

GVI Dawasamu Annual Report 2018



Education Enrichment Programme Goals

GVI Dawasamu aims to improve literacy levels, aid physical and creative development and provide materials and infrastructure that would otherwise be unavailable in Fiji's rural schools. GVI endeavours to enrich the education within schools and broaden opportunities for pupils in the future. GVI Dawasamu focus's on environmental education and health and well- being with the community members of the Dawasamu District.

Who the Programme Targets

154 Primary School Students

Individuals in 9 villages and 4 settlements

Our Long-Term Objectives

- Improving English literacy levels and implementing holistic educational techniques into the learning environment
- Improving waste management in Dawasamu by developing community-based waste management solutions
- Introducing and promoting the principles of preventive health measures in Dawasamu District
- To empower community health workers to better facilitate and document their role within the community

Targeted Sustainable Development Goals



SDG 2 Zero Hunger - end hunger, achieve food security and improved nutrition and promote sustainable agriculture

2.2: - to aim to end all forms of hunger and malnutrition by 2030, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons. Over 90 million children under the age of five are dangerously underweight.

SDG 3 Good Health and Wellbeing– ensuring health lives and promote well-being for all at all ages

3.1 - to aim to end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.9- by 2030 substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination

3.13 - to aim to strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

SDG 4 Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 4.1 - ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. You could complete either the % question or the milestones question, depending on how you assess progress in your schools. If you can answer both, please do.

SDG 4.4 - substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

SDG 5 Gender Equality – Achieve gender equality and empower all women and girls

SDG 5.5 - ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

SDG 6 Clean water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

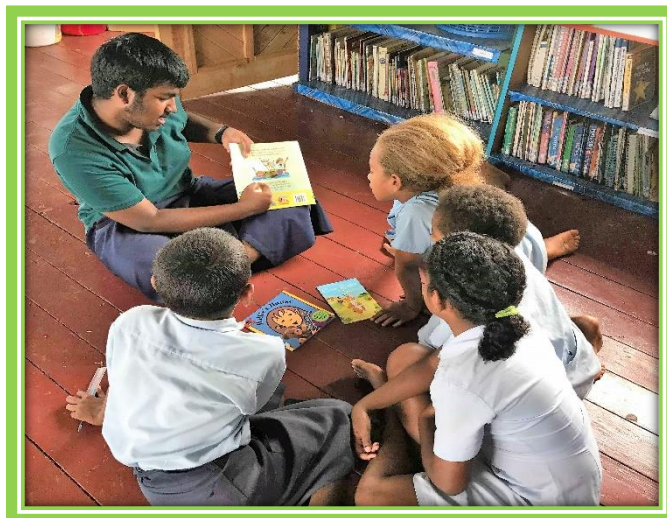
6.b - support and strengthen the participation of local communities in improving water and sanitation management

SDG 17 Partnership for the Goals - Strengthen the means of implementation and revitalize the global partnership for sustainable development

SDG 17.16 - enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

Education

Improving English literacy levels and implementing holistic educational techniques into the learning environment.



Creating a Literacy Project

GVI Dawasamu education project has been adapted and refined to enable the volunteers to work towards long-term sustainable goals and achievements. To provide detailed and accurate lesson plans, recording sheets and handover notes is essential in ensuring the continuation of student progress.

