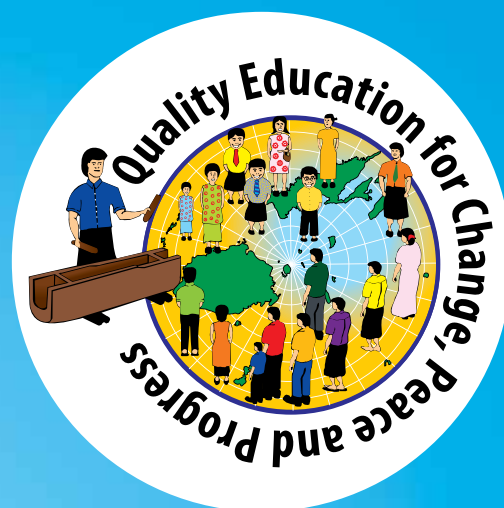
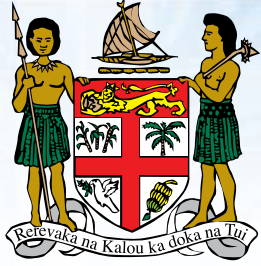


# Annual Report 2014

Ministry of Education, National Heritage,  
Culture and Arts





**MINISTRY OF EDUCATION, NATIONAL  
HERITAGE, CULTURE AND ARTS**

**"Quality Education for Change,  
Peace and Progress"**



Honorable Dr. Mahendra Reddy  
The Minister for Education, National Heritage, Culture and Arts  
Senikau House  
SUVA

Dear Sir

**ANNUAL REPORT FOR 2014**

It is with great pleasure that I present to you Honorable Minister, the Ministry of Education, National Heritage, Culture and Arts' Annual Report for the year ending 31st December, 2014.

We are humbled by your vision, steadfastness, inspiration and motivation in moving the Ministry to another level. Your specific direction and commitment has impelled your staff to reach greater heights and the attainment of the Ministry's goals and objectives.

With your incomparable leadership, we as staff of the Ministry of Education look forward to conquering challenges and realizing the initiatives aligned with the Government's mandate for the Education Sector.

A handwritten signature in blue ink, reading 'Kelera Taloga'.

.....  
Kelera Taloga (Mrs)  
Acting Permanent Secretary for Education, National Heritage, Culture and Arts



# PERMANENT SECRETARY'S OVERVIEW

The Ministry of Education, National Heritage, Culture & Arts comprises of the education sector as well as overseeing and promoting the arts, culture and heritage of Fiji.



The Education Sector encompasses all education activities that take place under the governance of the Ministry of Education. These include institutions that provide Education which ranges from Early Childhood to post-secondary institutions.

We are grateful to the former Minister, Ambassador Dr. Filipe Bole and Former Permanent Secretary, Dr. Brij Lal for all the initiatives that were implemented before the September election in 2014.

The current Minister, Honorable Dr. Mahendra Reddy and Assistant Minister, Honorable Vijay Nath are sincerely thanked for guiding the ministry to a successful ending for 2014.

The Fee – Free Education Grant was a milestone and school managements enjoyed

tuition grants allocated to their respective schools.

The activities organised by Access to Quality Education Program (AQEP) for our Primary and some secondary schools have been fruitful and encouraging.

Library Services for Fiji was again under the ambit of the Ministry of Education and this allowed the ministry to explore more into their territory.

The Fiji Higher Education Commission had processes put in place for the recognition and registration of Higher Education Institutions and we are glad that institutions have taken heed to abide by their regulations.

Communities and schools were reached through awareness programmes organised by the National Substance Abuse Advisory Council. The Council also opened its doors to students who came in for voluntary counselling.

Awareness and activities promoting culture and art were well supported by the Department of National Heritage, Culture and Arts.

The Fiji Teachers Registration Authority tightened its reign on teacher registration, organisations and individuals

visiting schools.

Change is inevitable if the ministry is to achieve enduring peace and sustainable progress. The Ministry is working collaboratively with relevant stakeholders in constructing and implementation of education reforms and initiatives based on the principles of accessibility, quality and equity.

2014 was the final year for the three year – Education Sector Strategic Development Plan for the period 2012 to 2014 and a lot has been achieved.

A handwritten signature in blue ink, appearing to read 'Kelera Taloga'.

Kelera Taloga (Mrs)  
Acting Permanent Secretary for  
Education, National Heritage,  
Culture and Arts

# CONTENTS

Mission, Vision Roles and Responsibility .....	4
<b>PART I: OVERVIEW .....</b>	<b>5-10</b>
Chapter 1: Overview .....	5
Chapter 2: Ministry's Profile and Context .....	6
<b>PART II: REPORT ON PERFORMANCE .....</b>	<b>11-24</b>
Chapter 3: Corporate Services Division .....	11
• Finance Section .....	11
• Human Resource Management Unit .....	13
• Post Processing Unit .....	22
• Human Relation .....	22
Chapter 4: Primary and Secondary Division .....	25-47
• Primary Section .....	25
• Early Childhood Education .....	30
• Special Education .....	32
• Secondary Section .....	37
• Asset Management Unit .....	40
• Fiji Teachers Registration Board .....	47
Chapter 5: Professional Division .....	49-80
• Curriculum Development Unit .....	50
• Examinations and Assessment Unit .....	55
• Technical Vocational Education & Training .....	60
• National Substance Abuse Advisory Council .....	66-80
Chapter 6: Library Services .....	81-89
Chapter 7: Fiji National Commission for UNESCO .....	90-97
Chapter 8: Department of National Heritage, Culture and Arts .....	98-116
Chapter 9: Access to Quality Education Program (AQEP) .....	117-127
<b>PART III: APPENDICES .....</b>	<b>128-150</b>
• Statistical Table .....	129
• Independent Audit Report .....	137



# VISION, MISSION, ROLES AND RESPONSIBILITIES

## EDUCATION

### VISION

Quality Education for Change, Peace and Progress

### MISSION

To provide a holistic and empowering education system that enables all children to realise and appreciate fully their inheritance potential contributing to peaceful and sustainable national development

### ROLES AND RESPONSIBILITIES

The Education Sector is responsible for the design, implementation, monitoring and evaluation of educational legislations, policies and programmes in Fiji. We provide the structures, human resources, budget and administrative and management support to ensure that the quality of service delivery is maintained at a high level.

We are specifically tasked to conduct and deliver education services to the following:

- Early Childhood Education
- Primary and Secondary Education
- Special Education for children with special needs
- Vocational Education and basic skills training
- Students attending Technical Colleges
- Teacher and Teacher Training Institutions
- School management committees and controlling authorities

In doing so, the Education Sector ensures that access to quality education is accorded from Early Childhood to post secondary, vocational and Higher Education.

In addition, we are also committed in ensuring that the standards in education are met and maintained and that the human, physical and the financial resources allocated to education by the Government are appropriately directed and expended. We are also responsible for the administration and management of education policies and delivery of educational services. Educational services are delivered in partnership with school management committees and controlling authorities. It provides the curriculum framework, policy guidelines and directions, together with qualified teaching personnel.

### GUIDING PRINCIPLES

In education, the child is the centre of everything that we do. In all other services we provide, our customers are of high priority. The delivery of all services is guided by our commitment to: Recognise the importance of strong and healthy partnerships with all stakeholders; Maintain a high level of professionalism in all that we do; Ensure relevance and responsiveness as required characteristics of all endeavours; Maintain high levels of quality and excellence; Improve access and equity, accountability and transparency and our constitutional rights and responsibilities.

### VALUES

Educational provision is based upon a core of intrinsic and enduring values. These are: human rights and human dignity, responsibility, safety and security for all, civic pride, cultural understanding, empathy and tolerance, honesty, fairness and respect for truth and justice, integrity, flexibility, environment sustainability, peace and prosperity, compassion, sense of family and community, faith, creativity and life-long learning.

## NATIONAL HERITAGE, CULTURE AND ARTS

### VISION

A National identity that celebrates and promotes Fiji's cultural diversity and unique traditional culture in all its forms.

### MISSION

To facilitate and lead the cultural development of our people by:

- Co-coordinating at the national level to direct and guide development in the Culture and Heritage Sector.
- Developing national policy and an overarching legislation framework.
- Preserving, promoting and developing Cultural Heritage in its movable, immovable, tangible and intangible forms.
- Supporting and developing cultural practices.
- Promoting creativity and participation in Cultural and Heritage activities.
- Developing and enhancing institutional linkages internally and externally.
- Developing cultural infrastructure.

### ROLES AND RESPONSIBILITIES

The primary role of the Department is to coordinate and facilitate activities at the national level of the different ministries and department, and that of non- government organizations that currently protect and manage arts, culture and heritage in Fiji. In essence the department was established in 2000 with immediate priorities of formulating cultural policies, promoting cultural education, raising awareness and mobilizing participation in traditional custom and multiculturalism including support for creativity. The heritage and arts sector has enormous potential for employment creation and income generation.

### VALUES /GUIDING PRINCIPLES

- Respect the culture and Heritage of the indigenous community and other ethnicities in Fiji
- Respect the iTaukei cosmos and how they relate their oral traditions with the eco-systems and surrounding environment
- Maintain that the traditional knowledge and cultural expressions depicted is the intellectual property of the iTaukei and the ethnic group with which it originates or continuously practices.
- The traditional custodians of the land ought to be recognized, valued and respected in any decisions made regarding land use
- Promote creativity and innovation in the pursuance of excellence in culture, art and heritage in Fiji
- iTaukei and other Fijian communities have a right to Government support in the protection and maintenance on their cultural heritage and expression
- The iTaukei community has the right to accrue benefits from any activities that use their cultural heritage, art and expression
- Envisaging youth participation in revitalization and cultural entrepreneurship
- Equal opportunities available to all genres of culture, heritage and the art
- Promote cultural inclusivity and the need for continuity of cultural knowledge, art and heritage traits.

# PART I: OVERVIEW

## CHAPTER 1

The Annual Report records all the programmes and activities of the Ministry for the year 2014 and also outlines the achievements of the various sections and departments under the responsibilities assigned to the Minister for Education, National Heritage, Culture and Arts.

After the 2014 national general election, the Government appointed the Honourable Dr. Mahendra Reddy as the Minister for Education, National Heritage, Culture and Arts and the Honourable Mr. Vijay Nath as the Assistant Minister.

Mrs. Kelera Taloga was appointed the Acting Permanent Secretary for Education, National Heritage, Culture and Arts. The Ministerial portfolio administered by the Ministry, consists of:

- Corporate Services, Research, Leadership, Policy Advice & Strategic Development, Statistics & IT
- Early Childhood Education Unit
- Higher Education Commission
- Technical and Vocational Education & Training
- Examination and Assessment Unit
- Asset Monitoring Unit
- Fiji Teachers Registration Board
- Primary School Section
- Secondary School Section
- Special Education Unit
- Heritage & Arts
- Careers Service
- National Substance Abuse Advisory Council
- UNESCO National Commission
- Curriculum Advisory Service
- Library Services

### Legislation

The Ministry for Education, National Heritage, Culture and Arts is responsible for administering and enforcing the following legislations

- Education Act - Cap.262
- Examination Act - Cap.262A
- FNU Decree (No. 39) 2009
- Substance Abuse Advisory Council Act - Cap.140A
- University of the South Pacific Act - Cap.266
- Fiji Museum Act - Cap.263
- National Trust of Fiji Act 1970 - Cap. 265
- National Trust of Fiji Amendment Act - No.40 of 1998
- Protection of Objects of Archaeological and Paleontological Interest Act - Cap. 264
- World Heritage Convention 1972
- Intangible Cultural Heritage Act 2003
- FTRB Promulgation 2008

- Higher Education Promulgation 2008
- Libraries-Deposit of Books Act (Cap. 109)
- Higher Education Promulgation 2008
- Fiji Teachers Registration Promulgation 2009
- Fiji National University Decree 2009

### Education Forum

Every year there is an Education Forum chaired by the Permanent Secretary for Education that consists of all stakeholders in education. The Education Forum provides advice to the Minister for Education on the following:

- Education Policies
- Education Development and Planning
- Educational issues

The Education Forum meets three times annually. Membership consists of those selected in accordance with the relevant provisions in the Education Act.

To assist the Forum, the Divisional School Management Board (DSMB) comprising stakeholders that are not members of the forum, meet at Divisional Level. Their reports are tabled at the Forum by the respective Deputy Secretaries.

There were three Education Forum and Divisional School Management Board meetings in 2014. The main issues discussed in those meetings were:

- Mainstreaming of TVET;
- Fiji Island Assessment Framework;
- Financial Literacy Education;
- School names change update;
- Textbooks for secondary schools;
- One Laptop Per Child initiative and e - Learning in Primary Schools;
- Transport and bus fare assistance;
- Electricity power rate for schools;
- Value Added Tax imposition by Fiji Island Revenue Custom Authority;
- Outstanding school water bills;
- Teaching of Vernacular in Primary and Secondary;
- Tasks and Projects in schools;
- Policies:
  - Transfers and Promotion
  - Professional Development
  - In-service training Policy
  - Policy in effective Implementation of Inclusive Education in Fiji and Rotuma
  - Child Protection Policy
  - Research Policy



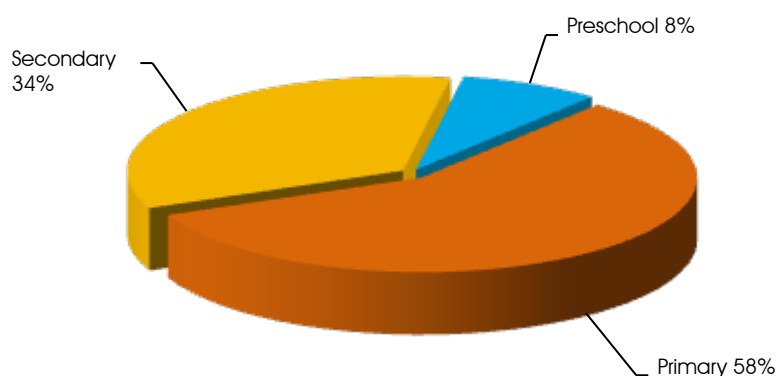
## CHAPTER 2: MINISTRY'S PROFILE AND CONTEXT

### ROLES, OUTCOMES AND RESPONSIBILITIES

#### Education Context

The estimated population of Fiji in 2014 was 864,370 while the estimated number of children from the age of 4 to 18 years old was 242,689 for the same year **(Source: Fiji Bureau of Statistics)**. Of this number, 36,553 children were between the age of 4 and 5 years old (of preschool age), 129,206 children were of primary school age (between 6 - 13 years of age) and 76,930 were in the secondary school age group (between 14-18 years of age).

**Graph 1: School age children proportion**



#### Commitment towards improving quality, access and retention

The Government of Fiji in recognising the importance of having an educated society reaffirms its commitment by adopting the Dakar Framework for Action Education for All. The Government through the Ministry of Education places lots of emphasis in the effective and accelerated implementation of policies targeting improved access to quality education at the same time achieving the EFA goals.

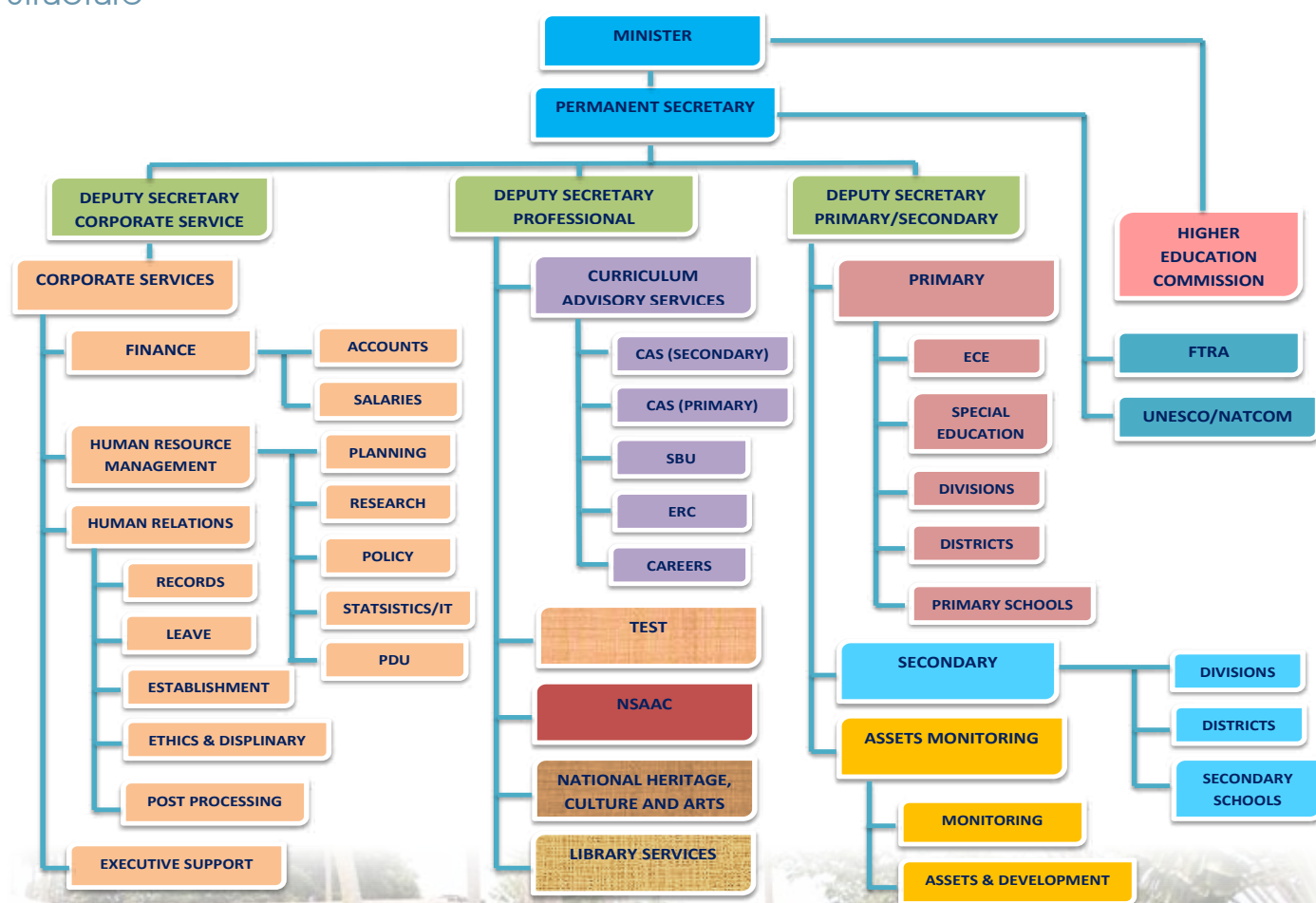
Through the Governments Constitution, the Peoples Charter and Roadmap, the Ministry adopted its Vision in the new direction as "Quality Education for Change, Peace and Progress". In this direction, Fiji will continue to work towards building a knowledge based society. Various initiatives and reforms were introduced by the Government in its quest to build a Better Fiji for All.

