td>8.</td>
<td>Police Officers</td>
<td>831 (52%)</td>
<td>732 (45%)</td>
<td>43 (3%)</td>
</tr>
<tr>
<td>9.</td>
<td>Radio &amp; Elec. Engineering</td>
<td>278 (42%)</td>
<td>320 (48%)</td>
<td>65 (10%)</td>
</tr>
<tr>
<td>10.</td>
<td>Procurement/Supply Officers</td>
<td>57 (34%)</td>
<td>110 (65%)</td>
<td>1 (0.59%)</td>
</tr>
<tr>
<td>11.</td>
<td>Teaching Upper Salary</td>
<td>2903 (44%)</td>
<td>3534 (54%)</td>
<td>155 (2%)</td>
</tr>
<tr>
<td>12.</td>
<td>Legal Officers</td>
<td>3 (19%)</td>
<td>8 (50%)</td>
<td>5 (31%)</td>
</tr>
<tr>
<td>13.</td>
<td>Judges</td>
<td>1 (14%)</td>
<td>2 (29%)</td>
<td>4 (57%)</td>
</tr>
</tbody>
</table>

Sources: Fiji Public Service Commission Report, 1987

The lack of participating indigenous Fijians in business is a cultural factor. Indigenous Fijian communal way of life always interferes with business because they place kinship and blood ties above material wealth. The concept of individual owned business contradicts their principles of communal ownership. This is why many cooperative stores established in the 1960s collapsed because everyone owns the business.

The above table (Table 3.7) is evidence of the racist policies the colonialists implemented against indigenous Fijians education prohibiting them from the teaching of science and language as stated earlier. The medical, engineers and auditing jobs are professions which require scientific knowledge (including mathematics) whereas the legal fraternity is an area where language particularly English is a core subject. Indigenous Fijians were denied both areas in the early years of Fijian education. They were culturally brought up to be submissive. This is illustrated in the period mentioned showing indigenous Fijians were greater in
numbers in the police force and the army. The security forces are areas where the ranks are trained to follow orders unlike the other mentioned professions where opinions and debates are acceptable and acknowledged.

Education Disparity between indigenous Fijians and Indians was highlighted on the eve of Fiji's independence. A host of factors were linked to disparity such as the curriculum for instance. Then Grant-in-aid was being suggested as benefiting the Indians more than indigenous Fijians. While spatial factor was suggested as indigenous Fijians' disadvantage to education, Indians' positive attitude was claimed as a reason Indians did well in education. The next section dwells on factors which are often suppressed and in some cases accepted amongst indigenous Fijians as causes of disparity in education amongst them.

3.4 Education disparity amongst Fijians

Various authorities have identified some factors contributing to lack of progress in education amongst indigenous Fijians. One of them is identified as institutional factors. Puamau (op cit) argued that the church is to be blamed for indigenous Fijians’ lack of progress in education. This is in terms of money parents give to the church, which could have been spent on their children’s education. By definition the ‘church’ is an assembly of believers in Christ. The spirit of giving to the church is tied up with belief and faith in the rewards that will follow when individuals sacrifice their wealth and time (Fiji Times, 2002).

The other institution is the vanua that has a multiple definition. Firstly it is a physical unit in the form of land including the sea, rivers and earth. Secondly it is
referred to a habitable territory owned by a group of people. The third definition refers to the people who belong together to a territory. Vanua could refer to either of these definitions and each has a ‘spiritual’ context when Fijians acknowledge their references. Robertson & Sutherland, (op cit) argue that vanua refers to the relationship between the land and the people indigenous to the land. Tuwere (2002) gave a theologian interpretation saying.

*The vanua is a ‘social fact’ which for the Fijian people holds life together and gives it meaning. To be cast out from one’s vanua is to be cut off from one’s source of life: one’s mother as it was. In many Pacific languages, the word for land is related or identical with the word for womb or placenta.*

So when Fijians give up their wealth in the name of the vanua, it is traditionally a spiritual act of obligation and commitment they believe in and that failure to honour the vanua can result to misfortune as curses befall them. To an outsider the belief may seem to be an act of superstition. Obligations to the vanua and church are beginning to become cumbersome because mismanagement and poor governance are saturating the system. Ratuva (2000) argues that communal collection of money for capital towards commercial purposes on behalf of the people often fail because investments do not always follow commercial principles but more on a vakavanua (traditional) system where chiefs usually made legal holders of shares and even directors of companies created. A host of other factors have been identified in other studies leading to education deficiency amongst indigenous Fijians and these are caused by socio-economic, socio-cultural, and psychological factors (Bacchus, 2000) (Dakuidreketi,1995).
Currently one issue that is debated about but has not reached a heated pitch in the political landscape is the unfair distribution of scholarships particularly, the distribution of Fijian Affairs Board (FAB) scholarships. The FAB scholarship is awarded to indigenous Fijians and Rotumans only. A total of 6,239 graduates were recipients of FAB scholarship between 1984 and 2001. Out of that figure, 3,058 Fijian graduated from USP, 2,507 graduated from FIT, 79 from the Fiji School of Medicine (FSM) and 595 graduated from overseas (Ministry of Fijian Affairs, 2004).

During the three-year period (2001-2003), a total of 313 FAB scholarships were awarded to students from 14 Fiji provinces and Rotuma. These scholarships were for overseas studies with Serua and Namosi being the least recipients of awards, while Lau received the most followed by Tailevu, then Cakaudrove and finally Kadavu.

Table 3.8: FAB Scholarships awarded to Fijians & Rotumans (2001-2003)

<table>
<thead>
<tr>
<th>MINISTRY OF FIJIAN AFFAIRS, CULTURE, HERITAGE &amp; REGIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1</td>
</tr>
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<td>15</td>
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<td>TOTAL</td>
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</table>

<table>
<thead>
<tr>
<th>Award</th>
<th>Grad</th>
<th>Award</th>
<th>Grad</th>
<th>Award</th>
<th>Grad</th>
<th>Award</th>
<th>Grad</th>
<th>%</th>
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</thead>
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<td>3</td>
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<td>7</td>
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<td>2</td>
<td>13.3</td>
</tr>
<tr>
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<td>2</td>
<td>6</td>
<td>0</td>
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<td>1</td>
<td>18</td>
<td>3</td>
<td>16.6</td>
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<td>1</td>
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<td>3</td>
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<td>14</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>5</td>
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<td>4</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
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<td>15</td>
<td>2</td>
<td>20</td>
<td>6</td>
<td>49</td>
<td>10</td>
<td>20.4</td>
</tr>
</tbody>
</table>

Source: FAB Scholarship Unit, Ministry of Fijian Affairs, 2005
The table (Table 3.8) above indicates the discrepancies shown in the distribution of the FAB scholarship. Surprisingly Rotuma did very poorly with no plausible reasons offered to explain its students' unsatisfactory performances.

The four provinces (Lau, Tailevu, Cakadrove & Kadavu) received more than 50% of the total awards while the other eleven shared the rest. A staff of the FAB stated the discrepancy occurred because selection criterion is based on merits. The decision was unfortunate for the three provinces (Serua, Namosi and Rotuma) but a blessing for others whose students continued to show potentials. What the FAB management failed to take into account was the inconsistency of other provinces. However in terms of equity and equality, the plight of the three provinces needs to be addressed. To reward others for the poor performances of the unfortunate without a thorough research into the background of the factors involved is indicative of poor management, which further victimised the disadvantaged. Unfair distribution of FAB scholarships continued on to 2004 when about $6.3 million were set aside for indigenous Fijian students who wished to pursue tertiary education. Unbelievably 1/6 of that sum went to Lau students alone while the other 13 provinces and Rotuma shared 5/6 of the total allocation.

Disparity in the distribution of FAB scholarship is caused by design than fault. The theory used to distribute scholarships is somewhat a combination of both affirmative action and market model approaches. While the FAB policy scheme is for indigenous Fijian and Rotuman students only (an affirmative action

\[\text{Source FAB. Table 3.8 (FAB Scholarship 2004).}\]
approach), the actual awarding of scholarships to individual recipient is based on merit (market approach) (Ministry of Fijian Affairs, 2001). It is assumed that many meritorious recipients are usually non-disadvantaged students with sound financial background through their parents.

The cost of education is another retardant in Fijian education. The government supports free education for classes one to form six. The provision of free education has been one of the catch phrases political parties use in their political campaigns towards national general elections. The rationale behind free and compulsory education is to stop Child Labour. The International Labour Organization in 1921 linked the age for completion of compulsory education and the minimum age for employment (Tomasevski, 2003). The ILO Convention No.10 prohibited employment, which prejudices children’s school attendance setting the minimum age for employment at 14. In 1945 it posited that education should be compulsory up to 16 year of age.

Ironically education is never free in Fiji. The President of the Fiji Principals Association, in 2005 stated that the cost of education has become so expensive that many parents are struggling to send their children to school which later force children to dropout of schools. The claim stated that sending a form three student to school would cost parents $1000- $3000 per year to meet costs such as transport, school stationery, uniforms, lunches, fundraising activities, extra-curricular activities and other fees levied by the school (Fiji Times, 2005). Many indigenous Fijians who find the cost of education expensive are rural dwellers with poor economic background because their source of living is mainly
subsistence. A good number of them come from Maritime Provinces of Kadavu, Lau and Lomaiviti where currently yaqona is the only crop of commercial value. However these provinces were once producers of copra. Copra was an easy way of earning money. Many people hailed from these provinces and have good jobs these days were perhaps fortunate enough to have copra as a means of paying their way to school. Earning money amongst villagers then (even with women and children) was easy. After the demise of the copra industry the progress and development rate of these provinces slowed and migrations to urban areas increased as people seek better opportunities, education and health services. This is synonymous to the plight Indian cane farmers are currently facing. Many of them are migrating to urban areas due to the expiring of land leases and the declining of sugar prices in the world market due to the withdrawal of preferential sugar prices Fiji once enjoyed. Their migration contributed to the establishment of squatters’ settlement around urban centres in Fiji.

Education is currently becoming a commodity that draws debates in Fiji’s political discourse. The debate over such issue is rhetorically used as scorecard often tainted with racial remarks and in a multi-cultural society like Fiji. Such attitudes contribute to strained ethnic relationship which may often led to political instability as was evident in the 2000 attempted coup.

3.5 Contestation of Fijian Education and Quest for Quality Education
In 1999, the People’s Coalition Party under Prime Minister Mahendra Pal Chaudhry mooted an Education Commission after thirty years from the last one to review and assess the quality of the nation’s education programme offered in
schools throughout the country. Unfortunately the Chaudhry government never saw its completion because they were overthrown shortly after the Commission’s establishment. The Education Commission 2000 Report carries a comprehensive report about the Commissioners findings.\(^3\) One area the report proposed was Fijian Education. It looked at the following three issues: the progress and achievement made in the past three decades on Fijian Education the problems and challenges; and an attempt of defining Fijian Education and the construction of a philosophy of Fijian Education based on Fijian tradition; and the examining of factors contributing to Fijian achievement and recommendations. The report also emphasises the acquisition of quality education particularly as a means of helping Fijian students to achievement.

The report claims that education amongst indigenous Fijians for the past 30 years since the last Education Commission has not advanced far enough while other ethnic groups particularly Indians persisted. This is despite the resources being directed towards Fijian through affirmative action policies for Fijian education and training (Williams, op cit). The report further stated that many students leave school with few or no formal qualifications to allow them participate in the socio-economic and political development of the country. This has been a long standing problem leading to Fijian under-achievement in education. The report in retrospect argued that helping indigenous Fijians in education is challenging and complex, however it requires the support of everyone to make it work.

\(^3\) Government of Fiji [Ministry of Education], November 2000.
The disparity in education between indigenous Fijians and Indians was politicised by indigenous Fijian nationalists. This was one of the many excuses that led to the May 2000 putsch by George Speight and a group of rebel soldiers culminating in the resignation of the late Ratu Sir Kamisese Mara as President of the Republic of Fiji Islands and the overthrow of the People’s Coalition Party under the leadership of Prime Minister Mahendra Pal Chaudhry (leader of the Fiji Labour Party). The upheaval led to loss of lives and damage of property. In the international arena, the Commonwealth expelled Fiji for the second time. Investors fled the country leaving behind employees who were victims of the circumstances and without jobs. Sympathisers to the coup were often heard to recite the rhetoric of “believing in the cause but not the method”.

In a bid to bring back some normalcy to the country, the military commander, Commodore Voreqe Bainimarama, the Commander of the Fiji Military Force, installed an interim government under the leadership of Laisenia Qarase a former banker who then became Prime Minister after the 2001 general election. Immediately after the appointment of the interim Prime Minister, Qarase presented the ‘Blueprint’ an affirmative action policy that would guarantee the advancement of Fijians and Rotumans socio-economic interests.

In July 2000, the blueprint was presented to the Great Council of Chiefs for endorsement (Sriskandarajah, 2003). In December 2002 it was enacted. In forewording the 20 – YEAR DEVELOPMENT (2001-2020) PLAN, Prime Minister Qarase says,
This plan derives directly from the provisions of the 1997 Constitution...there is expressed recognition of the paramountcy of Fijian interests and also the principle that the interests of the Fijian community are not to be subordinated to the interests of the other communities...Accordingly, the various programmes and measures in this plan are to address the concerns of Fijians and Rotumans...and to accelerate their economic and social progress to bring them into line with other communities in Fiji. Two coups have happened in 1987 and 2000...If we are to learn from them, and take pre-emptive action to forestall and prevent any future occurrence, the full acceptance of this plan and its implementation are vitally important.

(Ministry of Finance and National Planning, 2002)

The contention surrounds the formulation and implementation of policies that govern the ministering of education. Education policies in Fiji ensure that every child is educated. Free tuition, grants and scholarship are some measures in place to facilitate free education. Nevertheless the Fiji Labour Party (FLP) Leader, Mahendra Chaudhry accused the government (SDL) of racism over its stance in the implementation of affirmative action policy early in 2005. In frustration, the FLP leader says,

*Racial discrimination has been practiced in Fiji since the 1987 coups but they have become blatant under the SDL government. There is discrimination in the allocation of state resources, employment in the public services, the issuing of tenders and licences, in education assistance and affirmative action programmes for the poor, to mention a few.*

(http://www.flp.org.fj/n050203b.htm, 2005)

In response the government says that the funding allocated to the SPU for affirmative action programme is a mere 1.5% of the total ministry budget for the year 2005 (Fiji Times, 2005). The bulk of the money the government says is allocated to benefit Indian schools and other multiracial schools. The table below shows the distribution of tuition fee assistance allocation to all non-government secondary schools in 2004.
Table 3.9 : Government funding to Fiji schools in 2004

<table>
<thead>
<tr>
<th>Schools</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
<th>Form 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fijian Schools</td>
<td>$66,780</td>
<td>$69,065</td>
<td>$562,122</td>
<td>$492,201</td>
<td>$401,610</td>
<td>$1,591,778</td>
</tr>
<tr>
<td>% of allocation</td>
<td>19.08</td>
<td>19.73</td>
<td>21.80</td>
<td>21.46</td>
<td>18.72</td>
<td>20.63</td>
</tr>
<tr>
<td>Indian Schools</td>
<td>$143,100</td>
<td>$131,220</td>
<td>$1,316,871</td>
<td>$1,182,690</td>
<td>$1,148,895</td>
<td>$3,922,776</td>
</tr>
<tr>
<td>% of allocation</td>
<td>40.89</td>
<td>37.49</td>
<td>51.08</td>
<td>51.56</td>
<td>53.56</td>
<td>50.83</td>
</tr>
<tr>
<td>Total</td>
<td>$350,000</td>
<td>$350,000</td>
<td>$2,578,000</td>
<td>$2,294,000</td>
<td>$2,145,000</td>
<td>$7,717,000</td>
</tr>
</tbody>
</table>

Source: Fiji Times, 09/02/05

The details above show that $3,922,776 or 50.83% was given to Indian schools while $1,591,778 or 20.63% was given to Fijian schools. The other 28.54% or $2,202,446 was given to multi-racial schools. The determining factor for distribution is based on school roll. There are more Indian managed schools large schools in terms of roll compared to Fijian managed schools. The government alleged that Indian schools open up their lower forms to increase the school roll thus guarantees more grant. Many students enrolled are indigenous Fijians. As they progress to upper forms the elimination process begins with very few of them graduating as form six and seven.

The government went further, saying that even when the funding given to Fijian schools combined with that given to multi-racial schools, the total is still less than what was given to Indian schools. About $1,250,000 was given to fund projects under the affirmative action blueprint in 2004. When this combined with the allocation given to Fijian secondary schools, the total ($2,841,778) is still less compared to what Indian schools received. As a result the government says that the allocation for affirmative action cannot bridge the gaps between Fijian and Indian schools as Indian schools continued to benefit more as has been the case.
over the years. Allegedly the government is using information such as shown in the above Table 3.9 to legitimise its policy of programme. This however would provide new angles for further research to determine how much money filters towards indigenous Fijian students.

3.6 Conclusion

Despite almost forty years of independence, indigenous Fijians still struggle in education. While the problem could be traced back to the colonial days, other social and cultural, institutional and spatial factors ought to be acknowledged as well. Unfortunately the deficiency of Fijian Education was also a result of political factors. Ordinance and Acts were legislated to deliberately suppress indigenous Fijians from progressing. This was evident in the establishment of “whites only” schools. Fijians were prohibited from learning Science and English Language in secondary schools. As a result of that ban, indigenous Fijian students still find it hard to excel in both subjects in schools. Disparity in education between indigenous Fijians and Indian students is attributed to funding, curriculum and location of school as few causes amongst the many variables

While there is disparity between students of the two major ethnic groups, disparity amongst indigenous Fijians is hardly acknowledged. This is evident in the provision of FAB scholarships where provinces doing well continued to receive more scholarships compared to those not performing to expectations. The awarding of FAB scholarships is performed under two theories of distribution.
First the establishment of the scholarship is based on affirmative action for the purpose of assisting the disadvantaged, but selection of recipients is meritorious.

The examinations results have been used to illustrate disparity between indigenous Fijians and other ethnic groups particularly the Indian community. Mathematics and Language are two areas indigenous Fijian students are poor at. These poor performances are attributed to the policy the colonial administration put in place to deny learning to indigenous Fijians. The weakness persisted over the years. The evidence as highlighted in the table (Table 3.7) show that Indians do much better and are employed more in science related professions compared to indigenous Fijians. Table 3.2 and 3.3 show indigenous children are weak in mathematics and literacy skills at primary level that continues to secondary and finally tertiary level.

The Education Commission 2000 report highlighted the importance for all to address the problem. The government is putting in place strategies (as part of its social policy) that would assist parents to provide education for their children. There is the annual grant given to schools to subsidise costs, then there are scholarships. Sadly the need to address Fijian education is very much part of the political discourse. The leader of the FLP instead of providing options for the assistance given to Fijians in education chose to berate the government for racism. The government replied by giving figures to state their claim that more funding has been provided to non-indigenous Fijian in terms of grants. This was a
statement the government intends to use as sort of legitimacy in providing funds to indigenous Fijians that the FLP was unhappy about.

In conclusion, parents would do well if they are educated to prioritise their obligations. A lot of awareness programme is needed amongst institutions that are burdening ordinary Fijians from meeting obligations other than that provide educational opportunities to their children.
CHAPTER FOUR

AN OVERVIEW OF THE FIELDWORK AND CASE STUDIES

4.0 Introduction

This chapter outlines the research methodology and tools employed in the study. The gathering of data for this study followed a Qualitative Research method using Case Study approach. Two types of data were sought. The following subsections beginning with “Fieldwork” elaborated how primary data was collected whereas “Desk Research” described how secondary data was obtained. In conclusion, the descriptions of the selected schools under study will be highlighted.

The case study included a privately owned school (managed by a private organisation) as the control school in comparison to two schools understudy. The control school is situated within the capital city while the other two schools are located in two different provinces. They are government owned and dominated by indigenous Fijian students even though the schools are becoming multiracial. The control school is an Indian school with about 60% of its students are indigenous Fijians.

4.1 Research Design

The research design is about the nature of research questions including ‘what’, ‘how’, ‘why’ and ‘when’ questions, the amount of control; and the desired outcomes, (Merriam, 1988) and (Yin, 1984). Yin (ibid) argues that a research design is a logical sequence that connects the empirical data to a study’s initial research questions and ultimately, its conclusion. Merriam (ibid) equated research design with an “architectural blueprint”, which is basically a plan for
“assembling, organising and integrating data and its results in a specific product.” The central focus of this study is to determine “Leadership” in Centres of Excellence. The method of collecting data for this study is a combination of qualitative and quantitative research approaches (Moore, 2000). Qualitative research sets out to tell why it is happening (ibid). It is about developing a detailed understanding of individual’s views, attitudes and behaviour.

4.2 Methodology
This section describes what the researcher did in the field for the purpose of collecting primary data. The following sections indicate: formalities observed as part of the ethics of the research; interviews conducted from selected samples and focus group discussions as additional forum for obtaining additional data. The second method of data collection the researcher performed was desk research where materials from the University of the South Pacific (USP) library, National Archive, School Reports, Newspapers, Unpublished papers, Cabinet Discussion papers, Examination Office (MoE) and Internet were collected.

4.2.1 Fieldwork
Fieldwork in this context refers to the activities conducted in the field. Burns (1997) states that fieldwork incorporates participant observation, triangulation, interviewing and qualitative analysis; essentially interpretation in order to arrive at an understanding of the observed patterns of behaviour engaged in by those being studied. The upcoming sections highlights some of the activities and regulations observed prior to the collection of data while in the field.
4.2.1.1 Formalities

Seeking approval from sources of information and custodians of researched establishments were observed. The Research & Development Unit of the Ministry of Education facilitated the request by writing first to the Chief Executive Officer (CEO) of the Ministry informing the management of the nature and purpose of the study. Initially the CEO declined the request obviously for the sensitive nature of the topic itself as being a programme emanating from the controversial Affirmative Action programme.

The research was then suspended until after the 2006 national general election fortunately when the Prime Minister announced that the whole affirmative action programme will be reviewed. A letter was forwarded to the CEO explaining the government's intention to review the affirmative action policies to justify the importance of the study. The CEO finally agreed but stated that the sample schools chosen for study be changed. After the CEO had endorsed the request, the Research & Development Unit wrote to schools and those within the Ministry about the proposed exercise before a letter of permit was released. Targeted resource people representing populations for interviews were engaged through telephone and amazingly none declined the request.

The traditional protocol of presenting sevusevu was observed in the two government schools which were Ratu Kadavulevu School (RKS) and Levuka Public School (LPS). According to Sharma (2000) Ravuvu explained,

... sevusevu is the ceremonial offering of yaqona by the host to the guest, or the guest to his host and done in respect of recognition and acceptance of one another. The yaqona according to Ravuvu is, “piper methysticum—a plant the roots of which are prepared and used by Fijians as a social and ceremonial drink (pg 12).
4.2.1.2 Interviews

In the schools, the principals were selected first as interviewees since they represent leadership. They are the custodians of the schools and what the schools represent and symbolise. Principals are the ones who liaise with the community, management, parents and the Ministry of Education. After the Principals were interviewed, it was the turn of the Vice Principals then Assistant Principals followed by Heads of Departments, parents, member of Board of Governors. Interviewees were assured of the confidentiality of their identity before the interviews began. They were asked open-ended questions. Most of them were former school mates and acquaintances who happened to be holding positions of authority in schools. Their availability was more coincidental and not based on our acquaintanceship. This made the interview more comfortable and more conversational rather than an ‘inquisition’ (Burgess, 1982).

The questions asked were to determine changes in schools as effect of leadership style from 2000-2005; changes in infrastructure & facilities and effect on students’ performances; changes in parent/community support and effect on students’ performances. Finally they were asked to comment on the positions of the management of the Ministry of Education and how effective their role in the implementation of the Centre of Excellence concept. All interviews were done in their offices where they were more comfortable. The vice principals and assistant principals were interviewed about their assessments on the principals in terms of their principals’ style of leadership and management skills and knowledge. Questions asked were mainly task-related leadership factors such as the development of a vision and infrastructure/facilities. On interpersonal-related leadership factors, questions
asked included leadership influence on the school community including students, teachers, students and parents.

At the management level, the Directors, Principal Education Officers (PEO) and Senior Education Officers (SEO) were interviewed. The questions were phrased as such: Was there any collaboration amongst the Section Heads of the Ministry of Education in the formulation of a centre framework? Were the principals of Centres of Excellence involved in the planning? The other cadre of interviewees was those from outside the education system but interested parties. This group includes academics and a former Minister of Education, parents, member of the Board of Governors (BoG). The line of questions posed to them was in relation to the future of the Centre of Excellence concept. The phrased central question asked was: The future of the Centre will depend on other variables which maybe termed as influences. What are some of these influences?

4.2.1.3 Questionnaires

Questionnaires were only given to teachers to assess both their principals and HoDs. About 30% of the total number of teachers from each school understudied was given a questionnaire each to fill. At Indian College the questionnaires were given to the principal who then distributed to eleven teachers while in Levuka Public School (LPS) and Ratu Kadavulevu School (RKS), the questionnaires were given to Heads of Departments to distribute. In the questionnaires, respondents were assured that the information supplied would be treated as confidential. Questions raised in the questionnaires were about their Principals' and Heads of Departments' interpersonal-related
leadership factors. Respondents were required to rate their subjects from 1 to indicate a lower value while number 5 represents more value. Questionnaires according to Burns (op cit) are less expensive; confidential which may provide truthful responses; reduced errors and respondents' answer when ready. The limitation in this exercise was that not all questionnaires were returned; researchers cannot probe questions; difficulty in clarification of questions and no opportunity to acquire additional observational data. While Indian College schoolteachers returned their questionnaires, not all teachers of the two government schools returned theirs.

4.2.1.4 Focus Group Discussion

The original plans were to invite six teachers from each school to participate in group discussions and to be done after school hours in an environment familiar to them. However this did not eventuate as in the case of Indian College. Teachers value their time and it was impossible to retain them after school. Another reason is, these teachers travelled long distances between their homes and the school. In the case of LPS and RKS, there was an effort to engage teachers after schools around the tanoa. A tanoa is a carved wooden basin used to mix yaqona. At LPS the staffroom was an ideal place where many converge to discuss and do their preparations. This was done on three consecutive nights where about eight teachers including the principal joined in grog sessions and discussions. The issue discussed include teacher appointments and postings, parents' participation and student disciplines.

Another issue discussed was a method of addressing problems collectively. Such problems include communication within the school and parents' participation and student disciplines.