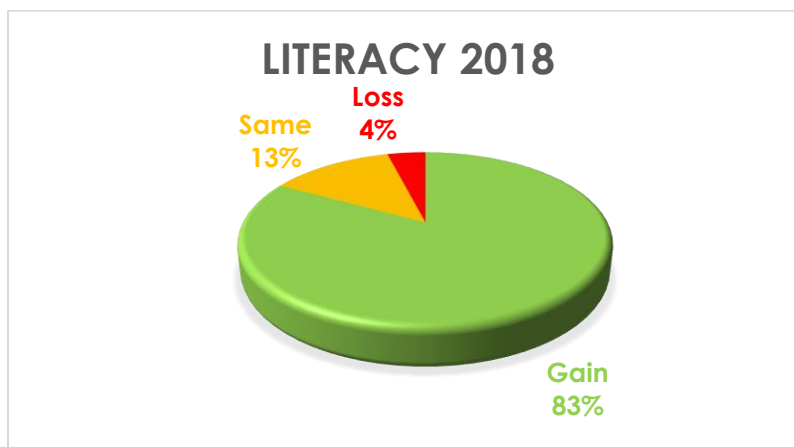
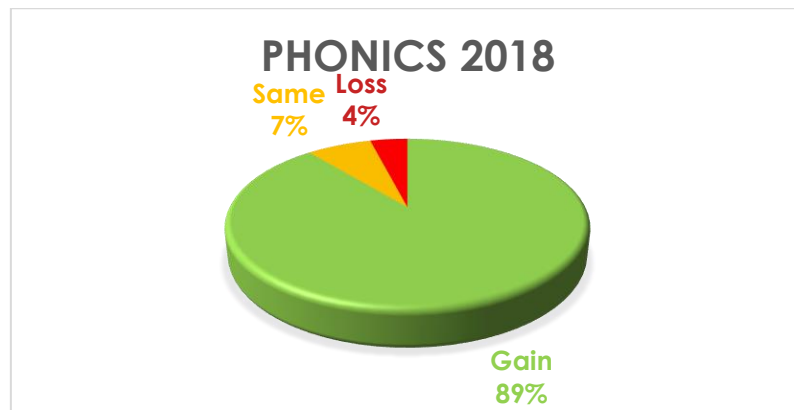
In order to track and monitor progress, assessments have been devised which ascertained each child's current comprehension and phonics ability. The baseline assessments were carried out in January 2017, with data being recorded for each student in each class (1-8). Assessments are carried out three times a year at the beginning of each term January, April, August, the data is compared, enabling each child's progress to be recorded as either +, = or -.

We can show the progress (+, =, -) of all students assessed throughout the year.

Through analysis of the data we identified progress of reading comprehension as an area of concern and decided to target this in the following ways:

- encourage volunteers to teach with more of a comprehension focus, even when working with groups of children who need support with their phonics,
- enable volunteers to feel more confident when teaching literacy lessons by creating a bank of resources to be used as starters, cool downs or main activities to support the teaching of different objectives,
- adapt the volunteer education training to explain and demonstrate more clearly how to plan and teach high quality literacy lessons using the specific resources available to us in Dawasamu.

The changes were put into effect at the start of term three, 2017, and trialled throughout the remainder of the school year. In February 2018 we were, once again, able to assess all students in reading comprehension and phonics culminating in progress from January 2018- December 2018 being tracked and recorded.



We were pleased to discover that the changes have indeed made a positive impact on reading comprehension progress, with higher percentages of students improving their score or maintaining the same score.

We have been able to accelerate older students, who struggle with reading, through the use of targeted phonics lessons. These students, in classes 6, 7 and 8, received literacy tuition focusing on comprehension as their reading skills had improved enough for them to be able to access most basic texts.

Throughout 2018 we continued to focus our attention on teaching literacy lessons covering the relevant year group objectives while working on our ongoing target of improving student comprehension. Our long-term goal is to move towards teaching phonics lessons to only the lower classes (classes 1, 2 and 3), which we hope to make a reality by focusing targeted phonics interventions for students early on so that no child is left behind.

Through analysis of the data we identified progress of reading comprehension as an area of concern

Community



Improving waste management in Dawasamu by developing community-based waste management solutions

Dawasamu Waste Management Programme

GVI Dawasamu Community Project as teamed up with the communities of Dawasamu District to work together towards long-term sustainable goals and achievements in waste management. Through baseline research, educational workshops, community empowerment, and the provision of 21 recycling points across the whole district, regular monitoring and data collection we have seen the programme established as the Dawasamu Waste Management Programme.



To ensure the acceptance, continuation and progress of a successful waste management programme it was important that detailed and accurate information was recorded and utilised. This consists of construction plans, waste management information, simplified monitoring sheets and data entry along with handover notes.

To track and monitor progress of the programme monthly surveys are undertaken with the village Headmen to make certain that the materials taken to recycling points are being sorted correctly and that the points are kept clean, structurally sound and maintained properly.

This monitoring provides communities and GVI with documented information on the progress of each village;

- The amount of materials being recycled is increasing.
- The surrounding landscape has less waste being dumped, burnt or buried.
- The health of the environment and people are improving with management of waste.

GVI work closely with the Headmen, the Community Health Workers and the Women's Committee from each village encouraging them to use the information collected through the monitoring process to celebrate successes, make improvements where necessary and to ensure all members of the communities are taking an active part in the waste management programme.

The following graph shows the total collection in kilograms per household across the whole of Dawasamu District which has a total of 344 houses.