The Ministry of Education in ensuring that its Vision is realized, implemented various reforms and initiatives which are listed below:

- Establishment of Higher Education Unit;
- Establishment of the Teachers Registration Board;
- The expansion of basic compulsory education to 12 years of schooling;
- Continuing of the Year 12 and 13 external examinations;
- Provision of the transport assistance;
- Provision of free text books and localizing the content;
- Zoning policy for school intake and enrolment;
- Setting up of infant schools for year 1 to 3 students;
- Increase in ECE salary grant and the formulation of a new ECE curriculum;
- Upgrading of primary schools into secondary schools in rural areas;
- Upgrading existing junior secondary schools into fully fledged secondary schools to also offer year 13;
- Removal of the year 7 and 8 from secondary schools back to primary schools;

- Reviewing the curriculum through the formulation of the Fiji National Curriculum Framework;
- Decentralization to improve quality services;
- The provision of rural incentives for civil servants;
- The development of the new Fiji Education Management Information System (FEMIS) so that it is user friendly and is easily accessible;
- The provision of capacity buildings for the Ministry's staff;
- The introduction of the e-learning;
- Improvement of the quality of the teacher through training incentives, capacity building and teacher registration;
- Improving and encouraging partnership with NGOS and Civil Society Organisations;
- BEST programme
- Tuition Fee Free Grant for all Primary and Secondary School students
- Setting up of Vocational Colleges to provided more options for Secondary School students;

## Structure





## Linkage with Government Priorities

Linkage of RDSEED (the Roadmap for Democracy and Sustainable Socio-Economic Development 2009-2014) and Ministry's Outputs

**Table 1: Linkage of Outputs with Government's Target Outcomes (RDSEED 2009 – 2014)**

KEY PILLARS (PCCPP)	TARGETED OUTCOME (GOAL/ POLICY OBJECTIVE – RDSEED)	OUTCOME PERFORMANCE INDICATORS OR MEASURES (KEY PERFORMANCE INDICATORS – RDSEED)
<b>Pillar 9:</b> Making Fiji a Knowledge based Society	Education and Training Educating the nation for Peace and Prosperity	<ol style="list-style-type: none"> <li>1. Pre-school enrolment in rural schools increase from 16% in 2006 to 46% in 2010</li> <li>2. Net enrolment rates for secondary schools rise from 77% to 90% of the cohorts from class one by 2010.</li> <li>3. Disparities in passes in FSLC and FSFE are at least reduced from i. 28% to 15% between i-Taukei and non- i-Taukei, ii. 24% to 15% between rural and urban students, iii. 3% to 1% between male and female students.</li> <li>4. All schools to emphasise the study of various languages by 2012.</li> <li>5. Compulsory teaching and learning of Fijian language and culture in all schools by 2012.</li> <li>6. All schools to hold flag ceremonies at least once a week.</li> <li>7. Proportion of pupils who start class one language and culture in all schools by 2012.</li> <li>8. All schools to hold flag ceremonies at least once a week.</li> <li>9. Proportion of students successfully completing technical vocational training (TVET) courses not less than 90% to meet current and future demand.</li> <li>10. In-service teacher training increased by 10% annually.</li> <li>11. All school names denoting racial affiliations removed by 2012.who reach class 5 to be not less than 95% [MDG].</li> <li>12. All schools to emphasise the study of various languages by 2012.</li> </ol>
<b>Pillar 1</b> Ensuring Sustainable Democracy and Good and Just Governance  <b>Pillar 3</b> Ensuring Effective, Enlightened Leadership	5. The Accountability Framework Strengthened and transparent democratic and accountability institutions	<ol style="list-style-type: none"> <li>1. Increased public awareness of principles of good governance and raising expectations of performance by public officials.</li> </ol>
<b>Pillar 8:</b> Reducing Poverty to a Negligible Level by 2015	26. Poverty Reduction Reducing poverty to a negligible level by 2015	<ol style="list-style-type: none"> <li>1. Access to education to all children by 2011.</li> </ol>

KEY PILLARS (PCCPP)	TARGETED OUTCOME (GOAL/ POLICY OBJECTIVE – RDSSD)	OUTCOME PERFORMANCE INDICATORS OR MEASURES (KEY PERFORMANCE INDICATORS – RDSSD)
<b>Pillar 4</b> Enhancing Public Sector Efficiency, Performance Effectiveness and Service Delivery	6. Public Sector Reform Improved public sector efficiency, effectiveness and service delivery	<ol style="list-style-type: none"> <li>1. Service Wide implementation of the Service Excellence frameworks.</li> <li>2. Introduction and implementation of the Service Charter.</li> <li>3. Leadership development and training plan by end of 2010</li> </ol>
<b>Pillar 3</b> Ensuring Effective, Enlightened Leadership	8. Leadership Effective, enlightened and accountable Leadership	<ol style="list-style-type: none"> <li>1. Training for Leaders and Management budgeted for.</li> <li>2. Training of school managers and school heads on the new financial framework.</li> <li>3. Leadership models developed.</li> <li>4. Continuous public awareness.</li> <li>5. Training programmes developed and implemented.</li> </ol>
<b>Pillar 2</b> Developing a Common National Identity and Building Social Cohesion	25. National Identity and Social Cohesion A peaceful, non-racial, inclusive and united society	<ol style="list-style-type: none"> <li>1. National anthem and flag ceremony on a weekly basis in schools by 2009.</li> <li>2. Two vernacular languages taught.</li> <li>3. Multi-cultural education in Fiji national Curriculum Framework.</li> <li>4. Fiji day celebrations annually</li> </ol>
<b>Pillar 2</b> Developing a Common National Identity and Building Social Cohesion  <b>Pillar 8</b> Reducing Poverty to a Negligible Level by 2015  <b>Pillar 9</b> Making Fiji a Knowledge based Society	29. Education and Training Educating the Nation for Peace and Prosperity	<ol style="list-style-type: none"> <li>1. Recognition and Registration of Higher Education Institutions</li> <li>2. Accreditation and Registration of qualifications on the Fiji Qualifications Framework</li> <li>3. Recognition and Registration of Higher Education Institutions</li> <li>4. Accreditation and Registration of qualifications on the Fiji Qualifications Framework</li> </ol>
<b>Pillar 3:</b> Ensuring Effective, Enlightened Leadership	31. Gender Equality and Women in Development Achievement of gender equality and empowerment of women.	<ol style="list-style-type: none"> <li>1. Proportion of female principals, vice and assistant principals to be not less than 20%</li> <li>2. Increased proportion of women in leadership</li> </ol>
<b>Pillar 2</b> Developing a Common National Identity and Building Social Cohesion  <b>Pillar 9</b> Making Fiji a Knowledge based Society	35. Culture & Heritage Protection and management of our Culture and Heritage for current and future generations.	<ol style="list-style-type: none"> <li>1. At least twenty new archaeological sites surveyed annually</li> <li>2. At least 20 new heritage sites included as visitor attractions</li> <li>3. At least 80% of resource owners meet standards for best practices in the marketing of cultural resources</li> <li>4. At least two heritage sites included in the world heritage listing</li> </ol>
<b>Pillar 8</b> Reducing Poverty to a Negligible Level by 2015	26. Poverty Reduction Reducing poverty to a negligible level by 2015	<ol style="list-style-type: none"> <li>1. Increase information literacy empowerment programme in community especially women</li> <li>2. Increase information literacy skills capacity in children</li> <li>3. Increase establishment of community libraries in remote rural areas</li> </ol>

KEY PILLARS (PCCPP)	TARGETED OUTCOME (GOAL/ POLICY OBJECTIVE – RDSSED)	OUTCOME PERFORMANCE INDICATORS OR MEASURES (KEY PERFORMANCE INDICATORS – RDSSED)
<b>Pillar 1</b> Ensuring Sustainable Democracy and Good and Just Governance  <b>Pillar 3</b> Ensuring Effective, Enlightened Leadership	28. Social Justice Equal Opportunities for all	1. Enrolment in regular and special schools increased 2. Trained special education teachers with diploma increased 3. Pass rate in FSLC improved from 68% to 80% and in the FFSE from 77% to 85% by 2012





## PART II: SECTION'S REPORT

### CHAPTER 3: CORPORATE SERVICES DIVISION

#### FINANCE SECTION

##### Roles and Responsibilities

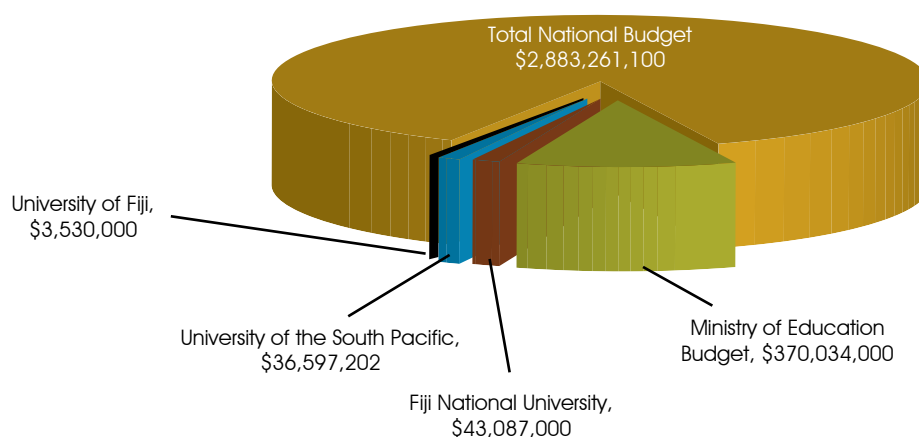
The Finance Section is responsible to:

- Allocate approved funding in Budget Estimates to all Vote Controllers, monitor and control expenditure in compliance with Financial Regulations and procedures
- Ensure availability of cash flow to meet the Ministry's financial commitments in accordance with the 2014 Budget Estimates.
- Ensuring all payments of accounts owing, grants (Salary, tuition and building), Salaries and wages on a timely basis.
- Reduce overpayments through prompt cessation of salaries due to retirements, resignations, terminations, deemed resignations, excessive leave and study leave without pay.
- Carry out reconciliations (Drawings, IDC and Trust Accounts) to ensure all expenditures are recorded against a budgetary allocation reflecting a true status of the Ministry's expenditure.
- Provide accurate monthly financial reports to the Senior Staff for accurate decision making and assess the performance of projects against the budgetary allocations.
- Assist and coordinate the preparation of the Ministry's Budget from submissions from all sections.
- Prepare responses to Audit (Internal/ External) and Public Accounts Committee (PAC) queries.
- Ensure effective internal control measures are in place in all areas to reduce likely fraudulent activities and safe guard government assets.

##### Ministry of Education Budget for 2014

The Government Budget for Education in 2014 amounted to \$370,034,000. This was 12.8% of the National Budget.

**Graph 2: Government Expenditure on Education and Higher Education Institutions**



**Table 2: Education expenditure (excluding FNU, UOF & USP)**

Year	Recurrent Expenditure (\$000)	Capital Expenditure (\$000)	Value Added Tax (\$000)	Total Expenditure (\$000)
2011	249,966,000	966,000	1,318,000	\$ 252,250,000
2012	267,476,000	1,172,000	1,614,000	\$ 270,262,000
2013	260,947,800	5,550,700	1,991,000	\$ 268,489,500
2014	359,258,600	8,174,800	2,600,600	\$370,034,000

## Achievements

### Compliance with Government Rules and Regulations

A major improvement of compliance to Government policies, procedures, rules and regulations by government schools and sections of the Ministry after awareness workshops were held for Principals and Bursars as well as section heads. Also the Financial Management Framework on utilization of grants has been ongoing in all the Districts together with the monitoring. Strict adherence has positively impacted on the reduction of audit queries.

### Budget Preparation- 2014

The section is also required to assist, coordinate and compile the 2014 Budget submissions. After its compilation internal consultations were held with senior management to determine items that should be included in our final submission to the Ministry of Finance according to the envelope size provided. Consultations with the officials from Budget Unit assisted in finalizing our requests of increases to old items and new items. All items ranked A1 were approved and those ranked A2 required more information and justification whilst items ranked B and C were not considered.

The section continues to monitor and control overall expenditure and highlighted irregularities and non-compliance to section heads.

### Wages/Salaries

The Ministry has successfully paid all salaries, wages and allowances to all its Established staff and Government Wage earners and has been vigilant in ensuring that all salaries were ceased on time for teachers who have resigned, retired and gone on study leave without pay in order to control overpayments of salaries.

#### Reconciliation of Ledgers

After the closing of Accounts on 31/12/14 reconciliations were carried on all ledger accounts, trust and revolving accounts and adjustments made. Allocations with unutilized balances were vired to allocations to clear outstanding balances and overspendings. Other adjustments for misallocation / misposting will be taken in as Audit adjustments.

### Agency Financial Statements- 2014

After all reconciliations have been done and adjustments updated in the system, the Ministry's Financial Statements for 2014 will be finalized after the closing of 2014 Accounts for whole of Government.

### Transport Assistance Scheme

This program holds a budget of \$20.7m and still proves to be a huge and challenging task even after five years since its implementation due to a lot of resources constraints; human and financial yet all eligible students continue to receive their coupons on time.

An audit on the scheme was carried out by the Internal Audit of the Ministry of Finance which highlighted issues of the lack of internal controls at HQ, District Offices and at the Schools and lack of monitoring which were likely to lead to abuse. This led to PSE appointing a new Bus fare Taskforce team and an evaluation and monitoring team in order to curb the queries and put in place internal control mechanisms in the Transport Assistance Unit. Recommendations put forward by the audit team were implemented right away.

The total scheme expended \$17.5m by the end of 2014.

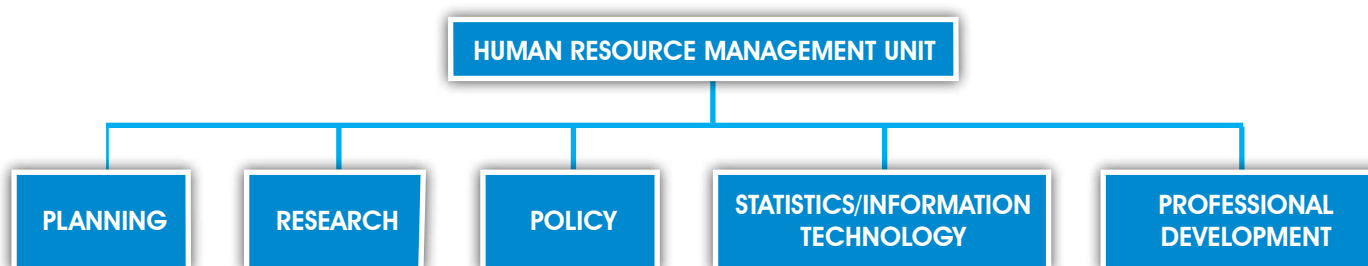
## Finance Manual

The Ministry reviewed and finalized its Finance Manual as stipulated by Ministry of Finance. This has been printed and distributed to all heads of sections, units, government schools and district offices as well as to all clerks and bursars as a guideline to be used when managing the allocations of their respective sections, units, government schools and district offices.

**Table 3: Education budget as a percentage of the national budget (2011 – 2014)**

Year	Total National Budget	Ministry of Education Budget	Grant to Higher Education Institutions			% of National Budget Spent on Education (Including Higher Ed.)	Government Expenditure on Education
			Fiji National University	University of the South Pacific	University of Fiji		
2011	\$1,961,718,300	\$248,627,681	\$25m	\$36.5m	\$3m	15.96	\$252,281,053
2012	\$2,077,929,300	\$256,663,949	\$28m	\$36.5m	\$3m	15.60	\$270,261,886
2013	\$2,327,385,300	\$267,124,997	\$28m	\$36.5m	\$3m	14.38	\$277,469,323
2014	\$2,883,261,100	\$368,620,102	\$40m	\$36.5m	\$3.5m	15.56	\$375,452,922

## HUMAN RESOURCE MANAGEMENT UNIT



## Roles and Responsibilities

The Human Resource Management [HRM] is currently under the Corporate Services section of the Ministry and the functions performed by the unit reflects the roles and responsibilities of the following sub-units;

### PLANNING SUB UNIT

The Planning sub-unit consists of a Senior Education Officer who is responsible for the coordination of the development, monitoring and evaluation of the Ministry's plans and required reports. The achievements for 2014 included;

- The development of the 2015-2018 Education Sector Strategic Development Plan [ESSDP]. This was executed through the formulation of a Planning Committee which oversaw the development of the Plan. Consultations were organized in Suva, Lautoka, Labasa and Levuka. Stakeholders and partners were invited to present on what their organizations felt ought to be included in the mapping of the Ministry's strategic directions in these 4 years.
- The development of the 2015 Annual Corporate Plan and 2015 Annual Business Plan. The finalization of the Plans was made possible during the Planning Workshop held in November 2014 at the Pearl Resort. Consultations were also arranged with Monitoring Agencies before the Plans were printed. The consultation and Planning workshop were kindly sponsored by AQEP.
- The compilation and coordination of monthly reports from Sections regarding their progress against the ACP. These are then imparted to Section Heads during monthly Senior Staff Meetings (SSM)
- The coordination and compilation of the Ministry's quarterly reports to SFCCO and the facilitation of SFCCO Verification visits
- Continued compilation of quarterly reports for the Ministry of National Planning and Public Service Commission
- Coordinated Monitoring of Districts and Section Plans and evaluation of progress of implementation
- Responses to queries for information from other government departments and NGOs



## RESEARCH SUB UNIT

The Research sub unit has a Senior Education Officer. The duties performed by the Research Officer included;

- Processing of the research requests to be undertaken in Fiji (both local and overseas requests). The Unit will assess all the requests received before facilitating the approval process. The research request is processed through the MoE Research & Ethics Council and in accordance with the MoE's Research Policy.
- Responsible for the preparation of the Service Level Agreement for the Ministry.
- Conduct researches for the Ministry in priority areas as per the request of the Senior Staff.
- Review of the Research Policy.
- Process requests of the Ministry's information and data.
- Coordinate the Fiji National Research Council with the Tertiary institutions.

## Achievements

- The Unit processed 67 research requests through the MoE Research & Ethics Council for both local and overseas researchers in 2014.
- The Unit conducted the following researches in 2014:
  - Impact of the MoE's Free Tuition Grant Initiative on Informal Settlements
  - Impact Study on 'One Laptop per Child' Program
  - School Leader's Perceptions on the Effectiveness of Future Leaders Program of the MoE
  - Impact of the Transport Assistance provided by the Government on Student's Attendance
  - Struggling Readers in Primary Schools (Phase one).
  - The School Leaders Competency Framework and School Teacher's Competency Framework survey.
- The Service Level Agreement for 2014 was prepared by the Research Unit which was endorsed by PS in June.
- Research Policy reviewed and endorsed by the Hon. Minister in July.

## POLICY SUB UNIT

### Overview

The Policy sub unit has a Senior Education Officer who is responsible for developing and reviewing the Ministry's policies. Besides formulating and reviewing a number of policies, the Policy Unit also represents the Ministry in various policy related forums.

The Unit is a focal point of all child related activities and represents the Ministry at the National Coordinating Committee for Children (NCCC) in their quarterly forums. Policy papers submitted by other line ministries are also vetted by this Unit. The Unit also conducted training and awareness on Child Protection to selected 'hard to reach' Early Childhood Education Centers, Primary and Secondary schools throughout the four education divisions.