1 Explained in the next page
attitudinal problem. While some teachers were not comfortable to speak out in the discussion, they chose to speak in confidential about the problem of teacher attitude towards their work as was the case at RKS. During discussions many were not really participating with the exception of a senior staff member perhaps for fear of victimisation. The only assumption as a reason for non-participation of teachers in discussion was that, RKS had recently had cases of teachers being sent away because of disciplinary matters. That probably restricted the silent ones to remain quiet. The next morning the same staff members opened up and openly stating their views on some issues raised the previous nights. This was done in a one-to-one conversation in a room assigned for research. Issues raised were again the appointments of teachers and the lack of commitment at the management level. Also brought up was the land lease problem. The problem that our focus group discussion faced at both schools was the appearance of members of the public who live around the schools. Discussions fizzled out because these people happened to treat the gathering as just another session of yaqona drinking like any other nights. In the case of RKS, the issue of land problem was treated with sensitivity when few people in the gathering were from the nearby village who are disputing the renewing of land lease.

Sharma (op cit) claimed such group discussion is equated to the Fijian version of talanoa. The study added further that the feature of talanoa is to: chat; to tell stories; to relate something to chat to someone; to chat together about a story; account legend. Further he argued that such discussion sessions bring the researcher into the world of the research informants. The report claimed a group discussion is a way of increasing the sample size of qualitative studies by
gaining the views of many people at one time. What Sharma did not mention is that, *talanoa* is a past time cultural activity usually for men conducted around a bowl of *yaqona*. Women do not usually add *yaqona* to their *talanoa* sessions as men do, but that is slowly changing. When women got together as such, it is stereotypically assumed that they indulge in *kakase* and not *talanoa*. The term *kakase* is the Fijian version of gossiping. The *kakase* groupings give women the opportunity to slander others or share secrets with close acquaintances.

### 4.2.1.5 Observations

Collecting data through observation is less demanding and independent. Data is collected as they present themselves. However observing people is different because of the unpredictability factor of human behaviour such as aggressiveness which maybe unforeseen.

Observations held at the three schools were done through guided tours of the school. Discussions were held on site during the rounds where the tour guides who were Vice Principals explained the conditions of infrastructure and facilities.

### 4.2.2 Desk Research

Secondary data was collected from school magazines kept at school and in the National Archives. These sources supplied information about the schools’ history and achievements as reported by previous principals. An effort was made in which an official from the Prime Minister’s office was contacted and permission sought for the availability and accessibility to cabinet papers containing materials about the Centre of Excellence issue. While the officer sounded enthusiastic, no assistance was forthcoming. Fortunately a source
which could not be disclosed kept some hard copies and these were readily available to the researcher.

The examination results were obtained from the Examination Office while information regarding teachers' qualification was provided by the personnel section of the Ministry of Education. For the literature review, library books, reference books, journals and Internet provided researched data on global perspectives of educational reform programmes. Some information was found on local daily newspapers while others were extracted from unpublished papers.

4.3 Limitations to the Study

Limitations to the study began with the sponsor's withdrawal of funding assistance in the form of per diem in 2005 soon after awarding the scholarship to the researcher. This was an administrational problem the sponsors were not able to solve. The researcher was forced to pay using superannuation funds to complete the study. Then the Ministry of Education was not willing to allow the researcher in the first instance to pursue the topic resulting in loss of time. After some persuasion, permission was finally approved.

During Desk Research, the researcher was not privy to most information because custodians of data prudently exercised their discretion. The lack of an information system in the Ministry of Education hindered the provision of teachers' data. Those that were available happened to be outdated or irrelevant. Lack of organised reporting from schools left many historical events and notable achievements undocumented. During Focus Group discussions, a lot of information could not be obtained because outsiders joined in forcing the
interviewees to refrain from talking. Not all questionnaires distributed were returned. Those returned had few that were uncompleted. The researcher had to complete the study on part-time basis because of work commitment.

4.4 Case Studies

A case study is typically an observation of an entity in itself (Burns, op cit). Since this study is an interest in educational management, the focus is on the implementation of a programme pertaining to Fijian education. Case studies often produce useful data for further intensive investigation. Burns (ibid) claims,

... case studies maybe a source of hypotheses for future research by showing that things are so, or that such an interpretation is plausible in a particular case and therefore might be so in other cases (pg 365).

The whole CoE programme has a ten-year duration but each school selected for the programme has five years to produce quality education. This study is conducted within the first five years of its implementation. The outcome will provide new angles for further researches.

4.4.1 Sampled Schools

The sample school initially suggested for research was Suva Grammar School to be compared to Indian College. Imenda and Muyangwa (2000) defined “population” as “the group of subjects to whom the findings of the given study will be standardised.” Burns (op cit) equates “population” to an entire group of people or objects or events which all have at least one characteristic in common...” In this case the reason for the choices of the above schools were as such: both are secondary schools and are about fifteen minutes drive to the Ministry of Education headquarters; the two schools are day schools; both are
co-ed and multiracial. Their differences lie in the following: Suva Grammar School is a Centre of Excellence while Indian College is not. While SGS has an ethnic Fijian school principal, Indian College is led by a principal of Indian descent; the facilities and infrastructure are presumably unequal in terms of quality. Finally Suva Grammar School is a government school whereas Indian College is a private institution.

While approving the request, the CEO suggested that Suva Grammar School be dropped and the study be focused on Ratu Kadavulevu School and Levuka Public School. It was also recommended that either Indian College or Rhishikul Secondary School be used for comparison. The former was selected over the latter because of substantial data about the school already collected. There are few common characteristics between Ratu Kadavulevu School and Levuka Public School. The first common element is that both schools are government schools and are Centres of Excellence since 2003. Indian College on the contrary is not a Centre but believed to be so in its own right. Both Indian College and Rhishikul Secondary School were suggested as control study because they are currently enrolling a big portion of Fijian students. The school roll of Indian College is about 60% indigenous Fijian students to 40% students of Indian origin together with non-indigenous Fijian students. Since both schools are taking indigenous Fijian students, the management of the two schools have been vocal about the idea of their schools be given more assistance as part of the blueprint policy to assist their Fijian students.

The samples selected for research were of two types. There are those selected for interviews and those selected to answer questionnaires. Walsh (2005)
describes “sample” as a slice of the population in which we are interested. A number of interviewees were contacted over the phone, engaged and finally interviewed. The table 4.1 below shows the samples in their category. Most of them are either former principals or current holders of position of authority in the schools. The education officers are representatives of the management (MoE) particularly the units which are supposedly the stakeholders for the Centre of Excellence concept.

Table 4.1: Sample interviewed during the study

<table>
<thead>
<tr>
<th>#</th>
<th>Sample</th>
<th>Data extraction</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals</td>
<td>Interview</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Vice Principals</td>
<td>Interview</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Assistant Principals</td>
<td>Interview</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>HOD</td>
<td>Interview</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>Education Officers</td>
<td>Interview</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Academics</td>
<td>Interview</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers</td>
<td>Questionnaires</td>
<td>52</td>
</tr>
<tr>
<td>8.</td>
<td>Former MP</td>
<td>Interview</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Parents</td>
<td>Interview</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Chairman BoG</td>
<td>Interview</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Teachers and Staff</td>
<td>Focus Group Discussion</td>
<td>20</td>
</tr>
</tbody>
</table>

4.4.1.1 Ratu Kadavulevu School (RKS)

Ratu Kadavulevu School was established as Centre of Excellence in Technology in 2003. This was in accordance with government’s wish to upgrade the technical courses offered in the school as well as the need to improve students’ performance in the external examinations.

Historically, the school is named after the founder, who was the Vunivalu (Warlord) of Bau and the Roko Tui Tailevu (Chief Local Administrator) in the early 1920s. He was the grandson of Ratu Seru Cakobau who ceded Fiji together with other chiefs to Queen Victoria of England in 1874. The Bau chief
established his northern headquarters between Sawakasa and Namena and named it Lodoni, the Fijian version of LONDON in honour of an English doctor who became a close friend and advisor and who also had much influence on the chief's decision. The chief was instrumental in the building of a school in 1924 for the young men of the Kubuna confederacy made up of Tailevu, Lomaiviti and Ra provinces. Hence Provincial School Eastern was established with a school roll of 88 boys. When the Second World War broke out, the Provincial School Western at the Namaka site, Nadi was closed to make way for the United States Air Force Airfield. During this time the Provincial School Southern was situated at Sawani. While the boys from Nadroga/Navosa went to Sawani, the boys from Nadi, Yasawas, Ba and Tavua went to Ratu Kadavulevu School. The school roll in 1942 increased to 200.

Part of the school sits on an old village site once belonged to a tribe called the Yavusa Naovini. The tribe is currently residing at Waivou a new site about a mile away from the school. In 1947 the government intended to extend RKS school compound to include their village site. The people refused to move but early one morning bulldozers drove into the village and flattened houses displacing an entire village community. The government then moved Provincial School Southern (Sawani) in 1948 to make way for the establishment of a boarding for the girls. Students of both Provincial School Southern and Provincial School Northern (Bucalevu) moved to Ratu Kadavulevu School and the roll jumped from 250 to 650. The school was known then as an Intermediate School. In 1949 the school accommodated students from Queen Victoria School who were shifted from Nanukula before moving to their present site in 1952.
In the first 10 year after independence, Ratu Kadavulevu School had shown tremendous progress and development. About 24 buildings including staff quarters, carpentry and joinery stage II and agriculture & engineering stage II classrooms, industrial arts junior workshops, dormitories with separate showers and rugby fields. All these new development occurred in the 1970s (Boladuadua, 1980). Academically the courses and examinations were as follows:- Fiji Junior Certificate (FJC), New Zealand School Certificate (NZSC), New Zealand University Entrance (NZUE), Carpentry & Joinery (C&J), Principles of Tropical Agriculture (City & Guilds) stages I & II, Agricultural Engineering (City & Guilds) stages I & II. In 1974 Basic Science replaced General Science as a form four subject.

Then in 1979 Book Keeping replaced Animal Husbandry. The school stopped form two pupils from sitting their Fiji Secondary School Entrance Examination (FSSEE) from 1973. The School Certificate became a one-year course in 1971 instead of two years. From 1968 -1973, the vocational courses: the Principles of Tropical I Agriculture (City & Guilds of London) were offered at the school. In 1974 the Principles of Tropical Agriculture courses were replaced by the Agricultural Engineering in Tropical Countries (City & Guilds of London Institute). Then in 1980 Form Seven was introduced to the school.

The following tables show the school examination results from 1970 to 1979. The examinations results included the FJC, NZSC and NZUE only.
Table 4.2: FJC Examination Results ten years after Independence - RKS

<table>
<thead>
<tr>
<th>Year</th>
<th># sat</th>
<th># passed</th>
<th>% passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>113</td>
<td>110</td>
<td>97</td>
</tr>
<tr>
<td>1971</td>
<td>99</td>
<td>83</td>
<td>84</td>
</tr>
<tr>
<td>1972</td>
<td>100</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>1973</td>
<td>96</td>
<td>87</td>
<td>91</td>
</tr>
<tr>
<td>1974</td>
<td>104</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td>1975</td>
<td>89</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>1976</td>
<td>105</td>
<td>91</td>
<td>95</td>
</tr>
<tr>
<td>1977</td>
<td>109</td>
<td>104</td>
<td>97</td>
</tr>
<tr>
<td>1978</td>
<td>92</td>
<td>89</td>
<td>88</td>
</tr>
<tr>
<td>1979</td>
<td>94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Tatamusuki 1985

Considering the percentage in passing FJC, the school did fairly well in a ten-year period from 1970 to 1979. The success is attributed to the fact that Ratu Kadavulevu School like Queen Victoria School (QVS) were mainly targeted from students all over Fiji who were top crop from their primary school. The lack of boarding secondary schools for Fijian boys at that time makes competition even tougher and only the best filtered through to Ratu Kadavulevu School.

Table 4.3: NZSC & NZUE Examinations results after Independence - RKS

<table>
<thead>
<tr>
<th>Year</th>
<th>NZSC</th>
<th>NZUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># sat</td>
<td># passed</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td>1970</td>
<td>112</td>
<td>46</td>
</tr>
<tr>
<td>1971</td>
<td>117</td>
<td>31</td>
</tr>
<tr>
<td>1972</td>
<td>114</td>
<td>35</td>
</tr>
<tr>
<td>1973</td>
<td>98</td>
<td>24</td>
</tr>
<tr>
<td>1974</td>
<td>100</td>
<td>44</td>
</tr>
<tr>
<td>1975</td>
<td>100</td>
<td>29</td>
</tr>
<tr>
<td>1976</td>
<td>120</td>
<td>47</td>
</tr>
<tr>
<td>1977</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>1978</td>
<td>124</td>
<td>54</td>
</tr>
<tr>
<td>1979</td>
<td>109</td>
<td>48.4</td>
</tr>
</tbody>
</table>

Source: Na Tatamusuki, 1985

While RKS students did well at FJC, the same could not be said for both the NZSC and NZUE results as shown in the two tables above and below in the same period. Perhaps one contributing factor to the lack of improvement in examination results was the unfamiliarity of course contents in the two exams, which were basically New Zealand based. In the next 26 years from 1981 – 2006 new courses have been included and taught at RKS. These included Arts
courses such as Social Science, and Commerce. Before that, the school taught science subject which were mainly preparatory courses for technical courses.

Table 4.4: FJC, FSLC & FSFE Results for RKS (1995-1999)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FJC Pass</th>
<th>%</th>
<th>FSLC Pass</th>
<th>%</th>
<th>FSFE Pass</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>114/117</td>
<td>97</td>
<td>71/121</td>
<td>59</td>
<td>51/66</td>
<td>77</td>
</tr>
<tr>
<td>1996</td>
<td>106/113</td>
<td>94</td>
<td>98/132</td>
<td>74</td>
<td>31/66</td>
<td>47</td>
</tr>
<tr>
<td>1997</td>
<td>122/134</td>
<td>91</td>
<td>62/169</td>
<td>37</td>
<td>36/58</td>
<td>62</td>
</tr>
<tr>
<td>1998</td>
<td>101/107</td>
<td>94</td>
<td>69/127</td>
<td>54</td>
<td>28/42</td>
<td>67</td>
</tr>
<tr>
<td>1999</td>
<td>122/128</td>
<td>95</td>
<td>48/117</td>
<td>41</td>
<td>11/24</td>
<td>46</td>
</tr>
<tr>
<td>Average %</td>
<td>94</td>
<td>53</td>
<td>46</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Ministry of Education, 2006

While Ratu Kadavulevu School did fairly well average percentage wise in FJC between 1995-1995, the same cannot be said for the FSLC and FSFE. There is no documented reason about these discrepancies. The only possible reason could be attributed to teachers and also the roll of the school was beginning to increase to more than 600 and close to 900 during the years mentioned.

The school had featured in previous Fijian traditional (Veirqaraqaravi vakaturaga) welcoming ceremonies of visiting dignitaries of royal stature in the same period (Boladuadua, 1980). This is an achievement that indicated the well grounding of Ratu Kadavulevu School students to be well versed in their cultural identities. The school showed its force in the rugby and athletic fields. It had claimed overall winner of Inter-secondary Athletics Championship currently Coca Cola Championship for sometime. The school has been a holder of the Deans Trophy, the holy grail of Inter-secondary school rugby championship for a number of years compared to other secondary schools. In 2006 the school participated in the Kula Award, a secondary school film making competition in which the school produced a documentary about the
burning of a whole double story dormitory. Unfortunately the momentum RKS was maintaining in the first two decades after independence declined. One contributing factor was attributed to the increase in school roll in the 1990s which was too much to match the existing infrastructure and facilities. This problem remained until the time the study was conducted. The next school for study was LPS which is located in Ovalau an island lying in the east of RKS.

4.4.1.2 Levuka Public School (LPS)

Levuka Public School was established because of the need to educate the children of the “Whites” on the capital. (Moffett, 1967). The gazetting of the Public Schools Ordinance of 1879 allowed the people of the capital to appoint a school board to consider the question of a school for the town. The Public School Ordinance No.10 of 1879 declared that, there shall be established in Levuka a Common School at which the ordinary branches of secular education shall be taught upon payment of fees as in the Schedule annexed. Then on Monday, 25th August, 1879 the school was opened.

Between 1885 and 1890, inspectors of schools consistently referred to the school as Levuka Public School. In 1908, the school established its boarding facilities to accommodate 50 pupils (20 girls and 30 boys). Additional classrooms were built in 1910 and 1915. A technical school was built in 1913 and a kindergarten room was added in 1921. By 1922 the school roll was about 200. In 1914 the school began to teach proper subjects with great emphasis on manual arts. The school syllabus included the following:- Engineering (tampering and hardening screw-cutting tools; bolts and nuts in all metals; repairs generally), Blacksmithing (Chains; machine repairs; harpoons; fish
spears; and other kinds of iron work), Woodworking (Table making; chests of drawers; lounges; chairs), Boat building (boys were engaged in building boats), Sail making, Book keeping and shorthand for the senior boys and Cadet training. These subjects laid the foundations for technical courses taught at LPS currently under the Technical Vocational Education Training (TVET) curriculum of MoE. The subjects were designed to cater for the commercial activities in *Levuka* with Europeans as business owners in the early 1900s.

The Cadet Corp was established probably to coincide with the growing threats of World War I (WWI). Then in 1916 the Education Ordinance made a legal provision for LPS to be taken over by the government as a Government School. In 1923 it was suggested that the school should be regarded as a public school under the New Zealand regulations and ordinary studies for New Zealand. The school was promoted to secondary level in 1952 and in 1960 it acquired new classrooms and a laboratory for the secondary section. Then in 1964 Form Six was introduced to the school.

The school made a big achievement in 1966 when nine Form Five students out of the ten who sat NZSC passed while six out of the eleven candidates who sat their NZUE passed. Levuka Public School did not have Form Seven until 2005. However its FJC and FSLC results showed better projections than RKS from 1995-1999. The reasons vary which may due to lower class roll and teachers. The school roll in 2006 according to the Principal has dropped. The racial composition of the school roll is made up of Japanese, Chinese, Nauruan, Indian and the majority are Fijian students.
Table 4.5 : FJC & FSLC Results for LPS (1995-1999)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FJC Pass</th>
<th>FJC %</th>
<th>FSLC Pass</th>
<th>FSLC %</th>
<th>FSFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>69/72</td>
<td>96</td>
<td>39/63</td>
<td>62</td>
<td>No Form seven yet for LPS during this period</td>
</tr>
<tr>
<td>1996</td>
<td>77/80</td>
<td>96</td>
<td>46/72</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>141/146</td>
<td>97</td>
<td>45/58</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>72/73</td>
<td>99</td>
<td>35/58</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>77/79</td>
<td>97</td>
<td>43/60</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>97</td>
<td></td>
<td>68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Ministry of Education, 2006

The school also participated in the Kula Award competition in 2005 and also the national televised quiz. Besides these, the school participated in various activities organised in Levuka Town. In sports the school takes part in sports such as athletics, rugby, netball and hockey.

4.4.1.3 Indian College (IC)

The Indian Association of Fiji, founded in 1928, was in 1951 a driving force to the establishment of the school. Mr Hari Charan a former Principal of Natabua Secondary School in Lautoka during the Second World War and later set up a law practice in Suva after his retirement was very influential in the building of a secondary school in Suva. The classes first began in the League Hall in Toorak. Later the school moved to its present site on Rewa Street where a new school was built on a ten-acre of crown land acquired from the government in 1953.

For two years, both the primary and secondary classes were housed in the same building. In 1956, a neighbouring primary school was built (under the same management) and the primary classes moved to the new site. In 1972, the school began forms one and two classes. It has been found that the students have achieved much by being prepared in Forms One and Two for further education than students coming directly from Class Eight of primary school.
Indian College was amongst the first secondary schools in the country to start Form Seven classes. It has been able to attract some very successful teachers and to date it has three well established Form Seven classes and the school results in all external examinations have been amongst the best in the country.

In its pursuit of academic excellence the school pass rate for the Fiji Junior Certificate Examination (FJC) in 1993 was 98.6%. Then in 1994, it was 97.6%. In the same period the percentage pass rate for the School Leaving Certificate Examination (FSLC) was 92.42% which was the second highest pass in Fiji in 1993. In 1994, the pass rate for FSLC was 83%, which placed Indian College in the top nine schools. The Fiji Seventh Form Examination (FSFE) results were equally promising in 1993 and 1994 with 82.8% and 80% respectively.

Table 4.6: FJC, FSLC & FSFE Results for Indian College (1995-1999)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FJC Pass</th>
<th>FJC %</th>
<th>FSLC Pass</th>
<th>FSLC %</th>
<th>FSFE Pass</th>
<th>FSFE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>157/158</td>
<td>99</td>
<td>87/93</td>
<td>94</td>
<td>41/55</td>
<td>75</td>
</tr>
<tr>
<td>1996</td>
<td>153/154</td>
<td>99</td>
<td>86/97</td>
<td>89</td>
<td>36/46</td>
<td>78</td>
</tr>
<tr>
<td>1997</td>
<td>136/138</td>
<td>98</td>
<td>71/74</td>
<td>96</td>
<td>49/53</td>
<td>92</td>
</tr>
<tr>
<td>1998</td>
<td>126/126</td>
<td>100</td>
<td>65/75</td>
<td>87</td>
<td>58/59</td>
<td>98</td>
</tr>
<tr>
<td>1999</td>
<td>88/92</td>
<td>95</td>
<td>69/76</td>
<td>91</td>
<td>51/52</td>
<td>98</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, 2006

However between the years of 1995 to 1999, marks began to fluctuate in the three national examinations for Indian College. The table (table 4.5) showed that there was an average of 98% passes in FJC, 91% passes in FSLC and 88% passes in FSFE between the years (1995-1999) mentioned. In the years 1995-1999, Indian College continued to perform exceptionally well as shown in table 4.5 when compared to Ratu Kadavulevu School and Levuka Public School. During these times there were more Indian students than indigenous Fijian students.
The school roll currently stands at 920 with two streams of Form One; two Forms Two; four Forms Three; four Forms Four and four Forms Five. In the upper secondary, there are three streams of Forms Six and three Forms Seven. Dropout rate is low and at Form Five some students join other schools or migrate overseas. The school is always ready to adopt new methods of teaching and achieve better outcome. In 2002, it became the first school in the country to begin regular Saturday mathematics and English Language classes for all the students living in Suva area. These classes have been very popular and are expected to become a prominent and an inseparable feature of the school. To improve effectiveness, further planning to implement several other strategies is in the pipeline. The table below describes the ethnic composition of the school.

Table 4.7: Indian College School Roll by 2003

<table>
<thead>
<tr>
<th>DESCRIPTIONS</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIJIANs</td>
<td>230</td>
<td>292</td>
<td>522</td>
<td>50.39%</td>
</tr>
<tr>
<td>INDIANS</td>
<td>202</td>
<td>193</td>
<td>395</td>
<td>38.13%</td>
</tr>
<tr>
<td>EUROPEANS</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>1.35%</td>
</tr>
<tr>
<td>CHINESE</td>
<td>9</td>
<td>5</td>
<td>14</td>
<td>1.35%</td>
</tr>
<tr>
<td>OTHERS</td>
<td>39</td>
<td>52</td>
<td>91</td>
<td>8.78%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>487</td>
<td>549</td>
<td>1036</td>
<td></td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td>47%</td>
<td>53%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Indian College school magazine, The Spectrum 2003 Issue, 2004

While the school excelled academically, some of their students did exceptionally well in sports particularly during the last South Pacific Games held in Suva in 2003. Among the Fiji national team winners were five students of Indian College. Their spoils of the games include the following medals: Two Gold medals in Karate and another in Judo; Two Silver medals in basketball and in judo; Three Bronze medals in Table tennis. Their students also participated and won medals in the Coca Cola games. The school never failed to field teams for tests in I.Q. competition and other competition of subject skills such as
mathematics and oratory contests. The institution is a multi-racial school with a school roll of 1036 students by 2003.

4.5 Conclusion

The in-depth interview provided much information because the interviewees were authorities in the area they were interviewed in. Secondly they were interviewed in their own environment where they felt comfortable. This applied to all interviewees including the officials in the Ministry of Education headquarters, principals and their assistants in the school, academics and a former parliamentarian. The responses gathered from schools particularly the two centres indicated both their passion to teaching and frustrations on their inability to perform to their maximum potential due to circumstances beyond their means. The Ministry of Education officials responded carefully and spoke only around the areas under their jurisdiction. The academics provided responses with social perspectives while former parliamentarians dwelt on the political aspects.

The limitations restricted the time the study could have been concluded. The lack of documentations in schools contributed to the unavailability of required data to give a comprehensive study to the background of the schools under study. To compound this, the Ministry of Education does not have an organised archive to store information. The questionnaire was seen to be not so popular. Teachers who were supplied with questionnaires to fill did not make a commitment as expected. Desk research from National Archives and USP library provided quality processed data. Data came in the form of school magazines, gazette and reports, newspapers and reference material and cabinet
papers. The cabinet papers were materials containing correspondences such as proposals which the Ministry of Education corresponded with the government for discussion on the establishment of the Centre of Excellence. The data collected from these papers were really helpful as they provided information that cannot be accessed from libraries and archives.
CHAPTER FIVE

OUTLINE OF THE CENTRE OF EXCELLENCE PROGRAMME

5.0 Introduction

The Centre of Excellence programme is a strategy the Ministry of Education developed and implemented to acquire quality education amongst indigenous Fijians and Rotumans. The programme is becoming contentious because of its connection to the affirmative action policy under the Fijian Education Blueprint.

This chapter will outline what the Centre of Excellence is in the Fiji context. A short account of the Affirmative Action and Blueprint initiative will be discussed to introduce the establishment of the programme. Then a brief history and purpose of the centre in Fiji are highlighted. The chapter will show that the idea of such a programme has been a subject of discussion on past governments. Then a definition is attempted to set reference points to the term. Elaboration will then dwell on the implementation of the Centre of Excellence in Fiji and finally this chapter will highlight some global models of similar concepts relevant to Fiji's situation.

There are three pivotal areas of discussion in this chapter, which are Leadership, Infrastructure and Community Support. These three main areas are consistent with studies conducted globally as mainstay of success in any school. However this study intends to build its discussion only around leadership encompassing the principal of the schools, the teachers and the management. The discussion will also address the impact of leadership on
Infrastructure and Community Support. The next section is a discussion on the Affirmative Action Policy and Blueprint to highlight some initiatives for the Indigenous Fijians and Rotumans. This is to define the origins of the Centre of Excellence.