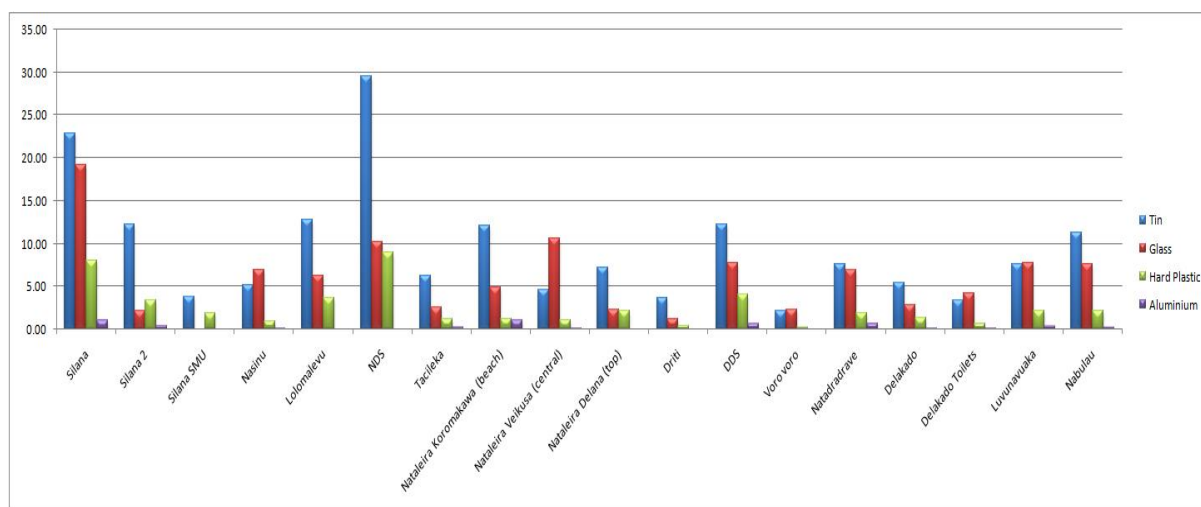
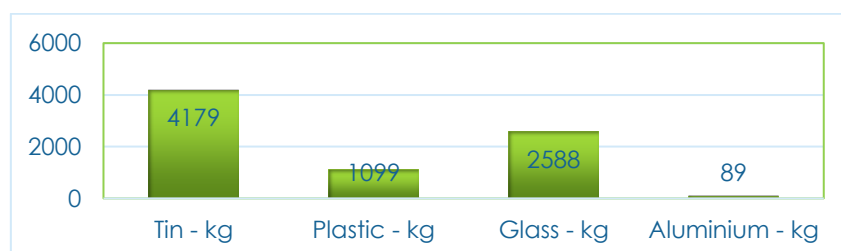


Image ref: Collected weight per household Apr 2016 to December 2018

Since April 2016 to date the total weight of all materials collected from collection points across Dawasamu and taken to the recycling centre in Lami are:



A total of 7.9 tons (3.5 tons in 2018)of recyclable material has been prevented from being burnt, buried or dumped in Dawasamu District since April 2016, with an additional 16 tons of damaged roofing tin taken to the recycling centre.

House to house workshops have been created and resources made, the workshops have been designed to encourage community members to participate in the activities, the workshops are carried out either on a one to one basis's or small groups depending on how many people are at home when GVI volunteers' visits. Started in June 2018 - 71 workshops were carried out and 1325 community members attended in the Dawasamu District.



Over the whole district especially in the last year the recycling points have become accepted and used more by local communities who have taken more ownership over them. This along with the work done by Sanaila Rokotuivuna, representative for Dawasamu District in Tailevu province, who has been actively promoting the waste management programme. He has also been facilitating

recycling workshops in villages further afield, as well as encouraging the headmen to become the champions of waste management within their villages.

Sanaila Rokotuivuna's enthusiasm and passion for recycling has gained the attention of Talei Kocovanua the Conservation Officer for the Tailevu Province. Dawasamu District is part of the Tailevu Province, which is comprised of 22 districts, within those districts there are 146 villages. Talei Kocovanua has shown great interest in the waste management programme, which she is looking to roll out across the whole of Tailevu Province and potentially be a bench mark for the other 7 provinces of Viti Levu, the largest of the Fijian Islands.

All recycling begins with a decision, a choice, an action. That choice is: either throwing the waste into a dug hole/burn pit or placing it into a recycling bag. The right choice can have a significant impact on a community's environment. The wrong choice can lead to big problems i.e. unclean village, poor health, contaminating water/soil. Getting community members to make the right choices every day is a huge part in running a success recycling programme. Therefore, education is a key component and is needed to make sure community members know what to recycle, when to recycle, where to recycle and, how to recycle. The Dawasamu Waste Management Programme that GVI have created helps to explain, inform, motivate and encourage communities to recycle. Such education is needed to change behaviour and to create a culture where the benefits of recycling are understood. As part of our on-going objectives volunteers visit all the villages in Dawasamu once a month to do house to house workshops, to remind or update community members about how and why it is important to recycle. There is no doubt that the success of the Dawasamu Waste Management Programme is down to education and continuously

spreading the word about the benefits of recycling for the environment and the health and well-being of all community members.