## Highlights and Accomplishments for 2014

1. The following existing policies were reviewed and endorsed:
  - Policy on Research
  - Policy on School Excursions
  - Policy on School Zoning in Fiji
  - Schools Standard Monitoring and Inspection Policy
  - Policies on Study/Training Leave
  - Professional Development Policy
2. Three new policies were also formulated and endorsed:
  - Policy on Fiji Education Management Information System
  - Policy on Rural and Maritime Locational Allowance
  - Education in Emergencies and School Safety Policy

3. The Following Policies were taken for consultation to all relevant forums:

- Child Protection Policy
- Behavioral Management Policy
- Transport Assistance Policy
- Ministry of Education Risk Management Policy
- Policy on School Information, Communications Technology, e-Learning and Computer Education
- National School Language Policy
- National School Library Policy

## Training on Child Protection Awareness and Policy

Awareness and Training on Child Protection Policy were carried out in the following education districts outlined in the table below:

**Table 4: Summary of the CPP awareness workshop conducted**

EDUCATION DISTRICT	TARGET OFFICERS	NUMBER OF OFFICERS TRAINED
<b>Ra</b>	Pri/Sec school heads	35
<b>Nadroga/Navosa</b>	Pri/Sec school heads	70
<b>Bua</b>	ECE teachers	26
<b>Macuata</b>	ECE teachers	61
<b>TOTAL</b>		<b>192</b>

The Policy unit is indebted to UNICEF for its tremendous financial support that has enabled the Ministry to raise awareness and train teachers on Child Protection Policy, especially in 'hard to reach' education districts.

## Presentation on the UN-CRC Periodic Reporting in Geneva

The MoE was represented by the Policy unit to respond on the list of issues in relation to the combined second to fourth periodic reports on Education to the United Nations Convention on the Rights of the Child (UN-CRC) Committee in Geneva. The Committee was pleased with the responses, in particular with the number of initiatives at MoE that address components of Child's rights.

## STATISTICS & INFORMATION TECHNOLOGY SUB UNIT

The Statistics/IT sub-unit consists of a Senior Education Officer, an Education Officer, a System Analyst, an Assistant Programmer, a Computer Operator and a Hardware Officer. The sub-unit is responsible for two databases;

1. Fiji Education Staff Appointment (FESA) and
2. The Fiji Education Management Information System (FEMIS).

The FESA database stores all the relevant information's of all MoE Officers including the teacher's information's. The FEMIS database is an elaborate database on schools, students, teachers and facilities. The two databases provide most of the information for planning, research and reporting. The report generated from FEMIS also provides adequate, accurate and timely information to our international partners such as UNESCO and other agencies.

## Achievements

- The production of the 2013 Annual Report
- Coordinating the monitoring of the data entry from the schools and the education district offices;
- Monitor data entry and verify data entered in the FEMIS database;
- Attended to data requests from MoE and other Government ministries, NGOs and donor agencies, UNESCO, local and overseas researchers;
- Assisted in the training on the use of the FEMIS database to MoE officers at Headquarters and the districts.
- Assisted in the training on the use of the FEMIS database to schools

## PROFESSIONAL DEVELOPMENT SUB UNIT

### Overview

The core roles and responsibilities of the Professional Development Unit underpins the importance of education & training across all sections of the Ministry including schools and institutions so that efficient, effective and timely delivery of teaching and learning is fundamental to embracing quality education.

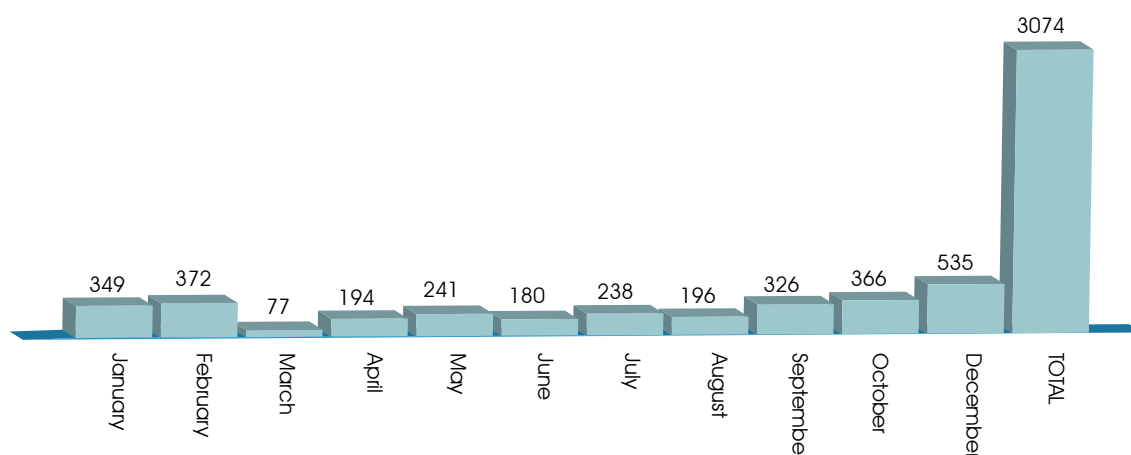
### Roles & Responsibilities

- Timely completion of the Permanent Secretary's Core Deliverables.
- Coordinating professional development activities across the Ministry
- Management and monitoring of study leave for both local and overseas courses
- Management and monitoring of local and overseas training through PSC and other agencies
- Leadership and Management training for current school leaders
- Future Leaders training for identified potential school leaders
- Conduct in-house training for the Ministry officers in identified areas of need;
- Coordinate public service exams for administrative, professional officers and teachers.
- Selection of the PSC Scholarship recipients for the Fiji National University's Teacher-Training for primary and secondary and ECE teachers.
- Selection of the UWC scholarship recipient

### Professional Development Activities

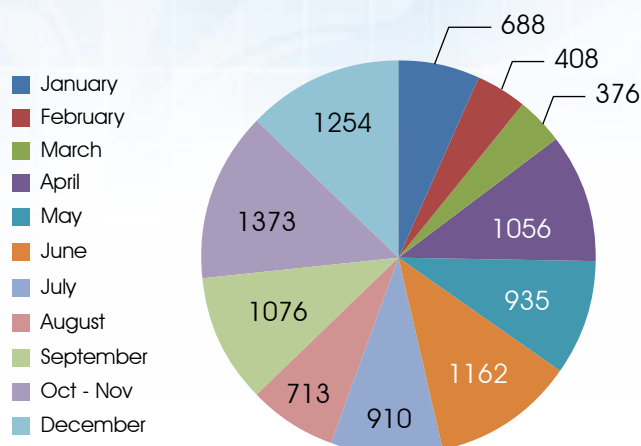
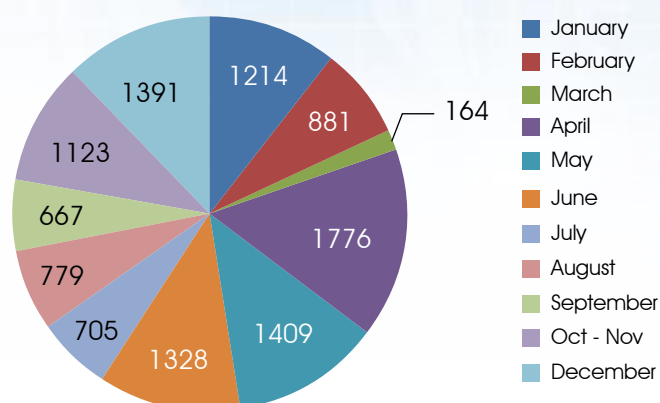
The total number of PDs received from schools was 3074. The graph below summarizes all PDs conducted during the year.

**Graph 3: Summary of PDs conducted for 2014**



Similarly, the total participants that attended PD sessions held in 2014 was 21,388, Primary participants was 9951 while the Secondary participants was 11,437. This shows that School Heads are now more concerned with the importance and the need for teachers to attend professional development sessions in order to develop their professional characters so that they are on par with changes and reforms in the Ministry.



**Graph 4: Primary teacher PDs attendance data****Graph 5: Secondary teacher PDs attendance data**

For all school PDs to be registered, the PD sessions must have a maximum of five hours provided all the following documents are submitted: PDU A, Attendance form or PDU B, Workshop Statistics or PDU C, Evaluation form or PDU D, a brief report, workshop materials and Training Needs Analysis (TNA) form.

### 3. In - Service Training

A total of 115 teachers/professional officers and administration staff received in-service training. There were 67 who were granted approval by the Permanent Secretary for Education to pursue their programmes through Study Leave with Pay (SLWP) where 48 officers were granted Study Leave without Pay (SLWOP). These programmes included pursuing certificates, degrees, Masters and PhD programme.

**Table 5: Summary of Officers who attended training through sponsorship or private.**

SPONSORS	PRIMARY		SECONDARY		TECHNICAL		ADMINISTRATION		TOTAL
	SLWP	SLWOP	SLWP	SLWOP	SLWP	SLWOP	SLWP	SLWOP	
AusAID	8	2			1	2	1		14
Chinese Govt	1				1		2		4
ITaukei Affairs Board	1			1					2
JICA	2		1	2			1		6
KOICA			2						2
Private	8	6	12	9	13	5	5		58
PSC		1	1	6	5	1			14
Ministry of Finance							2		2
Malaysia Govt.					1				1
Govt. of Netherlands				1					1
Indonesia			3						3
Thailand			1						1
Sweden				1					1
India		1	2						3
NZAID									
Kate McPherson	1	1							2
Erasmus Mundus				1					1
<b>TOTAL</b>	<b>21</b>	<b>11</b>	<b>22</b>	<b>21</b>	<b>21</b>	<b>8</b>	<b>11</b>		<b>115</b>

PDU is grateful to the Ministry for setting aside a budget to upgrade qualification for those teachers that need to pursue their first degrees, however, limited funds is a hindrance as most requests from teachers to continue their education cannot all be accommodated.

## Conferences, Seminars and Training Workshops

The officers in table 5 below attended conferences, seminars and training workshops which were held locally and abroad with the funding assistance provided for by government, development partners and/or agencies. Transfer of knowledge is through a completion of a Training Report and this is presented to the senior management upon return from the training/course attended.

**Table 6: Participants lists for short courses in 2014**

PARTICIPANTS	SCHOOL/ SECTION	TRAINING COURSE	DURATION	ORGANIZER/ COUNTRY
<b>Mikaele Vakasilimiratu</b>	SEO Geo/Hist	Expert Meeting on Climate Education for Sustainable Development	10/02-12/02/14	Philippines
<b>Apisalome Movono</b>	DSCS	Education-Excellence in Public Schools	10/02-21/02/14	Singapore
<b>Metuisela Gauna</b>	SEO Stats/IT	Regional Workshop on Educational Data & Indicators	24/02-27/02/14	New Caledonia
<b>Peni Senikarawa</b>	Tailevu North	TVET Programme for Principals & Leaders	24/02-28/02/14	Singapore
<b>Tomasi Raiyawa</b>	DPE	International Seminar on Autism	22/04-23/04/14	Malaysia
<b>Basundra Kumar</b>	DSPS	Workshop on Developing & Testing Indicators for Disability Inclusive Education in the Pacific	7/04-12/04/14	Nadi
<b>Metuisela Gauna</b>	SEO Stats/IT	Regional Technical Feedback Workshop on the National EFA 2015	29/04-30/04/14	Thailand
<b>Jai Narayan</b>	Director Secondary	UNICEF/UNESCO IIEP Regional Policy Seminar	07/05- 09/05/14	Bangkok, Thailand
<b>Emanuel Hemant Kumar</b>	Head Teacher Deenbandhoo Mem. School	Seminar for Primary and Secondary School Principals in Latin American, Caribbean & South Pacific Countries	9/05-29/05/14	China
<b>Sheik Mohammed Masud</b>	SEO Secondary Maths	Diffusion of Self –Sustaining Training on Mathematics Education in Primary and Secondary School in Pacific Island States	21/05-05/07/14	Japan (JICA)
<b>Elena Raboiliku Seninawanawa</b>	SEO Bio/Chem	Environmental Education	25/05-04/07/14	Japan (JICA)
<b>Basundra Kumar</b>	DSPS	Intellectual Disabilities in Community Activities	28/05-13/07/14 14/07-26/07/14	Japan(JICA) Cambodia
<b>Deepa Chand</b>	HOD Science	5th International Seminar based on Inquiry – based Science Education	02/06-07/06/14	France
<b>Kelera Taloga</b>	DSP	Seminar on Practical Chinese for Government Officials from Latin American Caribbean and South Pacific Countries	12/06- 09/07/14	China
<b>Tomo Hereniko</b>	PEO Exams	Seminar on Practical Chinese for Government Officials from Latin American Caribbean and South Pacific Countries	12/06- 09/07/14	China
<b>Alumeci Tuisawau</b>	Director TEST	Study Tour of the University of Technical College	14/07- 28/07/14	United Kingdom
<b>Tomasi Naborisi</b>	PEO TEST	Study Tour of the University of Technical College	14/07- 28/07/14	United Kingdom
<b>Setareki Delana</b>	Teacher	Jolly Phonics Trainers Conference	16/07- 18/07/14	London
<b>Lusiana Fotofili</b>	Director EAU	Jolly Phonics Trainers Conference	16/07- 18/07/14	London
<b>Amani Cirikisuva</b>	SEO PDU	1st Interregional Meeting for UNESCO National Commission	22/07- 24/07/14	Astana, Kazakhstan (Russia)
<b>Alumeci Tuisawau</b>	Director TEST	UNESCO-KEDI Regional Policy Seminar “Teacher Effectiveness in Support of Quality Learning in the Asia-Pacific”.	04/08- 05/08/14	Bangkok, Thailand
<b>Salote Rabuka</b>	Director FHEC	13th Session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia-Pacific	04/08- 05/08/14	Colombo, Sri Lanka
<b>Kelera Taloga</b>	DSP	Asia-Pacific Regional Education Conference	06/08- 08/08/14	Bangkok, Thailand

**Table 6: Participants lists for short courses in 2014 (cont'd)**

PARTICIPANTS	SCHOOL/ SECTION	TRAINING COURSE	DURATION	ORGANIZER/ COUNTRY
Venina Inoke	SEO CDU	English Language Seminar for E-Teacher Alumni in the East Asia and Pacific (EAP) Region.	11/08- 13/08/14	Seoul, Korea
Narain Sharma	PEO Primary	International Bureau of Education (IBE) Group IV Pre-Council Meeting	11/08/- 13/08/14	Genting Highlands, Malaysia
Antonio Panapasa Ravai	PEO HRM	Leaders in Education Programme International Proposal for Training Workshop	18/08- 29/08/14	Singapore
		Developing Thinking Skills at Primary/Lower Secondary through Enquiry Based Science Education (IBSE) for SIDS	08/09-15/09/14	Malaysia
Satyendra Singh	SEO Policy	High Level Participation on the Convention on the Rights of the Child. (CRC)	02/09-09/09/14	Geneva, Switzerland
Elia Nakoro		Parallel Event” on Underwater Cultural Heritage (UCH) in Apia, Samoa	03/09-07/09/14	Apia, Samoa
Indra Chand	A/HT Samabula Primary School	Study on Education Improvement of Training Course of Teacher’	15/10–09/11/14	Japan
Finau Masirewa	SEO Basic Science	‘Study on Education Improvement of Training Course of Teacher’	15/10–09/11/14	Japan
Joana Motokainava	Assistant Teacher	“Improving Teaching Methods for Science and Mathematics in Pri. Education (B) course	1/10 – 15/11/14	Japan
Sandeep Singh	EO STATS/IT	Education Policy Planning and Implementation	23/10/14-12/11/14	Seoul, Korea
Tupou Gavidu	EO PDU	Education Policy Planning and Implementation	23/10/14-12/11/14	Seoul, Korea
Sumiran Pratap	PEO Suva	Climate Change Education Inside and Outside the Classroom	27/10/14-30/10/14	New Caledonia
Kelera Taloga	DSP	Financial Education Summit	05/11/14-06/11/14	Kuala Lumpur, Malaysia
Alumeci Tuisawau	Director - TEST	Capacity building seminar on DRR/SIDS	10/11/14-12/11/14	Singapore
Seci Waqabaca	Director – CAS	UNESCO World Conference on Education for Sustainable Development	10/11/14-12/11/14	Nagoya, Japan
Tarisi Tawake	SEO- CAS	Professional Development Programme for Science Teacher Educators	10/11/14-28/11/14	Penang, Malaysia
Lorima Voravora, Deepika Prakash, Aliti Wailevu, Fredic David & Ronil Ravinesh		UNESCO Associated Schools Network (ASPNet) International ESD Conference for Students and Teachers	04/11/14-08/11/14	Japan
Amani Cirikisuva	SEO PDU	UWC Asia/Pacific Regional Meeting	28/11/14-30/11/14	IUWC Li Po Chun, Hong Kong

## Leadership & Management Programme

This year PDU registered one Leadership and Management programme for the Ministry. The Future Leaders Phase I programme focuses on identified potential school leaders. A total of 3 leadership workshops were conducted for the Future Leaders. The following table provides data for this programme:



**Table 7: Future Leaders Programme**

	PRIMARY	SECONDARY	ADMINISTRATION	TOTAL
<b>Phase 2</b>	91	66	-	<b>157</b>
<b>Phase 1</b>	59	42	-	<b>101</b>
<b>Phase 2</b>	53	36	5	<b>94</b>
<b>Total</b>	203	144	5	<b>352</b>

#### 4. In - House Workshop

In 2014, 9 training workshops were conducted for MoEHA officers as set out below. These workshops were mainly conducted for capacity building within the Ministry.

**Table 8: Ministry of Finance Workshop**

DATE	WORKSHOP	MALE	FEMALE	TOTAL
08/10/14	Procurement & Compliance	7	9	<b>16</b>
09/10/14	Procurement & Compliance	13	13	<b>26</b>
29/10/14	Transport Awareness	11	8	<b>19</b>
15/10/14	Fuel Handling & Contract Management	1	2	<b>2</b>
<b>Total</b>		32	32	<b>64</b>

**Table 9: PSC Workshop**

DATE	WORKSHOP	MALE	FEMALE	TOTAL
24/03- 28/03/14	H SE Tutorials	35	69	104
08/04- 10/04/14	Public Policy Analysis	2	4	6
16/04- 17/04	Project Planning & Implementation	1		1
24/04/14	Formulation of Cabinet Paper	4	2	6
25/04/14	Seminar: Implementation of outcomes of senior officials leadership training	1	1	2
31/03- 04/04/14	H SE Tutorials	11	2	13
17/06-18/06/14	Workforce Planning	1	2	3
18/06- 19/06/14	Business Process Re- Engineering	2	1	3
	PSC Values- Labasa	2		2
	Public Policy, Labasa	3		3
	H SE Tutorials	29	39	68
16/07- 17/07/14	Stress & Anger Management	1	2	3
23/07- 25/07/14	Improving Writing Skills	1	1	2
23/07- 24/07/14	Research & Development	1		1
21/07- 22/07/14	Good Governance		1	1
	Child Protection	2	3	5
	Public Sector Energy Saver		1	1
	Quality Circle	1		1
	Policy Planning, Designing & Implementation	1		1
	OHS Module III & IV	1	2	3
	Emergency Operation Centre Management	3	1	4
	Stress & Anger Management	1	3	4

Table 9: PSC Workshop (cont'd)

DATE	WORKSHOP	MALE	FEMALE	TOTAL
	Records Management	2	3	5
	Statistics & Data Management		1	1
	OHS Module III & IV	2	3	5
08/10/14	SEA Framework Workshop	2	2	4
09/10/14	SEA Framework Workshop	2	2	4
24/10/14	SEA Framework Awareness	1	1	2
15/10/14	Central Fuel Handling & Contract Management Training	1	2	3
17/10/14	Western Fuel Handling & Contract Management Training	3		3
29/10/14	Northern Fuel Handling & Contract Management Training		1	1
30/10/14	Formulation of Annual Corporate Plan Workshop	1	1	2
05/11/14	Project Monitoring & Evaluation Workshop	2		2
24/11/14	Western H SE Tutorial	10	5	15
24/11/14	Northern H SE Tutorials	3	1	4
	TOTAL	132	156	288

## SERVICE EXAMINATIONS

Public Service Examination 'H' conducted by PSC last year was attended by 185 officers.