5.1 Affirmative Action Policy and Blueprint in Fiji

Malaysia, India and Fiji are three countries whose constitutions enacted Affirmative Action policies. In Fiji, AAP is stipulated under the Social Justice Chapter of the 1997 Constitution. AAP assistance is given to all disadvantaged groups in Fiji irrespective of ethnicity, which many in Fiji often misunderstood. Unfortunately politicians exploit this ignorance to further attacks on the (SDL) government. The Social Justice Act of 2001 covers a total of 29 programmes out of which 5 programmes are for the indigenous Fijians only; 5 for Fijians and Rotumans; 2 for Indians and minority groups; and 15 for all persons in rural and peri-urban areas; 1 for ex-prisoners; and 1 for the disabled (Ministry of Finance and National Planning, 2002).

The 'Blueprint' on the other hand is a programme within the AAP specifically targeting the indigenous Fijians and Rotumans only for the purpose of bridging the socio-economic rift between them and other ethnic groups. Such blueprint is the origin of the Fijian Education Blueprint.¹ A list of Affirmative Action and 'Blueprint' initiatives under the Social Justice Act provisions in the 2003 Budget is presented in the Table 5.1. In 2003 about $41.45million was provided for AAP out of which $25.20 million was for the Blueprint initiatives (Ministry of Finance and National Planning, 2002). It is not the intention of

¹ See the Appendices for the Fijian Education Blueprint Overview pg 205-215
this section to expound on the data given in table 5.1, but to provide a background of the CoE programme origins.

### Table 5.1 AAP and Blueprint Initiatives for Indigenous Fijians & Rotumans

<table>
<thead>
<tr>
<th>AAP</th>
<th>2002 Budget ($m)</th>
<th>2003 Budget ($m)</th>
<th>Blueprint Initiatives</th>
<th>2002 Budget ($m)</th>
<th>2003 Budget ($m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Assistance Scheme for Fijians and Rotumans</td>
<td>1.50</td>
<td>1.50</td>
<td>Development Assistance Scheme for Fijians and Rotumans</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>Establishment of Fijian Education Fund</td>
<td>5.50</td>
<td>6.00</td>
<td>Establishment of Fijian Education Fund (Scholarship)</td>
<td>5.50</td>
<td>6.00</td>
</tr>
<tr>
<td>Provision to assist in buying back ancestral land through interest free loan</td>
<td>0.50</td>
<td>0.50</td>
<td>Establishment of Fijian Trust Fund</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>FDB Interest Subsidy Scheme for Fijians &amp; Rotumans</td>
<td>5.04</td>
<td>4.22</td>
<td>Provision to assist in buying back ancestral land through interest free loan</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Upgrading of Squatter Settlement and Existing Subdivisions</td>
<td>1.00</td>
<td>1.50</td>
<td>FDB Interest Subsidy Scheme for Fijians &amp; Rotumans</td>
<td>5.04</td>
<td>4.22</td>
</tr>
<tr>
<td>Grant to Housing Authority</td>
<td>2.00</td>
<td>2.00</td>
<td>Boarding Facilities to Registered and Non-Registered Fijian Schools Secondary ($0.55m) and Primary ($0.5m)</td>
<td>2.00</td>
<td>1.05</td>
</tr>
<tr>
<td>HART Support</td>
<td>1.00</td>
<td>2.00</td>
<td>Review of the Fijian Administration Report</td>
<td>0.20</td>
<td>0.15</td>
</tr>
<tr>
<td>Rental Subsidy-PRB</td>
<td>0.69</td>
<td>1.00</td>
<td>Renewal of expiring native leases</td>
<td>0.32</td>
<td>0.25</td>
</tr>
<tr>
<td>Poverty Alleviation Projects</td>
<td>2.00</td>
<td>2.50</td>
<td>Transfer of State land and Schedule A&amp;B to NLTB</td>
<td>0.15</td>
<td>0.15</td>
</tr>
<tr>
<td>Grant to Voluntary Organisation</td>
<td>0.38</td>
<td>0.63</td>
<td>Establishment of Land Claims Tribunal</td>
<td>0.10</td>
<td>0.10</td>
</tr>
<tr>
<td>Students Loan Scheme</td>
<td>1.00</td>
<td>1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants to Self-help Projects</td>
<td>2.00</td>
<td>3.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Dev Projects</td>
<td>1.00</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eco-Tourism Projects</td>
<td>0.10</td>
<td>0.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding of BLV</td>
<td>0.47</td>
<td>0.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Sporting Facilities</td>
<td>0.10</td>
<td>0.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Assistance</td>
<td>0.80</td>
<td>0.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDB Interest Subsidy - Others</td>
<td>0.30</td>
<td>0.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36.38</strong></td>
<td><strong>41.45</strong></td>
<td></td>
<td><strong>25.81</strong></td>
<td><strong>25.20</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Finance and National Planning, 2002
5.2 What is the Fijian Education Blueprint?

This section intends to elaborate on the Fijian Education Blueprint. To address academic excellence deficiency amongst indigenous Fijians in the upper secondary and tertiary levels, the Ministry of Education designed a Ten-Year Plan (Fijian Education) Blueprint. Policies in the Blueprint target specific areas of (Fijian) students need in Fijian schools and to eventually strengthen school support in Fijian communities.

The expected outcome of the FEB is the acceleration of indigenous Fijian students' access, participation and performance at all level of education from pre-school to tertiary. Simultaneously, FEB will strengthen the administrative structure of Fijian Education and have the provisions of funds to facilitate its implementation. The policies will also ensure to cater for the needs of indigenous Fijian schools leavers. There is a need to create a system responsible for the development of Fijian schools to maximum potential as far as students' achievement, provision of educational facilities and community participation are concerned. This calls for the development of an equitable national curriculum that is responsive to indigenous Fijian students need and reflective on the aspirations of the indigenous Fijian community (Ministry of Education, 2000).

The policies address the neglected state of many Fijian schools and their lack of educational resources. This calls for increased government intervention in funding, management and monitoring. The Blueprint intends to assist Indigenous Fijian students to succeed in education and become good citizen in a modern society and participatory in their Fijian community. The parents also expect that education will not alienate their children from their natural
heritage but to direct their education to the utilisation of natural resources from which they can sustain the livelihood. Finally indigenous Fijians expect the education system to consolidate their learning of language and culture that will facilitate the maintenance of their identity (ibid).

The Blueprint envisaged that by 2010, a new generation of indigenous Fijians, who are proud of their cultural heritage, and imbued with a hunger for education for individual development and success; and of a national society with indigenous Fijians competing successfully in all fields of endeavour towards national socio-economic development will be developed. A dual approach mission facilitates this vision.

- To develop and transform all Fijian schools into centers of cultural and educational excellence to promote, facilitate, and provide the quality education and training Fijian students need for their own individual development, and to adequately equip them for life in a vibrant and developing economy.
- To inculcate into Fijian parents the understanding that education is the key to success in life and to therefore place the education of their children highest on their list of priorities (ibid).

5.3 History of Centre of Excellence in Fiji

Tavola (op cit) claimed that the idea of Centre of Excellence was floated in the mid-1980s. Resources were to concentrate in rural areas allowing secondary schools to develop to Form Six level. The plan was not well received and consequently shelved because it was felt that it might caused differences over the selection of schools. A former Minister of Education claimed that the
programme emerged during the Alliance Government in the 1980s. The government saw indigenous Fijian students failing to meet their 50% quota from the government for university entrance. As a result their quota was given away to others to fill up, thus increasing the non-indigenous Fijian university quota and furthering the 50-50 imbalances. The government then decided to send the unused money allocated for the indigenous Fijian students’ to the Fijian Affairs Board for two reasons (1) that if the money was in the Ministry of Education’s Allocation, others would continue to use it (2) with the FAB in charge of the money, it will be inaccessible to others except indigenous Fijian students. This later led to the establishment of the FAB scholarship. The former Minister of Education continued to observe that the government compared performances between Fijian students and others and found out that most Fijian students come from rural schools where facilities, infrastructure and resources were poor compared to non-Fijian high schools which were mostly urban based with electricity, good teachers, better facilities and infrastructure in place.

The Centre of Excellence programme was to begin with the building of new schools with Ratu Mara College in Lakeba, Lau to cater for the Lau Province. The school was to be fully funded by the government and fully staffed. The other province receiving a new school under the same scheme was Namosi. Two provinces, Kadavu and Lomaiviti disputed over the choice of schools. The development of these CoE was mainly to build infrastructures such as

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2 Unfortunately Dr Ahmed Ali had already passed away before he could be engaged in an interview about the topic.
3 The former Minister of Education did not quote any figure nor any date of study pertaining to this claim.
classrooms, dormitories for students and teachers’ quarters, libraries, laboratories and fully staffed.4

Then in 1996, a paper titled, “Schools of Excellence” was submitted to the Levuka Public School Board of Governors for consideration and was further developed as a proposal in September 1996 titled “National Education Centers- A Way Forward”5. The paper, which provided some background for the establishment of Centre of Excellence found its way into the Ministry of Education. The proposal was to revive the commercial activity of Levuka by clustering the three schools in Ovalau, which are Levuka Public School (LPS), Saint John College (SJC) and Delana Methodist High School (DMHS). The idea of clustering them was brilliant, but its practicality is impossible because of the schools’ management principle differences. The schools are managed by three different authorities. LPS is a government school, SJC is a Catholic Church managed school while the Methodist Church manages DMHS.

The suggestion for CoE surfaced again in the Education Commission 2000 report. Williams (op cit) suggested the establishing of Centres of Specialisation in Fiji, as specialist schools to cater for studies in special areas for indigenous Fijian students wishing to specialise after Form Five. The areas Fijian students do well in are: computer studies, vocational and technical, agricultural science, sports, clothing, engineering, wood technology, hotel and catering and tourism studies. The report proposed the idea of establishing one school for each of the following disciplines: sports, vocational work,

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4 The source was in charge of the secondary section of the Ministry of Education and was also part of the team of officers who prepared a paper on Centre of Excellence which Dr Ahmed Ali proposed. The source became Minister of Education in the Rabuka Government in the 1990s.
5 Unpublished paper Ministry of Education. September 1996,
agricultural science, textile and clothing, music, art and tourism. These areas were to be preparatory schools for students who wish to join the work force. The report developed the idea further into turning established schools to specialist centres and accessible to students living close by.

5.4 Centre of Excellence connection to AAP in Fiji

In December 2000, the *Blueprint for Affirmative Action on Fijian Education* was put together by the Ministry of Education and approved by the Interim Government. There are four programmes for the Ministry of Education stated under the Social Justice Act, No. 5 of 2001 that was signed by the President of Fiji. These are the Enhancement of Fijian and Rotuman Education; Programme to Improve Education in Rural areas and Disadvantaged Schools; Vocational Training and Attainment of Employable skills in and out of School (TVET Programmes); Improvement of educational opportunities for students with disabilities (Special Education). The Fijian Education Blueprint derives from two out of the four programmes for the Ministry of Education. The Centre of Excellence Programme is borne out of the sixth objective of the Fijian Education Blueprint.⁶

5.5 In Search of a Definition of Centre of Excellence

The 'Centre of Excellence' is a representation of perfection attributed to an institution established for development purpose particularly institutions being resourced to carry out academic and scientific researches for development purposes.

*Centres of Excellence are physical or virtual centres of research which concentrate existing capacity and resources to enable*

⁶See Appendices for the Fijian Education Blueprint Overview pg 207
researchers to collaborate across disciplines on long-term projects that are locally relevant and internationally competitive in order to enhance the pursuit of research excellence and capacity development. (NRF- National Research Framework, 2003)

The definition of Centre of Excellence is both structural and contextual. Individually, the term ‘centre’ is structurally defined to emphasise the physicality of the institution including the infrastructure, facility, resources and management including the purpose of the institutions. Whereas the term ‘excellence’ contextually defines the state of input and products generated from the institution. Gordon (2003) states that,

> We define ‘excellence’ to mean several related things. At the level of the ‘individual learner’, it means performing on the boundary of individual ability in ways that test and push back personal limits, in school and in the workplace.

When the terms combine they project an image of an institution responsible for a purposeful activity that is of superior value. The (former) principal of Ratu Kadavulevu School said,

> My term of ‘excellence’ is not comparing yourself with others and try to beat them, but excellence is doing the best in all you are asked to do.

Locally the study shows that most stakeholders perceive the programme as an institution that is equipped with facilities, teachers and infrastructure of quality standard with a vision to generate quality graduates who will become useful member of society.

Chapter Two highlights some education models adopted around the world to acquire quality education. These models are products of restructured and reformed education systems. Though the programme in Fiji is implemented to
acquire quality education, it is different from other models because it is a product of a political manifesto...to remove inequities and inequalities which in themselves pose a threat to our (country) social stability, rather than education restructure or reform. In this context, the programme as part of the affirmative action policy was seen as a remedy to an inevitable social instability. The deficiency in Fijian Education was assumed to be a threat to national security a sentiment synonymous to the United States concern of its students' poor academic performances, which led to the country's 1983 education reform.

However the models for the acquisition of quality education are implemented either through the affirmative action approach or market model approach. The affirmative action approach is the preferential treatment offered to beneficiaries because of their socio-economic disadvantaged status. Market model on the other hand encourages competition where merit is the determining factor. The CoE programme in Fiji's education sector is implemented under the Fijian Education Blueprint. This was put together as the (SDL) government intended to address the deficiency in Fijian education.

The Action Plan for the advancement of the education of indigenous Fijians has a ten-year period of life span implemented on affirmative action policies. The critical area in the plan needing assistance is the neglected state of many Fijian schools and their lack of educational resources as highlighted in the Education Commission 2000 report. This calls for increased government intervention through funding, management, staffing and monitoring. However the upcoming sections will elaborate on some global examples of Centres of Excellence. This is to highlight their relevance to Fiji's context.
5.6 Centres of Excellence around the World

The title "Centre of Excellence" is globally used with different variations from the Fiji context. The literature shows that the concept is widely adopted amongst British Commonwealth countries probably because of these countries' long and historical association with the British education system. Assumingly the concept is derived from the principle of Eton College founded in 1440 by King Henry VI of England. It is a school that pursues excellence. Eton symbolises those at its helm will always claim it provides the opportunity for academic success for its pupils, as important as any titles or wealth they may possess. Eton College is Britain's most famous boys' public school, having educated 19 prime ministers, several members of the Royal Family and high-profile.

Each country developed their own Centre of Excellence not only for educational purposes but to research for new knowledge that will enhance the development of their country. The common elements amongst these centres are the provision of funds, facilities and manpower as specialists. In Australia, eight centres (of Technology, Maths and Science Centres of Excellence) are found in Queensland and around Brisbane for the purpose of focusing on the curriculum areas of mathematics and/or science. The use of technology as a learning tool will underpin the activities at all centres. These centres will aim to improve student outcomes in technology, mathematics and science; as well as capturing the students' imagination and interest in the middle years of schooling.

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7 http://en.wikipedia.org/wiki/Eton_College#History, (12/12/06)
8 http://news.bbc.co.uk/2/hi/uk_news/162402.stm, (12/12/06)
9 http://education.qld.gov.au/curriculum/area/science/tmsce.html, (05/12/06)
Then there are institutions, which focus on vocational excellence as in Bridgewater College Automotive Centre. The Centre is one of the most technologically advanced automotive training facilities in England. Substantial investment has been made in both buildings and equipment for light vehicle, body & paint and motorsport. The staffs of the said Automotive Centre are dedicated to delivering the highest standards of training at all levels. They come from a variety of skill backgrounds, providing experience and expertise in all automotive areas.¹⁰

The Universiti Malaysia Sarawak (UNIMAS) of Malaysia established two Centres of Excellence in January 2006. One of them is the Malaria Research Centre (MRC). Two scientists; Prof Balbir Singh, Prof Janet Cox-Singh and co-researchers at the Malaria Research Laboratory, Faculty of Medicine and Health Sciences joined UNIMAS in 1999 to establish laboratory-based research in the new Medical Faculty and with financial support from UNIMAS. They were instrumental in designing and equipping state-of-the-art research laboratories. The research undertaken at the MRC utilises molecular tools to study in detail the epidemiology, clinical features and population genetics of malaria parasites in this region.¹¹

In South Africa, the National Research Foundation is a Centre of Excellence geared to enhance the government’s commitment to research. There are six centres in Pretoria and their key activities are:- to create and develop new

¹⁰ www.bridgewater.ac.uk/pages/sites/centresOfExcellence/automotive/introduction.asp, (05/12/06)

knowledge; to provide access to a highly developed pool of knowledge; to maintain databases; to promote knowledge sharing and knowledge transfer and to actively collaborate with reputable individuals, groups and institutions. They must also negotiate and help realise national, regional, continental and international partnerships. All of this should be to the benefit and transformation of South Africa.

In New Zealand there are various Centres of Excellence. A classic example is the Centre of Excellence in Energy, based within the University of Auckland Business School, which provides national research leadership for the industry, contributing to the nation’s sustainable economic development by offering an unique independent forum for the study of energy systems and issues. The Centre fosters and promotes interdisciplinary research into energy-related topics, encouraging collaboration among academia, industry and government, as well as linking with leading energy sector organisations overseas. It was established in August 2003 through a multi-million donation to the Business School from a New Zealand-based Trust, which wishes to remain anonymous.

The Centre will address a wide variety of issues. These include: electricity market architecture/design; risk assessment including trading and gas exploration/investment activities; pricing optimisation; regulatory issues such as the role of the Electricity Commission; implications for New Zealand of international energy developments; the impact of new technologies; and the viability of alternative fuels, including solar, wind, tidal and hydrogen.


5.7 Designing the Centre of Excellence in Fiji

The Centre of Excellence appeared as a Policy Statement under the Management, Financing and Monitoring of all Fijian Schools Objective stated in the Blueprint for AAP on Fijian Education. The Blueprint document has 10 objectives and 52 Policy Statements. The programme is just one of those Policy Statements where the Government is to take over the financing, management and the regular review of strategically located secondary schools as centres and to develop them with boarding facilities where necessary with the best cadre of teaching staff and the best educated facilities. To ensure that the CoE programme is practical, the Ministry of Education designed a benchmark for minimum school standards. This includes the physical structure and facilities, staffing, management board and community participation. The essence for Centres of Excellence is the performance of students in the external examinations. Selected schools must show signs of progress in the academic performance of students after 2 years, at the most. At the end of the third year, there must be a 50% improvement in the results and quality of all the external examinations offered at the school. On the fourth year improvement to students’ performance is expected at 80%, while on the fifth year 90% - 100% of the students must pass their respective external examinations, as follows: 50% of the Fiji Junior Certificate candidates must pass with at least 400 marks; 50% of the Fiji School Leaving Certificate candidates must pass with 250 marks; 50% of the Fiji Seventh Form Examination candidates must pass with 250 marks. Students who attend the Vocational Courses must pass and find useful career paths. Pass

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14 Details of the 52 Policy Statements in the Blueprint for Affirmative Action on Fijian Education are document are listed in the appendix 5, pg 232
15 The benchmark is found in the appendix 1, pg 208
rate to be 100%. The upcoming section dwells on the implementation of the programme. Notably are the selection of provincial schools and the problems encountered. The plan was abandoned but taken up with government schools.

5.8 Implementing Centre of Excellence in Fiji

A six point criteria was designed to streamline the selection of schools from the 14 provinces in Fiji such as: good leadership; effective management; a five year strategic plan; school proximity; school-MoE partnership; application on relevant forms.

In 2001 the national budget approved the implementation of the programme. Then in 2002, three schools were selected and were requested to submit a scope of work. Each of the three selected schools signed a Memorandum of Understanding with the Ministry of Education for the implementation of the programme. Nabua Secondary School signed their MoU on the 5th March 2002, Nadroga/Navosa Secondary School on 30th April 2002 and Naitasiri Secondary School signed on May 1st 2002.\(^{16}\) About $1 million was allocated in the 2002 budget for the three mentioned schools.\(^ {17}\) Both Naitasiri Secondary and Nadroga/Navosa are provincial schools situated outside Suva while Nabua Secondary is managed by the Fijian Affairs Board and is located within the capital city. Unfortunately only the Nabua Secondary School showed some commitment and accountability in the programme. The school being sited in the city and closer to the Ministry of Education Headquarters contributed to the progress of the programme because services and utilities such as telephone, electricity and water were accessible. The other two schools did not


\(^{17}\)Special Project Unit, Prime Minister’s Office (2004)
progress as expected. The Naitasiri Secondary School was a failure, as the funds were not properly audited. Unfortunately there was not much data provided on the reason why Nadroga/Navosa Secondary School was dropped.

A number of issues were raised as challenges to the implementation of CoE. These were the lack of awareness done to the beneficiaries of the programme. The MoE had a difficult task in convincing the school management. Secondly the school managements lacked the knowledge and skill in preparing a strategic plan. Thirdly, the funding procedure was complicated as the Ministry of Finance had its own regulations and policies. Fourthly, the school staff was not familiar with their role in the implementation of the programme and finally there was no monitoring mechanism to keep vigilant on the progress of the work carried out.

In 2003, the Ministry of Education submitted a proposal to cabinet to develop the 12 government schools. In proposing the move, the ministry believes that brighter students will be attracted to government schools because the government can provide facilities and resources that non-government Fijian schools cannot afford. Some advantages the proposals suggested include:— the sustainability of the programme as the government would be committed to the funding of schools for capital projects, maintenance and upgrading of facilities; acquisition of new facilities would be minimum because the ministry assumed bulk of the facilities are already in the schools; teachers are all civil servants; government schools can twin with nearby non-government schools by pooling their resources and because 60% of students intake to government schools


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are students from rural areas, the ministry saw this as a commitment to educating the rural dwellers.

As a result of the proposal, Ratu Kadavulevu School and Levuka Public School were selected. RKS was chosen because of the then government's wish to upgrade the technology courses offered in the school as well as the need to improve the students' performance in the external examinations. On the other hand Levuka Public School was chosen because of the school administration's familiarity with the purpose of the CoE programme and the school's proposal to cluster with Saint John's College and Delana Methodist High School which are two of its neighbouring schools. The life span of a Centre of Excellence is five years effective from the date of declaration. The assistance given to the two schools will end in 2007 as stated in the Centre of Excellence policy and also it was expected that after five years the selected schools should achieve their expected outcomes.

5.9 Outline of Leadership in Centres of Excellence

The next area of discussion in this chapter is over the importance of "leadership" in Centre of Excellence. This is consistent with one of the six point criteria used to select schools from the 14 provinces to become centres. Nothing was mentioned on leadership under the benchmark set out for the centres; instead two associated issues were included. These were teachers and management. Both belong to the leadership category in schools, therefore in this context "leadership" is viewed from three perspectives namely the principals, the teachers and the management. The three named features are part of the agreement the government signed with the schools as Memorandum of Understanding (MoU). The other two areas signed in the
MoU the government intends to pursue were the upgrading of infrastructure (and facilities) and the solicitation of community support. It is assumed that the above three areas when combined will facilitate the production of quality graduates from schools.

The indicators of leadership in this study are explained in two main categories, the task-related leadership and interpersonal leadership. These two categories will be clarified further in their impact on the attempt to address the infrastructure and community support of the schools understudied.

5.9.1 The Importance of Task-related Leadership in Schools

Principals are expected to be responsible of the practice of learning and teaching. They are the custodians of infrastructure and resources. In communication, principals are the media relation officers responsible with the information passed to teachers, students, parents and education officials. The principal’s administrational work is referred to as task-related leadership (as according to this study) which discusses their visions of the school; how the visions is communicated to stakeholders; their handling of school disciplines; and their impact on infrastructure and facilities.

5.9.1.1 Principals as Visionary Leaders

A prominent feature in leadership is ‘visionary.’ Beare, Caldwell & Millikan (op cit) claimed outstanding leaders must have visions. In this context, school leaders must have a vision,

\[\text{a mental picture of a preferred future, which is shared with all in the school community and which shapes the programme for learning and teaching as well as policies, priorities, plans and procedures pervading the day-to-day life of the school (ibid).}\]
Conley (1996) states that a vision exists when people in an organisation share an explicit agreement on the values, beliefs, purposes, and goals that should guide their behaviour. More simply, it is “an internal compass.” Sergiovanni (1994) characterises vision as an “educational platform” that incorporates the school’s beliefs about the preferred aims, methods, and climate, thereby creating a “community of mind” that establishes behavioral norms. Whitaker and Monte (1994) call vision an inspiring declaration of a compelling dream, accompanied by a clear scenario of how it will be accomplished. A good vision not only has worthy goals, but also challenges and stretches everyone in the school. On a more clear direction, Mathews (1996) sees vision as a way of reconnecting schools to an increasingly alienated public. The vision of a school would encompass improved infrastructure and facilities, provision of an appropriate curriculum and teachers that would guarantee a centre that students take pride in and which parents and community members love to be identified with and support.

Unfortunately there is no vision for Centres of Excellence in Fiji. All that is understood was the government’s effort to advance the education indigenous Fijians over a ten-year period by means of affirmative action policies. This was to be achieved through the government’s intervention in financing, managing and monitoring of schools selected as CoE and provide them with facilities and experienced teaching staff. Schools however have their own visions which are assumingly aligned to the national vision of the MoE under the vision statement, Educating the child holistically for a peaceful and prosperous Fiji (Ministry of Education, 2006). The vision is again aligned to the government’s
policy objectives facing challenging issues of quality, accessibility, inclusive education, gender equality and the disadvantaged in the community.

5.9.1.2 How the Principal Communicates the Vision

Formulating a vision is half the task done. The other half is to communicate the vision to the target groups who are the students, staff and parents and community. Visions can be communicated by words either oral or written (Beare, Caldwell & Millikan (op cit). Many objectives of school restructuring are to form coalitions or partnership where the parents and community at large form alliances with the school. The concept of communicating the vision to the parents is actually soliciting their support. Lontos (1991) offers three general steps for school leaders trying to build relationships with the broader community which are reaching out and initiating contact; getting involved in community activities; and recognizing that school administrators are, in fact, community leaders. Heaviside and Farris (1984) found that the most common form of community involvement in the schools largely involved the provision of equipment.

The special schools created in the US in some instances have empowered the parents to make decision in the management of the school. These, according to Aspin, Chapman & Wilkinson (op cit) have been causes of some friction between the community and the school. Principals may feel that they have lost some of their powers towards people not trained and have little or no expertise in educational and professional matters. In Fiji, some old scholar associations have been found in coalition with parents of the school and managed to remove the principals. The removal of the current principal of RKS from QVS in 2005 where he was also the principal is a classic example. In
other instances the students are used by the teachers to protest for the removal of school principals.