Health

Introducing and promoting the principles of preventive health measures in Dawasamu District



Start of the Health Programme

GVI Dawasamu Fiji Health Programme began in January 2018 the long-term objective is to assist the local District Nurse on the health issues concerning the District of Dawasamu in accordance with the Ministry of Health's annual objectives for this District. The following objectives were discussed and on how best together they could implement specific projects that could target the three key health areas identified for Dawasamu District:

1. The safe disposal of non-recyclable waste;
2. Education on how to prevent malnutrition of children aged 0-5yrs and the importance of nutrition for breastfeeding mothers;
3. Education on Preventative Health Measures and first aid.

The first task for GVI was to create a more efficient working environment. The following needs were identified: a separate working space to see the more vulnerable patients (babies and children) whilst treating patient with potential contagious diseases, this area would help ensure that diseases were not easily transmitted between patients and babies attending the clinic, the space also offers mother and baby an area to relax in while waiting for their appointment. To create an area for clinics and workshops which are inviting, spacious and offer an area to display posters and material produced by the government that can be used in conjunction with the clinics/workshops on preventive health measures to help keep members of the communities healthy.

The nursing station is a government run building , during cyclone Winston in 2016 the area of Dawasamu was severely damaged , which included the nursing station , the first objective of the government was to build temporary accommodation, the nursing station was one the buildings that received the essential work to get it back up and functioning , and then placed on the waiting list for complete refurbishment. Understandable the waiting list was very long as the whole of Fiji had been affected by the cyclone. GVI have been working with the communities of Dawasamu for over five years and saw an opportunity to help by refurbishing the damaged nursing station. During January – March 2017 GVI volunteers and staff worked on improving the working space for the District Nurse and the community members of Dawasamu , in total 15 people helped .The store room containing old equipment and supplies was transformed into a room dedicated for mother and baby clinic, the room that had been the District Nurses living accommodation for 3 years was turned into an Educational Room. Now the surgery can be used for solely to assess and treat patients. Volunteers and staff have made a huge impact on how the clinic runs which was so rewarding in so many ways, everyone has contributed to making a difference, which we all hope that we can do when we volunteer.



Mother and Baby Clinic



Surgery



Health Education Room

As soon as the work was completed the health programme started to focus on its first key objective in January 2017

Education on how to prevent malnutrition of children aged 0-5yrs and the importance of Nutrition for breastfeeding mothers

To assist the District Nurse in educating mothers and mothers- to- be in her catchment area (which consists of 15 villages, with a population of approximately 2000) on how to prevent malnutrition of children 0-5 years and the importance of Nutrition for breastfeeding mothers. The Ministry of Health in conjunction with the National Food Nutritional Centre produced 10 key messages in the form of pamphlets containing information about the following subjects:

Infants and Young Child Feeding Pamphlets

Key Message 1 – Breastfeeding

Key Message 2 – Starting Other Foods

Key Message 3 – Complimentary Feeding

Key Message 4 – Animal Source Foods

Key Message 5 – Protein Sources

Key Message 6 – Vitamin A Sources

Key Message 6 – Vitamin A Sources

Key Message 7 – Meal and Snack Patterns

Key Message 8 – Energy Requirements

Key Message 9 – Encouraging Your Child

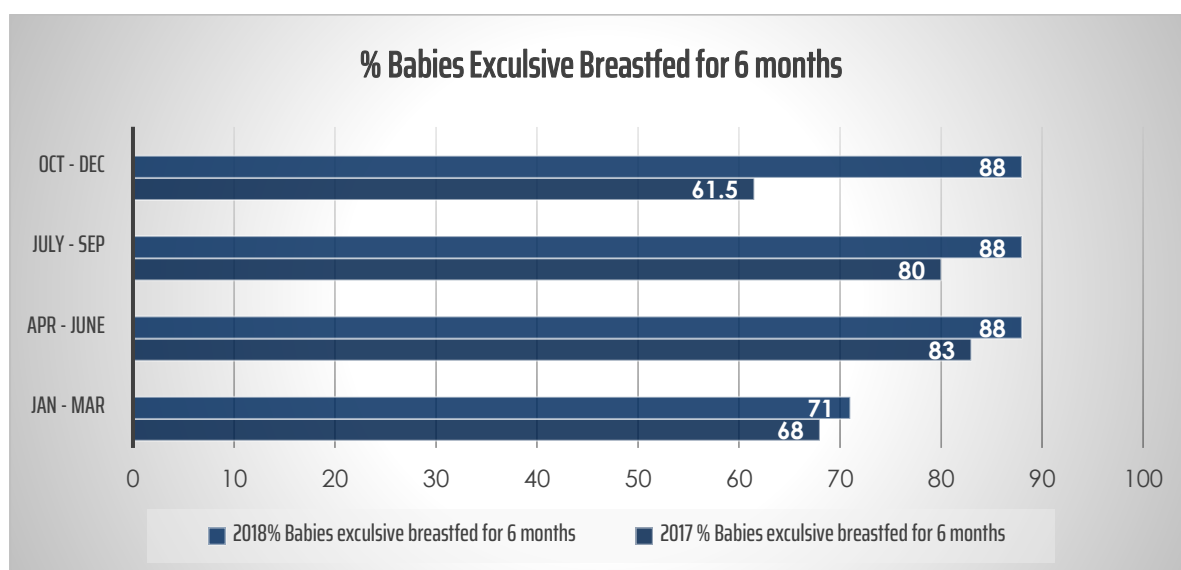
Key Message 9 – Encouraging Your Child

Key Message 10 – Nutrition and Illness

GVI created workshops and displays that were centred around the 10 key messages. These workshops are carried out every Wednesday at the mother and baby clinic. Before their babies' check-up , mothers attend the workshops that are applicable to their baby's age , resources and activities have been created to accompany the workshop , the activities are designed to be visual and to encourage mothers to participate. The collaboration between the GVI and the District Nurse means that the important information that mothers need to understand can be done in a conducive learning environment at the pace set by the mothers . On average the District Nurse will see between 40 – 55 babies every Wednesday, the clinic time is between 9.00 – 13.00, with this limited time it does not allow her to be able to discuss in detail each key message. With GVI conducting the workshops the District Nurse can discuss any areas of concern with the mother during the check – up, identify any guidance and support needed.

In 2018 : 699 mothers have attended the workshops- which includes mother with babies over 6 months, plus mother attending more than once. Comparing 2017 – 201 there has been an increase of 18 % of mothers exclusively breastfeeding for the first 6 months .

Key message 1 workshop highlights the importance of breastfeeding and encourages mothers to exclusively breastfeed for the first six months. One area the District Nurse monitors is the number of babies on her register between the age of 0 -6 months are breastfed exclusively and do not use formula milk or introduce solids to earlier as this as proven to increase the chance of malnutrition of the baby in the first twelve months.

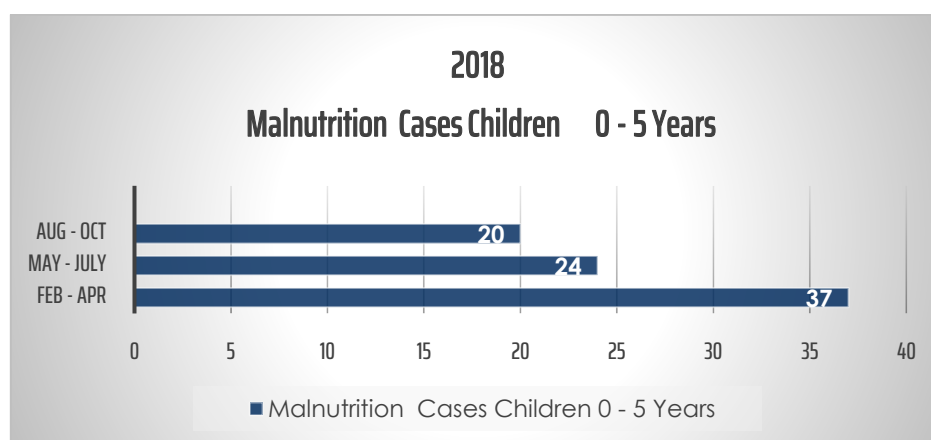


The remaining nine key messages covers introducing healthy complementary foods, this also includes the nutritional value and the health benefits. These workshops are aimed at educating mothers about the benefits of a well-balanced nutritional diet for children 0-5 years. Education is given on the importance of nutrition for both them and their children to prevent malnutrition and the importance of nutrition for the mother so that she could continue breastfeeding which would in turn help to prevent malnutrition of the child.