### H SERVICE EXAM 2014 – 185 Participants

- H SE Tutorials 104 (Males- 35, Females- 69)
- H SE Tutorials 13 (Males- 11, Females- 2)
- H SE Tutorial 68 (Males- 29, Females- 39)



## POST PROCESSING UNIT (PPU)

### Roles and Responsibilities

The Unit is responsible for the timely and accurate processing of all advertised vacancies to ensure vacancies are filled as soon as possible from the date of advertisement. As part of the selection process, the Unit ensures that the most meritorious candidate is promoted with the highest level of ethical values and procedures are adopted whilst processing vacancies.

Each vacancy is tabled through the Ministry's Appointment Board (MAB) after which, the MAB's recommendations are presented to the Honourable Minister for his concurrence.

### Achievements

- There were seven Ministry's Appointment Board (MAB) meetings convened during the year.
- The Unit had processed 203 vacancies during the year.

**Table 10: Summary of the number of posts processed**

SECTIONS	PROMOTIONS	NEW APPOINTMENTS	WITHDRAWALS / RE-ADVERTISEMENTS	TOTAL
Non- Teaching	13	12	12	28
Primary	93	-	-	96
Secondary	72	-	-	79
<b>TOTAL</b>	178	12	12	203

**Table 11: Total Applications Received**

SECTIONS	NO. OF VACANCIES	NO. OF APPLICATIONS
Primary	126	11,088
Secondary	135	9,808
Non-Teaching	57	963
<b>Total</b>	318	21,859

## HUMAN RELATIONS

### Roles and Responsibilities

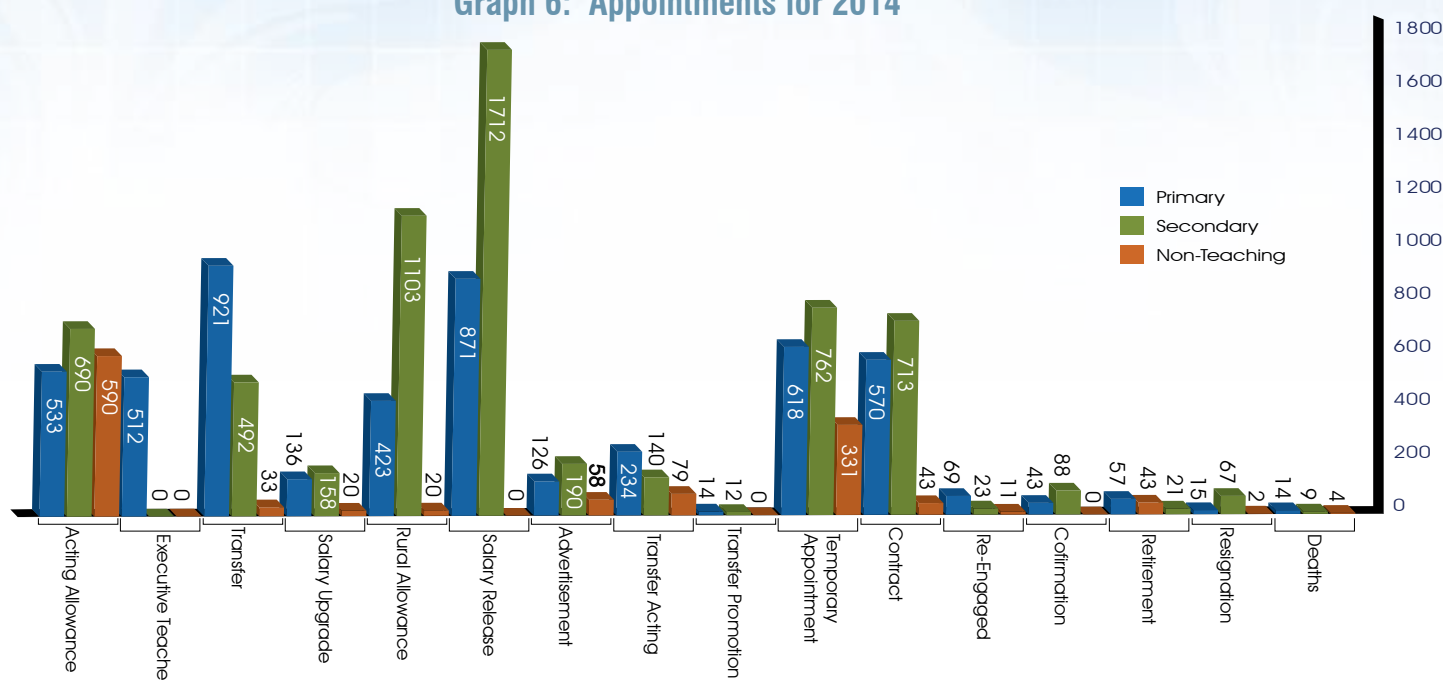
The Human Relations is responsible for the timely processing of appointments (temporary, contract, confirmation and acting), transfers, resignations, retirements, management of the Ministry's establishment of vacancies, preparation and submission of vacancies of advertisement and person to post (P2P) reports.

The primary role of the section is to provide necessary support services to various sections of the Ministry in respect of appointments, transfer, leave and records management.



## Achievements

**Graph 6: Appointments for 2014**



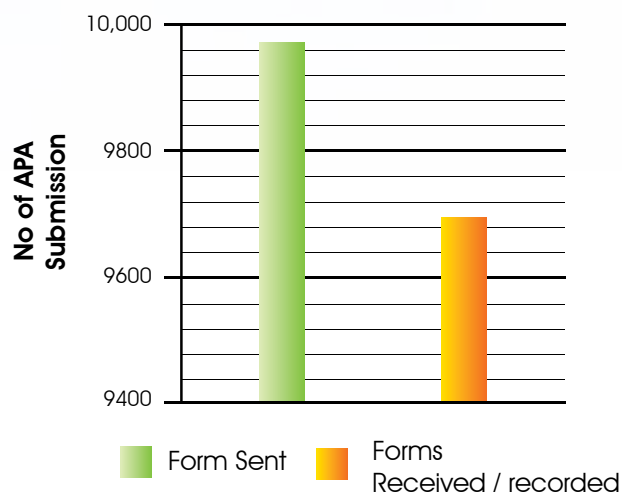
**Table 12: Summaries of other HR Section activities**

ACTIVITIES	PRIMARY	SECONDARY	NON-TEACHING	TOTAL
Approved Establishment	5,183	4,520	449	10,152
Allowances				
Acting Allowances	533	690	590	1,813
Executive Teacher	512			512
Transfer	921	492	33	1,446
Salary Up-grade	136	158	20	314
Rural Allowance	423	1103	20	1,546
Salary Release	871	1,712		2,583
Transfer Acting	234	140	79	453
Transfer Promotion	14	12		26
Temporary Appointment	618	762	331	1,711
Contract	570	713	43	1,326
Re-Engaged	69	23	11	103
Advertisement	126	190	58	374
Confirmation	43	88		131
Retirement	57	43	21	121
Resignation	12	67	2	84

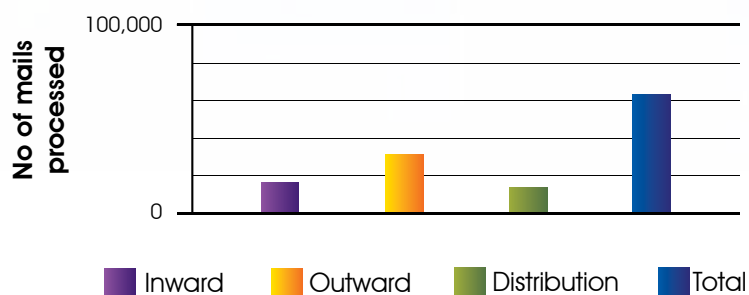
## RECORDS MANAGEMENT UNIT

The Records Management Unit is responsible for the management, recording and distribution of all incoming and the dispatching of all outgoing mails, proper filing and storage of files, distribution and safe keeping of the Annual Performance Assessment Forms of officers in the Ministry of Education.

**Graph 7: APA submission**



**Graph 8: Number of mails processed**



## ETHICS & DISCIPLINARY UNIT

### Overview

The Ethics and Disciplinary Unit of the Ministry of Education, Heritage and Arts plays an important role in ensuring that all cases received are dealt with fairness and consistency according to relevant guidelines and legislations.

### Roles and Responsibilities

The Ethics and Disciplinary Unit plays a vital role in the administration of disciplinary cases. It ensures that:

- Cases of alleged misconduct, unacceptable performance or other acts or omissions considered by the Ministry to warrant consideration of disciplinary action are dealt with consistency and fairness within a reasonable timescale.
- Improvements are encouraged where appropriate
- it facilitates satisfactory standards of conduct and performance

### Achievements

**Table 13: Summary of the status of disciplinary cases for 2014**

CASES	STATUS OF DISCIPLINARY CASES AS AT 31/12/14	CLEARED	PENDING
Court Cases	30	23	7
Police Cases	30	28	2
Deemed Resignations	40	40	0
Warning/Reprimand	19	19	0
Reinstatement	19	19	0
Suspension	43	34	9
Disciplinary Cases Against Children	24	21	3
Termination	35	35	0
Cases Presented at DSB	110	110	0
TOTAL	350	329	21

# CHAPTER 4: PRIMARY AND SECONDARY DIVISION

## PRIMARY EDUCATION

### Roles and Responsibilities

The Finance Section is responsible to:

- Provision of basic education to all in Fiji in partnership with its stakeholders.
- Responsible for planning, coordinating, implementing the education policies pertaining to primary education.
- The Primary Section is responsible for coordinating and facilitating quality delivery of teaching and learning and the administration of primary education in Fiji.
- The specific functions include the following:
  - Provision of Primary School Teachers
  - Administration of Primary Education
  - Administration of Grants and Funds
  - Provision of advisory services
  - Enrolment

### Administration of Primary Education

- Liaison with school managements on appointment of school heads.
- Liaison with funding agencies for school Improvement and Monitoring.
- Identifying schools for upgrading and downgrading.
- Advertising vacant positions and filling the vacant posts through normal processing procedures
- Upgrading of boarding schools.
- Review of the capacity of teacher inputs
- Provision of Primary School Teachers
- Status and Forecast of teacher wastage, recruitment on Temporary, Temporary Relieving (Maternity Relieving) and Contract Conditions.
- Provision of appropriate staff to all Primary schools and Special Schools.
- Provision of pre-service teacher training.
- Confirmation of Primary and Special Education teachers.
- Assist the PPU in advertising and processing of Head Teacher and Assistant Head Teacher positions.
- Recruitment and appointment of teacher graduates.
- Provision and implementation of OLPC program in schools
- Establishment and staffing of infant and new primary schools

### Administration of Tuition Fee Free Grants (TFFG) and Funds

- Fee Free Grants-Free education
- Pre-school Salary Grants
- Pre-school Capital Projects
- Language Teacher Grants
- Executive Teacher Allowance
- Per capita boarding grants
- Work with AMU on building grants
- School Improvement projects
- Transport Assistance Scheme Implementation and Transport subsidy grants (boat & engine)



## Statistics

### 1. Number of existing Primary and Special schools

**Table 14: 2014 Summary of Schools by Education Districts**

DISTRICT	PRIMARY				SPECIAL SCHOOLS			
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total
Ba/Tavua		62		62		2		2
Cakaudrove		66		66		1		1
Eastern		115		115		1		1
Lautoka/ Yasawa	1	82	4	87		3		3
Macuata/Bua		96	1	97		1		1
Nadroga/ Navosa		61		61		1		1
Nausori		115	2	117		1		1
Ra		40	1	41		1		1
Suva	1	77	8	86		6		6
Total	2	714	16	732	0	17	0	17

### 2. Students Enrolment

**Table 15: Primary Education Enrolment by Level and Gender from 2005 to 2014**

Year	2005		2006		2007		2008		2009		2010		2011		2012		2013		2014	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Year 1	10058	9579	9587	8863	9166	8315	9177	8385	9033	8264	9324	8407	9156	8459	9264	8692	9513	9257	9526	8838
Year 2	9649	9023	9474	8555	8765	8189	8879	8244	8832	8023	8859	8220	9187	8510	8979	8496	9349	8813	9448	9089
Year 3	8995	8415	9485	8912	9712	8354	8688	8009	8824	8138	8674	8040	8649	8200	9101	8476	9073	8468	9270	8594
Year 4	9486	8785	9374	8611	8762	8125	8813	8175	8552	7857	8520	8006	8576	7956	8689	8104	9019	8468	8988	8375
Year 5	9635	8850	9543	8790	8908	8274	8875	8395	8831	8020	8614	7809	8489	7929	8525	8021	8684	8048	8914	8391
Year 6	9403	8902	9572	8957	8775	8296	8752	8151	8570	8022	8433	8046	8444	7829	8435	7986	8461	7884	8523	7995
Year 7	9242	9199	9705	9236	9287	8668	8862	8495	8413	7955	8447	7961	8409	7926	8183	7611	8352	8018	8497	7960
Year 8	8823	8793	9082	8932	8916	8590	8983	8800	8440	8116	8127	7886	8321	7989	8179	7797	8276	7664	8312	7952
Total	75291	71546	75822	70856	72291	66811	71029	66654	69495	64395	68998	64375	69231	64798	69355	65183	70727	66620	71478	67194
Overall Total	146837		146678		139102		137683		133890		133373		134029		134538		137347		138672	

**Table 16: 2014 Primary Education Enrolment by Education Level, Age and Gender**

Total	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		YEAR 7		YEAR 8		TOTAL		GRAND TOTAL
AGE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Under 6	760	907	15	22	0	0	0	0	0	0	0	0	0	0	0	0	775	929	1704
6	6470	5885	941	984	60	73	0	0	0	1	0	0	0	0	0	0	7471	6943	14414
7	1918	1736	5805	5629	830	804	65	76	4	7	7	3	5	10	0	0	8634	8265	16899
8	298	258	2197	2063	5442	5423	964	983	45	52	6	10	22	14	3	4	8977	8807	17784
9	39	29	400	315	2382	1926	4883	4822	781	858	104	120	46	47	10	10	8645	8127	16772
10	20	14	51	38	467	313	2470	2066	4789	4761	767	936	70	78	43	48	8677	8254	16931
11	16	8	26	28	64	40	502	362	2608	2251	4372	4368	672	773	88	103	8348	7933	16281
12	4	0	5	7	16	10	75	57	570	383	2507	2060	4199	4222	809	862	8185	7601	15786
13	1	1	8	3	8	4	21	8	87	62	610	406	2547	2218	3927	4074	7209	6776	13985
14	0	0	0	0	0	1	6	1	24	10	117	68	680	427	2410	2037	3237	2544	5781
15	0	0	0	0	1	0	2	0	5	5	28	14	150	86	641	488	827	593	1420
16 and Over	0	0	0	0	0	0	0	0	1	1	5	10	39	29	154	80	199	120	319
Total by Gender	9526	8838	9448	9089	9270	8594	8988	8375	8914	8391	8523	7995	8430	7904	8085	7706	71184	66892	138076
Total by Class	18364		18537		17864		17363		17305		16518		16334		15791		138076		

**Table 17: 2014 Primary Enrolment by Education Districts**

EDUCATION DISTRICTS	MALES	FEMALES	TOTAL
Ba/Tavua	5210	4872	10082
Ra	2830	2605	5435
Lautoka/Yasawa	13055	12344	25399
Nadroga/Navosa	4905	4692	9597
Eastern	4192	3842	8034
Nausori	11407	10726	22133
Suva	17187	16158	33345
Macuata/Bua	7277	6952	14229
Cakaudrove	5120	4702	9822
Total	71,183	66,893	138,076

### 3. Teachers

**Table 18: 2014 Summary of Teachers by Education Districts**

EDUCATION DISTRICTS	MALES	FEMALES	TOTAL
Ba/Tavua	234	248	482
Ra	195	238	433
Lautoka/Yasawa	265	228	493
Nadroga/Navosa	365	540	905
Eastern	334	368	702
Nausori	192	215	407
Suva	361	468	829
Macuata/Bua	109	135	244
Cakaudrove	382	681	1063
Total	2437	3121	5558

## 4. District Offices

**Table 19: Details of the Districts Offices**

No.	DISTRICTS	LOCATION	KEY PERSONNEL	DESIGNATED POST
1	Suva	Senikau House	Mr. Sumiran Pratap	PEO
2	Nausori	River House	Arieta Yauvoli	PEO
3	Lautoka/Yasawa	Rogorogoivuda House	Albert Wise	PEO
4	Ra	Kalawati House	Asenaca Babitu	PEO
5	Cakaudrove	Gulabdas Building	Saimoni Cabelawa	PEO
6	Macuata/Bua	Roqomate House	Kolinio Takali	PEO
7	Ba/Tavua	Koronubu House	Sashi Singh	PEO
8	Eastern	Courts Building	Vani Salauneune	PEO
9	Nadroga/Navosa	Town Council Building	Sera Saladuadua	PEO

## Achievements

### Enrolments

There were 131,621 students enrolled in the registered 726 primary and 17 special schools around the country in 2013 and in 2014 the population has increased to 137,049

### One Learning Device Per Child (OLDC)

The One Laptop Per Child (OLPC) is an ongoing project. The Primary section conducted a research on OLPC on the Phase 1 schools. Most of the schools are utilizing the XOs but there is the ongoing issue of getting teachers for refresher training so they are confident in using it in the classroom. So far Primary Section has given out 2459 XOs to 75 schools.