5.9.1.3 Impact of Leaders on Infrastructure and Facilities

The ability to develop the infrastructure and school facilities is another issue leadership is often assessed in. It has been established that people's performances are affected by their environment and children is no exception. Studies taken have shown that deferred maintenance can create an environment of peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems. This of course, affects both the health and the morale of staff and students (Frazier 1993). Most alarming is the effect of poor indoor air quality on school-age children. Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate (ibid). Beare, Caldwell and Millikan, (op cit) also claim that, Educators have become increasingly convinced that the characteristics of schools are important determinants of academic achievements.

Other researchers have provided empirical evidences to support the theory that the reason why children in developing countries attain low levels of learning is partly because of poor and inadequate facilities in schools (Beynon, 1997), (Heyneman, 1980). Urwick & Janaidu (1991) argue that an investigation in Nigeria concluded that facilities like buildings, separate classrooms students' desk influence learner achievement. Likewise in India, Varghese (1995) claims that a research in India indicated that the existence of school desks is important if a school is to achieve success. In developed countries like USA, on a comparative analysis, it was found that students
learning in a well maintained environment achieve better results than those who attend poorly maintained buildings (Cash, 1993).

The Education Commission 2000 report extensively deliberated on the pathetic physical status of many schools in Fiji. While the impact of infrastructure on school varies, the common picture is that without electricity, schools cannot have photocopiers, or computers. The absence of basic communication system, some schools are isolated. In addition some schools still lack proper water system.

In addition to the above, some schools have their buildings non-compliant to Occupational Health Standard (OHS). Then the cost of transporting materials from hardware outlets to final destinations is always astronomical in the context of rural dwellers as stated already. The impact of such disadvantage is often outside principals' capabilities as influential leaders. In some cases, principals who make potential leaders in communities avoid getting posted to rural areas because of the enormity of such challenges. If they do, many get posted for the purpose of getting promotion. Once promoted, they find every opportunity to move out mostly to urban areas. Some of them have done so and found themselves redundant in rare cases. These people chose to move to urban schools because of personal reasons, which cannot be addressed while staying posted in rural areas.

5.9.2 Inter-personal related Leadership

Chapter Two highlighted the two types of leadership theories, the transactional and transformational. While transactional leadership is seen as authoritative, transformational leadership promotes good interpersonal
relationship between leaders and followers. Such leadership secures substantial commitments from teachers towards changing students' attitudes to learning. Interpersonal related leadership involves the principals' accessibility to teachers and students in the school. It also deals with the delegation of duties and discipline.

5.9.2.1 Impact of Leadership on School Discipline

Leadership is also assessed on how principals handle school discipline. Gaustad (1992) argues that school discipline has two main purposes: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behaviour defeats these goals and often makes headlines in the process. Moles (1989) also claims that the following school characteristics were associated with discipline problems: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching.

Discipline in schools cannot be eliminated completely. In a recent survey on drugs being used in schools, it was found that between 1999-2003 a total of 412 cases of drug abuse involving 42 secondary schools in Fiji were reported (NSAAC, 2004). Teachers too were implicated on disciplinary cases. Cases of infringement vary from professional misconduct to illicit behaviour. The most common between 2002-2004 was unauthorised leave with 57 reported cases,

5.9.2.2 Teachers' Role as Leaders

The government intends to see that the benchmark for teachers teaching in CoE to have teacher training. Teachers of Forms Three and Four levels to have at least a Diploma in Education qualification from the Fiji College of Advanced Education (FCAE). Teachers at Forms Five to Seven levels must have at least a first degree qualification with relevant teaching subjects. At least 4 years teaching experience will be an advantage. Experience in hostel management will be beneficial in boarding schools. Teacher upgrading is to be continuous through in-schools Staff Development Activities, In-Service Training, short attachments locally and overseas, twinning of schools and through classroom observations of and by experienced and supervising officers. All senior staff must be confirmed in their positions and have experience on the grade.

Teachers compared to all other profession in the civil service are the most familiar civil servants to the communities because they live amongst them. In rural areas they become club team coaches, choir leaders, lay preachers and counsellors. These are some of the speciality many picked up without being trained to do but are contributing to the community, which earn their respect. Nonetheless there are those who always cause dispute and conflict in some extreme cases through personal weaknesses compromising their roles as leaders.
5.10 Impact of Leadership on Community Support

Literature has shown that collaboration between schools and communities proved to have led to a supportive atmosphere that promotes learning (Mfum-Mensah, 2004). The participation of communities in the education of their children is currently viewed as a partnership relationship between the Ministry of Education and communities. For instance, rural schools in Fiji are built by the community. Members of the community are parents of children attending those schools. Most of these schools have in their history accounts of groups of villagers leaving home to cut sugar cane in the canefields or planting pine seedlings in the pine fields for months. The proceeds of their labour are directed to the construction of school buildings in their villages.

Many secondary schools built in the rural areas belong to provincial councils, the controlling authority body that manages indigenous Fijians cultural affairs. The funds collected for the constructions of these schools were done through communal fund drive. The Education Commission 2000 report established that parents do not actively show interest in the education of their children. As part of the programme strategy, community awareness has been identified as an area the Ministry proposes to focus into. Principals and Head-teachers play vital roles in connecting with the members of the community which they serve.

5.11 Management Leadership Role

This study also discusses management as part of the leadership in its capacity as regulating body within the education system. Some education reform models identified globally advocate school-based management. School-based
management (SBM) is an alternative to the typical pattern of school district governance that centralizes authority in the district office. SBM...

...is a system of administration in which the school is the primary unit of educational decision-making (Kubick, 1988).

Responsibility for certain decisions about the budget, personnel, and the curriculum is placed at the school level rather than the district level, thereby giving especially principals but also teachers, students, and parents greater control over the educational process.

The report further claims that some advantages of SBM are: formally recognises the expertise and competence of those who work in individual schools to make decisions to improve learning; gives teachers, other staff members, and the community increased input into decisions; improves morale of teachers; focuses accountability for decisions; brings both financial and instructional resources in line with the instructional goals developed in each school; nurtures and stimulates new leaders at all levels and increases both the quantity and the quality of communication (ibid).

The Boards of Governors represent the Ministry of Education in government schools. The Permanent Secretary for Education nominates Boards and also determines their powers, duties and functions (Ministry of Education, 2003). They are to advise the management on the school vision and mission; school strategic and corporate plans; curriculum; staffing; welfare of pupils and staff; admission of pupils; remission of fees; development and maintenance of the school physical facilities and provision of educational resources. A former principal of a government school claimed that the board is ineffective. This is
because decision-making about the school is done at the Ministry of Education headquarters.

The non-government schools on the other hand are managed by constituted controlling authorities, which appointed a manager whose name is then forwarded to the Permanent Secretary for Education (ibid). Fiji has had experiences where some management contributes to the regress of their schools. This usually happens in private owned schools as stated earlier on (Tavola, op cit).

The benchmark offered to Centres states that the Ministry of Education must be represented on the Management Board of each such Centre. The Management Board must meet once a month where all the financial transactions are reported upon and the progress of work to be checked against the school's Strategic and Annual Development Plans. Regular training must be conducted for Board members in the first two years of the programme implementation. The Constitution of the school must be updated and made available to the Ministry.

5.12 Conclusion

In conclusion this chapter argued that the programme was a strategy to acquire quality education. The programme is implemented under the affirmative action policy, which makes Centre of Excellence a contentious issue in Fiji. The Centre is similar to some models implemented globally to acquire quality education emerging after the education system was restructured. Restructure was done in public schools. Fiji's programme was a
not a product of education reform but of a political manifesto implemented to address Fijian Education deficiency.

The programme was not a new concept to ruling governments in Fiji during the last four decades after independence. The programme was finally implemented in 2002 with a prime objective of uplifting rural provincially owned schools. Initially three schools pioneered the concept. Two schools outside Suva are managed by their respective provincial councils, while the third school is situated within the capital city and is managed by the Fijian Affairs Board. Through poor planning and monitoring the programme failed to show progress amongst the two provincial schools while the Fijian Affairs Board managed school projected promising results.

Simultaneously the government had been contemplating to introduce the programme in government schools. The government firmly believes that the programme will succeed in its schools because of existing resources and facilities, which would need minimum assistance. To further the success, government believes that its management mechanism will monitor the programme. Due to this assumption the government sets a benchmark that addressing infrastructure and facilities, staffing, Board of Governors and student performance, which a Centre must achieve after five years of the implementation of the programme.

The focus of the study is on leadership and its impact on infrastructure, and community support. Principals are usually positions of high status in the school community but less prominence is given to teachers as leaders in their areas of speciality. The next two chapters, Chapters Six and Seven highlight
the findings from the schools, Ratu Kadavulevu School and Levuka Public School which were selected as Centres compared to Indian College a school selected as control study. The findings in the next two chapters discuss how much the schools have acquired and achieved since the programme was established in 2003. The year 2007 is proposed to mark the end of the programme in the two schools.
6.0 Introduction

This chapter discusses the “Leadership” of the three schools and their influences in the making of schools as Centres of Excellence. There are two areas of leadership addressed in this study. First the position of principals in schools is a prestigious status often treated with respect because it represents authority and power. In some schools in Fiji the principal wields authority. Principals are proverbial captains who steer their ships to weather storms (Tavola, 1991). In 2006 a principal of a big secondary school in Fiji claimed that his school is a learning institution where there is no democracy. The discussion on the role of the principal focuses on the incumbent’s task-related and interpersonal related leadership. Task-related leadership includes discussions on the principal’s vision of the school; its (vision) communication; school discipline; addressing the infrastructure and the solicitation of community support. The Interpersonal related leadership on the other hand dwells on the accessibility of the principal to the students and teachers, the delegation of authority and influence over community support.

The second position of leadership in a school is the teacher. The teachers as implementors of curriculum are leaders in their area of teaching. Their competence and performances bear significant impacts on the students they teach. This chapter discusses teachers’ morality and code of ethics, qualifications and competence. A significant area to display teacher
performances at school is the students' examination results over the years from 2000-2003 will be discussed as well towards the end of this chapter.

In 2003, RKS was selected as Centre of Excellence in Technology. The next section describes the former principal's vision of making RKS. Despite the declaration of the proposed new image for the school by the Ministry of Education, very little change either in infrastructure or resources both personnel and other logistics supportive means materialised during the period studied. The principal's disappointment over the poor school infrastructure and staff attitude is also highlighted.

6.1 Case Study One: RATU KADAVULEVU SCHOOL

The principal of Ratu Kadavulevu School is a graduate of the University of the South Pacific and has close to 30 years of teaching experience. In 1990 the incumbent got confirmed as principal and has served in a number of secondary schools in Fiji since then. Before becoming the principal of RKS from 2000-2005 the incumbent was the Vice Principal of QVS from 1985-1986. After being posted to RKS, the incumbent with the staff formulated a vision for the school as direction for the Centre of Excellence concept.

6.1.1. The Vision for RKS

The principal envisaged RKS to be a technical institution for young men,

...my vision all along is to get RKS back to the role it was playing (in the past) as far as development of human resources in Fiji. It's supposed to be an institution for training young men to be skilled workers.

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¹ During the study, the principal was no longer at RKS. For the purpose of this study, he will still be referred to as the principal. The incumbent was selected for interview because RKS became Centre of Excellence in 2003 under incumbent's tenure of principalship from 2001-2005. The current principal the study referred to was the one who was leading the school when the study was conducted.
A senior staff of the school stated that the principal’s vision was an inclusive approach where there would be no dropouts while another senior staff member claimed it was the principal’s intention to reduce the number of academic classes and concentrate on technical curriculum. Consequently with the help of teachers, the principal devised a pathway, which allows every student enrolled at the school graduate with a certificate either in academic or vocational at the end of their education. The model known as the “Alternative Pathway” dictates that after sitting Fiji Junior Certificate Examination a student continues to Form Five if passes. Those who failed enrolled into a two-year course in technical and vocational. Students who passed Form Six proceeded to Form Seven but those who failed are then directed to a trade certificate course allowing them to re-sit the subjects failed in Form Six Fiji School Leaving Certificate Examination.

However the current school principal disagrees with the inclusive approach where failures are given opportunities to pursue technical courses once failed academic subject examinations. The current principal proposes the exclusive approach where those students wishing to pursue TVET courses offered at the school must first pass Fiji Junior Certificate Examination with at least a “C” grade. The current incumbent does not encourage failures.

6.1.2. Communicating the Vision for RKS

The (former) principal used school assemblies to communicate the vision to the students, teachers and school community. A senior staff agreed saying the whole school had assemblies everyday where the vision was communicated to the students and staff. Communicating the vision also ensured strong parental and community support. The principal presented a paper on the Alternative
Pathway Model to the parents during one parents meeting day. The model ascertained that students graduating from the school are marketable. Another method the principal chose for communicating the vision to parents and the community occurred when Technical students were sent to perform community work such as building community halls, classrooms as learning experience. The (current) principal of RKS, in his effort to communicate the school vision said,

*During my first staff meeting. I explained to the teachers the meaning of vision and mission which is about Excellence and Quality Education for all.*

The principal also said that the students and teachers are always reminded during assemblies. During parents day the principal talked to the parents and again explained the meaning of the vision. To drive the message home the parents were informed about the code of ethics the Ministry of Education emphasises in which ill-discipline is not tolerated. Parents were told that students found guilty of breaking rules like smoking marijuana will be expelled. This according to the incumbent is an effort to see that students graduating from the school will become useful members of the society.

### 6.1.3 Leadership Impact on Infrastructure and Facilities at RKS

The (former) principal of RKS spoke in disappointment about the insufficient development done to the school during the period studied. About $0.5 million was given to the school in 2002 to repair the dinning hall. Upon visiting the site it was observed that six huge boilers in the kitchen used for cooking and boiling tea as the chef indicated were newly installed as part of the renovations. Those boilers are no longer in use because of some mechanical problems. When the company that installed them was contacted for
maintenance, it was found that it has wind down its operations and no forwarding address was available. Unfortunately no figure was provided to determine the loss incurred in the transaction according to the school administration. This incident is obviously alleged as corruption which warrants an official investigation to clear any assumption that the management of funds at RKS is inconsistent with the case at Naitasiri Secondary School. In the meantime the kitchen staffs have reverted to cooking with huge pots that are too dangerous to lift around. This is evidently in breach of workers rights as stated in Occupational & Health Safety (OHS) regulations. Apart from this the kitchen roof still leaks and the floor is never dry because of leaking taps.

Further observations showed that the ablution blocks were pathetic. The toilets in the classroom blocks and in the dorm had graffiti over the walls. The floors were wet all the time and the urinal smelly. According to the VP while the student roll increases, the infrastructure remained unchanged and this has caused problems. However to repair minor damages in the school, the principal on one occasion acquired some funds from the Ministry of Education and repaired few classrooms using the vocational students as labourers.

Lately one of the double story dormitories got burned down in 2006. No lives were lost but the students lost everything in the fire. To accommodate the students, they had to be deployed to other dormitories where boarders were cramped up in a cubicle for about eight students into one. Again this was a breach of OHS regulations. The general condition of the school during the time of study was far from being a government school standard. Even the basic necessity like water was a problem because of the imbalance in supply
and demand. The water system in place was the same as it was thirty years ago when the school roll was between 500-600 students. Since the roll has increased to almost 1000, the supply has reduced because no improvement was done to accommodate the increase in school population.

While the school gets its electricity from the Fiji Electricity Authority (FEA), the means of communication is a big problem. There are only two (land line) telephones in the whole school. One is in the general office and the other at the principal's residence. This is to cater for almost 1000 residents of the school. However teachers and students own cell phones for private use. Teachers have to travel to Nausori Town about 50 kilometres from school to do their research in the Internet.

The staffroom was getting too small to accommodate the 50 plus teachers of the school. There were only few seats available during morning tea so teachers stood around the room and even spilled over into the verandah outside the room as a result. The toilet in the staffroom smells awful because of lack of water pressure. There were not enough computers to cater for the staff needs.

Though Ratu Kadavulevu School has been selected as Centre of Excellence for Technology, the Heads of Department of Building Section does not see any difference. For instance their classrooms have been without electricity for sometime. When it rains heavily, the classrooms get flooded. Their machines are obsolete and need replacing. The library during the study was not in use because it was in need of repair.

Teachers' quarters were another area that showed deterioration. Some of these quarters are built of timber that is rotting away with windows falling off
their hinges. Damages were found in their bathrooms and cooking area. It was amazing to see them still occupied considering the OHS issues.

Sitting on a hill overlooking the school at RKS is the school chapel. The building is not a government project but an initiative of the old scholars (RKSOB), parents and teachers. Developing the spiritual lives of the students at RKS is becoming the school's vision as well. This vision is consistent with the Ministry of Education's values. Construction work at the church is slow because of funding constraints. The government does not provide any budgetary allocation towards such projects. The poor student performances in 2005 have been attributed to their commitment to building the church. Students have been participating in fund raising activities for the church in 2005 which the principal claimed took much of their time. The new church building will offer a strong shelter from natural disaster due to its size and construction design. The school has had a number of disciplinary problems over the years. The next section elaborates on some disciplinary cases.

6.1.4 Leadership Impact on School Discipline at RKS

In 2001, students of RKS were allegedly rebellious and ill-disciplined. A lot of alleged drug related problems also emerged. In 1999 the RKS students assaulted students from a neighbouring school who were going to attend a social gathering at a girls' school. The principal then confronted the students for the incident and allegedly used abusive language at them. The students rebelled by running away into the hills prompting the principal to call the Police Mobile Unit which then rounded up the students. A senior staff said the scene was similar to TV images showing police riot squads curbing protests as
students were brought back and forced to lie in rows on the ground near the
dinning hall.

It was also established that between 1999-2003, RKS had about 25 cases of
drug related cases were reported to authorities (NSAAC,2003). Students were
expelled when found guilty. However according to a senior official of the
Ministry of Education such expulsions because of alleged drug related cases
maybe breaching students’ right to a fair and just investigations. These
students according to the official have been expelled without determining the
authenticity of confiscated assumed drug substances through laboratory tests
similar to cases in which adults are implicated. In contrast another senior
official says the expulsion was a better option because if parents of implicated
students chose to pursue the expulsions through the courts, it would only
bring more shame to them because of exposure and the students’ chances of
furthering their education would be restricted. In the case of expelled RKS
students, a senior staff member claims these students were readmitted after
mitigating to the former principal with their parents present. The (former)
principal believed in giving students second chances.

The current principal however maintains a strict disciplinary attitude. Parents
and students are issued with copies of the code and conduct booklets prepared
by the Ministry as indication of the schools effort to address on disciplines. In
addition the incumbent believes developing the students spiritually will have a
positive bearing on their living discipline lives.Every morning before lessons
start, the whole school have devotions to begin their day.
6.1.5 RKS Principal Accessibility

The staff of RKS admitted that the (former) principal discussed above was very accessible. The incumbent entertained every problem a teacher comes up with and was the first leader to have an open door policy. A senior staff member claimed that discussions could be held anywhere, on the verandah or around the tanoa. This was in contrast with the current principal who according to a senior staff member observed professionalism. Discussion was always held in the principal’s office. In addition, the present incumbent was establishing a system where everyone would know the chain of commands and the line of communication.

6.1.6 RKS Principal Delegating Authority

A senior staff member of RKS claimed that the (former) principal at first did not delegate authority to the staff. Decision making was unilateral. This was during the time the school went through some difficult experiences particularly student discipline since 1999. According to the staff member, the principal made it clear to the teachers that there was no democracy in decision making by saying, “It’s either my way or the highway” meaning if teachers were not willing to comply with the administration policies, they were free to teach elsewhere. Another former senior staff of the school alleged that the principal usually wrestled away responsibilities from teachers if they were not performing or unsatisfactory. Such show of decision making indicate a style of management called “management by exception.”

6.1.7 RKS School Community Support

According to the former principal, the unpopularity of the school kept parents away in 2001. After the school redesigned its new curriculum pathway
towards the end of 2003, there was hardly a parking space available when the school held its annual prize giving as parents flocked back to RKS. Further reaction from the parents was evident in the collection of about $120,000.00 in a fundraising towards the school chapel in 2005.

In 2001, the Library was unused as it was in a chaotic condition. The school then carried out an intensive self-project to renovate and paint the library. A parent living in USA donated funds for the renovations and the purchases of the curtains. Books were donated by Old Scholars from the Military Force serving in the Middle East (Office of the Auditor General, 2002). This improved the library and promoted a better facility for the student.

The issue of land lease has been an ongoing battle between the landowners and the management. The landowners are trying to reclaim some land lost in the lease. To appease them while negotiations continue, the current principal resorted to traditional protocol to maintain peace and stability. In addition, members of the landowning units are employed as staff in the school ensuring a cordial relationship between the communities.

6.1.8 Teacher Morality and Code of Ethics at RKS

The school experienced a high turnover of principal between 1999-2006. There were about seven principal within almost seven years. Even the number of teachers required to teach in the school was never complete before the schools started at the beginning 2006. The current principal had to terminate an agricultural course because of the non-availability of the subject teacher much to the disappointment of the management at the Ministry. One of the principals of the school from 1999-2006 was forced to leave the school
because of health reasons. Another one went overseas for heart surgery resulting in the changing of leaders. A Vice Principal died in 2006 after being transferred from LPS to take the VP position at the school.

Teachers' morality and work ethics in the school contradicts the conventional expectation the community at large or the society has over teachers. The society and most of all parents expect teachers to be role model of a disciplined life. Parents send their children to boarding schools with the expectation that teachers will become adopted parents. According to a senior staff of the school, there was an incident at RKS about a male teacher being caught engaged in homosexual activity with four male students. The students were expelled and the teacher removed from the school. Teachers fraternising with students particularly female teachers and male students in a neighbouring school on one occasion has been raised with the management by the principal of the school. In another incident two male teachers of RKS were given 24 hours to leave the school by the (former) principal after breaking a ban on drinking alcohol and drunkardness within the school premises.

6.1.9 RKS Teachers Qualification & Competence

The (former) principal encouraged teachers to pursue Distance Flexible Learning courses and part-time studies at USP. To accommodate them the school had its teaching timetable rearranged to suit the teachers pursuing further studies. The principal displayed facilitative leadership in this instance. The teachers' qualifications at RKS indicated that in 2004, out of the 50 staff member, one was a Master of Arts degree holder, 22 degree graduates, 23 diploma holders, three certificate graduates and one degree undergraduate.
Their status in the teaching fraternity showed that the school had one Grant-in-aid (GIA), 17 Temporary Civil Servants (TCS), 26 Civil Servants (CS), one teacher on probation and two associate teachers. In 2005, RKS had a total of 49 staff with 21 degree holders, 22 diploma graduates, three certificate holders and two associate teachers. The figures altered in 2006 with 53 teachers as member of the staff. There was a Masters degree holder, 22 first degree graduates, 23 diploma holders, three certificate holders and two undergraduates. Their status showed one GIA, 23 TCS, 27 CS, two others and one volunteer. There were 38 assistant teachers, seven confirmed heads of departments, five acting post holders including the principal, vice principal, assistant principal and three heads of departments.

To improve teacher competence, some heads of department sit in during classes and observe teachers' presentation. Teachers' hardly attend refresher courses or workshops. Most teachers rely on departmental meetings for staff development. The department heads are mostly the resource persons in these exercises. The teachers claim that there was little assistance from the Curriculum Development Unit (CDU) as far as improving teachers' competencies.

The next section discusses the development of LPS. Since 2004 the two selected schools almost have the same symptoms of leadership crisis to some extent. Central to the discussion are the problems of leadership the school faced in the period studied. According to the staff of the school, the former principal's style of administration was very democratic allowing teachers to
take advantage of the leadership. The principal claimed the management (MoE) did not deliver what was agreed upon in the Memorandum of Understanding that was signed to make LPS a Centre of Excellence.

6.2 Case Study Two: LEVUKA PUBLIC SCHOOL

The Levuka Public School was also selected as CoE in 2003. The principal of the school then was only acting on the position when the government decided to make LPS a centre. The incumbent had served in a number of schools around the country as an assistant teacher until 1995 when got confirmed to the Vice Principal position of the school. When the principal left in 2000, the Vice Principal assumed the role of the principal as Acting Principal. Following the former principal of RKS, the principal of LPS formulated a vision for the school with the assistance of the Board of Governors.

6.2.1. The Vision for LPS

The vision for LPS was for the school to acquire improved infrastructure and facilities, provision of an appropriate curriculum and teachers that would guarantee a centre that students take pride in and which parents and community members love to be identified with and support. The vision will lead to the school becoming a Centre of Excellence in Computer Technology and form seven. Students graduating from the school would be computer specialists. The initial concept in the proposal was to cluster the three neighbouring schools in Ovalau and exploit their geographical locations and inheritance and “pool” their fiscal resources to provide three streams of secondary education. The three schools are St Johns College (SJC) under the

\[\text{(like RKS, the principal who was instrumental in the establishment of the CoE programme had left the school on study leave when the study was conducted in 2005-2006.)}\]
Catholic Church management, Delana Methodist High School (DMHS) and LPS.

The SJC's vast land was highlighted and proposed for animal husbandry and crop diversification. The school has already embarked on a cattle scheme and bee-keeping in association with the Ministry of Agriculture. It was for this reason Saint John College was proposed to become an agricultural school with emphasis on English and mathematics.

Delana Methodist High School is situated on a hill overlooking the hospital. The school has limited vacant space but has a piece of flat land that was once used as a race track in the early 1800s during colonial days. This piece of vacant land was proposed to give way to a small but effective vocation oriented complex. Courses to be taught would include carpentry, auto mechanics, plumbing, light electrical engineering, sewing, weaving and home economics. Like SJC, both mathematics and English are to be emphasised. On the other hand LPS was proposed to cater for areas of specialised study the other two schools are not going to offer. During the time the proposal was put forward, LPS buildings were already deteriorating and in badly need of refurbishment.

6.2.2. Communicating the Vision for LPS

The Principal stated that the board was well aware of the vision because they were part of the planning stage. During school assemblies, the Principal communicated the vision to the students and staff members. While on zone meeting visits, the incumbent and the staff of LPS communicated the vision to the parents and members of the community while meeting them. Small booklets carrying the school vision were produced and distributed to parents
and members of the community in and around Levuka. During class, teachers were told to instil into the students the vision of the school.