The feedback from mothers has been very positive and they enjoy the interactive part of the workshops, some mothers have attended the workshops several times as they enjoy listening and taking part in the activities, this helps when new mothers attended as the mothers who have already attended help translate if needed. The District Nurse is extremely happy about the way the workshops are encouraging the mothers to discuss what they have learnt and to share that knowledge with each



other, prompting them to ask her questions about their children's health and how nutrition plays a key part. The District Nurse monitors malnutrition in children 0-5, between February 2018 – October 2018 there has been a decrease in the number of cases.



The District Nurse believes that the workshops are giving the mothers a better understanding of nutrition and are a contributing factor in the decrease in the number of malnutrition cases. The District Nurse ensures that any baby/child showing signs of malnutrition, that the mother attends the workshops and in cases of greater concern the District Nurse will attend the workshop as well, supporting them in understanding the importance of a well-balanced nutritional diet. In Fiji malnutrition is much more prevalent than it should be in a land filled with nutritious fruits, vegetables and root crops and an ocean full of fish. Under-nutrition is the leading cause of childhood mortality in children under the age of five. Those most at risk of malnutrition are children beginning complementary feeding at around 5-7 months of age. While for the first 6 months breastfeeding provides all the nutrients they need; after 6 months babies require healthy complementary foods to help them grow, children need to eat a balanced diet containing all three food groups. The ten key messages workshops target these areas and working together with the District Nurse, GVI hopes that there will be further decreases in malnutrition cases of children 0-5 years in the District of Dawasamu.

"The key message workshops are a real success, the knowledge the mothers are gaining is going to make a such a big difference to their families health, Vinaka GVI, I am looking forward to our partnership growing and together improving the health and wellbeing of the Dawasamu communities." District Nurse Lavenia Merekula Raivono

The success of mother and baby workshops as given us the template to be able to start work on the preventive health measures objective. By working in partnership with the District Nurse and involving the Community Health Workers the overall main goal is definitely achievable which is ensuring that these projects are sustainable, through up skilling, creating resources that are easy to use and get the message across through interactive activities and bring in the opportunity to have discussions and increase the communities understanding through education .



To empower community health workers to better facilitate and document their role within the community

Empowering Community Health Workers

To empower the Community Health Workers in Dawasamu District catchment area by streamlining their recordkeeping and reporting process, as well as providing tools and training on the facilitation of workshops.

GVI Dawasamu health programme has given GVI the opportunity to strengthen their relationships with the District Nurse and her 15 Community Health Workers (CHWs). This relationship has helped GVI to recognize the Community Health Workers desire to have greater clarity in their responsibilities and to be better able to assist the District Nurse. In order to streamline the recordkeeping and reporting process and help clarify the responsibilities for the CHWs we created a workbook that will keep all their information in one place. The booklet includes:

- A patient register, to record the number of patients being seen by the CHW and to track the frequency of the key ailments Nurse Lavenia wanted to monitor (lesions, headaches, diarrhea, skin infections).
- A village population sheet that also tracks any births or deaths in each village.
- A record of community members with more serious health conditions (Domiciliary, Blindness, Dementia, Amputees).
- A clean village checklist that identifies specific areas the CHWs should monitor regularly to promote healthy homes and villages (including checking drainage areas, recycling points, water supply to houses, keeping the grass is cut, animals are tied up and ensuring kitchens and bathrooms are cleaned regularly).
- A stock takes of supplies to monitor usage.
- A monthly tally of patients seen and a breakdown of their reason for seeing the CHW.

- A record of any training workshops they conduct or attend.

The second tool we created was a set of information cards that align with the key ailments and issues that the District Nurse will monitor and address. These include Leptospirosis, Diarrhoea, Dengue Fever, and Waste Management/Recycling. The cards discuss what each illness is, how they are spread, and how to prevent their spread. These cards link directly to the clean village checklist from the booklet and help provide a way for the CHWs to bring attention to issues that may be recurring for their village.



GVI volunteers created a workshop, “How to get the most out of your Community Health Worker book” which explained that the numbers that were being put in the book were very significant and played a huge role in keeping their communities healthy. The workshop was also attended by Mrs Miriama Vere, Subdivisional Health Sister of Televu, along with Dawasamu district nurse Lavenia Merekulo Raivono. Mrs Miriama Vere was thrilled to see that the information required to fill out the Ministry of Health’s paper work was very similar to that already being filled out in the documentation booklets.