### Teacher Data-Resignation

**Table 20: Summary of teacher resignation for 01/01/2014 to 19/01/2015**

TPF	SURNAME	OTHER NAMES	APPOINT. TYPE	DATE	SCHOOL
65007	Sami	Rohini Devi	Resignation	23/05/2014	Nasinu Muslim Primary
84291	Nabukabuka	Litiana	Resignation	20/02/2014	Sawani Village School
65037	Kishore	Yogita	Resignation	25/07/2014	Ba Sangam Primary School
82360	Navakaroko	Ratu Sakiusa	Resignation	28/09/2014	Vatuwaqa Primary School
84568	Natoko	Lusiana	Resignation	14/01/2014	Suva S.D.A. Primary School
85818	Singh	Sheenal Sushmita	Resignation	16/05/2014	Rampur Primary School
66573	Singh	Shailendra	Resignation	31/12/2014	Vatuwaqa Primary School
83286	Sauniyaka	Siteri Ranadi	Resignation	3/02/2014	Draiba Primary School
68373	Reuben	Belinda Ratnam	Resignation	31/12/2014	Dudley Intermediate School
54984	Raboiliku	Kiti	Resignation	20/01/2014	Marist Brothers Pri. School
44032	Verma	Nirbhay Singh	Resignation	10/12/2014	Taveuni Central Sanatan Pri.
82407	Colati	Temalesi	Resignation	10/10/2014	Holy Trinity Anglican School



## Free education Grant and Monitoring

All schools were provided with TFFG grant for this year.

**Table 21: Tuition Fee Free Grant Analysis – 2014**

DISTRICT	T1 TUITION	ROLL TERM II	TII TUITION	ROLL TERM III	TIII TUITION
Eastern	\$694,248	8,148	\$719,063	8,195	\$674,120
Suva	\$2,666,160	33,508	\$2,957,046	33,645	\$2,770,087
Ra	\$452,076	5,397	\$467,809	5,481	\$451,009
Nausori	\$1,830,616	22,251	\$1,998,385	22,370	\$1,856,710
Nadroga	\$790,524	9,615	\$872,574	9,121	\$757,043
Macuata/Bua	\$1,181,784	14,339	\$1,214,499	14,390	\$1,189,767
Lautoka	\$2,051,286	25,468	\$2,298,957	25,077	\$2,113,844
Cakaudrove	\$827,904	9,538	\$768,790	9,734	\$807,578
Ba/Tavua	\$831,432	10,257	\$869,841	10,356	\$859,548
Total	\$11,326,030	138,521	\$12,166,964	138,369	\$11,479,706

**Table 22: Boarding Per Capita**

DISTRICT	No. of SCHOOLS	No. of BOARDERS	TERM 1	TERM II	TERM III	TOTAL
Suva	8	205	\$6,150	\$6,150	\$6,150	\$18,450
Nausori	7	371	\$12,650	\$12,650	\$12,650	\$37,950
Ra	11	436	\$13,080	\$13,080	\$13,080	\$39,240
Ba/Tavua	6	213	\$6,240	\$6,240	\$6,240	\$18,720
Macuata/Bua	20	883	\$26,490	\$26,490	\$26,490	\$79,470
Lautoka/Yasawa	10	400	\$12,000	\$12,000	\$12,000	\$36,000
Eastern	24	701	\$20,160	\$20,160	\$20,160	\$60,480
Cakaudrove	14	264	\$7,920	\$7,920	\$7,920	\$23,760
Nadroga	14	597	\$17,910	\$17,910	\$17,910	\$53,730
<b>Total</b>	<b>114</b>	<b>4070</b>	<b>\$122,600</b>	<b>\$122,600</b>	<b>\$122,600</b>	<b>\$367,800</b>



# EARLY CHILDHOOD EDUCATION SERVICE

## Overview

The Early Childhood Education [ECE] section aligns itself to and supports the ministry's mission of providing the total learning and holistic development and needs of the child, namely, social, emotional, physical, spiritual, language and cognitive. In addition, ECE supports the health, nutrition, safety and protection of the young child. This holistic approach will ensure optimum learning development and equips the child with the necessary knowledge and skills for later schooling and lifelong learning.

## Roles and Responsibilities

The ECE section is responsible for coordinating early childhood and pre-school activities which promote the development and improvement of the quality and delivery of ECE services in the country.

The specific functions carried out during the year were:

- Providing professional and administrative assistance to pre-school teachers through visits to ECE centres
- Providing advisory services to ECE management committees
- Conducting community awareness programs
- Coordinating workshops for ECE teachers on the curriculum guideline, Na Noda Mataniciva
- Facilitating ECE centre establishments and registrations
- Facilitating the arrangement and disbursement of furniture, learning resources and equipment to ECE centres
- Facilitating the disbursement of salary grants to ECE teachers
- Facilitating ECE Week in cooperation with the Fiji Early Childhood Teachers Association [FECTA]
- Attending the Pacific Regional Council Meetings and ARNEC World Meetings for ECE.

## 2014 Highlights & Accomplishments

As compared to 2013, the budgetary provision for ECE decreased by \$99,500 with the Equipment Grant allocation reduced to \$500.00

**Table 23: ECE Budgetary Allocation**

YEAR	SALARY GRANT FOR TEACHERS (\$)	EQUIPMENT GRANT (\$)	BUILDING GRANT (\$)	TOTAL (\$)
2010	1,050,000.00	100,000.00	100,000.00	1,250,000.00
2011	1,050,000.00	100,000.00	100,000.00	1,250,000.00
2012	1,300,000.00	100,000.00	100,000.00	1,550,000.00
2013	3,300,000.00	100,000.00	150,000.00	3,550,000.00
2014	3,300,000.00	500.00	150,000.00	3,450,500.00

Major activities carried out in the ECE section in 2014 are:

## BUILDING GRANT (Allocation \$150,000)

A total of 22 existing ECE centres received assistance through this grant for either upgrading purposes or for the building of new classrooms. Processing and disbursement of grants and monitoring site visits to the projects were conducted by the Asset Monitoring Unit.

## FURNITURE, LEARNING RESOURCES AND EQUIPMENT (Allocation \$500.00)

A total of 5 centres were supplied with learning resources. The section also completed the distribution of outdoor play equipment to 9 kindergarten centres.

The following centres were recipients of the learning resources.

- Nadera Rishikul Kindergarten
- Suva Muslim Primary School Kindergarten
- Viti Community Kindergarten
- Mau Primary School Kindergarten
- Navatusila Primary School Kindergarten

## SALARY GRANT (Allocation \$3.3m)

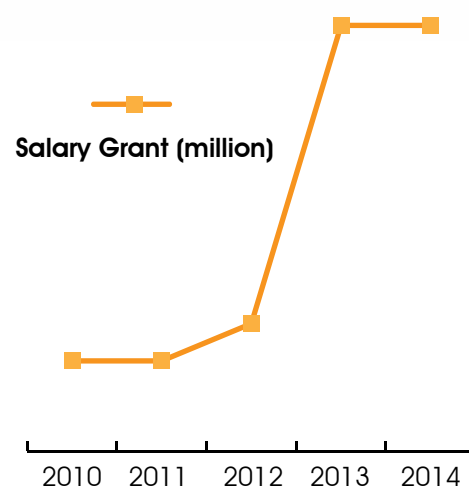
Salary Grant allocation for 2014 was the same as the previous year.

2014 saw a steady increase in the number of teachers applying for salary grants. Salary grants were processed and disbursed to 985 teachers from 794 kindergarten centres.

The salary grant was given out on a monthly basis through the established payroll for ECE.

The new mode of payment started in Term 3, 2013 and in 2014, 985 teachers were successfully included in the monthly payroll. This meant that these teachers had their salary grants deposited into their individual bank accounts.

**Graph 9: Increase in salary grants from 2010 – 2014**



**Table 24: Summary of salary grant payout for ECE teachers by districts**

DISTRICT	CENTRES	No. of Teachers Paid				School Site ( SS)	Stand Alone (SA)
		CAT 1 (LTC/FNU Advanced & HEC In ECE; USP Degree In ECE)	CAT 2 (Dip. & Cert In ECE – USP, MLTC, APTC, Fulton, Champagnat)	CAT 3 (Basic Trained, Non- Qualified ECE Teachers)	TOTAL		
Ra	58	58	13	35	60	23	34
Ba	58	58	32	9	64	48	10
Ltk/ Yasawa	87	87	60	28	147	45	42
Bua/Macuata	114	114	49	39	129	59	55
Suva	113	113	116	41	193	45	68
Cakaudrove	65	65	27	29	69	39	26
Nausori	130	130	83	28	157	84	46
Nadroga	71	71	20	23	65	41	30
Eastern	98	98	40	38	101	75	23
Total	794	794	440	270	985	459	335

## 4. ECE Workshops and Trainings

The ECE section conducted a Workforce Development Training for district education officers who are focal persons for ECE and two workshops on the ECE Curriculum Guideline Curriculum for teachers in the Suva and Nadroga/Navosa districts



**Table 25: Summary of ECE Workshop/Training conducted**

Workshop /Training	Dates	Venue	No. of Participants		Total	Number of Participants from Location Type				
			Males	Females		School Site	Stand Alone	Urban	Rural	Remote
Workforce Development Training for Education Officers	1/5/14	AMU Conference Room	11	1	12			11	1	
ECE Curriculum Training Workshop	16/6/15 – 20/6/15	FTA Hall, Knolly Street, Suva	1	49	50	23	27	13	20	17
	14/7 – 18/7/15	St Joan of Arc Parish Hall, Sigatoka	2	28	50	28	22	23	20	7

## 5. Establishment/Registration of New Centres

Fifty one kindergartens were given approval for establishment and forty eight centres were awarded registration status this year.

**Table 26: Number of new established and registered centres**

	SCHOOL SITE	STAND ALONE	TOTAL
Established	22	29	51
Registered	29	19	48

## ECE Week Celebration: 2/8 – 8/8/14 “QUALITY CHILDHOOD, QUALITY FUTURE”

ECE Week was celebrated throughout the country from the 2nd to the 8th August, 2014. The Theme of the week long celebration was “QUALITY CHILDHOOD, QUALITY FUTURE”

## SPECIAL & INCLUSIVE EDUCATION

### Roles and Responsibilities

- Advise the Ministry on Special and Inclusive Education matters;
- Coordinate and monitor special education activities in special schools;
- Responsible for the development, implementation and evaluation of special and inclusive education policy, curriculum and plans
- Allocate available resources to special and mainstream schools for implementation of special/inclusive education Services and the achievement of successful educational outcomes for students with special needs.
- Consult with donor agencies, special and mainstream schools on matters related to implementation, enhancement and evaluation of special and inclusive education services
- Provide monthly, quarterly and annual reports to the Ministry on activities and progress of special/ inclusive education services.
- Promote awareness and implementation of special and inclusive education in the community at large

The Special Education Unit comes under the Primary Section of the Ministry of Education. There are 15 special schools that cater for primary school students and two (2) vocational training centres specifically for young adults with disabilities. The core function of the Special Education Unit is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country. The Special Education Unit works collaboratively with the nine education district officers in ensuring the effective implementation of inclusive education policy and support for students with special needs in both the special and the mainstream schools.

**Table 27: Special Education Schools Information & Managing Authority**

No.	SCHOOL	REG. NO.	LOCATION	LOCATION	ROLL	HT/KEY PERSON	CONTROLLING AUTHORITY
1.	Early Intervention Centre	2397	Brown Street, Suva	P.O.Box 1152, Suva.	36	Nanise Ravisa	Fiji Crippled children's Society
2.	Hilton Special School	2366	Waimanu Road, Suva.	P.O.Box 1152, Suva.	76	Sita Qeleni/ Deepak Singh	Fiji Crippled Children's Society
3.	Suva Special School	2381	78 Salato Road, Namadi Heights	P.O.Box 896, Suva.	122	Bishwa Sidal	Suva Society for the Handicapped
4.	Fiji School for the Blind	2387	Nanuku Street, Vatuwaqa	P.O.Box 521, Suva.	42	Makereta Musukasau	Fiji Society for the Blind
5.	Gospel School for the Deaf	9948	50 Dhanji Street, Samabula	P.O.Box 17612, Suva.	55	Laisa Raiqueu	Gospel Board of Education
6.	Fiji Vocational Training Centre	2420	FNCDP Complex, 3 Brown Street, Suva	P.O.Box 2262, Govt Buildings, Suva.	67	Jone Robanakadavu	Fiji National Council for the Disabled
7.	Nausori Special School	9832	Natua No: 2 – Vunimono	P.O.Box 1650, Nausori.	42	Sailesh Kumar	Fiji Crippled Children's Society
8.	Levuka Special School	9138	Beach Street, Levuka	P.O.Box 168, Levuka.	21	Ecelina Aditukana	Levuka Society for Handicap
9.	Sigatoka Special School	1733	Vudi Road, Sigatoka	P.O.Box 535, Sigatoka.	54	Paulo Vueti	Fiji Crippled Children Society
10.	Nadi Special School	9661	Nadi College Rd, Nadi Hospital Road,	P.O.Box 1615, Nadi.	108	Shiro Mani Felix	Nadi Society for the Handicapped
11.	Lautoka Special School	3043	Lautoka 63 Evan Street,	P.O.Box 753, Lautoka.	76	Fairul Nisha	Fiji Crippled Children's Society
12.	Sunshine Special School	3047	Lautoka. 3 Kula Street,	P.O.Box 3644, Lautoka.	67	Acura Bai/ Kelera Senibulu	Intellectually Handicap Society
13.	Ba Special School	3076	Varadoli, Ba.	P.O.Box 2819, Ba.	55	Ana Tuiova	Fiji Crippled Children's Society
14.	Veilomani Rehabilitation Centre	9056	Racecourse Rd, Namosau, Ba.	P.O.Box 3431, Ba.	50	Sarwesh Pillay	Methodist Church of Fiji
15.	Ra Special School	9061	Yaratale Rd, Rakiraki, Ra.	P.O.Box 148, Rakiraki	30	Isikeli Naivalulevu	Ra Society for Handicapped
16.	Labasa Special School	1678	Siberia Road, Labasa	P.O.Box 3474, Labasa.	82	Mukesh Chand	Fiji Crippled Children's Society
17.	Nasavusavu Special School	9748	Yaroi Village, Savusavu.	P.O.Box 169, Savusavu.	30	Maria Qilatabu	Intellectually Handicap society

## Achievements

### 1. Increase Access to education

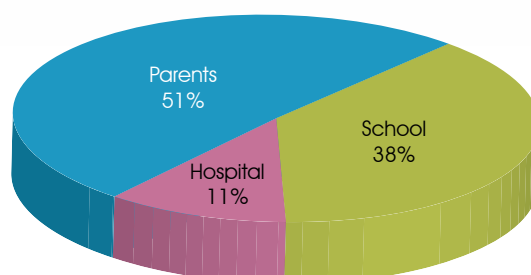
There has been an increase in the number of new students who have enrolled in the special schools. The progressive drop in school roll in the census table indicated the successful integration to mainstream schools as a result of the effective implementation of the inclusive education policy. Census data shows more males than females are now accessing education, not because disability is prevalent in males, but because of the many programs that are male dominated in the special schools, especially in the pre-vocational and vocational department.

**Table 28: Summary of enrolment for special schools 2014**

TERM 1			TERM 2			TERM 3		
Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
518	509	1027	523	502	1025	519	494	1013

## Referral of Students to Special School

Intensive community awareness has resulted in a number of referrals made to the special schools.

**Graph 10: Summary of referrals made to special schools**

## Secondary Integration, Braille & Transcription.

The progress to secondary education continued for some children with visual impairment. Twenty students are under the Integration program. These students either attend primary schools, secondary schools or tertiary institutions. Of these 20 students, three joined Primary Schools, thirteen have joined Secondary Schools and four continued their education at the Tertiary level.

## Classification of students by disability types in special schools for 2014

**Table 29: Number of students' disability types by school**

School Name	Roll	Physical	Speech	Hearing	Vision	Intellectual	Multiple	Autistic	Hyperactive	Down syndrome	Others
Hilton EIC	36	24	15	7	1	13		9	-	11	
Hilton Special	76	36	11	21	2	8	13	-	2	-	
Fiji School for the Blind	42	-	-	-	42	-	-	-	-	-	
Suva Special	122	-	-	-	-	73	26	12	9	11	
Gospel School for the Deaf	55	-	-	55	-	-	-	-	-	-	
Nausori Special	42	4	5	2	2	22	6	5	4	8	
Sigatoka Special	54	5	4	3	2	15	4	7	3	5	-
Nadi Special School	122	8	9	15	3	78	7	8	4	3	-
Lautoka Special	76	15	12	12	2	4	-	10	-	3	25
Sunshine Special	67	-	-	-	-	67	-	12	16	9	-
Ba Special School	55	9	39	4	4	2	2	10	5	3	96
Ra Special School	30	2	3	-	1	21	12	2	4	4	10
Labasa Special	82	22	30	15	3	91	41	2	1	3	2
Savusavu Special	30	1	1	2	-	31	-	2	2	3	1
Norah Frazer School	21	2	6	3	4	24	8	1	2	1	-
Fiji Vocational Training Centre	67	6	4	2	1	27	5	-	-	-	5
Veilomani Rehabilitation	50		26	5	2	45	30	-	-	-	
Total	1013										

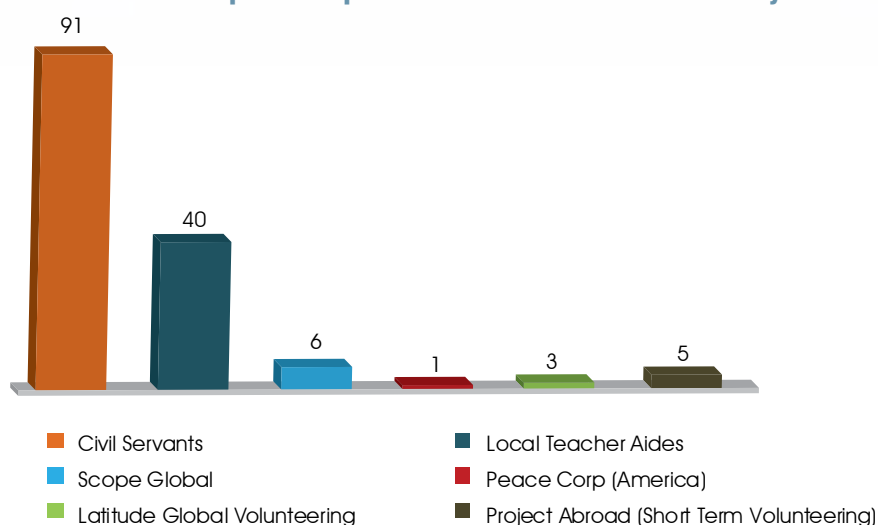
*Note: Students additional needs in other prevalent disability areas are also indicated thus may affect the total figure for some schools.*

## Staffing

The special schools are staffed by primary trained teachers. However as they teach and interact with the students on a daily basis, their confidence and competence increases and this is supported by ongoing professional development workshops and training organized by the Special & Inclusive Education Unit.

All these teachers are civil servants and are paid by government. Local teacher aides are recruited to assist teachers in the classrooms and they are paid by the school managements. Overseas volunteers play a vital role in the special schools as they provide specialist services such as speech therapy, occupational therapy and physiotherapy to the students at no costs. A total of 15 international volunteers provided voluntary services in our special schools in 2014.

**Graph 11: Special Education Staff Summary**



## Grants/Funding

All special schools received the following grants in 2014

A total of \$550,000.00 was allocated to the special education unit for distribution to the 15 special schools and 2 vocational training centres for students with special needs.