6.2.3. Leadership Impact on Infrastructure and Facilities at LPS

During the time of the study, it was found that the school has only one science laboratory and is used for biology, chemistry and physics by forms five and six students only. The technical building for technical courses was collapsing. One classroom was burnt down and this caused classroom shortage. The ablution block was in need of repairs and painting. The staffroom is getting smaller and teachers do not have any privacy. Most of them settle in corners of some classrooms they always teach in as their workstations. The school is also a boarding school with only one dormitory where both boys and girls sleep together in. Evidently the sleeping arrangements provided students no privacy. Due to lack of land, there is no playground for sporting activities. However there is a little ground space available (about 50 square metres) which students of both primary and secondary school use. The roll for both schools when combined is close to 1000. Then there is a problem of non-availability of quarters for teachers at the school. All these poor status of infrastructure according to the (former) Principal frustrate teachers and affect student performances.

6.2.4. Leadership Impact on School Discipline at LPS

School discipline amongst students is also a challenge to the leadership at LPS. From 1999-2003, LPS was second to QVS in the number of reported cases of drug abuse amongst students. The number of reported case was 28 (NSAAC, 2003). Students were also implicated in cases where they talk back at teachers. Their attitude to school work was also a matter of poor discipline.
They deliberately come to school without doing homework. A staff member claimed that the students poor discipline problems was a reflection of their teachers' poor attitudinal problem. The former principal said parents were always consulted about their children's discipline problems.

6.2.5. **LPS Principal Accessibility**

The principal was accessible to teachers who were able to air their grievances. This accessibility to teachers, allowed the incumbent to pursue the Ministry of Education in releasing teachers' acting allowance which most of the times are long overdue. The principal's policy of accessibility makes teachers to take advantage of the incumbent's good spirited nature. The incumbent implemented democracy in decision making. This led to the teachers' poor attitudinal problems which affected decision making as most of the times decisions were not consistent because teachers were not supportive. Teachers were allowed to participate in planning. Also the incumbent was accessible to students during prep times in the evening. This extended into extra classes on Saturdays.

6.2.6. **LPS Principal Delegating Authority**

Teachers are rostered to look after the boarders at the hostel and are expected to organise weekend duties. At night, teachers supervise students during prep time in the classroom.

Appointing post holders was not easy because the principal had to choose between a new graduate from USP and an experience senior teacher who is without a university degree. The school has new graduate teachers with one to two years teaching experience as heads of department over senior teachers.
with years of experience but are without degrees. It is obvious that the
government policy states that degree holders become post holders in schools
even though there are no reported studies connecting teachers’ qualification
with students’ performances.

6.2.7. LPS Community Support
The (former) principal kept a healthy relationship with the Parents Teachers’
Association (PTA). In 2004 the PTA gave $45,000 to the school towards the
purchasing of the cadet corps uniform after the principal approached the
committee. The school has currently put a stop to the cadet corps training
because the students’ performances dropped. It was alleged that cadet training
took up much of the students’ time. As an initiative, the principal arranged for
teachers of the three schools in Levuka to attend staff development together
once a month. The meeting went as far as teachers of the three schools
preparing one set of examination papers together to be sat by students of the
three schools. The effort was seen as an indication of networking amongst
teachers of the three neighbouring schools.

Towards the end of 2006 the Old Scholars residing overseas sent a shipment
of more than 10 computers to the school. The school’s PTA is instrumental in
the provision of funds to cater for programmes the school cannot meet. This
includes purchasing of school uniform, transport and accommodation costs
for touring sports teams, paying of the school Chaplin’s stipend, electricity and
water bills. At one time the PTA was paying for the two watchmen and their
superannuation.
6.2.8. LPS Teachers’ Qualification & Competence

Despite their degree qualifications, some teachers were found to have difficulty in disseminating their knowledge. One head of department claimed that a teacher was found to disseminate a lot of information to the students but does not know which one was relevant. To make things worse the teacher’s articulation skills was a problem. To assist in teaching the subject, the department head shared classes with the teacher. As a result students run to the head of department for assistance rather than to the subject teacher.

Due to teacher mobility, this study cannot provide a reading for the period 2000-2004. The database at the Ministry of Education does not provide the latest information on teachers’ qualifications because of non-entry of latest qualification as teachers fail to notify the personnel section in the MoE after graduating. However teacher qualifications of the schools for the period 2005-2006 showed that LPS school having two Post Graduate Certificates; 11 Degree graduates; 12 Diploma holders and one with no indication of any qualification. There are 13 Temporary Civil Servants and 14 Civil Servants.

6.2.9. LPS Teacher Morality and Code of Ethics

The school, according to a senior staff, has had its cases of poor discipline amongst its teachers. A language teacher in 2003 was alleged to have failed to submit the Form Six English Language project in time. Much worse the alleged teacher was noted to have no respect for authority in the school. The District Officer (DO) was involved in disciplinary matters with the same staff member. According to the DO the Ministry of Education had earlier terminated the same staff member but was later reinstated through corrupted practice and got posted to LPS.
In 2006, another staff member went home for the two weeks holiday and never returned without notice. The current principal arranged for a teacher from one of the neighbouring schools to teach Technical Drawing at Form Six level to LPS students in 2006. In return, teachers of LPS paid the teacher out of their own pocket, and not the Board of Governors neither the PTA nor the Ministry of Education. This initiative allowed the imported teacher to prepare the absent teacher's class for external examinations towards the end of the year. Another head of department claimed that from 2000-2004 teachers took advantaged of the principal's good nature. As a result the teachers' attitude to work deteriorated due to their absence from school during non-teaching periods to be found later in town.

In 2005, a male teacher was referred to police for an alleged case of sexual assault on two male students. Unfortunately the Assistant Principal and the President of the PTA argued over the issue. The teacher has been transferred ever since. In another case a teacher was referred to the authorities for alleged fraudulent activity. The teacher was accused of falsifying qualifications to teach in the school.

Like Ratu Kadavulevu School, LPS has its internal grievances. The staffs believe that the management (MoE) needs to improve its administration. One of the grievances is the transference of principals during the school term. In addition senior staff members claimed that the Ministry send new graduates with no experience to the school as training ground. The staff members also claimed that the Ministry did not make an effort to confirm teachers acting on substantive posts. To make matters more frustrating those who are acting post holders do not usually get their allowances on time. As stated earlier on,
teacher discipline is another area leadership of the school had to put up with because the management (MoE) takes long to address discipline cases.

In conclusion the former Acting Principal claimed the concept of the programme was a failure. The incumbent also stated that the whole thing looked good on paper but it never got off the ground. The next section showed some differences between LPS and even RKS from Indian College. These differences begin at the vision of the school, the infrastructure, staffing and the management.

6.3 Case Study Three: INDIAN COLLEGE

The Principal of Indian College (IC) has more than 30 year of teaching experience. The incumbent started teaching in 1973 as an Assistant Teacher and later got confirmed head of department. The officer joined Curriculum Development Unit of the Ministry of Education in 1993 after 12 years of being head of department. The officer remained at CDU for six years as Senior Education Officer responsible for the biology subject. At CDU the officer helped in the writing of Forms 5&6 biology textbook and laboratory manual. Part of the officer’s responsibility at CDU was to pay advisory and FSLC approval visits to schools. In 1999 the officer got posted to Indian College and has remained there ever since.

6.3.1. The Vision for Indian College

The principal stated that the vision for Indian College is to become a ‘model’ school (to be the top school in the nation) where competition is the culture and key to its success. The principal further stated that students who enter the school get all the necessary assistance to receive good education. This means
the students' education does not only mean getting a job but to mould them become successful citizens who contribute to the community with moral standing. The school envisaged to produce students who pursue careers in law, medicine, aviation and other professions at the top bracket of white collar jobs. To achieve this vision, students up to Form Four level study a broad based curriculum with subjects such as social science, basic science. Then in the upper level students narrow their focus on special (academic) subjects that are more to prepare them for tertiary institutions.

The principal stated that the management believes vocational subjects lower students' attitudes. Even though the school teaches technical drawing and computer studies, the school's main focus is to teach subjects that will ensure competition and ultimately mould students into competitors. This competitive nature will make students independent and hard working. The school believes that if the students finish school on a competitive note they can become successful in life.

6.3.2. Communicating the Vision for Indian College

The principal uses the school assemblies to communicate his vision to students. In the classrooms during teaching periods, teachers are asked to continue instilling into their students the vision of the schools. When students are not performing, parents are called in and informed about their children's performances at the same time the vision of the school is communicated to parents emphatically.

6.3.3. Leadership Impact on Infrastructure and Facilities at IC

The study shows that Indian College has an impressive string of double storey buildings built of concrete on a hill. They are well painted with the choice of
paint colour projecting an inviting mild shade off-white that is conducive to learning. As one drives into the school, the main office is on the right. There is a photocopier there for general purpose work and a receptionist/typist who also act as the secretary to the principal. The principal's office apart from having the usual furniture for his work is also used as a boardroom with a conferencing table. The classrooms are spacious and neatly tiled with ceiling fans. Recently the classrooms have been furnished with new desks.

The school has its own handyman to maintain the furniture and chairs. The toilets are well tiled with a hired person to clean the toilets. Students do not clean them. For sports, the school has two large standard size playgrounds for soccer or rugby and a covered basketball court. The school has the basic necessities such as water, electricity and telephone. It is also being used to accommodate others needs such as billeting visiting schools and centres for extra tutorial classes for students wishing to improve in their mathematics. The school believes that if students improved their mathematical skills, they definitely will improve in other areas. The Principal said their external results have proved this theory.

6.3.4. Leadership Impact on School Discipline at Indian College

The principal claimed that there has never been any case of drug related problems reported to the office nor any case that would warrant stiff penalty like expulsion. However according to a senior official of the National Substance Abuse Advisory Council (NSAAC) of the Ministry of Education, Indian schools often suppress issues such as drug use in schools to avoid tarnishing their image. Indian College nonetheless accepts students who were
expelled from other schools. Students on the other hand according to a senior staff member do not express their frustrations openly but they sometimes display them by writing graffiti on toilet walls.

6.3.5. Indian College Principal Accessibility

To maintain visibility and accessibility to the students in school, a senior staff claimed that the principal occasionally walks into classrooms during lessons to talk and encourage students about the reasons of being at schools. As for the teachers, the incumbent does not easily entertain teachers’ contributions. Teachers are usually asked to use departmental meetings as forum to air grievances and address issues. However during staff meetings the principal is always present and meets individually with the teachers afterwards.

6.3.6 Indian College Principal Delegating Authority

The Principal of Indian College has two senior staff members to help in the administration of the school similar to the other two schools. The difference is, while these three staff members at Indian College are confirmed post holders, their counterparts both at RKS and LPS were on acting positions. The principal at times exercise instructional approach. For instance a senior staff member said the principal was known to have decisions already made before a matter was raised for discussion. Teachers are known to be stressed out as a result of the high demands the school and its management place on them. To relieve stress, teachers are allowed to participate in extra-curricular activities such as playing volleyball, soccer or chess and the principal also participates. Department heads play an important task within their departments such as marking workbooks and offering professional advice to teachers. The
Principal always liaise with the VP to check on teachers’ attendance and punctuality.

6.3.7 Indian College Community Support

The school maintains its relationship with parents. The Principal stated that when students get troublesome parents are called and informed. Students are then counseled. Parents are requested to accompany their children to school and hold discussions with the form teacher about their child’s performances after term exams when results are ready. Members of the outer community are also asked for donations during special days for celebration activities in the school and they are very supportive.

6.3.8 Indian College Teachers’ Qualification and Competence

Teachers at Indian College are well qualified. Like the other two schools, the mobility of teachers and the lack of proper documentation, this study managed to produce teachers’ qualifications from 2005 to 2006. In 2005, the school had three teachers with Post Graduate Certificates in Education, 25 Degree graduates, six Diploma holders and two classified as other and unknown. There was a change the following year with three Post Graduate Certificates in Education, 20 Degrees graduates, seven diplomas and five others.

Their employment status showed that in 2005 there were: 20 Grant In Aid, eight Temporary Civil Servants, nine Civil Servants whereas the following year there were: 16 GIA, eight TCS, and 11 Civil Servants. The school result speaks volume of the teachers’ competence. As an indication of teachers’ commitment, they are currently taking Saturday classes for all levels (Forms
3-7) in learning mathematics. As for their code of ethics and morality, there was no case reported by the school when compared to RKS and LPS. The next section displays the students’ performances of each school.

6.4 STUDENT PERFORMANCES COMPARATIVE ANALYSIS

6.4.1 Indian College Students’ Performance

Students of Indian College performed exceptionally well in examinations compared to RK and LPS students. The school results of the three examinations remained consistent. Majority of the students who passed their examinations are non-Fijians despite the school having a roll of about 60% indigenous Fijian students. However some indigenous Fijian students scored higher marks in all three exams compared to their fellow non-Fijian students and much better with students from RKS and LPS.

Table 6.1: FJC, FSLC, & FSFE Results for Indian College from 2000-2005.

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>FJC Cand.</th>
<th>FJC %</th>
<th>FSLC Cand.</th>
<th>FSLC %</th>
<th>FSFE Cand.</th>
<th>FSFE %</th>
</tr>
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<tr>
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<td>148/148</td>
<td>100</td>
<td>97/100</td>
<td>97</td>
<td>64/67</td>
<td>96</td>
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<tr>
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<td>109/114</td>
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<td>71/77</td>
<td>92</td>
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<tr>
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<td>100</td>
<td>107/113</td>
<td>95</td>
<td>61/65</td>
<td>94</td>
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<td>175/175</td>
<td>100</td>
<td>132/135</td>
<td>98</td>
<td>61/68</td>
<td>90</td>
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<td>100</td>
<td>120/127</td>
<td>94</td>
<td>64/64</td>
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</tbody>
</table>


6.4.2 RKS Students Performance

The results below (Table 6.2) are for academic subjects alone to match the subjects taught at the other schools studied in this report. Few factors identified as causes of performances over the six year period studied include the high turner over of principals. The interruption caused in the movement of principals may have caused confusion in leadership amongst teachers and
students. New principals come in with new ideas. Before that idea is being internalised another new principal arrives with another set of ideas.

Table 6.2: FJC, FSLC & FSFE Results for RKS, 2000-2005

<table>
<thead>
<tr>
<th>No.</th>
<th>Year</th>
<th>FJC</th>
<th>%</th>
<th>FSLC</th>
<th>%</th>
<th>FSFE</th>
<th>%</th>
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<tbody>
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<td>1.</td>
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<td>39/147</td>
<td>27</td>
<td>19/61</td>
<td>31</td>
</tr>
<tr>
<td>3.</td>
<td>2002</td>
<td>80/104</td>
<td>77</td>
<td>47/164</td>
<td>29</td>
<td>25/57</td>
<td>44</td>
</tr>
<tr>
<td>4.</td>
<td>2003</td>
<td>124/143</td>
<td>87</td>
<td>56/140</td>
<td>40</td>
<td>56/72</td>
<td>78</td>
</tr>
<tr>
<td>5.</td>
<td>2004</td>
<td>116/129</td>
<td>90</td>
<td>49/105</td>
<td>47</td>
<td>66/89</td>
<td>74</td>
</tr>
<tr>
<td>00-05</td>
<td>Average</td>
<td>87</td>
<td>Average</td>
<td>39</td>
<td>Average</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

Source: Ministry of Education Statistics, 2006

Another contributing factor is the large roll of the school which was difficult to manage. The school infrastructure was meant to cater for student population of about 500-600. During the period studied the school roll was about more than 900. There was insufficient logistic support to accommodate that number of students. The dormitories were built with very little privacy and below standard. Due to the huge school roll ill discipline crept in with problems like drugs allegedly marijuana, bullying and violence are all going on in the dormitories. It was difficult to monitor the problems because of the students' code of secrecy and culture of silence according to a senior staff.

The extracurricular activities like fundraising for the church were blamed for the poor results in 2005. A former senior staff admitted the involvement of students in fundraising took them away from schools when they should have been concentrating on their studies.

6.4.3 LPS Students’ Performances

The recent school's examination results according to some long serving teachers were disappointing. Factors blamed include high turner over of
teachers and principals. There was a lot of teacher movement as a result of postings.

**Table 6.3 : FJC, FSLC and FSFE Results for LPS from 2000-2005**

<table>
<thead>
<tr>
<th>No.</th>
<th>Year</th>
<th>FJC Candid.</th>
<th>FJC %</th>
<th>FSLC Candid.</th>
<th>FSLC %</th>
<th>FSFE Candid.</th>
<th>FSFE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2000</td>
<td>70/74</td>
<td>95</td>
<td>35/62</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2001</td>
<td>80/88</td>
<td>91</td>
<td>45/90</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2002</td>
<td>83/87</td>
<td>95</td>
<td>53/86</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>2003</td>
<td>103/125</td>
<td>82</td>
<td>53/86</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>2004</td>
<td>70/93</td>
<td>73</td>
<td>44/99</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>2005</td>
<td>88/100</td>
<td>88</td>
<td>40/100</td>
<td>40</td>
<td>4/11</td>
<td>36</td>
</tr>
</tbody>
</table>


Teacher attitudinal problem was also blamed as few staff members according to their Heads of Departments showed attitudinal problem in their work. A senior staff of the school also attributed the poor performances to student mobility. LPS used to accommodate children of business people who have recently moved to urban schools in the city and even left for overseas institutions. These students used to be the top crop of LPS in the past years.

Finally the school complains of the standard of students admitted to the school for Form Three. The argument is, many of these students scored low marks in the FEYE and the school had to lower their entry marks which compromise the standard of the school. The low FEYE marks of students from LPS feeder schools maybe a symptom of a national problem involving indigenous Fijian students. The Curriculum Development Unit is responsible for the upgrading of classes 7 & 8 teachers under a programme called Basic Education Management Teacher Upgrading Programme (BEMTUP). The recent poor FEYE results questions the effectiveness of the programme especially after it has been nationally implemented for almost over a decade.
The given figures (Figure 1 & 2) illustrate the comparative analysis of performances of students attending LPS, RKS and Indian College over a six year period. Indications shown in the two graphs highlighted the quality of marks scored in both the FSLC and FSFE examinations in favour of Indian College students.

The two graphs showed Indian College students’ marks high concentration in the range 251-300, whereas students of the centres (RKS & LPS) concentrate in the 200-250 range. Unfortunately these graphs did not show readings over achievements in FJC in all three schools nor do they show readings for
indigenous Fijian students passed the two examinations at Indian College. The discrepancies are indications of differences in leadership implemented in the three schools. Such examination results displayed by Indian College will contribute to parents’ decisions in selecting such schools for their children. There is a need to conduct another study to determine the home backgrounds of students who are currently studying at Indian College compared to RKS and LPS.

6.5 Conclusion

The findings of the fieldwork exposed some defects in the schools selected. The defects were evident in the lack of logistic support the leadership of RKS and LPS received from the government. The principals’ influence over the improvement of infrastructure was limited because all decisions were made away from schools. This was compounded by the lack of monitoring done to ascertain the progress of repair works at the schools. The installation of boilers in the RKS kitchen is a classic example, which warrants an official investigation to rule out any collusion between the management and the company that won the tender.

The principals’ leadership style in the three schools was a mixture of facilitative and instructional approaches. However the study showed that leadership of teachers in Centres of Excellence was disappointing. There were cases of indiscipline and immorality amongst them. Some teachers though found well qualified were incompetent because of inexperience. The management at Indian College interestingly selects their teachers and scrutinise them even those who are civil servants.
Discipline amongst students of CoE was alarming as some were implicated in smoking marijuana. However while their involvement in drug related cases in schools is serious, their constitutional rights to prove their innocence through courts of law must be upheld. Expelling them without scientific tests done on confiscated assumed drug substances as evidence is clearly a miscarriage of justice on them. The Ministry of Education could be held liable for breaching students' rights. It is only a matter of time when a parent would be courageous enough to test the issue through the courts.

The Centre of Excellence students' poor performances in examinations in the period 2000-2005 still show that disparity persisted even during years when the programme was implemented to bring changes. The quality of marks scored at the three schools in the national examinations showed that Indian College students scored a lot in the 250-300 range compared to students in the centre who scored marks in the 200-2500 in both FSIC and FSE examinations. Such illustration raises questions about the practicality of the Centre of Excellence.
CHAPTER SEVEN

MANAGEMENT RESPONSES: Deficiencies in Management Processes

7.0 Introduction

In any development, there are stakeholders who are interest groups, organisations or individuals that have a stake on particular issues. They are usually used for policy formulation, project formulation, implementation and evaluation.

Stakeholders are categorised differently depending on their role in a project. For instance, in education development, students who are mainly the intended beneficiaries are the Primary Stakeholders. Secondary stakeholders are those who perform as intermediaries in the system. Active stakeholders are those who affect or determine a decision in the system who would be the Principals and finally the Passive stakeholders are those who are affected by the decision or action of others. In this case they are the school community including parents, old scholars. The key stakeholders are actors who play significant role in the success of the project and in this study they are the school management.

Discussions in this chapter focus mainly on the leadership role of the management. The areas of elaboration are: the management’s response to what was agreed upon in the Memorandum of Understanding; and the management’s deficiencies. Discussion will argue that these deficiencies occurred as a result of lack of collaboration and consultation amongst key players in the MoE. The study will further establish that these deficiencies are results of the existing model of bureaucratic management style imbedded in most civil servants.
According to the memorandum signed between the government and schools selected as Centres of Excellence, the government was responsible for the provision of logistic support to the schools. This includes the provision of funds to improve infrastructure and facilities; the provision of qualified teachers, and a sustainable curriculum. As a result of the agreement, an air of enthusiasm and anticipation developed amongst school administrators about the changes the proposed programme would bring to their schools. Unfortunately as discussed in this chapter the programme looked good on the paper but it never got off the ground according to a former active stakeholder. The government’s inability to honour all the provisions in the agreement resulted in the programme being labelled as “a political tool” by another former active stakeholder while a current key stakeholder referred to it as “Band Aid Solution” for Fijian Education.

7.1 Management Responses to the Memorandum of Understanding

The government at first showed some commitment towards the funding of maintenance work to be carried out both at LPS and RKS. Unfortunately the fund according to the two school principals was not enough considering the volume of maintenance work need done. The two schools did not obtain their required number of teachers at the beginning of the year. Teachers sitting on substantive posts remain acting for a number of years even after the schools became the Centres of Excellence. The next section deliberates on the differences of management and of the programme implementors.

7.1.1 Improvement of Infrastructure & Facilities

In Chapter Six, the administration of RKS claimed that the government first gave the school $0.5 million to facilitate the repairing of the dinning hall. However records showed that from 2003-2005, the government provided more than
$1.6 million towards the maintenance of classroom blocks, teachers' quarters and vocational blocks. Unbelievably not much of the work done at school as result of all that money was visible when the study was conducted. In Chapter Six the report commented on the deteriorating status of teachers' quarters at RKS. Due to this, the current principal of the school is happy to have teachers commuting from home to school every day. At LPS the lack of teachers' quarters compound the teacher problem. Those who were posted to the school do not stay for long except the locals of Levuka because to them teaching at the school is a posting to their home island.

The Board of Governors and teachers of LPS have been dwelling on the idea of the programme in 2001. The documentation of the school's annual plan and strategic plan began in 2002 before the school was declared Centre of Excellence in 2003. The government gave them a framework to draw up a strategic plan for five years and was also told to focus specifically at the infrastructure and a sustainable academic programme. Consequently the Board of Governors came up with a proposal of about $4.5 million. Allegedly the government was not expecting such amount. During the same period the government provided less than $0.5 million for maintenance of the schools classrooms and hostel. In 2003, a wooden double story building was falling apart in which government gave the school $250,000 for its repairs. Then in 2004 another $200,000 as part of the establishment of the Centre of Excellence, was given for the maintenance of the staff room verandah, the hostel, storeroom and cooking area. During the compilation of this report in 2006, improvements were observed conducted at the school.
According to a former stakeholder of the school, LPS was promised $0.75 million in 2004 as part of the Centre of Excellence programme. The school was told to first use the money to repair a classroom that was collapsing, but the school administration argued that the ministry was informed of the problem much earlier and yet nothing eventuated until the parents started pulling their children out of the school due to OHS regulations. The cost of repair was $0.5 million and this was taken out from the budgeted $1.5 million earmarked for the CoE programme at the school. The school protested saying the repair works were not included in the strategic plan as it belonged to another project, which should have been taken care of much earlier before the programme was implemented.

The improvement of infrastructure both at RKS and LPS did not go well as planned. The amount of money provided to facilitate projects in both schools did not match the work done. The constraint in this area is the government policy stating that only the Public Works Department (PWD) must be contracted to carry out maintenance work at all government institutions including schools when other private contractors could do the same job at a much lower cost. The PWD quote is always high because bulk of the budget goes towards labour cost. The irony about RKS is that its vocational students could do the same job done by PWD as a learning experience at no cost. While RKS and LPS faced constraints in the improvement of their infrastructure, Indian College on the other hand had just completed a project worth $700,000 during the period studied. A stakeholder attributed the development of the school to the management's commitment. In 2003 the school was able to enjoy the completed project, which includes a library, a computer lab and a staff room. Each staff member has his/her own workstation in the staff room. The management has also equipped
the staff room with computers. The whole school on the other hand has two computer labs, one for the junior forms and the other for the senior forms. There are about 30 computers in each lab. Computers with Internet access are placed in the library for students’ project work. The school is also investing money for textbooks. In 2006 the school bought reference text materials in mathematics, language and other subjects worth $7,000.00 from Australia. The school is always on the look out for relevant new books coming into the market to purchase them.

7.1.2 The Provision of Teachers

The second provision the government agreed to deliver is quality teachers. Discussion on Chapter Six highlighted some flaws in the appointment of teachers in both RKS and LPS. The government is responsible with the staffing of schools, which was not an easy thing for RKS and LPS to indulge in given the fact they have been selected as Centres of Excellence, and one would assume their staffing would be top priority to the government compared to other schools. Experience shows when the two schools needed teachers, they have to wait until vacancies came up. After consultation between the government and the school administration is completed, teachers are then posted. Consultation revolves around the posting of teachers. A school may want either a USP degree graduate teacher or a Fiji Advanced Education College graduate. Never was a consultation referred to the provision of the required teachers to facilitate any objectives pertaining to the implementation of the programme. While the two schools received graduate teachers, some teachers lacked the experience needed to teach upper forms. Experienced teachers are those who are both competent and performing. Teacher competence is referred to their possession of knowledge and
skills while teacher performance is about the impartation of that skill and knowledge (Anderson, 2004).