Mrs Miriama Vere, Subdivisional Health Sister of Televu stated, **“Documentation has been a challenge for the Community Health workers and especially report writing and awareness of aids. I’m very pleased and thankful to GVI for their commitment shown in developing our Community Health Workers in Dawasamu”.**

GVI are continuing to work with the Community Health Workers in assisting in the aid of activity cards to make their presentations interactive and are continuing to work with the Dawasamu District nurse in advancing the record system and to start using the information collected monthly from the community health workers to help keep the Dawasamu communities in good health.

Several the community health workersexpressed their interest in learning to facilitate workshops and ways to help them feel more comfortable and confident speaking to larger groups. This would give them more confidence to run workshops on specific health issues in their village, to assist GVI with current nutrition and preventative health measures workshops, as well as helping the District Nurse with her Mother and Baby clinics. GVI Staff along with our Women’s Empowerment volunteer planned the workshop and conducted three small group workshops that included interactive activities, information and examples of good or bad presentations, and a chance for each participant to practice giving short presentations.



"I have never presented before so learning how to present helps me to be more confident. Before most of us were afraid and we had no confidence - we were nervous when we had to talk in front of people because we didn't know how to host a presentation - but when we go to this type of workshops, we learn a lot. The actions, the way we should talk. it's really helped me a lot"

Sereilma – Silana Village Community Health Worker.

WORKING WITH THE SILANA COMMUNITY – REBUILDING A BUSINESS

Stronger than Winston-Sustainable Redevelopment

Following category 5 Tropical Cyclone Winston in 2016, our short-term goal was to rebuild our base in Silana. It was important this was built with strong infrastructure but also as quickly as possible. We had twelve months to rebuild a base where the original had taken three years to build. Our long-term objective is to provide the village with the necessary skills to be able to run a business, budget their money and use this to benefit the whole village.



The build wouldn't have been possible without the partnership between GVI and the village (specifically the youth committee), GVI rent, and the IRHDP (Government Department). The IRHDP provided a significant amount of funding for the project through a community submitted proposal, with GVI's monthly rent providing the additional revenue stream needed. The base has been designed to provide the village with a long-term sustainable eco-tourism income generating project as it can be used by tourists, either alongside GVI members or in the future, should GVI leave Silana.

Since 2015, GVI have been collaborating closely with the youth committee (selected men of the village aged 15-40) in Silana to develop and grow their income generating projects. Each village in Fiji has a youth committee consisting of a President, a Chairman, a Secretary and a Treasurer. These four men hold meetings together, as well as meetings with other members of

the youth. We worked with them to find an effective way of handling and recording the accounts and budgets used by the committee to fund the village. The youth also began to look at other business ideas to grow new, sustainable income generating projects.

GVI perform as a huge income generating project for the village as we rent the space and buildings for our base. This money is saved and spent thoughtfully to benefit as many members of the community as possible. Each January new school books for the children of Navunisea District have been bought and vocational training for students who have finished secondary school and wish to continue their education has been funded. This money is also used to maintain the cleanliness of the village, for example the upkeep of cutting the grass and fixing any water issues such as blocked or damaged piping.



Maintaining budgets is of high importance to the youth committee and they meet once a month with a member of GVI staff to discuss what is being spent, what it's being spent on, and what is being saved. With requests and recommendations from members of the community, they then decide to make adjustments to their budgets accordingly. This was extremely prevalent following Tropical Cyclone Winston in 2016 which caused mass destruction to the village.

The committee's objectives changed in the wake of the cyclone, where one of their main goals was to rebuild their income generating projects, in order to fund the rebuild of village houses, their church and repairs needed to the community hall. Prior to TC Winston, the village had managed to save 17,000 \$FJ as they had worked hard with the help of GVI to ensure their accounts were operating efficiently.

As the base had been demolished in the cyclone, GVI had to find alternative accommodation. We lived in a neighbouring village for twelve months, however it was not feasible for this to be a permanent or long-term solution. Therefore, it was the decision of the village and the youth to rebuild an income generating project, in the form of our base, using some of the money they had managed to save.

The next step was to create a proposal which the youth committee wrote with input and assistance from GVI, giving advice on the requirements needed to complete an effective and successful business plan. These are skills that will be carried into the future for any other projects the village want to create. As the proposal needed to be written in English, GVI along with the men did an amazing job at collaborating to compose this, namely head of the committee at the time and acting 'bridge' between the village and GVI, Meli Rabele. The proposal was written to request a grant from the IRHDP (Integrated Human Resource Development Programme- a department of the Ministry of Industry, Trade and Tourism). There was a lot of back and forwards between the committee and the IRHDP but eventually, after six months of meetings, the village was presented

the full grant given by the IRHDP of 50,000 \$FJ. This was a huge accomplishment for the youth committee and meant that work could properly begin on rebuilding what was to be the new GVI base. The buildings were designed and built so that they can be used in the future as a tourist resort, meaning that this income generating project becomes a long-term sustainable source of income for the village. The grant also involves a 5,000 \$FJ which the IRHDP stores and can be requested to be withdrawn to assist with maintenance needs for the base or for business training for members of the community.