- Each school received an average of \$24,000 - \$29,000 as Special Education Grant to assist with the operational costs of the school and to support programs for the students in the school
- Boarding Grants: Four special schools offer boarding facilities and therefore receive boarding grants. These are Hilton Special School, Fiji School for the Blind, Gospel School for the Deaf, and Lautoka Special School
- School Development/Improvement Grants: A total of \$42,000 was paid out to all the special schools. This grant is specifically for the improvement of school facilities and buildings. Kasavu District School (Inclusive School) also benefitted from this grant.
- Salary Grants
- \$30,000.00 was given to Gospel High School and Marist Champagnant Institute to pay for four deaf interpreters. These deaf interpreters provided sign language to the deaf students attending the two schools
- \$20,000.00 was given to Fiji School for the Blind for the salary of two Braille support staff who work with the secondary integration department.

## Training and Capacity Building

### Professional Development

In partnership with AQEP, a series of Inclusive Education awareness workshops were conducted in 7 education districts. School leaders of mainstream schools were the target group of these workshops.



**Table 30: Training workshops on inclusive Education conducted**

District	No. of Trainee	Male	Female	Urban	Rural / Remote	Primary	Secondary	MOE
Bua/Macuata	43	23	20	19	24	40	0	0
Ba/Tavua	55	36	18	17	34	54	2	0
Nadroga/Navosa	40	17	23	26	14	35	5	1
Cakau	40	19	21	22	18	34	6	1
Suva 1	43	33	10	24	19	42	1	1
Suva 2	49	32	17	39	10	40	9	1
Lautoka/Yasawa	58	32	26	36	22	47	11	1
Nausori	53	27	26	27	26	53	0	1
Total	381	219	161	210	167	345	34	6

**Table 31: Training workshop conducted to Special & Inclusive Education teachers**

SPECIALIST AREAS	NO. TRAINED	MALE	FEMALE	MOE	FACILITATOR/TRAINER
Sign Language Interpreters	35	5	30	1	Zane Hema (Wasli - World Association Of Sign Language Interpreters)
Teacher Aides	25	1	24	0	M. Daveta (AQEP)
Special Olympics	37	23	17	1	Simon Kyo (Special Olympics International)
Iep	83	34	49	2	Allied Health Team (Scope Global)
Braille Literacy	14	4	10	1	Fiji School For The Blind
Trainers Of I.E	44	28	16	13	Dr. Umesh (Monash University)

**Table 32: In service training undertaken by special education teachers**

USP ( Bachelor's Degree in Special & Diverse Education)			APTC ( Cert IV in Disability Studies)			OVERSEAS SCHOLARSHIP AUSAID & NZODA(Masters in Special & Inclusive Education)		
Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
0	2	2	4	11	15	2	2	4

**Table 33: Overseas training /conferences**

CONFERENCE/TRAINING	DURATION	ATTENDED BY:
Conference on Autism (Malaysia)	3 days	Director Primary Education-Mr. Raiyawa
Social Welfare for People with Disabilities (Japan)	6 weeks	PS- Mrs. Kumar
ICEVI Education for All (Melbourne)	4 days	SEO Special Ed-Ms Naliva

## Sports

Sports not only enhance students' physical abilities but also improve their social skills and build their self- confidence. FSETA, through WESTCOSE organized the National Games for Children with Special Needs at Lawaqa Park in Nadroga on 15th-16th October, 2014

## Awareness and Advocacy

The following events were celebrated:

- Down Syndrome Day- March 21st
- World Autism Day- April 2nd
- Cerebral Palsy Awareness Month- March
- World Cane Day- October 15th
- International Day for Persons with a disability-3rd December. The Special Education Unit held its Annual Conference and Awards presentation at the Suva Holiday Inn. Special Needs Educators were awarded for their achievements throughout the year. The event was sponsored by the Access to Quality Education Program (AQEP) and officially launched by the Chief Executive Officer, of Pacific Disability Forum, Mr. Setariki Macanawai.

## SECONDARY EDUCATION

### Overview

This section of the Ministry consists of a Director (DSE), a Principal Education Officer (PEOS), 2 Education Officers (EO1 & 2), an Assistant Accounts Officer (AAO) and a Clerical Officer (CO)

#### Roles and responsibilities

The role of the section is to provide optimal staffing resources for secondary schools and promote a committed and competent workforce. The specific functions of this Section include the following:

- Liaise with School Managements on the appointment of school principals.
- Facilitates the appointment of teachers in secondary schools;
- Ensures and monitors that staffing establishments are within the required specifications;

- Reviews related regulations pertaining to the administration of staffing in secondary schools;
- Ensures that tuition fee and per capita grants are distributed fairly and equitably to schools;
- Facilitates the distribution of remission of hostel fees to boarding schools;
- Coordinates with relevant sections on issues related to the provision of quality education to children.
- Monitors service delivery in secondary schools through the various District Offices.

### 2014 Highlights & Accomplishments

#### Student Enrolment

A total of 68,657 were enrolled at Secondary Schools around the country for 2014. This is an increase of 1028 of the total number of students enrolled for 2013.

**Table 34: Secondary Education Enrolment by Level and Gender from 2005 to 2014**

Year	Year 9		Year 10		Year 11		Year 12		Year 13		TOTAL		Overall Total
	M	F	M	F	M	F	M	F	M	F	M	F	
2005	8327	8229	7138	7381	6147	6621	6586	7538	2259	2547	30457	32316	62773
2006	8369	8693	7708	7817	6607	7192	5879	6462	2040	2521	30603	32685	63288
2007	8484	8507	7636	8488	6421	7259	5610	6574	2071	2587	30222	33415	63637
2008	8234	8059	7501	7962	6640	7445	6533	7556	2142	2746	31050	33768	64818
2009	8187	8308	7205	7526	6930	7718	5293	6596	2123	2740	29738	32888	62626
2010	7809	7588	7147	7402	6897	7351	5395	6828	1952	2594	29200	31763	60963
2011	7995	7923	7531	7839	7549	7749	6182	7299	2475	3702	31732	34512	66244
2012	8060	7794	7265	7512	7300	7525	6259	7186	2729	3879	31613	33896	65509
2013	8081	7819	7466	7630	7249	7685	6033	6854	2912	4081	31741	34069	65810
2014	8076	7649	7948	7629	7513	7725	6273	7241	3443	4566	33253	34810	68063

**Table 35: 2014 Secondary Education Enrolment by Education Level, Age and Gender**

Total	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		YEAR 12		YEAR 13		TOTAL		GRAND TOTAL
AGE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Under 13	18	25	38	45	25	21	0	0	0	0	0	0	0	0	81	91	172
13	29	28	108	123	1198	1432	79	103	1	1	0	0	0	0	1415	1687	3102
14	11	1	52	57	3927	3960	1042	1310	58	107	6	2	0	0	5096	5437	10533
15	6	2	18	19	2268	1786	3767	3904	890	1170	122	128	2	4	7073	7013	14086
16	3	0	8	2	512	357	2313	1884	3576	3923	987	1278	48	71	7447	7515	14962
17	0	0	3	0	114	71	618	335	2206	1873	2723	3293	747	902	6411	6474	12885
18	0	0	0	0	27	17	99	67	618	513	1671	1741	1515	2108	3930	4446	8376
19 and Over	0	0	0	0	5	5	30	26	164	138	764	799	1131	1481	2094	2449	4543
Total by Gender	67	56	227	246	8076	7649	7948	7629	7513	7725	6273	7241	3443	4566	33547	35112	68659
Total by Class	123		473		15725		15577		15238		13514		8009		68659		

**Table 36: 2014 Secondary Enrolment by Education Districts**

EDUCATION DISTRICTS	MALES	FEMALES	TOTAL
Ba/Tavua	2666	2669	5335
Ra	1065	1175	2240
Lautoka/Yasawa	6136	6702	12838
Nadroga/Navosa	1672	1862	3534
Eastern	1398	1398	2796
Nausori	6174	5372	11546
Suva	8741	9763	18504
Macuata/Bua	3892	4114	8006
Cakaudrove	1803	2057	3860
<b>Total</b>	<b>33,547</b>	<b>35,112</b>	<b>68,659</b>

## Number of schools by Education Districts

**Table 37: 2014 Summary of Schools by Education Districts**

DISTRICT	SECONDARY				SECONDARY WITH VOCATIONAL				TOTAL
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total	
Ba/Tavua		7		7		7		7	<b>14</b>
Cakaudrove		10		10	1	2		3	<b>13</b>
Eastern	1	5		6	1	6		7	<b>13</b>
Lautoka/ Yasawa	1	13	3	17		7		7	<b>24</b>
Macuata/Bua		15		15	1	9		10	<b>25</b>
Nadroga/ Navosa		9		9		5		5	<b>14</b>
Nausori	2	19	2	23	2	4		6	<b>29</b>
Ra		4		4		3		3	<b>7</b>
Suva	3	25	3	31		8	1	9	<b>40</b>
<b>Total</b>	<b>7</b>	<b>107</b>	<b>8</b>	<b>122</b>	<b>5</b>	<b>51</b>	<b>1</b>	<b>57</b>	<b>179</b>

## Secondary School Teachers

**Table 38: 2014 Summary of Teachers by Education Districts**

EDUCATION DISTRICTS	MALES	FEMALES	TOTAL
Ba/Tavua	192	209	401
Ra	145	138	283
Lautoka/Yasawa	161	136	297
Nadroga/Navosa	291	388	679
Eastern	335	287	622
Nausori	154	149	303
Suva	385	439	824
Macuata/Bua	83	79	162
Cakaudrove	495	687	1182
<b>Total</b>	<b>2241</b>	<b>2512</b>	<b>4753</b>

## Achievements

- 100% Submission of Schools' Audited Accounts
- Two schools, namely Nuku Secondary and Beqa Yanuca had their students sitting Year 13 Examination for the first time.
- Classes commence in Saint Francis College in Ra and Ratu Lalabalavu Secondary school in Mamanuca in 2014.
- Distribution of Tuition done using the Free Education Grant [FEG]
- Submission of Audited Account and Minutes of AGM a prerequisite for the release of Terms 2 & 3 Grants.
- Zoning data gathered to ensure absorption of Year 8 students into Year 9.
- Transport assistance continued in all schools.
- 83 posts were processed for promotions at all levels.
- 76 posts of the 83 new posts approved have been utilized to staff the newly established schools.
- The continued implementation of Conversational Vernacular in all Secondary Schools
- Networking with International Agencies such as JICA and Peace Corps in service delivery.
- 30 Secondary Schools were assisted through the Duke of Edinburgh Drive Award Program for income generating projects

## Transfer Allowance

The Districts ensured that transfers that were carried out in 2014 adequately staffed the secondary schools in the country. A total of \$264 000 was paid out as transfer allowances and travelling expenses in 2014. The table below shows the breakdown:

**Table 39: Transfer allowance and travelling expenses summary**

	INITIAL BUDGET	REVISED BUDGET	UTILISATION	BALANCE
Government	51,000	49,913	47,822.29	2090.71
Non-Govt. Junior	13,000	12,497	12,496.69	0.31
Non-Govt. Upper Secondary Schools	200,000	195,000	192,324.02	2,675.98
TOTAL	264,000	257,410	252,643	4,767





## ASSETS AND MONITORING UNIT

### Executive Summary

The Unit is responsible in ensuring better management and monitoring of capital projects, establishment, registration and recognition of schools. It supports quality schools performance through Standard Monitoring and Inspection; monitoring and evaluations of school plans; enhancing capacities of school management and teachers on Education in Emergencies/Safer Schools.

It vigorously monitors school development grants and provides training in Financial Management for both management and school heads for effective and responsive governance of schools.

The newly established Disaster Management Unit work closely with relevant government Ministries and Donor agencies to proactively address and manage disaster issues as well as to mitigate adversities affecting schools in emergencies and disasters. It also ensures effective coordination of the Ministry's Emergency Operation Centres in emergencies and disasters.

### Functions, Roles & Responsibilities

#### Assets/Development

- The Asset/Development Section is responsible in the continuous improvement strategies of all the schools, in the categories of primary, ECE, Special Education and secondary schools through the provision of finances to assist in the improvement of physical facilities and equipment's, especially in the learning environment, for the realization of the national goals of education.
- Facilitate and pay lease premiums of new leases and renewal of leases in consultation with lessees, TLTB and Department of Lands.

#### Standards Monitoring Unit

- The Standards Monitoring Unit is responsible for ensuring standards in schools through sound and vigorous self-assessment, planning, external inspection visit, reviewing and reporting.
- Their core roles entail building capacity for teachers, school management and the community on Education in Emergencies/Safer Schools and prudent Financial Management measures.
- The section reports directly to the Director Assets Monitoring Unit.

#### Disaster Management Unit

- The Disaster Management Unit is responsible for disaster preparedness and managing risks emanating from emergencies and disasters that directly or indirectly affect children's education.
- Reduce children's emergencies and disasters vulnerability through systematic response planning and effective mitigating strategies.
- Conducting **Safer Schools against Disaster in Education** training to management and school heads whilst encouraging disaster risk education into the school curriculum.
- Coordinating the Ministry's Emergency Operation Centres during emergencies and disasters.

## Achievements of 2014

## ASSETS/DEVELOPMENT

Table 40: Maintenance &amp; Upgrading of Government Schools (\$1,500,000)

GOVT. SCHOOLS (1,500,000)	PROJECT	COST (VIP) \$	ACTUAL (VIP) \$	% UTILISATION AS AT 31/12/14	WORK PROGRESS
Nasinu Secondary	Maintenance Work	571,980.00	448,051.00	78.3	Work Completed. Final completion payment (\$123,929) on hold as directed by OSG
RKS	Electrical Works	16,303.83	16,303.00	100	Completed
Vunisea Secondary	Girls Hostel Repair & A/Block 62 & 92	49,954.29	49,954.29	100	Completed
	Girls Jnr Dorm & A/Block	49,864.00	49,864.00	100	Completed
ACS	Staffroom relocation	29,995.00	29,995.00	100	Completed-7/5/14
	New A/Block (2013 final payment)	9,118.00	9,118.00	100	Completed
	Sick Bay maintenance	36,772.00	33,094.80	90	In progress
Delainamasi Primary	Maintenance Work	34,000.00	34,000.00	100	Completed
LBSS	Maintenance Work	42,200.00	42,200.00	100	Completed
Suva Grammar	Maintenance Work	49,217.40	49,217.40	100	Completed
	Asbestos removal	75,319.00	75,319.00	100	Completed
Sila Central	Maintenance Works TVET Bldg	16,504.73	16,504.73	100	Completed
	T/Qtrs (PVP,AP) maintenance	44,750.00	40,275.00	90	In progress
Labasa College	Maintenance Works	365,706.00	365,706.00	100	Completed
Bucalevu Secondary	Maintenance Works	49,265.00	49,265.00	100	Completed – 15/10/14
Suva Vocational	Maintenance Works	28,406.00	28,406.00	100	Completed
QVS	Maintenance Works-Physic Lab	39,000.00	39,000.00	100	Completed
	Ablution Block upgrading	28,000.00	28,000.00	100	Completed
	Maintenance Works- Bio/Chem Lab	47,000.00	47,000.00	100	Completed
Exams Store room	Maintenance Work	20,000.00	20,000.00	100	Completed
Quality House	Maintenance Work	45,785.00	45,785.00	100	Completed
<b>TOTAL</b>		<b>1,649,140.25</b>	<b>1,517,058.22</b>	<b>92</b>	

**Table 41: Boarding & Building Grant Assistance**

PROJECT ALLOCATION	No. SCHOOL ASSISTED	COMMITTED (\$)	ACTUAL (\$)	% UTILISATION AS AT 31/12/14	WORK PROGRESS
Primary Boarding (\$400,000)	35	400,000	400,000	100	<ul style="list-style-type: none"> <li>Grants released to the 35 schools development account</li> <li>Works in progress</li> </ul>
Secondary Boarding (\$400,000)	13	400,000	400,000	100	<ul style="list-style-type: none"> <li>13 school processing release of funds to school development account</li> </ul>
Junior Building Grant (\$300,000)	5	300,000	270,000	90	<ul style="list-style-type: none"> <li>Grants released to the 5 schools (Beqa Secondary, Vatu vonu SDA, Uluivailili Sec. , South Taveuni &amp; Nuku Secondary)</li> <li>20 % balance remaining &amp; to be released upon work completion.</li> <li>Beqa &amp; Nuku completed</li> <li>Works in progress for others</li> </ul>
Secondary School Building Grant (\$400,000)	9	400,000	400,000	100	<ul style="list-style-type: none"> <li>released of funds to 9 school' s development account</li> <li>20 % balance remaining &amp; to be released upon work completion.</li> <li>Works in progress</li> </ul>
ECE – Building Grant (\$150,000)	18 centres	150,000	150,000	98	<ul style="list-style-type: none"> <li>18 Centres to be assisted –revised final list</li> <li>RIE submitted on 26/5/14</li> <li>All grants released to 18 centres</li> <li>Works in progress</li> </ul>
<b>Total</b>		<b>1,650,000</b>	<b>1,620,000</b>	<b>98%</b>	

**Table 42: Schools on Heritage Sites (\$232,000)**

PROJECT ALLOCATION	PROJECT	COMMITTED (\$)	ACTUAL (\$)	% UTILISATION AS AT 31/12/14	WORK PROGRESS
Heritage Sites Building Grant (\$232,000)	Restoration works Marist Convent Primary School Delana Prim St John College	232,000	0		<p>MWTPU completed scoping works on 17/4/14 and submitted cost estimation.</p> <p>Waiver of tender approved by Finance</p> <p>MOA vetted by OSG &amp; signed PSE</p> <p>MOA with MWTPU for signing.</p> <p>Funds redeployed</p> <p>Work deferred to 2015</p>

**Table 43: Constructions of Infant Schools**

PROJECT ALLOCATION	PROJECT	COMMITTED (\$)	ACTUAL (\$)	% UTILISATION AS AT 31/12/14	WORK PROGRESS
Infant Schools (\$1,200,000)	2x New Infants Sch. <ul style="list-style-type: none"> <li>Wainunu Infant</li> <li>Kavula/ Bainikea</li> </ul>	1,200,000	1,200,000	100	<ul style="list-style-type: none"> <li>MWTPU submitted Cost Estimation of two infant schools on 23/4/14</li> <li>Waiver of tender approved by Finance</li> <li>Contract Agreement vetted by SGO and signed by PSE &amp; PS Works.</li> <li>Paid full amount to MWTPU- 8/8/14</li> <li>Site Works completed at Wainunu</li> </ul>

**Table 43: Constructions of Infant Schools (cont'd)**

PROJECT ALLOCATION	PROJECT	COMMITTED (\$)	ACTUAL (\$)	% UTILISATION AS AT 31/12/14	WORK PROGRESS
Infant Schools (\$1,200,000)	2x New Infants Sch. • Wainunu Infant • Kavula/Bainikea	1,200,000	1,200,000	100	<ul style="list-style-type: none"> <li>Site works to begin at Kavula/Bainikea on 20/10/14</li> <li>Both works near completion-to be complete 2nd week of Jan,2015</li> </ul>
2013 Tender Project	• Nailou Infant	355,000	236,666.67	67	<ul style="list-style-type: none"> <li>Site clearance/meeting with community</li> <li>Contractor to transfer materials to site</li> <li>Yet to start construction</li> </ul>