The two schools unfortunately cannot acquire the experienced teachers they need because they are hard to obtain. Migration is a contributing factor to lack of experienced teachers for posting around Fiji. Many of them have moved overseas in search of better employment opportunities and also because of their political marginalisation particularly teachers of Indian origins. Voigt-Graf (2003) claimed that primary and secondary school teachers are the single largest category of migrating professionals from Fiji. Between 1987 and 2001 about 8,669 professionals left Fiji with almost one third or 2,728 emigrants were teachers. Unfortunately most of them according to the study are senior and experienced teachers. It is assumed that the 2006 coup will further compel more experienced teachers to leave the service as a result of pay cuts and reduced retirement age.

While international migration is quite significant, internal mobility is also high. Voigt-Graf (ibid) also claimed that many teachers have joined internal migration flow to urban areas for manifold reasons. Teachers found that teaching in rural areas is not rewarding. In rural areas accessibility to public services, transport and communication is limited. They are expected to participate in community activities, which are not being recognised. Another traumatic experience rural teachers face is the difficulty of providing good educational opportunities for their children. Almost every year, teachers in remote islands stayed away from schools in the first and second weeks of the beginning of each term to allow them settle their children at secondary schools in urban areas before returning to their workstations.
Another issue contributing to teachers' frustrations is the non-confirmation of post holders. Vice Principals, Assistant Principals and couple of Heads of Departments at both RKS and LPS were on acting appointments. On the other hand the three top positions at Indian College were all confirmed positions. The school employed Grant-in-aid teachers during the period studied compared to both RKS and LPS. The management at Indian College is instrumental in the acquisition of teachers. This provision allowed the management to select their own teachers based on certain benchmarks. The management selects its teachers even though the Ministry of Education employs them. When teachers are posted to the school, the management interviews them and even researched their background trying to identify their qualifications. Even if the teachers are degree graduates, the management will still scrutinise their academic transcripts. The transcripts according to the management reflect how the teachers performed during their academic years. The management believes if the teachers produced excellent results during their days as students, they will definitely produce good results at school. This selection procedure happens to everyone posted to the school even post holders such as the Department heads, Vice Principal and Principal. From 2004-2006, more than 50% teachers teaching at Indian College are GIA who are also known as Temporary Civil Servants. The rest are civil servants. Unfortunately the two schools RKS and LPS cannot choose their teachers because the government is their controlling authority. The GIA teachers are those whose 80% salary paid by the government and 20% the school management pays.

In Chapter Six, both RKS and LPS experienced cases of teachers sexually molesting students. What the government does not have is a mechanism to
screen teachers before enrolling them to teacher training institutions or enlist them into the establishment. For some time the MoE has been dwelling on the idea of setting up a registration board to regulate teacher employment. This is a sensitive issue because the rights of the teachers based on Human Rights and Constitutional rights will be addressed in such cases. In the meantime students will continue to be subjected to perversions and abuse.

7.1.3 Solicitation of Community Support

In Chapter Six, the soliciting of community participation occurred only at school level where parents and old scholar associations involved themselves very much in some activities of the schools. This includes fund raising and provision of equipment such as computers, but never has the management engaged itself in building bridges with the community during the period studied. While Indian College enjoys certain community support, the two government schools have always relied to some extent on the PTAs and Old Scholars Associations.

The government had experienced failure in this aspect on an earlier exercise when a provincial school initially selected for CoE failed to get off the ground. A former stakeholder of one particular school was charged for fraudulent activities as a result. The government blamed the school management's ignorance in the preparation of a Strategic Plan and the vanua' (people) inability to comprehend the purpose of such programmes. Though it (government) claimed the lack of resources on their part, which disables them from conducting monitoring exercise over the programme, it did not admit there was no monitoring mechanism in place apart from receiving reports. The PTA of both RKS and LPS play a major role in the provision of funds for the schools. This includes the hiring of additional staff members as in the case of LPS where the association
pays for the school chaplain and watchmen. While the PTA does not have much say in the administration of the school, their contribution is always acknowledged especially in areas where extra funds are need. These funds cannot be acquired from the government. In addition the PTA uses its funds to pay the school board allowance and their transport every time they (Board of Governors) convene a meeting.

7.1.4 Provision of Curriculum

A senior Ministry of Education official stated that school board of governors in consultation with the MoE determined the type of courses taught in schools. This includes government and non-government schools. The curriculum taught at Indian College is academic oriented because they target tertiary institutions mainly as stated in Chapter Six. Subjects taught at RKS are both academic and technical / vocational, while LPS teach academic subjects with few technical courses. However the two sections of the MoE responsible for the curriculum, the TVET and CDU sections claimed they were not part of any planning process but were only asked to furnish the two schools (RKS and LPS) with courses. A senior CDU official claims that the Unit has been involved with the two schools only as far as providing professional advice on the curriculum and conduct workshops just like any other secondary school and not as CoE. The same official agreed that CDU could have assisted in the training and developing of teachers specifically for the purpose of the programme.

The TVET section senior official claimed likewise saying,

...as far as Technical Vocational Education subjects and programmes are concerned, we have not been given any directive on what we need to carry out to effectively administer this CoE idea in the schools selected. We play a minimum role in anything to do with Centre of Excellence.
Similar to CDU, the TVET section is under the impression that the Special Project Unit is wholly responsible. The discussions on the management responses to the memorandum signed between the school and the government when compared to the non-CoE have exposed some deficiencies. The next section highlights some areas which could have improved the programme had they been followed by the government as key stakeholder.

7.2 Management Deficiencies

A central questioned posed to the government was, "What models they used to implement the programme?" The study established that there was no model in place. The purpose of a model was to provide a framework of what is required to be done to materialise the programme. Beare, Caldwell & Millikan (1990) claimed the purpose of the model is mainly for the management to integrate the processes of goal setting and needs identification, policy-making, planning, budgeting, implementing and evaluating in a continuous cycle.

7.2.1 Deficiency in Management Model

The adoption of a model for managing a Centre of Excellence will provide a legal and pragmatic framework leading to the achieving of the vision. Without a model all stakeholders will pursue their own agendas. The current position of the major stakeholders in the Ministry (whom everyone would assume to be instrumental in implementation of the programme) is a clear illustration. The stand all sections within the MoE are taking is indicative of the "bureaucracy model" of management. The problem of this management model is how to create a harmonious whole. Obviously the need for all sections to know the functions and roles of other sister sections in the Ministry is missing. The leader of each section is protective of his/her territory without acknowledging the purpose of the other
and may reluctant to contribute so that the bigger goal of the organisation is achieved. Consequently neither collaboration nor consultation process is observed amongst the key stakeholders while the primary stakeholders suffer.

An illustration of lack of consultation was evident in the termination of an Agricultural Engineering programme from RKS at the end of the second term of school, 2006 without the knowledge of the Ministry. The action had a major effect on the students and their parents. In the past, students intending to do Diploma course usually go to Australia. The courses currently offered at the Fiji Institute of Technology (FIT) are also offered at RKS. The arrangement between the MoE and FIT was the upgrading of vocational centres to FIT standards. If FIT endorses the proposal to offer franchise, the schools will offer the first two stages of trade certificates. Parents and students are beneficiaries of the arrangement because at school, students need only pay less than $100 per term compared to students at FIT who are paying $800 per semester. Unfortunately the Agricultural Engineering course had not been fully franchised to RKS because of some deficiencies the Ministry was planning to improve. Before the Ministry completed its plans the school principal terminated the programme without the Ministry's knowledge. The non-provision of the Agricultural Engineering course tutor was the principal's reason for terminating the course.

The government admitted that there was neither consultation nor collaboration amongst the key players in the Ministry as to how the Centre was to be implemented. If the Centre was to be effective, it has to be a well thought out guided programme with activities suitable for the schools selected. That element was missing from the beginning. Officials of both the Curriculum Development Unit and the TVET sections shared the sentiment.
7.2.2 Deficiency in School Leadership Skills

In terms of upgrading and developing teachers in the field, Heads of Departments from both RKS and LPS said there were no workshops or in-service courses done to prepare their teachers for the programme. Researchers insist that teachers are too often left out of the loop of leadership in their schools; and all too often, if given leadership roles, lack the skills that will make them successful as leaders (Wynne, 2000). Several studies indicate that one of the most significant developmental skills for teachers is to become active researchers in their classrooms and schools. For all of these qualities to be sustained, many argue that a shift in governance needs to take hold, embracing the idea of teachers as equal partners in leadership. Concerns were raised from both schools stating the need to have teachers from these schools to attend out of country courses. This suggestion is part of the memorandum signed by the government and the two schools. Instead allegations have also been raised that the government exercised nepotism when it comes to sending officers overseas for training. Teachers in the field were hardly given awards to take up fellowship course or much shorter courses as agreed in the memorandum. The Ministry remained silent on this issue which could be interpreted as a sign of admission of them reneging on the agreement when questions were posed to them.

Another concern emanating from the schools was the need for principals to undergo some familiarisation course on leadership to allow them to be kept abreast with developments and progress. A senior official of the Ministry agreed stating that FESP (Fiji Education Sector Programme) under the AUSAID programme is pursuing this exercise. The suggestion agrees with various literatures which have indicated the importance of developing school principals.
Lashway (1995) claimed that explicit standards of learning, coupled with heavy pressure to provide tangible evidence of success, have reaffirmed the importance of instructional leadership. It is further claimed that in the 1980s, "instructional leadership" became the dominant paradigm for school leaders after researchers noticed that effective schools usually had principals who kept a high focus on curriculum and instruction (ibid).

In contrast, critics of instructional or transactional leadership advocated transformational leadership. Liontos (1992) stated other authorities about the interpretation of a transformational leadership. Instructional leadership encompasses hierarchies and top-down leadership, where the leader is supposed to know the best form of instruction and closely monitors teachers' and students' work. One of the problems with this is that great administrators are not always great classroom leaders and vice versa (ibid). Another difficulty is that this form of leadership concentrates on the growth of students but rarely looks at the growth of teachers.

Instructional leadership restricts teachers from exploiting their potential to the maximum. This is stereotypical of the education system in Fiji. Teachers are not encouraged to be proactive and contribute back to the system by writing their experiences on books, journals and even magazines. The thought is irrational because such activity is treated as academic theory rather than practical. Transformational leadership allows such behaviour to develop. Some teachers however took the initiative and wrote books on areas of their speciality and sold in local bookshops which some schools recommend for text materials in school. The Ministry could have exploited this strength which could result in reduced cost of materials for students and parents.
7.2.3 Deficiency in Monitoring

There is no evidence of a monitoring mechanism designed for the purpose of measuring the progress of work done in the Centres whether it be physical development or human development. Human development includes both teachers and students. The monitoring of the progressive work at the Centres is a piecemeal approach. Currently external examination results are used to measure student performances whereas the Annual Confidential Reports are used to evaluate teacher performance in the year. The management often use the above report to gauge the suitability of candidates applying for substantive posts, a process of evaluating personnel fit for promotion. While the report is more subjective in nature, examinations are more simplistic.

The purpose of monitoring is to gather information for evaluation purpose which leads to further decision making. Evaluation is not a discrete activity (Beare, Caldwell & Millikan, op cit). In terms of gauging school performances, teachers’ performances and competences for instances maybe monitored. To implement this Boyd (op cit) stated that evaluators must first set specific procedures and standards. The standards should: relate to important teaching skills, be as objective as possible, be clearly communicated to the teacher before the evaluation begins and be reviewed after the evaluation is over, and be linked to the teacher’s professional development.

Evaluators should consider a variety of teaching skills. If the evaluators use several sources of information about a teacher’s performance, they can make a more accurate evaluation. Some procedures evaluators can use are to: First Observe classroom activities. This is a common form of data collection for evaluation. A representative sample of a teacher’s performance in the classroom
is needed for evaluation and cannot be accomplish in only a few hours of observation. The exercise can be a formal of informal (ibid). The second procedure is to Review lesson plans and classroom records. Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments, can indicate how well a teacher has linked lesson plans, instruction, and testing (ibid). Finally is the Expansion of the number of people involved in the evaluations. Much of this was done by heads of departments.

In Fiji most often principals or department supervisors conduct evaluations. According to Boyd (1989) this system works well if the only goal of evaluation is to determine competence. If the goal of the evaluation is to promote growth, however, other evaluators should participate. Self-evaluations give teachers' perspective on their work. Surprisingly, few school systems require self-evaluations. Peer and student evaluations, if schools administer them properly, can also benefit teachers. Teachers who want to improve their teaching are eager to know how other teachers and their students view them. These are the people who interact with the teacher everyday; their perspective should not be ignored during the evaluation process. This does not happen at primary nor secondary school level in Fiji but at university level. It is also a common practice after every workshop.

A post-observation procedure is to give teachers feedback on their strengths and weaknesses. Evaluators must remember to: deliver the feedback in a positive and considerate way; offer ideas and suggest changes that make sense to the teacher; maintain a level of formality necessary to achieve the goals of the evaluation; maintain a balance between praise and criticism; and give enough feedback to be
useful but not so much that the teacher is overwhelmed (ibid). In terms of monitoring facilities, Board of Survey is one way of checking them but this is more an inventorial task. The monitoring of constructions done on locations is observational. One problem the SPU has that restricts their monitoring of CoE programmes according to a senior official of the Ministry of Education, is the lack of vehicle to facilitate their movement. When asked whether District Education Officers can be delegated to take up that responsibility, the response was despite its applicability, no effort has been pursued to exploit that option.

The monitoring of infrastructure such as building amongst government institutions including schools rests with the PWD. The reason is PWD are custodians of government buildings and are responsible with their maintenance. This was a usual practice in the past according to a senior official responsible with all development projects and activities of the Ministry of Education. Funds budgeted for maintenance and buildings were with the PWD and it was their responsibility to see that all buildings were properly maintained. This policy has changed and each ministry was responsible for their buildings for instance the Ministry of Health is currently responsible for the maintenance of hospitals similarly the Ministry of Education is custodian of all government schools.

The lack of monitoring on an earlier similar exercise at one provincial secondary school resulted in the failure of the concept. The then principal of the school was taken to court on fraudulent charges. The Ministry claimed that the vanua (people) were not ready to undertake a new venture nor were they equipped in terms of logistics support. The senior SPU official stated that their primary task is mainly to look at the facilities and the results at the end of the year. Another
senior education official attributed this deficiency to lack of legislation to provide some legitimacy over the concept and the facilitators.

The development of principals as effective leaders is an essential element in the implementation of the Centre or any school for that matter. Currently the government schools have been lately led only with a small group of principals which the Ministry rotates around its schools. Few of them continued to be posted to other government schools despite having unsatisfactory performance records in terms of students’ performances in external examinations. According to a senior official at the Secondary section, these principals are familiar with the concept of Centre of Excellence and the objectives of the Ministry of Education. Allegedly there is no mechanism in place to evaluate their performances apart from ACR.

The management’s position to oversee the development and maintenance of the school physical structures has not been well monitored. The main problem is the ownership element. While the institutions belong to the Ministry as learning establishments, the ownership of building rests with the PWD. The government school administration cannot act on their own to do repairs without the knowledge of the PWD. The PWD on the other hand cannot pursue the renovations and repairs without funds released from the Ministry as is the case with other ministries. This ownership dispute has also spilled over into the land lease problem. While the NLTB and the Department of Lands are silent on the issue since they are the recognised authorities over land leases in the country, the Ministry of Education is caught up in the middle. This resulted on the inability of the government to improve water supply for the school to match the demand. The reservoir is part of the landowners’ log of claims.
7.3 Conclusion

The role, which the Ministry needs to pursue vigorously towards the management of its schools selected as Centres of Excellence, lacks commitment. There is no difference between the selected schools and any other school under its management. A lot of funds are required to improve and repair infrastructure and provide facilities. The selected schools still lack of qualified and experienced teachers while the curriculum almost remains the same compared to other non-Centre of Excellence schools.

After three years of implementation, students’ performances at RKS and LPS are discouraging when compared to the results of Indian College. When senior education officials were interviewed, they all indicated the lack of consultation and collaboration amongst the management level. The sections responsible for curriculum development claimed they were not part of any preliminary planning before the programme was implemented. The Special Project Unit within the MoE, is responsible for overseeing the development of the concept, claimed they are restricted to the physical development of the Centres alone. The section responsible for the staffing of schools is helpless when it comes to posting teachers since most teachers refuse to be posted to rural areas. Many teachers wish to remain in urban areas where facilities and services are easily accessible. Teacher mobility as a result of posting is compounded by the number of teacher resignations for migration. While lack of collaboration exists at management level, the link from the management to principals in schools is missing as well. Two classic examples were highlighted involving the two schools. First, the former principal of LPS claimed he had a three-year running battle with the management (MoE) to transfer a teacher who had attitudinal problem. Second
case is about the termination of an Agricultural course at RKS without the management’s knowledge. The principal’s reason was the lack of subject teacher. The two schools as mentioned in Chapter Six had a big turnover of teachers and principals between 2000 and 2005.

The Centre of Excellence programme for both RKS and LPS ends in 2007. This supposedly means the cessation of any assistance signed in the Memorandum of Understanding to be offered to the two schools. Meanwhile the schools are expected to produce quality results by then with the expectations of its continuity after all assistance ceased. Will that materialise is a million dollar question.
CHAPTER EIGHT

RECOMMENDATIONS: Future Direction for Centres of Excellence.

8.0 Introduction

The concept of Centre of Excellence programme is assumingly a vision itself in which schools selected as centres are envisaged to generate quality graduates. The effort of the programme designers is consistent with various global studies conducted to determine factors that contribute to quality education. While designing the programme, their focus rests on the provision of assistances offered to schools qualified as Centres of Excellence. These assistances were in the form of infrastructures and facilities, staffing and curriculum, which the management could provide. Studies identified have argued that proper school buildings, well ventilated classrooms, proper lights with good furnish of learning implements help students to improve their performances. Teachers are also acknowledged through studies that they are an important factor as well in the production of quality graduates. This study has shown that teachers in Fiji are well qualified particularly of those posted to schools in the case studies. The country has five tertiary institutions from which the government recruits its teachers. The government has two well established responsible for the designing and implementation of curriculum units within the Ministry of Education. The curriculum has a dual feature, which could be pursued either towards the academic direction or technical & vocational advancement.
The other needed component of assistance is extracted from external sources including community support and friends of the school referring to PTAs and Old Scholars Associations. Soliciting support from these two groups is unpredictable because they could be breeding ground for oppositions as stated in the literature and proved in some cases in Fiji. Parental support to their children has also been identified in various studies as important component to educational success. This is achieved through the provision of a safe and secure home environment that is conducive to children's physical health and development.

This chapter however intends to discuss the three objectives of this study. First deliberations dwells on the Outline of the Centre of Excellence Programme discussing the policy framework of the programme and its implications as offshoot of the controversial AAP. The discussion on the Implementation of the CoE programme expounds on the activities performed in the establishment of CoE and the flaws identified in the leadership and management elaborated in Chapters Six and Seven. The final discussion in this chapter concludes the study with Recommendations for future directions for Centre of Excellence. Discussion also proposes other avenues for further research.

The next section summarises Chapter Five discussing the Outline of the Centre of Excellence Programme with particular emphasis on the leadership aspect. As stated earlier in the study, the discussion on leadership encompasses the roles of principals, teachers and management. The principals' inconsistency in the maintaining of visions is highlighted together with the suggestion on the need to
establish a screening board for teachers. Finally the restrictions bureaucratic model of leadership place on management is also discussed.

8.1 The Modelled Centre of Excellence Programme

Discussion in Chapter Two identified some global models pursued to attain quality education. The models are formulated as a result of various countries' effort to restructure and reform their public education system. The latest exercise taken by the Fiji government over the country's education system was the review commissioned in 1999. The committee came up with a report (Education Commission 2000 as stated in Chapter Five) containing many pertinent issues including deficiency in Fijian Education with suggestions to set up a programme to address the problem. The Ministry of Education then designed a programme and implemented it in 2002 as a strategy to improve Fijian Education as part of the Blueprint under the AA Policy. Unfortunately there is no specific provision under the benchmark for the Centres of Excellence that address the provision of principals even though one of the 10 objectives of the blueprint itemised the "Strengthening of Administrative Structure". Whether that includes developing school principals is unclear. In Chapter Six, the study discusses leadership in schools from two important components, which are the principal of the school and teachers. This study observed that the two groups of leaders did exploit their potentials in the Centres of Excellence to the maximum.

8.1.1 Principal's Leadership Role

A major problem the two schools selected encountered during the period studied was the high turnover of principals. The high mobility of principals in such a
short time is assumingly indicative of the management’s (MoE) lack of confidence in them to produce expected outcomes. This has come about in the wake of a number of ill discipline cases combined with poor student performances the two schools have been subjected to. In its effort to improve school performances, the management rotates a group of principals amongst few government schools. The idea according to the Ministry is that this group of principals is familiar with the concept of the programme. This is in contrast to the strategy Indian College adopted in the appointing of the school principal as stated in Chapter Six.

To achieve quality education, schools need visionary leaders. Visionary leaders are those who can earn the respect and the commitment from teachers who in turn change the attitudes of students and parents of a school in a community where achievement and value of education were of low priority. In addition, visionary leaders are those who believe in partnership with other stakeholders in education who all have interests in the success of the school. To pursue the vision, the curriculum and instructions are expected to reflect the needs and interests of the students. The vision must then align itself to the national vision. The study showed that each principal has its own vision of the school. There is no consistency. The high turnover of the schools principals affects the maintenance of the vision. A vision cannot be achieved overnight. It outlives the tenure of principalship and needs time to establish, cultivate until it becomes a culture of a school. The study also observed that efforts towards the achievement of the vision
amongst stakeholders were inconsistent because not all understood what the visions were.

The study also established that principals had their own way of communicating the vision to the stakeholders such as teachers, students, parents, management and even other friends of the school such as the PTA and Old Scholar Associations. The principals of the two Centres (of Excellence) enjoyed good relationships with the schools’ PTA and Old Scholar Association. However parents of individual students many of whom do not actively participate in school activities are the ones who need targeting. The mode of communication will also determine the effectiveness of awareness, which the Ministry could improve and assist in.

The issue over the improvement of infrastructure is beyond the principals’ decision-making role because of the administrative structure the school is subjected to. The principals though custodians of buildings and facilities, the decision on improving them rests with the management. The principals merely play advisory roles. In this case the principal as a leader is ineffective and becomes the scapegoat should something beyond the incumbent’s role as determined by law happens at school. On the other hand the principal of Indian College is supported by the management, which facilitates the needs of the principal as leader in providing an environment conducive to learning. Such support materialised in the construction of a new building with equipment and facilities that enhance teaching and learning
8.1.2 Teachers in Leadership Role

Another provision in the benchmark the management intends to achieve is the staffing of the Centres with a “best cadre” of teachers. Many teachers posted to the Centres are well qualified but some are incompetent. The acquisition of quality teachers is not easy simply because it is also an elusive exercise. Connecting teacher qualification such as advanced degree with teacher quality as highlighted in Chapter Six is a misconception. Goldhaber and Brewer (1997) suggest that the findings of other studies about the impact on student achievement of teachers’ advanced degrees are inconclusive because they considered only the level of the degree and not the subject of the degree, which may affect student achievement in different ways than the degree level. Nevertheless, results from all the studies seem to imply that a positive correlation between teachers having advanced degrees in subjects other than those they teach and student achievement is non-existent.

Anderson (2004) claims that a growing body of evidence suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference is attributed to teacher effectiveness. Teacher effectiveness is due to the teacher’s competence referring to the teacher’s possession of knowledge and skills whereas to implement that knowledge and skills is considered as the teacher’s performances. The conceptual framework developed for the purpose of understanding and improving teacher effectiveness rests on the following primary concepts. First the “curriculum” being divided into learning units to assist students achieving objectives. Second is the “classroom”
where teachers set the tone of their work by establishing rules and routines and engaging in preventive management behaviour. These rules and routines in turn influence students' behaviour in the classroom. Third is "teaching" which refers to the ways teachers' structure and deliver their lessons and interact verbally and non-verbally with students. Finally "learning" a process allowing changes in achievements over time.

Wynne (2000) claimed that over the last two decades, much has been written about the need to develop teacher leaders in schools. The report stated studies show that unless teachers are empowered and supported as professionals, schools will not be able to sustain significant change through school reform efforts. Teachers need to fully participate as leaders in the process of whole-school change if reform is to be successful. In defining teacher leadership, Wynne (ibid) said most researches done in exploring the concept of teachers as leaders agree that it is distinctively different from administrative or managerial concepts of leadership. Effective teacher leadership involves a move away from top-down, hierarchical modes of functioning and a move toward shared decision-making, teamwork, and community building (ibid).

8.2 Implementation of Centres of Excellence

Chapters Six and Seven described the implementation of the provisions of the Centre. Emphasis on leadership in schools focusing on the role of the principals and their impact on the infrastructure and community support together with discussion on teachers as leader are discussed in Chapter Six, while leadership on the role of the management is discussed in Chapter Seven.
The discussion over leadership in the Centre of Excellence exposed the absence of teamwork or partnership amongst the principals, teachers and management. This partnership or teamwork should be one of the principles of setting up a centre. Teamwork as identified in some literature is said to build stronger relationships among those involved in education. Ultimately students benefit because more people with broader perspectives help to shape a stronger educational programme.

While teamwork is evident in Centres at departmental level where the Heads of Department facilitate professional development, the same cannot be said at administration and management level. Chapter Seven exposes key stakeholders' admission that neither collaboration nor consultation occurred at their level. Senior officials in the Ministry of Education admitted that staff from the Special Project Unit, Curriculum Sections, Personnel Section, Account Section and Research & Development Section never converged to discuss a Centre of Excellence framework. The whole exercise was solely looked after by the Special Project Unit. This deficiency is exacerbated by the administrative structure based on bureaucratic model adopted to implement the programme. Though the bureaucratic administrative structure provides a check and balance measure on all activities of the ministry, it has unfortunately proved frustrating in all efforts to advance development on any exercise such as the Centre of Excellence. The management of Indian College on the contrary runs cohesively on teamwork an element of corporate model. The residence of the management and school administration in the same premises facilitates collaboration.
Earlier in the study, the section responsible for the implementation of the CoE programme stated that their role was merely the improvement of physical structures, which leaves the question as who was responsible for the provision of teachers and appropriate curriculum unanswered. A model would show that for such an exercise to succeed, various components as mentioned above should come into play.

Various models implemented globally would show that legislations were enacted to provide legitimacy to the execution of the programme. The legislation would ensure that all the components (such as the policy, strategies and monitoring activities) work cohesively. In Fiji's case, the alignment of the programme to the provisions of the Blueprint under the Affirmative Action Policy limits its mechanics and the fact that it is currently implemented in government schools only limits it even further. Categorically, the implementation of Center of Excellence in government schools under the existing structure and exclusivity defeats the spirit of which the programme was meant to serve. The programme is scheduled to end for the two schools in 2007 after completing its 5 years of preferential treatment. Evidences have unfortunately indicated that the two Centres have not even reached their benchmarks expected of them to be achieved in the first year after four years of programme implementation.