The village wanting to rebuild the base confirms that GVI presence is valued as a lot of effort and time was invested into the rebuild. The first building was completed in January 2017 using the 17,000 \$FJ the village had saved. This was to later become the kitchen and dining room areas but was temporarily used as dorms for our volunteers, meaning we could move back home to Silana.



GVI then rented various buildings throughout the village for staff member housing and for a kitchen space. In July 2017, the committee received their funds and materials needed from the IRHDP and work on the base could take full swing. The base took twelve months to complete as there were some delays due to the high demands for building materials throughout Fiji.



On 19th July 2018, the GVI base was officially opened by Fiji's Minister of Industry, Trade and Tourism, (Hon) Mr Faiyaz Koya. This was a huge milestone for the community, our hub, and a testimony to the support that the village, and GVI members and partners have provided throughout the project. The base is now fully finished, furnished and occupied by GVI volunteers and staff. Mr Koya recognised that 'this project will provide an avenue for the youth of Silana to earn a livelihood for themselves and improve the standard of living of their families and the village. One unique aspect of this project is that while it belongs to the people of Silana, the bure is operated and managed by the youth in the community, whereby more than twenty youths have acquired life-long skills of constructing bures and knowledge of setting up and managing a business.



The youth committee along with the village can now use GVI rent money to fund their next income generating projects.

GVI TRUST

Refurbishing the existing Library building into a full functioning Library.

The library at Navunisea District School was rebuilt in 2017 with the funds provided by The GVI Trust, the original building was destroyed during cyclone Winston in 2016. The building was designed to eventually safely house the school's reading books as well as providing a place for GVI volunteers to teach small group literacy and phonics lessons. From May to December 2017 the library building was being used by Class 8 as a temporary classroom while the rebuild of the school was being done.



At the end of term three 2017 GVI Dawasamu staff and volunteers worked hard at the new school library to ensure it was ready for the start of the academic year in January 2018. The Educational team cleaned, sanded and re-painted the inside, freshening it up with a nice coat of white paint so the area became light and bright. The community team worked on making book cases to house the many books that had been donated and the school had stored safely until the building could be used as a library again.

Once all the construction and painted was completed, both teams started to organise and categorise all the books. Reading books were colour code using stickers into levels and reference books were put into classification e.g. History, geography.

When designing the layout GVI Education Project Leader took into consideration the studies that have been done on making a library an inviting place to visit. Students are more likely to visit the library and actively participate when they are physically attractive.

Many studies have shown that a library should include;

- 300-600 books
- Wide range of reading difficulty
- Variety of genres
- New books with appealing covers
- Attractive, inviting setting

The new library was split into four sections:

Section one - bookshelves have been used as partitions to create an area for students to read in, giving them a sense of privacy, there are pillows and a mat to help create a comfortable atmosphere and ample space to accommodate the students.



Section two – Reference section, the books are all labelled and displayed in categories so the students can easily find a subject they want to read about or have to research for a project.

Section three – Volunteers conduct literacy lessons with up to five students in a group, the area is light and bright and plenty of room for the students to be able to interact with the teacher and other members of their literacy group.



Section four – GVI resources storage area and planning table giving volunteers access to all the resources when planning their lessons for the week.

Research confirms what has often been written: Children learn to read by reading. Teachers can promote children's involvement with reading by reading to them daily and by having them interact with books through the extensive use of libraries. With hundreds of good books to read and time to read them, children will get on the right road to reading achievement - *Dr.Susan B.Neuman Professor in the Curriculum, Instruction and Technology in Education Department at Temple University*

2019

GVI Dawasamu is looking forward to continuing with our long-term objectives in 2019. We are also excited to announce

- We are starting work with another district within the Tailevu Province - District of Bureiwai which consists of four villages, over the first quarter January- March 2019 we will be implementing a Waste Management Programme.
- School Canteen Programme at Navunisea Primary School – Working with the mother's group to help rebuild and re-equip the school canteen after it was destroyed in a cyclone in 2016. Implement a kitchen garden to grow vegetables to help ensure that every student has access to a healthy, balanced meal each school day, to boost their energy and increase their concentration.