**Table 44: Water Tanks Assistance (Primary)**

<b>Water Tanks – Primary [80,000]</b>	Primary water tanks assistance	79,545.00	<b>Gurbachan Singh (Northern only)</b> <ul style="list-style-type: none"> <li>33 water tanks delivered &amp; paid.</li> </ul> <b>Rotomould (Central, Eastern &amp; West only)</b> <ul style="list-style-type: none"> <li>69 water tanks paid</li> </ul>
---------------------------------------	--------------------------------	-----------	---

**Table 45: Construction of New Secondary School**

BUDGET ALLOCATION (\$)	SCHOOL	COMMITTED	ACTUAL	% UTILISATION AS AT 31/12/14	WORK PROGRESS
1,300,000	Bau Central College	1,300,000	943,520.24	73	Establishment: approved Lease premium: processing payment Submitted Waiver of Tender on 8/4/14 and approved on the 2/5/14 MOA vetted by SGO and signed PSE & CEO RFMFER Payment: 1(45%) paid to RFMFER on 11/6/14 RFMF: Mobilization(Setting up shed and preparing machines to be transported to the site) Civil Works started on the 5th August,2014 & still in progress
700,000	St. Francis College	332,742.00	332,742.00	100	Establishment : approved Registration : approved with F3 started this year Request of waiver of tender submitted to finance (28/5/14): approved on 11/6/14 MOA vetted by SGO and signed by PSE & PS Works Full payment : paid to MWTPU on 19/9/14 Work completed by MWTPU
	Ratu Lalabalavu Secondary School	367,258.00	367,258.00	100	Establishment : approved Registration: approved with F3 started this year Waiver of Tender: approved on the 6/5/14 MOA: vetted by SGO and signed PSE & PS Works Paid full amount to MWTPU – 26/6/14 Work completed by MWTPU



**Table 45: Construction of New Secondary School (cont'd)**

BUDGET ALLOCATION (\$)	SCHOOL	COMMITTED	ACTUAL	% UTILISATION AS AT 31/12/14	WORK PROGRESS
	Nakorotubu Secondary School				TLTB finalizing the land issue. Draft Master Plan received from school committee and submitted to MWTPU with Phase-1 Building Plans for costing. Site surveyed by MWTPU Processing for Establishment approval Defer to 2015 implementation(PSIP)

**Table 46: School Lease Premium Payment**

SCHOOL	STATUS	REMARKS
<b>Primary</b>		
Lavena Primary School Galoa Village School	Counter Offer	LANDS/TLTB
Vugalei District School Nakoroboya Primary School Uluibau Dist. School Kocoma Village School	Lands	Awaiting Lands confirmation
Nasasa District School Loreto Primary School Nasivikoso Village School Nabaka Primary School Viria District School Ratu Ravuama Memorial School Lamiti \Malawai Primary School Naloto District School	Paid	Paid to TLTB
Nelson Palmer Memorial SDA School	Accounts	Request approval for payment 28/10/14 - approved now with Acc. Payment done on the 2/12/14
<b>Secondary</b>		
Seaqaga Central College.	Counter Offer	LANDS/TLTB
Wainimala Secondary School Bau Central College Rt. Lalabalavu Memorial School	Paid	Paid to TLTB
Nadarivatu High School Yanuca Secondary School Nakorotubu Secondary School	Lands	Awaiting Lands confirmation

## STANDARDS MONITORING UNIT

### School Planning Workshop

The School Planning workshop was conducted to thirty-six ECE Teachers and thirty-one School Managers in Levuka, Koro and Kadavu schools in the Eastern Division this year.

The Standards Monitoring Team also facilitated the School Planning session to about ninety-seven teachers from the four divisions during the Future Leaders Program implementation on the first week of December, 2014.

**Table 47: Summary of Finance Management representatives in Schools Training**

DISTRICT	SECONDARY SCHOOLS REPS (P/VP)	PRIMARY SCHOOLS REPS (HT/AHT)	MANAGEMENT (MANAGER/TRES./ SECRETARY)	GENDER		TOTAL PARTICIPANTS
				Males	Females	
Ra	7	42	64	83	30	113
Ba/Tavua	15	61	81	114	43	157
Nadroga/Navosa	16	60	103	141	38	179
Suva	32	71	134	160	77	237
Macuata /Bua	25	98	123	181	65	246
Cakaudrove	13	64	146	151	72	223
Eastern	14	116	170	236	64	300
Nausori	27	112	144	224	59	283
Lautoka/Yasawa	21	80	79	134	46	180
Total	170	704	1044	1424	494	1918

## Safer Schools

The Safer Schools workshop was also conducted to thirty-six ECE Teachers and thirty-one Schools Managers in Levuka, Koro and Kadavu schools in the Eastern Division this year.

**Table 48: Summary of the External School Review Inspection Visits**

DIVISION	EDUCATION DISTRICT	No. of TARGETED SCHOOLS	No. of SCHOOLS VISITED	TOTAL	BUDGETED ALLOCATION FOR DISTRICTS	BUDGET EXPENDED
Central	Suva	40	42	42	\$10,000.00	\$9,995.42
	Nausori	49	30	30	\$10,000.00	\$4,459.86
Western	Nadroga/ Navosa	24	17	17	\$10,000.00	\$2,992.83
	Lautoka/Yasawa	36	14	14	\$12000.00	\$6,358.00
	Ra	17	12	12	\$6000.00	\$4,301.15
	Ba/Tavua	26	26	26	\$7000.00	\$5,000.00
Northern	Bua/Macuata	40	40	40	\$12000.00	\$11,455.79
	Cakaudrove	26	26	26	\$10,000.00	\$8,272.00
Eastern	Eastern	42	50	50	\$35000.00	\$42,916.86
ESRI W/shop					\$50,000.00	\$66,104.05
CDU Visit					\$25,000.00	\$25,834.27
Prin (ERC)					\$4,000.00	\$4,000.00
Incidental					\$9,000.00	\$23,500.72
TOTAL	86%	300	257	257	\$200,000.00	\$215,190.95

## DISASTER MANAGEMENT UNIT

A total of 167 schools had been identified by the Ministry of Education from 6/10/14 – 15/10/14 as drought stricken schools. These schools have suffered under the drought like condition that has gripped Fiji. The 167 schools were re assessed by the technical working group and it was discovered that 39 schools are still having an issue in providing safe drinking water for students and as well as having an adequate supply of water for WASH facilities.

## ACTION PLAN

The Plan of Action was developed by the technical working group of the Education Cluster.

**Table 49: Summary of the Affected Schools by Education Districts**

EASTERN	LAUTOKA/YASAWA	MACUATA/BUA	BA/TAVUA	CAKAUDROVE	NADROGA/NAVOSA
Komo Village Vabea Dist Sch	Naviti Dist, Rt Apenisa Mem, Nasomolevu Cath, Rt Naivalu Mem, Bouwaqa Pri, Bukama Village Sch, Rt Namasi Mem, Rt Meli Mem, Namara Village Sch Yasawa High Sch	Kubulau Dist, Nagigi Pri, Lekutu Dist, Rt Luke Sec, Udu Dist, Druadrua Dist	Savatu Pri, Rabulu Sanatan, Koronubu Sangam, Sarava Sanatan Ba Meth. High Sch	Tunuloa Cath., Batirilagi Dist, Batibalavu Dist, Nasinu Dist, Naweni Dist, Vuna Dist, South Taveuni Pri, Naiviivi Pri South Taveuni Sec	Navatusila Dist, Mamanuca Pri, Malolo Dist, Mana SDA Pri, Nawaicoba Dist, Nawai Sec, Thomas Baker Sec
2	10	6	5	9	7
<b>TOTAL: 39 Schools</b>					

**Table 50 Summary of Donor Agencies and Support type**

DONORS	ITEMS/ACTION	EST. COST	SCHOOLS	DISTRICTS	NOTES
<b>UNICEF</b>	Water Tanks Rain Water Harvesting Systems	\$54,900	(12)	Nausori, Ra, Yasawa	These schools were not part of the 39 identified as they were assisted before the re-assessment
<b>AQEP /DFAT</b>	Water tank system Sets of Hygiene Kits (Rainwater Harvesting, Training, Compost Toilet)	\$100,600	25	Lautoka/Yasawa, Macuata/Bua & Cakaudrove	AQEP leading implementation
<b>SCF</b>	Comms and Monitoring	TBC	N/A	N/A	Delivered through Heath and WASH Cluster
<b>Live &amp; Learn/PRRP</b>	Water tanks & Rainwater Harvesting	\$18,000	7	Nadroga/Navosa	Budget is in development
<b>Embassy of Japan</b>	Rainwater Harvesting	TBC	7	Eastern, Ba	Awaiting response
<b>TOTAL</b>		<b>\$182,000</b>	<b>51</b>		
<b>MOE</b>	Carting Water	\$43,000	14		

## Response

### UNICEF

A total of FJD 54,900 was provided by UNICEF to the Ministry of Education to assist the 12 drought stricken schools. All the 5 Nausori schools have been attended to; the 5 Ra schools will be attended to soon. As for the 2 Yasawa schools, assistance will be provided depending on the availability of boats.

### AQEP/DFAT

A total of FJD 100,600 was agreed by AQEP to assist the drought stricken schools. AQEP assist the affected schools directly depending on the type of assistance the school's needs.

### LIVE & LEARN/PRRP

Approximately a total of FJD 18,000 was pledged for by PRRP to assist the Nadroga/Navosa schools affected by the dry weather. Island Schools have also made arrangements with management of hotels nearby to assist in the transportation of Water Tanks to their schools.

## FIJI TEACHERS REGISTRATON AUTHORITY (FTRA)

The FTRA is in its final year of implementation before preparing itself for its first phase to become Fiji's first National Teachers Registration Authority. The promulgation which was promulgated by His Excellency the President with its subsidiary regulation approved by the Cabinet in 2009 has already been now changed into the Fiji Teachers Registration Authority Amendment Decree. The Secretariat Services have already submitted the legal document to the Solicitor General's Office and Cabinet and currently awaits approval. The document will now be known as the Fiji Teachers Registration Authority Amendment Decree 2014. The intention now is to have entirely a new legislation, new structure with its relevant professional appointments to carry out its new role.

### Roles and Responsibilities

The main function of the FTRA is to:

- Register qualified teachers to teach in Kindergarten, Primary and Secondary schools in Fiji.
- Register qualified educators in training institution to intending kindergarten, primary and secondary teachers.
- Register training institutions who intends to allow teacher trainee practice in schools.
- Work with employing authorities, training institutions and other relevant social partners regarding the standards of courses offered should be acceptable for the purpose of teacher registrations and advise the Minister.
- Undertake relevant review and recent project for the purpose of Teacher Registration in Fiji.
- Carry out necessary professional development and induction program for teachers.

### Achievement

#### Strategic Activities (Legislation)

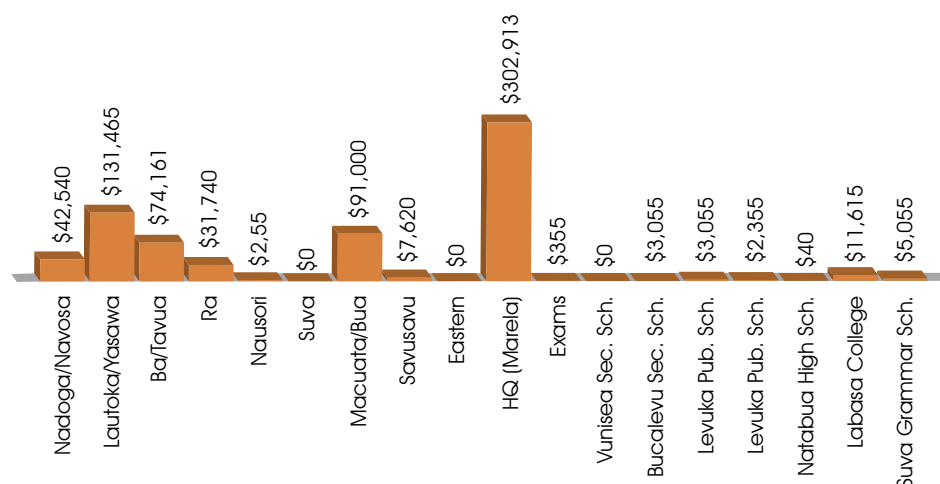
- Cabinet has approved the divestment of FTRB as an independent government authority, paving the way for the drafting of Fiji's Teachers Registration Amendment Decree 2014 to cater for the new status
- Completed the consultation and the drafting of Fiji's National Teachers Registration Amendment Decree 2014 and submitted to Solicitor General's Office.

#### Operational Activities (Administration)

- FTRA office is now fully functional with staff and resources.

### Revenue Collection Update

**Graph 12: Summary of Revenue collected**





All teachers are registered under the following categories: **Practicing Teachers, Teacher Educators and Teacher Administrators**. The status given was **Provisional holder** – those teachers who had applied for the first time and teachers who only had the academic qualifications without teaching qualifications.

For **Full Registered** teacher sometimes known as registered teacher refer to all practicing teachers, teacher administrators and teacher educators who has both the academic qualification, professional qualification and has completed one year of teaching services.

Another group was referred to as **Special Authority to Teach (LATT)** which is commonly given to practicing teachers who may not have the qualification but may have special skills to teach which include language teachers, teacher trainees, sports teachers, culture teachers, technical teachers. Music teachers, religious education teachers, kindergarten teachers, teacher librarian, local and overseas volunteers etc.

## Registration Summary

**Table 51: Registration summary for 2014**

TEACHER TYPE	REGISTRATION TYPE		
	LATT	Provisional	Full
Primary	-	573	549
Secondary	-	566	293
Teacher Educators	-	-	86
Teacher Administrators	-	-	161
ECE	500	-	-
Volunteer	5	-	1
Religious	9	1	-
Language	27	2	1
Culture	-	-	-
Trainers	3	-	-
Coach	3	-	-
PEMAC	2	1	1
Teacher Aides	6	1	-
Vocational/Technical	5	25	-
Special Education	4	-	-
Attachee	8	-	-
Helper	3	-	-

There are a few challenges which the Authority needs to address. This includes transportation problems to assist us in our visitation program to schools. Other challenge includes our limited budgetary allocation which hopefully would be addressed in the near distant future. All funds that we collected from registrations conducted are deposited into the state's consolidated accounts.



## CHAPTER 5: PROFESSIONAL DIVISION

### CURRICULUM ADVISORY SERVICES (CAS)

#### Overview

The CAS section comprises the following units:

1. Primary Curriculum
2. Secondary Curriculum
3. Careers
4. School Broadcasting Unit
5. Education Resource Centre

The CAS section was instrumental in the review of the National Curriculum Framework which is a great milestone for the Ministry. In addition, another milestone is the revision of the syllabi to align to the NCF and the development of its resources which is its main core function. This has created history whereby there's a paradigm shift towards learning and teaching and the focus is on the learner and ultimately to make Fiji a knowledgeable society.

### CURRICULUM ADVISORY SERVICES PRIMARY

#### Key Functions

The specific functions carried out by the CDU (Primary Section);

- Design, develop, and review the primary syllabi
- Plan and conduct in-service training of primary school teachers on new content and teaching & learning pedagogies
- Provision of professional advice to teachers through school visitations
- Development of teaching and learning resources
- Development of the Common Assessment Tasks
- Moderation of the Class 8 Common Assessment Tasks
- Monitoring of Classes 1-8 CBAs
- Design and review Internal Assessment guidelines and relevant materials
- Design, moderate and review External examination for Y6 & Y8 and final standard examination for Y7 Develop resource materials to be in line with the syllabi that has gone out to schools as support materials
- Plan and conduct workshops for workgroup to see the quality of the materials given out to schools
- Dispatch and monitor textbooks to schools

Other roles and responsibilities are:

- The formulation of its Annual Business Plan in alignment to the Unit's Business Plan
- Develop section Annual Work Plan
- Prepare Monthly and Annual Reports
- Conduct of research on teaching and learning resources and teaching pedagogies
- Plan and design ESD initiatives such Conversational Language Programmes, CE, HPS, FinEd, Fire Safety, Environment Education, etc.
- Conduct professional development to primary teachers through training and workshops
- Conduct community awareness to stakeholders through school based sessions
- Analyze data and prepare reports on workshops, school visits, surveys and other related activities carried out by the officers.
- Conduct induction for new officers
- Preparation of Acquittal detailed reports on the visits taken.
- Attend to the administrative need of primary schools
- Attend to correspondence that needs immediate attention

## CURRICULUM ADVISORY SERVICES SECONDARY

### Roles and Responsibilities

The main functions of the Curriculum Advisory Services is to provide, facilitate and promote quality in the curriculum and excellence in the teaching and learning of the subjects offered at secondary levels and Vocational centres. In addition, it also ensures the provision of quality, responsive and relevant curriculums for all the children in Fiji.