8.3 Policy Implications and Conclusion

The assumption that the programme works well in government schools is a fallacy for two reasons. Firstly, the administrative structure of the Ministry of Education and the state's ownership of the schools are the major constraints. A
classic example is evident in the slashing of all Ministries’ budget in early 2007 when the Interim Government revised the national budget. The two Centres got affected as the Ministry of Education budget was reduced while non-government schools continued to receive their normal assistance from the government.

Secondly, the administrative structure in the management of government schools is cumbersome and bureaucratic. The bureaucracy is identified in the Special Project Unit opting to work in isolation within the MoE. Consequently it failed to mobilise all existing avenues and resources within. There are sections in the Ministry of Education that could assist in the provision of appropriate teachers and designing of curriculum. Likewise there is a section that could assist in community awareness. The importance of inclusivity approach is a determining factor to the success of such an exercise. Therefore as a result of the findings and arguments presented, it is the view of this study that the Centre of Excellence programme in the government schools is non-pragmatic. However the Spirit of Center of Excellence is superb. The concept can work. It has worked well in private schools not regarded as Centre of Excellence as Indian College has illustrated.

To acquire quality education, global models have shown that their respective governments restructured their education system, which saw the decentralisation of authority from a central authority to an autonomous body. This is the same principle on which committee schools and other private institutions are established in Fiji. So if the programme was to succeed in government schools, then some restructuring and reform need be done in government schools for the
sake of Fijian Education. This restructuring and reforming should begin with the SPU (management) and extend outward to the centers for the reason that after five years of implementing the programme, no constructive results emerged.

The continuity of the programme is constrained with various other variables some of which are consistent with findings concluded in the literature. First it is assumed that technology is an influential area that will determine the success of Centres of Excellence programmes in future. In the last decade, the world has seen the rapid evolution of technology compelling man to rely more on it for socio-economic development as part of globalization. Like any other necessity, the acquisition of technology is determined by accessibility. The two Centres of Excellence are inaccessible to technological development compounded by geographical and spatial factors. This is consistent with some studies done on the constraints to Fijian Education. RKS and LPS are located in rural and island settings distanced from their management. Accessibility to Internet, communication, media, well equipped libraries and other facilities conducive to learning is non-existent. The two schools as well as some other government schools are spatially disadvantaged compared to private schools of the same level.

While LPS may be difficult to relocate, RKS is in a better position because of the land issue and the technical courses it offers at school. A possible solution is to swap the school with an existing government institution near the capital. For the purpose of this study the Police Tactical Response Unit formerly the Police Mobile Unit base outside Suva is recommended as a possible government establishment that offers a better site for a new site for RKS. The reasons are;
RKS as a Centre offering technical subjects would be closer to the Training & Productivity Authority of Fiji (TPAF) a tertiary technical institution offering industrial courses. Their close proximity to each other provides better opportunities for development to both institutions. Secondly, the present RKS school site and its environment is suitable for a security discipline force to be established in. Strategically a security force such as the PTRU is better maintained when placed outside the general population. Similar sentiment is applicable to QVS, which could be swapped with the Republic of Fiji Military Force camp in Suva. Of course this is the prerogative of the government but worth discussion, however relocation has been part of the two schools’ history. It was feasible then as well as in the present.

The second undermining factor for the success of the programme in government schools in Fiji is the type of party politics played in Fiji’s political landscape. This is a global problem. Politicians always love to pick on public school systems simply because they are run by government on taxpayers money. In Chapter One it was stated that affirmative action has been ethnicised which was evident in the leader of the Fiji Labour Party’s resistance over the blueprint as mentioned in Chapter Three. While the party leader’s comments maybe genuinely made in his capacity as leader of the government opposition, the element of racism cannot be ignored because most students who attend government schools are indigenous Fijians. The stand over the affirmative action policy, which the 2007 Interim Government proposes is another indication. This was illustrated in their initial decision to scrape the policies immediately after coming into power.
Unfortunately indigenous Fijian students will always be victims of political diatribe.

Thirdly, implementing the programme in government schools will compromise quality education rather than consolidating it. For the two schools studied, LPS has been found to have its entry marks to form three lowered than what it used to be for the purpose of enrolling new students. Unfortunately this is the same symptom that used to be the case for indigenous Fijians who wished to enter USP for sometime in the 1990s. Encouraging parents to send their children with lower marks to government schools is nothing less than the exercising of inferiority complex theory. Currently most indigenous Fijian parents view boarding schools as a much better option because of the assumption that it is less expensive. However through observations it is assumed that boarders are disadvantaged to some extent compared to their contemporaries who attend day school. For instance, the implementation of Internal Assessment in schools where students are expected to produce projects, students living at home are more accessible to materials from the Internet, libraries and others sources together with assistance from their parents. Due to their absence from home and supervision of parents, many school boarders flout school rules. The “Drugs and Substance Abuse Survey 1999-2003” report showed the increase of drug abuse in boarding schools compared to day schools. Parents' absence in the lives of students contributes to the problem.

Fourthly the cultural influence is another retardant where things are determined through ethnicity. A distinctive feature of the programme is its exclusivity where
ethnicity is subtly used as deciding factor. This is where the contention lies. The acquisition of quality education is not a responsibility determined by ethnicity alone but a collective effort of nation building where resources and manpower across the population are needed. However to maintain the effort and goal towards the narrowing of education and employment disparity between indigenous Fijians and other ethnic groups, the programme should be open to other schools that are willing to promote quality education amongst indigenous Fijians. Likewise the composition of officers in the (SPU) management cadre ought to be reviewed to represent a wide selection of officers of different ethnicity and gender.

The next section provides some recommendations as to how the government could pursue the idea for the purpose of achieving quality education. There are some recommendations, which the Ministry of Education could take on board as means of reviewing the CoE programme.

8.4 Future Directions for the Centres of Excellence

The concept of Centre of Excellence (education) programme and its purpose is a procreative phenomenon globally. This is evident in the numerous education programmes and models designed to pursue quality education. A contributing factor that sustains its development is the economic status of any country that indulges in it. Many developed countries set aside special funds for that purpose. In Fiji, the economic base of the country restricts the implementation of the programme to such an extent as in New Zealand where voucher system benefits disadvantaged students. However given the present situation and economic
recession Fiji is experiencing, the execution of the programme can still be successfully implemented if the right decisions were made supported with legal frameworks. This section presents recommendations for the decision makers on some future directions that could be pursued to ensure the practicality and sustainability of the programme.

8.4.1 Recommendations

- Legislation

A separate legislation is needed to be drafted differently from the existing Education Act is recommended. The legislation will provide the legitimacy for the entire framework on which the programme is implemented. This would mean adopting an existing model, which could be reformed later to suit Fiji’s context. The legislation would encompass the establishment of an independent board to preside over the implementation of the programme.

- Restructuring the SPU of the Ministry of Education

In any organisation, the management cannot divorce itself from the poor performances of its responsibilities. Early in the study, the MoE attributed the demise of Naitasiri Secondary School in becoming a CoE to the school management’s inability to draw up strategic plans. Obviously the Unit responsible for the implementation of the programme was relocating the deficiency without acknowledging its own inadequacies.

It is the opinion of this study that the poor performance of the centers is a reflection of the Unit’s inability to offer proper advice to all parties affected.
This however projects the quality of the structural makeup of the above Unit. It is not the intention of this study to insult the current officers but to question their competencies. Therefore it is recommended that the Unit be reviewed with appropriate changes made. All positions should be reviewed and readvertised to attract competent officers who are qualified researchers, auditors and other pertinent skills regardless of ethnicity and gender. A mixture of gender and cultural background with appropriate skills and knowledge would assumingly bring changes in the efficiency and effectiveness of the Unit.

- **Tendering Centres of Excellence Programme**

It is the opinion of this study that the first selection of schools for CoE was not thoroughly researched before the programme was implemented which resulted in difficulties. However this report confirms through study carried out at RKS & LPS that the programme cannot work in government schools, but in private schools as was the initial plan. Other schools that have already met the CoE benchmark in terms of management, infrastructure, facilities, staffing criteria and choice of curriculum be considered for the programme. Many of these schools are non-government and non-Fijian schools. Besides, accessibility to these schools is easy as students have a reliable transport system. These schools are located in town areas and students reside around them.

It is recommended that government tender the Centre of Excellence concept publicly allowing interested schools such as those mentioned above to bid.
One qualifying criteria would be for all interested schools to have a quota of indigenous Fijians students enrolled at the school and eventually exiting as quality graduates. The idea would stir the management of other private Fijian schools to improve their infrastructure and facilities before entering the tender process. This will definitely raise the standards of some Fijian schools to competitive level.

The schools are then subjected to a controlling authority to monitor their performances measured against the requirements agreed in a MoU. The controlling authority should be independent of the Ministry of Education but horizontally aligned to avoid bureaucratic procedure. It will be governed by its own legislations subjected to transparency and good governance principles. This will reduce the volume of criticism often emanate over the issue because not only indigenous Fijian students are benefiting but the others as well. This recommendation is similar to some models implemented outside Fiji, which could be pursued for verification and adoption.

- **Forming Coalitions**

The second option recommended is to restructure government schools to become semi autonomous. Decision making is shifted from a controlling authority in this case the Ministry of Education to a more participatory situation where consensus is encouraged. The term used for such alliances is ‘coalitions’ based on collaborative theory. The Fijian version of collaborative theory is solesolevaki meaning the pooling of resources and efforts to make
things work. It is compatible with collaboration, dialogue and consensus or veirogorogoci in Fijian.

There are several advantages to forming coalitions. Forming coalitions or partnership with the community including parents, old scholars and business houses gives them the sense of ownership and the opportunity to develop their schools. Such efforts have the potential to bring a vast amount of energy to bear on problems too large for a single school or even district to overcome. In Fiji the formation and participation of PTA in schools particularly in rural schools have somehow assisted the schools in matters like purchasing of equipment such as photocopiers and other equipment. In some bigger schools the participation of Old Scholar Associations have also contributed a lot in terms of building classrooms or purchasing of computers to name some of the assistances they render to the schools. All these assistances were achieved through solesolevaki theory mentioned above.

While forming Coalitions, the support of the Ministry of Education needs to be maintained. This may come as interventions in areas where smooth transitions are required. This is referred to familiarisation of parents in decision making and leadership skills while teachers are in-serviced in reflective and innovative teaching approaches. Since the structure will change from top-down management to school based management, teachers need empowerment to make decisions on related school matters. The principal’s vision, which often drives school direction has to become the entire school
community's. The Ministry of Education's role on few of these aspects is restricted only to advisory.

Coalitions can create friction as well. In Fiji, some old scholar associations have been found in coalition with parents of students of their former schools orchestrating the removal of the school principals. The special schools created in the US in some instances have empowered the parents to make decision in the management. These, according to Aspin, Chapman & Wilkinson (1994) are causes of some friction between the community and the school. Principals may feel that they have lost some of their powers towards people not trained and have little or no expertise in educational and professional matters. Teachers may also feel overwhelmed by some parents. Parents on the other hand may have strong views about schooling and in spite of policies of the schools rather than co-operate with the school, they technically takeover the school.

- **Privatising Government Schools**

The third option is to completely privatise these government schools on a gradual basis. There is a global trend where the pressure is on the education system to be privatised. Fiji being part of the global village is caught up with it through market influences and other globalization features and cannot remain isolated. The global view on pressures for privatisation is clarified on three perspectives (Belfield & Levin, 2002). The *Demand-side Pressure* reflects many parents want an education for their children different from what is offered in public schools (in Fiji these would be government schools).
Demand from parents has increased because education is viewed as a vehicle for socio-economic advancement and private schools are able to offer the curriculum tailored for such demand (ibid). Many view public schools to offer standardised education (with rules set at the Ministry of Education). Since economies and societies are becoming specialised, many trades and occupations have developed and the education system must change to cater. This is not easy to manage in Fiji’s education system.

The Supply-side pressures factor describes the move towards privatisation as motivated by the decline in quality and the reduction in funds available to public sector (Murphy, 1996). The decline in quality because in some countries, voters who are not parents may refuse to fund education of other families or funds may be diverted to other public sector investment such as health or welfare. Government schools in Fiji have suffered reduction in funds because the demand from other public sector is high and the provisions from the government are inadequate. Besides some government schools have been in need of repairs for some time which stresses the Ministry’s annual budget.

Quality also declines because public schools have reached capacity constraint as population increases and schools get overcrowded. The only option is for students to seek admission in private schools. Some government schools in Fiji are overcrowded because of over enrollment which put pressure on the supply of facilities, basic necessities such as water and food inadvertently quality education declines. Many parents are willing to pay for quality education and government should exploit this possibility.
The General pressures factor to privatisation is determined by global social and economic change. Globalization links with market demands has pressured governments to be more efficient, flexible and responsive. Privatisation is acknowledged as one response to the demand. While the concern for a responsive education system is there in Fiji as illustrated in the reforming of the national curriculum, very little evidence is seen in the promotion of private schools for the above reasons.

The conversion of government schools in Fiji is not a difficult exercise because the framework of performing it is there already. In terms of funding assistance, there are existing programmes such as grants-in-aid, scholarships, which could be reformed and exploited as instruments of change from government sponsored education to private education. The time is ripe in Fiji to venture in challenging new frontiers of education. Once the government schools are privatised, they can tender for Centres of Excellence. The Old Scholars' Associations of some of these schools will be enthusiastic to develop their former schools to become competitive. This is to take into account that most old scholars are expertise in their own fields.¹

An advantage of privatising government boarding schools is the amount of revenue it can incur as the market opens up to include the region as well. This is a similar scenario in New Zealand and Australia where many of our indigenous Fijians are enrolled. If this is pursued Fiji could be entering a

¹ Attached in Appendix 4 (pg 225-232) is a DRAFT PROPOSAL which the old scholars of QVS (QVSOB) have put together in their effort of intent to develop the school into a private entity for the purpose of achieving quality education.
competitive education industry in the future by taking students from the region away from New Zealand and Australia. This is an element of globalization.

8.4.2 Avenues for further Research

This study on the Implementation of Centres of Excellence provides information only on the policy. However there are various other avenues, which are suggested for further research to accumulate information on the topic for the purpose of refining the (CoE) concept in becoming more pragmatic. Suggested areas that provides new angles are: -

- *How much grant-in-aid money filters towards indigenous Fijian students in Indian managed school compared to CoE?*
- *How effective is the Cadet Corp programme in CoE?*
- *Are boarding schools serving their purpose in CoE?*

8.5 Conclusion

In conclusion quality education is acquired with a cost. Government schools assumingly cannot afford to provide all the requirements because of government's social obligations to other public sector. In Fiji's context, the chances of achieving quality education for indigenous Fijians through attending government schools are minimum. More so the programme being an offspring of the affirmative action and its exclusivity, the acquisition of quality education is nothing but a dream. Therefore this study is of the view that the programme be reviewed not only in terms of the provision of resources but in the whole
designing and objectivity. There are models all over the world, which are cost effective the Ministry could adopt for the purpose of acquiring quality education.

The Ministry of Education’s attempt to curb Fijian Education deficiencies through the programme is a brilliant idea. Unfortunately it cannot be achieved if approached exclusively. Education development is an element of Nation Building where all stakeholders are expected to participate in. There should be, first a concerted effort amongst stakeholders within the Ministry of Education to work as a team where skills and knowledge are shared and exchanged. The importance of establishing a Management Information System in the Ministry is essential where information and communication is facilitated. In a nutshell, the purpose of affirmative action policies to improve the disadvantaged accessibility to social benefits has worked for some but a big majority remains disadvantaged. The establishment and implementation of the Fijian Affairs Board Scholarship has done a tremendous favour to a great number of indigenous Fijian students by allowing them to earn university and other tertiary qualifications locally and abroad. Upon their return they are employed in both private and public sectors and many have their standard of living elevated.

The concept of attaining quality education among indigenous Fijians in the manner it is currently done through the implementation of affirmative action policies is discriminatory. Most indigenous Fijian students attend government schools with the perception of cost savings. It is time the government should start releasing some of its schools for privatisation to encourage indigenous Fijians compete in education achievement not only in results but in production cost as
well. Then again argument would arise stating that not everybody could afford attending private schools or could ill afford a decent education. Perhaps the adoption of assistance based on both models, the market model and affirmative action as in the United States is commended. In the United States affirmative action programmes assist the blacks in attaining education while benefits based on market model assist those who opt for school of choice programmes.

Achieving quality education through affirmative action assistance as currently practised in the Fijian Education Blueprint is a misconception. To use the term 'quality' in the context could be a misnomer. The people need to be made aware that education is expensive to attain and even more expensive if it cannot be attained.
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APPENDIX

FIJIAN EDUCATION BLUEPRINT
(Overview)

INTRODUCTION

The MoE compiled the Blueprint document in 2000 for the interim Government. This was after the 2000 General Election after which the SDL Government proposed for the implementation of Affirmative Action Policy. The Blueprint was approved and legalised under the manifesto, as its AAP prime objective of removing inequalities and inequities, which they believe, could be a cause of social stability. The disparity in education achievement between the indigenous Fijian and Indians at secondary and tertiary level was a classic example.

SOCIAL JUSTICE ACT, 2001

The President of the Republic of Fiji Islands signed the Social Justice Act 2001 in December, 2001. The Act legalised the Social Justice Provisions of the constitution which saw the establishment of affirmative action programmes. The Affirmative Action Policies are mainly to assist disadvantaged groups to access equal opportunities. This was to proceed for ten years from the time it was signed as law.

MINISTRY OF EDUCATION PROGRAMMES

There are four programmes covering the Ministry of Education which are:-

- Enhancements of Fijian and Rotuman Education.
- Programme to Improve Education in Rural areas and Disadvantaged Schools.
- Vocational Training and Attainment of Employable Skills in an out of School (TVET).
- Improvement of Educational Blueprint derives from the programmes that facilitate the enhancement of Fijian and Rotumans education and the Improvement of rural education and disadvantaged schools.

BLUEPRINT for AFFIRMATIVE ACTION ON FIJIAN EDUCATION

The blueprint for FEB is a ten year (2001-2010) with 10 objectives:-

- Strengthening Administrative Structures.
- Strengthening Community participation.
- Access to Quality Education and Training at all levels.
- Upgrading the Quality of Fijian Teachers.
• Management, Financing and Monitoring of all Fijian Schools.
• Meeting the needs of all Fijian School leavers.
• Strengthening Education in Rural Areas.
• Increasing Fijian participation in Higher Education.
• Establishments of Standards, Monitoring and Accountability in Fijian Schools.

52 POLICY STATEMENTS
Under the 10 objectives are 52 policy statements as appeared in Appendix 4 pg 229.

CENTRE OF EXCELLENCE
The center of Excellence Programme is borne out of the sixth objectives of Management, Financing and Monitoring of All Fijian Schools. The Policy Statement covering the establishment of CoE states that Government is to take over the financing, management and the regular review of strategically located secondary schools as center of Excellence and to develop them with boarding facilities where necessary with the best cadre of teaching staff and the best educational facilities.

STRATEGIES
To achieve the above, the following strategies were outlined:-
• Identification of appropriate schools.
• Government to develop boarding facilities where necessary.
• Provision of proper laboratories, workshops, libraries, computer laboratories and other educational facilities
• Provision of the best cadre of teachers.

PERFORMANCE INDICATORS
• Much improved academic achievements.
• Fijian boarding schools to become very competitive.
• Government intervention in Fijian boarding schools is fully operational.
• Libraries, science laboratories, computer laboratories etc in Fijian schools are adequately resourced.
• Fijian boarding schools are adequately staffed.

BENCHMARKS FOR CENTRES OF EXCELLENCE

A. PHYSICAL CONDITIONS REQUIRED
[Education(Establishment and Registration of Schools) Regulations 1966]
1.0 GENERAL
1.1 All buildings shall comply in all aspects with the Building Health Regulations and the Occupational Health and Safety Regulations.
1.2 On the side of the building on which there is access, the overhang of the roof shall not be less than 1.6 metres.
1.3 Adequate storage space shall be provided in every school. This shall not be less than 7 1/2 % of the total teaching floor space of the school.

1.4 Chalkboard shall be of a minimum size of 3.05m x 1.2m, have a non-reflecting surface and shall be placed to be clearly visible to each pupil.

1.5 In every school, a common room shall be provided for the staff and in every school of more than 150 pupils, a separate room shall be provided for the Head teacher or Principal.

1.6 Every school shall provide adequate furniture and equipment.

1.7 Adequate provision shall be made for safe drinking water and where piped water is available, at least one standpipe shall be provided for every 100 pupils or part thereof on the roll.

1.8 Sanitary accommodation shall comply with statutory requirements.

1.9 The school grounds shall be properly drained and fenced to the satisfaction of the Permanent Secretary for Education.

1.10 Adequate fire fighting equipment and an adequate first aid kit shall be provided in every school, school hostel and school kitchen.

1.11 Adequate artificial lighting shall be provided in all rooms, which are to be used for school purposes in the evenings.

2.0 SITES

2.1 The minimum area required for a six-year secondary course shall be 6 acres (2.43 ha) for school building and playing fields and this area shall be increased by ¾ acres (0.3 ha) for each additional form.

2.2 If hostel accommodation is to be provided at the school, the additional acreage required shall be calculated at the rate of ½ acres (0.2 ha) for every 40 boarders.

2.3 Additional space for staff quarters and school farm or gardening area shall be added if required.

3.0 HOSTELS

3.1 Hostel buildings shall comply in all aspects with the Building Health Regulations and the Occupational Health & Safety Regulations, and shall be provided with beds of approved pattern.

3.2 Double tier beds shall not be placed where the ceiling is less than 2.7m high.

3.3 Dormitory is to be mosquito and fly free.

3.4 Beds shall be so arranged as to permit at least 1.8m distance between bed centres unless separated by partitions.

3.5 Artificial lighting of an approved type shall be installed in every dormitory.

3.6 Provision shall be made in every school kitchen for the washing, drying and storage of cooking utensils in an approved manner.
3.7 Preparation tables shall be provided in every school kitchen and these shall be kept in a good state of repair.

3.8 Cooking stoves or alternative cooking apparatus shall be of an approved type and must incorporate arrangements for the extraction of smoke.

3.9 Covered refuse containers shall be provided for every kitchen.

3.10 Latrines of an approved type shall be provided for the use of kitchen staff.

3.11 There shall be a washbasin, towels, nail brush and soap, and an ample supply of water in every school kitchen for the personal use of kitchen staff.

3.12 There shall be an insect and rodent proof storeroom provided for every kitchen. The storeroom shall be provided with racks for the storage of foodstuffs.

3.13 Every school dining hall must be large enough to allow not less than 1 sq. metre of floor space for every pupil that is sitting.

3.14 Every school hostel shall be provided with adequate laundry facilities for pupils clothing and hostel linen.

3.15 In every school hostel, all eating and drinking utensils shall be kept in a hygienic condition.

4.0 GENERAL CLASSROOMS

4.1 The shortest side of any classroom shall not be less than 6.1 meters.

4.2 All dividing walls or partitions between classrooms shall extend to ceiling height and shall completely divide each classroom from the next.

4.3 Every primary school classroom shall comprise an area of not less than 33 sq. metre for the first 30 pupils and 0.39 sq. meters for each additional pupil.

4.4 Every secondary school classroom shall comprise an area of not less than 39 sq. metres of floor space for the first 30 pupils plus 1.12 sq. meters for each additional pupil.

5.0 SCIENCE LABORATORIES

5.1 Every science laboratory shall comprise an area of not less than 55.76 sq. metres for the first 20 pupils, 1.8 sq. meter for each of the next 10 pupils and 1 sq. metre for each additional pupil.

5.2 A room which is square or neatly square in shape is desirable.

5.3 Every laboratory shall be provided with more than one means of exit.

5.4 Adequate preparation room/storage space shall be provided. This area shall comprise not less than 20% of the teaching floor space of the laboratory.

5.5 A lockable cupboard for the storage of dangerous chemicals shall be provided in every laboratory.
5.6 Fire fighting equipment and an adequate first-aid kit shall be included in every laboratory.

6.0 WORKSHOPS
6.1 Workshops shall have an internal span of not less than 6.1 metres.
6.2 Every primary school woodwork shop shall comprise an internal area of not less 44.61 sq. metres for the first pupils 2.39 sq. metres for each pupil thereafter. In addition, storage areas of not less than 14.87 sq. metres internal in the case of workshops having less than 14 places, and of not less than 19.74 sq. metres internal in the case of workshops having 14 or more places shall be provided.
6.3 Every secondary school woodwork shop shall comprise an internal area of not less than 66.9 sq. metres for the first 12 pupils plus 3.72 sq. metres for each pupil thereafter. In addition, storage areas of not less than 14.87 sq. metres internal in the case of workshops having less than 14 places, and of not less than 29.74 sq. meters internal in the case of workshops having 14 or more places shall be provided.
6.4 Every metal workshop shall comprise an internal area of not less than 82.93 sq. metres for the first 12 pupils plus 2.79 sq. metres for each pupil thereafter, in addition, an acid room and storage spaces of not less than 14.87 sq. metres internal in the case of workshops having less than 16 places, and of not less than 29.74 sq. metres internal in the case of workshops having 16 or more places shall be provided.
6.5 An adequate first-aid kit and adequate fire fighting equipment shall be provided in every workshop.
6.6 Every tool store must be secure and doors shall be provided with locks.
6.7 Emergency stop switches shall be provided in all workshops fitted with powered machinery.
6.8 All powered machinery shall be adequately guarded.

7.0 TECHNICAL DRAWING ROOMS
7.1 Every technical drawing room shall comprise an area of not less than 49.26 sq. metres for the first 15 pupils plus 1.86 sq. metres for each additional pupil. Additional equipment storage space/room amounting to 7 1/2 % of the teaching floor space shall be provided.

8.0 HOMECRAFT AND NEEDLEWORK ROOMS
8.1 Every Homecraft/Needlework room shall comprise an area of 60.41 sq. metres for the first 15 pupils and 1.85 sq. metres for each additional pupil.
8.2 Cookers in all homecraft rooms shall be provided with fire-proof surrounds.
8.3 Adequate space for an outside clothes line shall be provided adjacent to every homecraft room.
8.4 All homecraft rooms shall be provided with an adequate water supply.
8.5 Adequate fire-fighting equipment and an adequate first-aid kit shall be provided in every homecraft room.

9.0 TYPING ROOM
9.1 Every typing room shall comprise an area of 40.89 sq. metres for the first 18 pupils plus 1.58 sq. metre for each additional pupil. In addition, a secure store area amounting to not less than 15% of the teaching floor space shall be provided.

10.0 TOILETS (Originally made under Section 83 of the Town Ordinance (Town) Building Regulations)
10.1 For every day-school carried on in a building used solely for school purposes, separate closets for:

(a) teachers and adults;
(b) children

The number of closets will be worked out as follows:

(a) Teachers and Adults: Separate closets for each sex. One closet for every twenty persons or part or twenty persons of either sex.
(b) Children – Boys: One closet for every 33 boys or part of thirty three boys up to 200 boys, and an additional closet for every fifty or part of fifty boys over the number of two hundred boys. A urinal should also be provided.
(c) Girls: One closet for every 20 girls up to 200 girls, and an additional closet for every 25 girls or part of twenty five girls over that three girls or part of thirty girls over three hundred.

11.0 OTHER SCHOOLS
11.1 Conditions governing the registration of other classifications of schools shall be as laid down for individual cases. The Permanent Secretary for Education may in exceptional circumstances, waive any of these Regulations.

(a) OCCUPATIONAL HEALTH AND SAFETY AT WORK REGULATIONS –
Regulations governing the safety of workers and students, must be fully complied with, in the:

- Laboratory
• School excursions
• Outdoors
• Agricultural education
• Building constructions
• Workshops
• Use of gasses
• Home Economics
• Playing Fields
• Roads
• Government vehicles
• Boats

(b) DUTY OF CARE – “Those who create the risks in the workplace and those who work with them should have the primary responsibility to solve those risks.

B. TEACHER QUALIFICATION

1. For the Centre of Excellence, all teachers must have teacher training.
2. Teachers at Forms 3 and 4 levels to have at least a Diploma in Education qualification from the Fiji College of Advanced Education.
3. Teachers at Forms 5 to 7 levels must have at least a first degree qualification with relevant teaching subjects. At least 4 years teaching experience will be an advantage.
4. Experience in hostel management will be beneficial in boarding schools.
5. Teacher upgrading is to be continuous through in-schools Staff Development Activities, In-Service Training, short attachments locally and overseas, twinning of schools and through classroom observations of and by experienced and supervising officers.
6. All post holders must be confirmed in their positions and have experience on the grade.

C. ACADEMIC PERFORMANCE

1. It must be appreciated that the bottom line for our Centres of Excellence is the performance of students in the external examinations.
2. CoE’s must show signs of turn around in the academic performance of students after 2 years, at the most.
3. At the end of the 3rd year, there must be a 50% improvement in the results and quality of all the external examinations offered at the school.
4. 4th year: Improvement to be 80%.
5. 5th year: 90% - 100% of the students must pass their respective external examinations, as follows:
5.1 50% of the FJC candidates must pass with at least 400 marks.
5.2 50% of the FSLC candidates must pass with 250 marks.
5.3 50% of the FSFE candidates must pass with 250 marks.
5.4 Students that write the Vocational Courses must pass and find useful career paths. Pass rate to be 100%.

D. MANAGEMENT BOARD
1. The Ministry of Education must be represented on the Management Board of each such Centre.
2. The Management Board must meet once a month where all the financial transactions are reported upon and the progress of work to be checked against the school's Strategic and Annual Development Plans.
3. Regular training must be conducted for Board members in the first two years of the COE.
4. The Constitution of the school must be updated and made available to the Ministry.

E. COMMUNITY PARTICIPATION
1. Evidence of active involvement of the 'vanua' through the Tikina and Provincial Councils.
1.0 HISTORY

1.1 The early history of education in Fiji saw the establishment of Provincial Schools in Lau, Cakaudrove, Kadavu, Tallevu, Suva and Namaka. However, these provincial schools were handed over to government to run and manage because of the increasing costs involved. The first government school however was established at Levuka in 1879.

1.2 The 12 government secondary schools are multi-racial schools and are open to all ethnic groups. 10 of them are boarding schools and the programmes offered in the schools differ depending on locality and purpose for which the school was established.

1.3 Government has put together an Action Plan for the advancement of the education over a ten-year period by means of affirmative action policies. These policies will target specific areas of need, especially for Fijian schools and Fijian students, and will also strengthen the support of the communities for their schools.

1.4 A critical area in the Plan that needs to be addressed is the relatively neglected state of many government schools and their lack of educational resources. It calls for renewed commitment and increased government intervention, in terms of funding, management, staffing and monitoring.
2.0 DEVELOPMENT PLAN

2.1 The programme for the development of government schools as Centres of Excellence will be as follows:

<table>
<thead>
<tr>
<th>NO.</th>
<th>SCHOOLS</th>
<th>ESTABLISHMENT</th>
<th>CONSOLIDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Levuka Public School</td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>2</td>
<td>Ratu Kadavulevu</td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>3</td>
<td>Suva Grammar School</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>4</td>
<td>Vunisea Secondary Sch</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>5</td>
<td>Nasinu Secondary Sch</td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>6</td>
<td>Queens Victoria School</td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>7</td>
<td>Labasa College</td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>8</td>
<td>Sila Central High Sch</td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>9</td>
<td>Bucalevu Secondary Sch</td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>10</td>
<td>Natabua High Sch</td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>11</td>
<td>Adi Cakobau School</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>12</td>
<td>Laucala Bay Secondary</td>
<td>2008</td>
<td>2009</td>
</tr>
</tbody>
</table>

3.0 PROJECT IMPLEMENTATION

3.1 In accordance with development plan above, the schools are advised about the programme for their development into Centres of Excellence in September 2003.

3.2 The 2003 development plans for the two schools selected will be used for the construction works identified against the 2003 budget allocation for Centres of Excellence.

3.3 Consolidation work on the remaining activities in the development plans will be completed in 2004. Relevant budgetary requirements have been included in the Ministry of Education's 2004 Budget proposals.

3.4 All construction works and related activities will be directly supervised by the Ministry of Public Works and monitored by the Ministry of Education.

3.5 The greater function of 'monitoring', 'staff upgrading' and enhancing 'community awareness' will be conducted by relevant officers and advisors of the Ministry of Education.
3.6 Consultations are made with schools’ Board of Governors, Principals, Parents and Teachers Association, Old Scholars, to ensure commitment and partnership in the project.

4.0 BENCHMARKS

4.1 In accordance with the standards and performance expectations for Centers of Excellence, government schools will be required to abide by the benchmarks. Items included in the benchmarks include the physical facilities, teachers, academic performance of students, management board and community partnership.

5.0 ADVANTAGES OF THE PROPOSAL

5.1 Sustainability of project. The government will have a continued commitment to provide assistance to our government schools through their annual allocations, capital projects and the normal maintenance and upgrading of facilities.

5.2 With the existing facilities in our government schools, it is anticipated that minimum “new” facilities will be necessary. The critical areas for development are upgrading, maintenance and resourcing.

5.3 There will be a need for increased government intervention in terms of funding, management, staffing and monitoring.

5.4 Teachers are all civil servants and a more structured staff development and upgrading programme can be developed for them.

5.5 Government schools can twin with nearby non-government schools to share resources and courses.

5.6 Such Centers will also be used as centers for provincial development and after school learning programmes, that will not only enhance a sense of ownership, but provide the necessary avenues for the exchange of knowledge and the enhancement of learning experiences for their people.

5.7 Intake into QVS, RKS and ACS is 60% rural students at Form 3 level. Thus, this initiative will greatly contribute to the development of our rural children and government’s commitment to rural education as a priority.
6.0 LOCATION AND DURATION

6.1 The two new Centres to be established in 2003 will be Ratu Kadavulevu School and Levuka Public School. Ratu Kadavulevu School is selected in accordance with government's wish to upgrade the technology courses offered in the school as well as the need to improve students' performance in the external examinations.

6.2 Levuka Public School is already familiar with the concept of Centre of Excellence. Indeed, the original paper on the subject was presented to the school's Board of Governors in 1996 and stakeholders have been looking at the project in association with Delana Methodist High School and St John's College in Cawaci.

6.3 The consolidation programme will continue at the two schools in 2004 while the next two new ones will be targeted.

7.0 SUSTAINABILITY OF PROJECT

7.1 For the Centres of Excellence in our government schools, it is appreciated that the sustainability of each Centre will be as much a government-driven effort with the assistance and co-operation of other stakeholders like parents/guardians, old scholars and the Board of Governors.

7.2 The Board of Governors, old scholars, parents/guardians and teachers will be advised about their roles as per the Benchmarks for COE.

7.3 Members of the school community are advised and informed about the critical role that education plays in the development of people and the nation through the Community Outreach Programme of the Blueprint. Indeed, community partnership will be encouraged through the involvement of business companies, non-government organizations, the Parent/Teacher Association as well as the Old Scholars.

8.0 MONITORING OF PROJECT

8.1 A senior officer in the Ministry of Education has been appointed in 2003 to be fully in-charge of the development of Centres of Excellence. The officer is part of the newly established Special Projects Unit of the Ministry that is charged with the implementation of the Social Justice Act, 2001 education
provisions. The senior officer will be assisted by officers from the Ministry's Internal Inspection Unit.

8.2 The Ministry has also re-established an Internal Inspection Unit that will, among other things, assist and report on the financial accounting of Centres of Excellence.

8.3 Monitoring of the physical development works and upgrading in our government schools will be the responsibility of the Public Works Department and the Ministry of Education. For 'staff upgrading' and other in-school programmes, monitoring will be co-ordinate through the Special Projects Unit with direct contributions from the Secondary and the Curriculum Advisory Sections of the Ministry.

9.0 JUSITIFICATION

9.1 This project is justified within the framework of the Affirmative Action to Enhance Fijian and Rotuman Education as well as Rural Education since it will uplift the social and economic life in the rural areas.

9.2 With the concentration for specialist courses at each school, students will have access to the best in terms of facilities and teachers.

9.3 The wide range of courses that will be offered at such centres will ensure a reduction in school dropouts and the urban rift for students and parents.

9.4 The expected improvement in academic performance of students, plus the wider range of curriculum on offer in the Centre, will ensure that a Fijian child is able to complete on a 'level playing field' with others in the world outside the school.

9.5 The classification of pupils in our twelve government secondary schools-refer to Appendix E-shows that 78.6% of the students are Fijians, 16.0% Indians and 0.4% Others.** (not included)

9.6 The breakdown of the rolls in the two government schools identified for development in 2003 shows that the children from all our provinces are represented in our government schools. The pattern of student rolls at Ratu Kadavulevu School is expected to be the same for Adi Cakobau School and Queen Victoria School.
10.0 FINANCIAL IMPLICATIONS

10.1 In view of the available structural facilities in our government schools, the financial implications of this proposal will concentrate on the upgrading and maintenance of the facilities, resourcing of textbooks/library books and computers.

10.2 New facilities to be established will be minimal.

10.3 The schools’ annual allocations from government will have to be reviewed to ensure relevance in the service provided to students.

10.4 There is also the possibility of the Board of Governors role to be revised to include financial control of the school’s accounts. The estimate of the urgent financial requirements at the government schools is shown in Appendix A1-A2.

11.0 CONCLUSION

Developing government schools to Centres of Excellence may have smaller financial implications and the percentage of Fijian students that will have access to these facilities will be high. The sustainability of the proposal is assured with government’s commitment.

12.0 RECOMMENDATIONS

12.1 Endorse the development plans to upgrade government schools to Centres of Excellence.

12.2 Approve the development of Ratu Kadavulevu School and Levuka Public School as Centres of Excellence in 2003, and.

12.3 Approve the use of the 2003 budgetary allocation for Centres of Excellence on the two such schools.
## APPENDIX

### LONG TERM PLANS FOR GOVERNMENT SCHOOLS

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>TENTATIVE PLANS</th>
<th>ADDITIONAL COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>1. Adi Cakobau School</td>
<td>• To continue to provide good quality education to Fijian girls from Forms 3-7.</td>
<td>Adi Cakobau School was first established to provide quality education for Fijian girls in 1948.</td>
</tr>
<tr>
<td></td>
<td>• Form 7 to be transferred to the Form 7 College at Nasinu in 2006.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintenance of buildings and farm areas to continue.</td>
<td></td>
</tr>
<tr>
<td>2. Bucalevu Secondary School</td>
<td>• To twin with Niusawa and Holy Cross College as a Centre of Excellence.</td>
<td>Originally the Provincial School Northern catered for the students of Macuata, Bua and Cakaudrove.</td>
</tr>
<tr>
<td></td>
<td>• Bucalevu Secondary to concentrate on Information Technology and Form 7.</td>
<td></td>
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<tr>
<td></td>
<td>• Niusawa to have agriculture and technical education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Holy Cross College to concentrate on Business Studies and the Sports Academy for Taveuni.</td>
<td></td>
</tr>
<tr>
<td>3. Labasa College</td>
<td>• To continue with present courses in anticipation of a Form 7 College for the North in 2008.</td>
<td>Started on 17/7/54 as Labasa Central College, and was called Labasa Secondary School on 1/6/56. Labasa College became the name in the 1970s and Form 7 education was introduced in 1980.</td>
</tr>
<tr>
<td></td>
<td>• When the Form 7 College at Labasa is established, school is to lose its Forms 5 &amp; 6 students to the secondary schools in Labasa, from Bulileka to Seaqaqa.</td>
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</tr>
<tr>
<td></td>
<td>• Boarding facilities to remain in place for the students from the interior of Vanua Levu and distant islands.</td>
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</tr>
<tr>
<td>4. Laucala Bay Secondary Sch</td>
<td>• The proximity of the school to the Sports Complex on Laucala can be very distracting to students.</td>
<td>School was established in 1976 as a demonstration school for trainee-teachers at the University of the South Pacific.</td>
</tr>
</tbody>
</table>
| 6. Nasinu Secondary | • St John’s to offer studies in Agriculture, Aquaculture, Forestry, Marine Studies and a Sports Academy.  
• Delana Methodist to offer a Technical centre for carpentry, mechanics and Clothing & Textiles.  
• Levuka Public to offer Form 7 and Information Technology courses. Secretarial Studies as well as Hospitality & Tourism studies courses can be offered.  
| stands at 87% Fijians in 2003. Need to purchase two properties to enlarge school land for construction of hostel and better classroom facilities.  
| 7. Natabua High School | • Form 7 to be moved to the Form 7 College in 2006.  
• School to admit Form 3 in 2004 to allow Nasinu Secondary to become a Form 3 to 6 school, and to cater for the junior secondary schools and the students in Nadera, Kinoya, Valelevu, Nasinu, Newtown areas.  
| Established in 1979 to provide good quality education to post form 4 students from rural and island schools.  
| 8. Queen Victoria School | • To continue with present courses in anticipation of a Form 7 College for the West.  
• Forms 3-6 to be moved to other secondary schools when the Form 7 College starts at the site in 2008.  
• Roll is not to exceed 500 students with 300 boarding.  
| Established in 1930 to cater for the educational needs of the children of FSC workers and businessmen in Lautoka. School has become more multiracial over the years.  
| 9. Ratu Kadavulevu School | • Form 7 students to move to the Form 7 College in 2006.  
• Students that do not pass the qualifying marks at Form 5 are to join the Vocational programme.  
• Vocational courses in Carpentry and Joinery, Automotive Engineering and Agriculture Engineering to be offered from Stage I to Stage V.  
• Students that graduate after Stage V to be awarded with tool kits.  
• Total roll is not to exceed 600 boarding students at any point in  
| Originally Provisonal School Eastern for the children of Tailevu, Lomaiviti and Ra. Later became Ratu Kadavulevu Intermediate School after the Provincial Schools and Rabi students converged at Lodoni. Trade courses began in 1954 and gave rise to the NSW Carpentry & Joinery programme. These were developed to the City & Guilds of London courses before the introduction of the FIT courses in 1986. |
| 10. Sila Central High School | To be a CoE for Technology.  
- To continue with present courses. Forms 3-6 to be strengthened while form 7 is to go to the Form 7 College in Nasinu.  
- Vocational courses to be strengthened.  
- Roll is not to exceed 1,000 students in accordance with the JER of 1998.  
- Government took over the school from Mr P V Hunt Sila MBE, in 1990. Form 7 education started in 2001. |  
| 11. Suva Grammar School | To continue with the present academic courses, including languages and Information Technology.  
- Roll is not to exceed 1,000 students in accordance with the JER of 1998.  
- Suva Boys Grammar School started in 1918 at the present site of the ITC Centre. Girls Grammar was at Selbourne Street. The two schools joined in February 1960 when the buildings at the present site were completed. |  
| 12. Vunisea Secondary School | To twin with Richmond Methodist and Kadavu Provincial under the Centre of Excellence project.  
- Vunisea – academic subjects and Information Technology.  
- Richmond Methodist-Agriculture and Marine Studies.  
- Kadavu Provincial-Carpentry & Joinery and Engineering vocational courses, leading to RKS.  
- Government/provincial school in Kadavu. |
MOVING QVS TO A PRIVATISED LEVEL OF EDUCATION IN FIJI

Queen Victoria School [QVS] was the premier school in the country, set up specifically for the education of Fijian leaders. Initially earmarked only for chiefs and their sons, it has over the years assumed a more democratic admission policy. Over time other secondary schools have been established and/or gained prominence to the extent that QVS, a government entity, now struggles to be categorised in the top ten secondary schools in Fiji. Fijian secondary schools have lost their focus in providing quality education. The recent Report of the Fiji Islands Education Commission/Panel [November, 2000] stated that 'there has been concern for decades that Fijians have not performed as well as other groups [p.49]'. It went on to state 'What seems to have been missing from educational developments in Fiji is an overall vision setting out the kind of education that might most effectively contribute to national development and help citizens grapple with the emerging realities of a small independent nation state in an increasingly competitive globalised economy [p.49].

Government based education policies have focused on quantity rather than on the provision of quality education. This is supported by the evidence given to the Education Commission [November 2000] in a chapter titled 'The Quality of Education and the Future Educational Needs of Fiji [pp 48-58]. In acknowledging the lack of quality education, the present Qarase's government Blueprint for Affirmative Action on Fijian Education recognizes that under Objective 6, there is a call for the setting up of Schools of Excellence.

The Education Commission's [November 2000] Report stated 'While the achievements of basic education for all has contributed to the nation's development the Country must now turn its attention more directly to the quality and the relevance of the education that it is providing for its students' [p.50].
Lewis Solomon [1987] drew attention to the fact that numerous educational studies have demonstrated that the predominant influence on students' learning is the quality of the schools and teachers to which they are exposed. He concluded his study by showing that school quality has a substantially greater effect on changes in students cognitive [thinking skills] and behavioural [how students act and perform] outcomes [results achieved] in the developing as against the economically more developed countries. Solomon further showed that poor quality of education has often contributed to low or poor performing economies in developing countries.

One immediate solution to the current poor quality of education is to open up the educational system to encourage CHOICE. And choice is defining characteristic of private schools: families choose private education, and private schools may choose which students to accept. If QVS was to privatise, it could pursue quality education principles through high expectations in achievements and performance excellence.

**Its vision** would be: *To be the best provider of secondary education through the maturity of Faith, Knowledge and Performance Excellence in Fiji and be a significant global education partner.*

**Its mission** would be: *to be a consistent high performer in scholarship, teaching performance and effectiveness, physical activities, Community involvement and national achievements.*

The vision and mission of a transformed QVS as an educational institution of the 21st century would produce. Fijian leaders who are proud of their tradition and culture and who are high performers in all walks of life in Fiji.
The Benefits of Private Secondary School Education

School based research and experience has shown the following benefits:

- High expectations yield high achievement performance. Students perform better in private schools.
- Private schools have smaller enrolments and smaller class sizes and lower student/teacher ratios that government schools.
- Using a thematic, problem solving curriculum focused on asking and understanding and applying solution based outcomes to problems
- Greater job satisfaction amongst teachers.
- Students more motivated to learn because of the school environment and the integrated problem solving curriculum.
- Teachers face less discipline and behaviour problems
- Teachers are highly satisfied with enforcement rules and cooperation among private schools staff
- Morale is higher among private school teachers
- Private schools are teachers report higher levels of influence on setting discipline policy, establishing and promoting problem solving curriculum, content of in-service training and evaluating teachers
- Academic background and teaching ability of teacher is high in private secondary schools
- Private schools focus on VALUES-that which provides purpose and meaning to life
- Private schools integrate learning with community service
- Private school teachers express positive opinions above their principal and their school's management
- Private school students are more likely to complete a bachelor's or advanced degree in their mid-20s.
Quality of Secondary Education Needs in Fiji

Currently there are major concerns about the quality of secondary education, particularly the quality of teaching and learning. A major concern is the emphasis on passing external examinations, which results in an excessive amount of rote learning. Rote learning produces students who are unable to problem solve and apply solutions. They are unable to exercise initiative and think creatively. They lack the development of critical thinking skills. Concern over secondary teacher effectiveness in classrooms is also paramount. These teachers usually resort to rote learning type of teaching and a top down dictatorial style of teaching, with little or no interaction between themselves and the students.

The school curriculum is perceived by many students as not relevant to daily life, adult life or the world of work. Curriculum needs to have generic knowledge, skills attitude and values. The intellectual skills required in a problem-solving curriculum include: Induction; Deduction; Logical Sequencing; Extrapolation; Interpolation; Summarising; Clarifying; Estimation; Alternative decision making; Consequences of decisions; Comparisons; Contrasts; Categorising/classifying skills; Making predictions.

A thematic problem solving curriculum [eg From Paddock to Plate] would integrate the various traditional curriculum areas into meaningful and applications based opportunities for learners. Such a focused curriculum would assist to produce the necessary thinking skills and problem solvers. Teachers need to be trained in problem solving teaching techniques so they can assist their students to become competent problem solvers. School arrangements, facilities and equipment need to be available to support the quality education.
How QVS could become a Private School Of Excellence

Corporate and organisational structure of the present QVS School needs to be changed before urgent educational reforms can take place within the privatised QVS. The model proposed is different from the normal one practised by government in its other schools where it retains ownership and merely passes on its management role.

The following requirements need to be implemented:

1. A company Vulinitu Cooperation Limited [VCL] be incorporated into which the government transfers all the assets it owns at Matavatu. This would include land, buildings, machinery, equipment, furniture, fixtures and vehicles. All these assets are to make up no less than 51 per cent of the share capital of VCL.

2. A private purchase offer it to be made to local companies and institutions to subscribe to the balance of 49 per cent shareholding in VCL. Such institution may include, but not be limited to, FHL, NLTB, UTOF, FAB, Yasana Holdings, Provincial Councils and QVS Old Boys Association. The 49 per cent of the shareholding would attract additional capital of at least $4 million.

3. The school would be administered by a nine member Board of Directors. The government would appoint four [4] directors plus the chairman, with the rest coming from the minority shareholders. Like any other corporate body, the board would be completely and totally responsible for the administration of QVS. The board could appoint a Principal who would effectively be the CEO of VCL.

4. The private school would be administered in a similar way to corporate entities, where revenue and cost centres would be established.

5. The private school would attract its finances from the following sources:

   5.1 School fees. It is suggested that a tuition fee of $3000 per year per student be charged to reflect the status and quality of educational service provided at the school. A boarding and book fee would be charged in addition.
5.2 The government could subsidise the fees by giving a grant per capita to VCL. Alternatively, it may choose to offer scholarships to financially needy, but talented students. Provincial councils would also be encouraged to offer scholarships to students from their provinces.

5.3 VCL would raise additional funds to create that not only provide additional sources of income, but that also provide the necessary practicums for students to understand the applications of business principles in running successful enterprises. Some examples are: Piggery; Fishing; Duck Farming; Goat Farming; Computer Software Development; Wild Flowers and Fauna plantation; Vegetable and Fruit Farms; Manufacture of Water Containers; Supply of Water Transportation; Cultural Heritage Film and Sound Clips

These businesses would be staffed by employees within the various business units, but supplemented by the services, on a practicum basis, by the boys of QVS. With the capital injection, sound business management, and the creation of new business opportunities, the privatised QVS would see a better equipped, electronically available library, internet facilities, laboratories, modern kitchen, dinning and dormitory facilities, extended teaching facilities such as the inclusion of musical instruments, Performing Arts, Information Technology, Marine studies, Tourism and Physical Education and Sports.

**Objectives of QVS would be:**

1. **Attain the greatest number of high performance scholars in Fiji against benchmarked international scholar achievers at respective grade levels.**

2. **Employ the best teaching staff by way of qualification, teaching effectiveness and school values in Fiji benchmarked against international standards.**
3. Encourage and influence the growth of leaders across all industry sector especially business, legal, medical, agricultural, educational, technical, vocational and the public service.

4. Ensure that every student is physically fit throughout his school career.

5. Apply maturity of Faith, Knowledge and Performance Excellence in all school based activities.

Values of QVS would be:

a. To be accurate, clean and orderly in all school activities
b. To be punctual and timely in all school requirements
c. To be reliable and perform with speed in all school activities
d. To be responsible and accountable for all school requirements
e. To maintain high performance standards in all activities
f. To respect all people and environment
g. To be decisive, competitive, problem solve and implement actions
h. To be innovative, entrepreneurial and lead by example
i. To accept diversity of culture, religion, politics and technology

Key Performance Areas would be: Financial Success; Scholar [student] Success; Teaching Success and Effectiveness; Cultural Integration Success; Industry Employment Success; Entrepreneurial Success

Key Position at QVS: Principal [CEO]; Registrar and Bursar; Business Development Manager; Marketing Manager; Curriculum and Instructional Staff; Sports and Fitness Manager; Military Manager; Ecumenical Manager [Chaplain]

Recommendations

1. That QVS becomes a private secondary educational school.
2. That QVS be administered as a business entity.
3. That excellence be the foundation for all QVS's activities, including the flexible, thematic problem solving curriculum, the quality of teachers,
in service teacher training, modern facilities and equipment and the high performance of its students.

4. That the privatised QVS commence operations with the 2005 intake of students.

5. That evaluation data against the objectives and values of QVS be conducted at least once a year.

6. That a Board of Directors be operational in 2004 to prepare for the 2005 intake of students.

7. That on the acceptance of the proposition that QVS be privatised, a project plan be prepared for the year 2005. Professor Alex Maggs is prepared to develop and scope the project plan. All the activities that need to be included in the project plan need to reflect time lines and scope of work. Such activities will involve preparation of a thematic problem-solving curriculum, development of business projects, requirements for teacher in service training and selection, upgrading of school facilities and other planning requirements.

*Source: Queen Victoria School Old Boys Association, Suva, 2005.*