### Curriculum Development Unit (CDU)

The specific functions carried out by the CDU (Secondary)

- Design, develop and review the primary and secondary syllabi
- The mounting of in-serving training of secondary school teachers, upgrading them on content and teaching & learning strategies
- Provision of advices and assistance to teachers through school visits
- Design and review Internal Assessment guidelines and relevant materials
- Preparation of the Annual Procurement Plan
- Development of resources including textbooks
- Preparation of Standard Annual Examination Papers in Years 7 ,8 ,9 and 11
- Preparation of External Examination papers in Years 6 , 10 ,12 and 13.
- Identifying and submitting names for external examination markers panel.
- Vetting of examiners report for external exams

Other roles and responsibilities include:

- the development of its section Annual Work Plan
- Preparing Monthly and Annual Plans
- Conducting research's on teaching and learning resources and teaching pedagogies
- Plan and design ESD initiatives such Conversational Language Programmes, CE, HPS, FinEd, etc
- Conducting professional development to secondary teachers through training and workshops
- Conducting community awareness to stakeholders through school based sessions
- Analyzing data and preparing of reports on workshops, school visits, surveys and other related activities carried out by the officers
- Liaise with other NGO's and government on projects on offer
- Conduct induction for new officers
- Preparation of Acquittal detailed reports on the visits taken
- Attend to correspondence that needs immediate attention

### Achievements

- Integration of FinEd in Commercial Studies, Accounting, Economics, English, Mathematics and Social Science prescriptions
- Curriculum and Assessment Workshop was conducted for all secondary subject teachers
- A one-day workshop was conducted simultaneously in the 6 workshop centers for all Principals and on their roles and responsibilities in the implementation of NCF in their respective schools and districts.
- Submission of 2014 Fiji Y12 and Fiji Y 13 Examiners and markers panels to EAU
- Climate Change Curriculum workshop was conducted to integrate CC concepts in to all Science and Social Science prescriptions.
- Moderation and review of all FY12CE and FY13CE papers
- CDU/TVET Curriculum Development Workshop for one week at Nadave to review curriculum for all subject areas.
- District/National Moderation of all Year 10 CATs for all subject areas.
- Extrapolation of Internal (CAT) marks
- Review of syllabi in all the subjects up to year 11 level and some in Year 12

## New Textbook Developed

**Table 52: Summary of Textbooks developed in 2014**

TITLE OF TEXTBOOK	YEAR	SUBJECT
Year 9 &10 Drama Activity Book	10	English
Mathematics –Year 10 Textbook	10	Mathematics
Science Book 2 –Lower Secondary	10	Basic Science
Global Perspectives Local Interaction	10	Social Science
Commercial Studies-A smart Approach for Students	10	Commercial Studies
Paranvi Year 9 &10	10	Hindi
Anwaare – Urdu	10	Urdu
Nanuma Lesu 4	10	Vosavakaviti
Farao 2	10	Rotuman Language
English Communications –Year 11	11	English
Year 11 Mathematics	11	Mathematics
Nanuma Lesu 5	11	Vosavakaviti
Year 12 Physics	12	Physics
Year 11 Chemistry	11	Chemistry
Biology for All	11	Biology
Year 11 Accounting –A New Dimension	11	Accounting
A Direct Approach –Year 11 Economics	11	Economics
A Direct Approach – Year 12 Economics	12	Economics
Imaging The Pacific	12	History
Diplomacy and Fiji	12	History
An Introduction To Human Geography	11	Geography
Hope –Teachers Guide- Year 9 –Year 13	9-13	Family Life Education
Print Making Years 9 -10	10	Art & Craft
Performing Arts –Teachers Guide for Years 9 &10	9-10	Art & Craft

## Overseas Training

**Table 53: Summary of Overseas training attended by CDU Officers (Secondary Section) in 2014**

WORKSHOP/SEMINAR MEETING	OFFICER ATTENDED	VENUE/COUNTRY	DURATION
Diffusion of self-sustaining training on mathematics education in secondary schools in pacific island states	Shiek Mohammed Masud	Naruto University, Japan	May 21st to July 5th, 2014
Environmental education	Elena Seninawanawa	Kitakyushu, Kyushu, Japan	May 25th to July 4th 2014
Training workshop on innovative teaching & learning of science through inquiry – based science education (ibse) for teacher trainers from Asia – pacific region.	Ruci D. Koli - Soko	Yogyakarta, Indonesia	November 17th to 22nd, 2014
Globalization and language education	Venina Inoke	Sommerset Palace, South Korea	3 days 11 – 13 August, 2014
Professional development for science educators in the pifs and Latin American countries.	Tarisi Yauviri Tawake	RECSAM Institute, Penang, Malaysia	10th – 28th November, 2014



## Local Training

Table 54: Summary of Professional development /Trainings attended locally

OFFICER [NAME – DESIGNATION]	PD TITLE/COURSE	WHERE/DURATION
Ruci Soko SEO – Basic Science	1. FinEd 2. Climate Change Training for Trainers 3. SPBEA 4. Writers Workshop 5. IBSE Training	1. Holiday Inn – 2 days 2. Nadave – 4 days 3. St Joseph – 4 days 4. Lagoon – 5 days 5. Indonesia – 6 days
Serasesini Betei SEO – Commerce	1. FinEd 2. Culture Workshop 3. SPBEA 4. Writer's Workshop 5. KAB	1. Tanoa Plaza – 2 days 2. UNDP – 3 days 3. St Joseph's Sec – 1 day 4. Lagoon – 5 days 5. Tanoa Plaza – 7 days
Sunia Ragede SEO – Vosa Vakaviti	1. SPBEA 2. Writers Workshop 3. Culture Workshop	1. St Joseph's Sec – 2 days 2. Lagoon – 5 days 3. Tradewind Hotel – 2 days 4. Raintree Lodge – 2 days
S M Masud SEO – Maths S M Masud SEO – Maths	1. FinEd 2. Culture Workshop 3. SPBEA 4. Media Watch Workshop 5. Examination/Assessment Workshop 6. Formative Testing in Fiji	1. Tanoa Plaza – 2 days 2. Novotel – 2 days 3. Jai Narayan – 2 days 4. YMCA – 2 days 5. FTA Hall – 2 Days 6. Holiday Inn – 2 days
Ramesh Chand	1. Examination/Assessment Workshop 2. FinEd (RSC) – HOD Languages 3. Unpacking CLOs	1. Holiday Inn - 2 days 2. Catholic Hall Nsri – 2 days 3. FTA Hall – 2 days
Elena Seninawanawa SEO – Biology	1. Induction Workshop 2. Examiner's & Moderator's Workshop 3. SPBEA-Assessment for Improved Learning 4. SPBEA-Support Workshop 5. Environmental Education 6. Health Symposium 7. Media Watch Workshop 8. Climate Change Training 9. Climate Change Negotiation Workshop	1. Marela Hse – 1 day 2. FTA Hall – 2 days 3. Jai Narayan – 3 days 4. SJSS – 3 days 5. Kitakyushu-Japan – 6 wks 6. Holiday Inn – 2 days 7. YWCA – 2 days 8. Nadave – 1 week 9. Foreign Affairs – 2 days
Sisilia Vurewa SEO – Social Science	1. Induction Workshop 2. FNU Curriculum Workshop 3. Distance Learning 4. Climate Change Scoping 5. SPBEA 6. Writers Workshop 7. Media Watch 8. Culture Workshop 9. H Tutorial 10. Climate Change	1. Marela House - 1 day 2. FNU Campus Lika – 3 days 3. SBU Studio – 1 day 4. TEST ½ day – ½ day 5. St Joseph's all : 22nd – 28th March. 6. Lagoon Resort – 3 days 7. YWCA – 2 days 8. Novotel – 2 days 9. GTC, Nasese – 5 days 10. Nadave – 5 days
Eparama Veivuke SEO – History	1. Climate Change Training for Trainers 2. Consultation Workshop on Curriculum Alignment	1. Nadave – 4 days 2. Holiday Inn – 1 day

**Table 54: Summary of Professional development /Trainings attended locally (cont'd)**

OFFICER [NAME – DESIGNATION]	PD TITLE/COURSE	WHERE/DURATION
Emosi Lutunaika SEO – Maths 2	1. Media Watch Workshop 2. College of Foundation Studies W/shop 3. Syllabi Writing (Unpacking)	1. YMCA – 2 days 2. Holiday Inn – 1 day 3. FTA Hall – 1 day
Waisake Tuicakau	1. SPBEA 2. SPBEA 3. Media Watch 4. Writers Workshop	1. Jai Narayan – 2 days 2. St Josephs – 2 days 3. YMCA – 2 days 4. Lagoon – 3 days
Maikeli Savena SEO – FLE	1. Media Watch 2. Syllabi Workshop on Unpacking 3. SPBEA 4. Writer's Workshop 5. HIV/Aid – MoH 6. Induction Workshop	1. YMCA – 2 days 2. FTA Hall – 1 day 3. Jai Narayan – 2 days 4. Lagoon – 3 days 5. Nadave – 3 days 6. Marela – 1 day
Sunita Deo	1. FEMIS Workshop 2. CE Workshop 3. School Based PDs	1. LBSS – 2 days 2. TEST Office – 5 days 3. Yat Sen Sec – 20 hours
Abdul Shah SEO – PEMAC	1. Future Leaders – Phase 2 2. Media Watch Workshop 3. Formative Testing in Fiji 4. H Tutorials 5. Planning Workshop 6. Unpacking of CLO (Syllabi)	1. Lautoka – 1 week 2. YMCA – 3 days 3. Holiday Inn – 1 day 4. Agriculture Conference Room – 1 month 5. FTA Hall – 1 day 6. FTA Hall – 1 day
Sikiti Sukanavere Saukuru	1. FEMIS 2. FinEd Awareness-Year 11 3. Media Watch Workshop 4. FinEd Retraining 5. APA 6. Moderators' Workshop	1. CSS – 1 hour 2. LBSS – 3 days 3. LBSS – 2 days 4. Cathedral – 1hr 5. FTA Hall - Internal Here 6. FTA Hall – 1 day SPBEA

## CAREER EDUCATION

### Overview

The careers activities and initiatives carried out this year are aligned to the Ministry's vision, mission and the 2014 theme to 'embrace excellence' in everything that we do for the betterment of education for all Fijian children.

### Roles and Responsibilities

The core function of the Unit includes the following:

- Develop curriculum resources
- Conduct workshops for teachers
- Organize careers activities such as expositions, career talks and student interviews
- Conduct career guidance and counseling for students and parents

In 2014, the Unit was tasked to participate in the Ministry's Roadshow with other sections of the ministry. We also assisted in the dissemination of TSLB scholarship and Loan scheme information. Brochures, posters, games, book marks, eco-bags and banners were also disseminated to all the divisions in Term 1. Due to transport constraints, we were not able to reach all the schools in Lau.

**Table 55: Summary of careers expositions and expenditure incurred**

NO	DATE	EVENT	COSTS	NO. ATTENDED
1	6/6/14	RSMS Expo	\$199-00	2536
2	13/6/14	Vashist Muni Expo	\$259-00	1145
3	19/6/14	Rabi High School Expo	\$961-00	894
4	7/7/14	Koro High School Expo	\$1277-00	435
5	18/7/14	Penang Sangam College Expo	\$359-00	1285
6	12/9/14	Queen Victoria School Expo	\$349-00	1205
7	16/8/14-23/8/14	Hibiscus Expo	\$6,414-00	324
TOTAL		7 organized expositions	\$9,818-00	7,824 people

Other Careers activities included the following:

ACTIVITY	DATE	NO. ATTENDED
Term 1 MOE Roadshow	27/1/14- 25/3/14	2,324
Laselevu Wainimala Government Roadshow	28/5/14-29/5/14	643
Adi Cakobau School Y10 Career Talk	18/10/14	170
Tabacakacaka Nabua Sunday School Rally	Term 2	780
Nehru Memorial Primary School	11/10 /14	65
GSC Exhibition	27/10/14 -1/11/14	267
Total		4249

## Highlights & Accomplishments

- Attended Careers scope and sequence workshop at the Lagoon Resort for the integration of Career concepts in all subjects from Y9 -Y13 according to the 2013 NCF
- Conducted Careers Education workgroup workshop for Counselors and teachers on the 14/2/14-15/2/14 and developed subject brochures for Y9-13
- Consultation work with SEO ECE and SEO Special Education to address inclusivity in the Careers Syllabi for FALD
- Conducted Careers Education Survey on the effectiveness of career education in Secondary Schools in Term 2
- Received 1,200 copies of ILO Career Guide to support teaching & learning coverage. 24 schools piloted the text which was launched at the 2014 Counselors workshop organized by Unifiji
- Careers education proposal paper prepared but is yet to be presented to senior staff
- Careers budget proposal was prepared and submitted seeking the reinstatement of Careers posts and request for a mobile vehicle still pending.
- Increase in Career budget allocation. The career budget for 2015 showed an increase with two segments to deliver Careers Services effectively:
  - i. Careers Expo allocation increased from \$5,000 to \$20,000
  - ii. Publication, reprinting costs increased from \$10,000 to \$30,000
  - iii. All other allocations remained the same
- Careers Consultation with Stakeholders on Careers as a Perspective from ECE- Y13 Syllabi- 24/12/14
- Curriculum Council meeting to present careers syllabi and Careers textbook: 'My Life At School' for approval 7/1/15

## EXAMINATIONS AND ASSESSMENT UNIT

### Roles and Responsibilities

The Examinations and Assessment Unit (EAU) is responsible for the administration of the national Literacy and Numeracy Assessment (LANA) program in Years 4, 6 and 8 by ensuring the construction of quality test items, compilation of the test scripts, printing and dispatch of test scripts and answer keys, provision of a clear test administration procedures and generating reports for all primary schools and key stakeholders.

The Unit also facilitates the proper conduct in the general administration, results processing, certification and reporting of all the external national examinations. This involves coordinating all the examination processes and functions involved while ensuring compliance with the Ministry's policies, security regulations and to international best practice procedures.

### ACHIEVEMENTS

#### 1. LITERACY AND NUMERACY ASSESSMENT (LANA)

In the fifth year of its administration as an internal assessment component, LANA was successfully administered in 99% of primary schools that registered. The Head Teachers of the participating schools had played a very important role in the administration and returning of answer sheets to EAU. This contributed to the timely processing of the LANA reports which were despatched to the schools.

The EAU/CDU team conducted a series of a two day workshops for Year 8 teachers on LANA and Literacy and Numeracy Strategies (LANS). Although there were no donor agencies providing the funding, these workshops were possible through the EAU expenses.

##### 1.1 LANA and Literacy and Numeracy Strategies (LANS) Workshop

A total of 587/729 schools (81%) participated in the LANA/LANS Workshop 2014 while a total of 598 teachers attended the workshop. The attendance generally remained the same when compared to 2013.

The aim and objectives of the workshop were as follows:

To empower the teachers to use the LANA Analysis effectively as a diagnostic tool and to identify effective strategies to improve students' Literacy and Numeracy skills.

### WORKSHOP OUTCOMES:

- Understand the new direction on assessment.
- Use LANA as a diagnostic tool for assessment for learning.
- Acquire skills on remedial strategies for remedial intervention (LANS) at individual and school levels.
- Use an integrated approach to teach and assess Literacy and Numeracy skills.
- Monitor the improvement in the Literacy and Numeracy skills.

##### 1.2 LANA Item Writing Workshop

The LANA Item Writing Workshop is scheduled on an annual basis as part of the EAU work plan to ensure that new items are prepared for the LANA Trials. This will also ensure that the Item Bank for both Literacy and Numeracy will continue to be replenished to avoid over testing certain items.

The 2014 LANA Item Writing Workshop was held from 6th to 8th August at the Marela House Conference Room. Overwhelming support was received from the schools invited as we had more than 100% attendance. Out of the 25 schools that were invited from the Suva Education District, all the 25 schools attended while one school sent 2 participants, which means 26 out of 25 teachers participated.



## Output of the Workshop

At the end of the workshop all items were collected and a stock take was done. Outlined below is a summary of the total items written at the workshop.

**Table 56: Summary of Items written in the LANA Workshop conducted**

	LITERACY	NUMERACY	TOTAL
Year 4	114	182	296
Year 6	207	218	425
Year 8	171	245	416
Total	492	645	1137

### 1.3 LANA Trials

The LANA Trial Test was conducted on **17th November 2014**. The purpose of the trial was to determine whether the questions were appropriate / suitable for the level being assessed and to determine whether they were good or bad items. After analysis the good items are usually used in the LANA test the following year.

Twelve schools in the Suva District participated in the LANA Trial Test 2014. The table below shows a summary of the total number of scripts received for each version/level/subject during the LANA Trial 2014.

**Table 57: Summary of the total number of items trialed in Literacy and Numeracy for 2014 is given below.**

Literacy	306
Numeracy	281
Total Items Trialled	587

### 1.4 LANA Enrolment Figure

**Table 58: FILNA/LANA Enrolment Figures 2008 – 2014**

YEAR	2008	2009	2010	2010	2011	2012	2013	2014
No. of Students	25 203	22 561	42 994	42 994	47 582	48 178	49 115	50 743
No. of Schools	472	456	710	710	725	728	727	722

**Table 59: LANA Enrolment figures by District and Gender for Each Class – 2014**

DISTRICT	NO. OF SCHOOLS	CLASS 4		CLASS 6		CLASS 8		TOTAL
		Female	Male	Female	Male	Female	Male	
Ba – Tavua	62	62	692	598	618	583	621	3714
Cakaudrove	65	65	680	588	615	548	599	3592
Eastern	113	113	524	470	504	456	525	2950
Lautoka-Yasawa	84	84	1617	1425	1571	1447	1516	9217
Macuata-Bua	96	96	868	804	890	852	904	5158
Nadroga-Navosa	61	61	626	563	621	515	554	3492
Nausori	117	117	1467	1369	1365	1222	1289	8060
Ra	40	40	380	309	347	303	366	2025
Suva	84	84	2215	1986	2148	2040	2028	12535
Total	722	722	9069	8112	8679	7966	8402	50743

There was a decrease in the total number of schools that enrolled for LANA in 2014 when compared to 2013. For the first time in the history of LANA, reports were released to schools via FEMIS on the 24th November 2014. This was the result of the good teamwork between EAU, Dr. Juho and MoE IT Officers. Reports released include - Individual Results Report, Item Analysis Report and the Student Class Report. Schools that have access to FEMIS are expected to print their reports and reports will be dispatched to schools that do not have access.

## EXTERNAL EXAMINATIONS

The following Examinations were administered in 2014:

- Fiji Year 12 Certificate Examination and the
- Fiji Year 13 Examinations

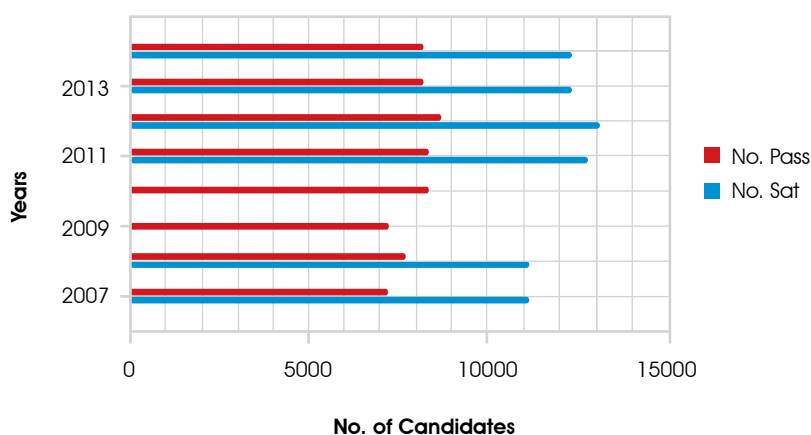
## Enrolment Figures

**Table 60: Total Candidature 2014**

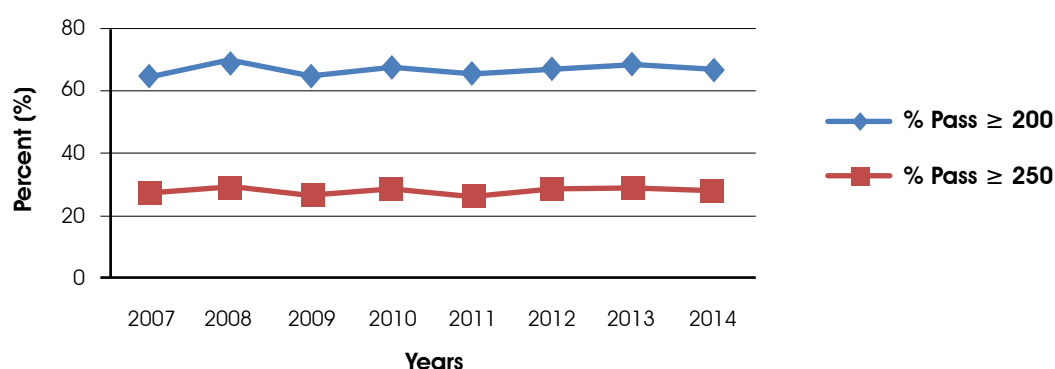
EXAMINATION	NO. OF SCHOOLS	NO. ENROLLED		TOTAL	NO. SAT		TOTAL
		Female	Male		Female	Male	
Y 12 Cert	166	6959	5793	12752	6751	5594	12345
Y 13 Cert	162	4337	3086	7423	4219	3027	7246
<b>TOTAL</b>	<b>328</b>	<b>11296</b>	<b>8879</b>	<b>20175</b>	<b>10970</b>	<b>8621</b>	<b>19591</b>

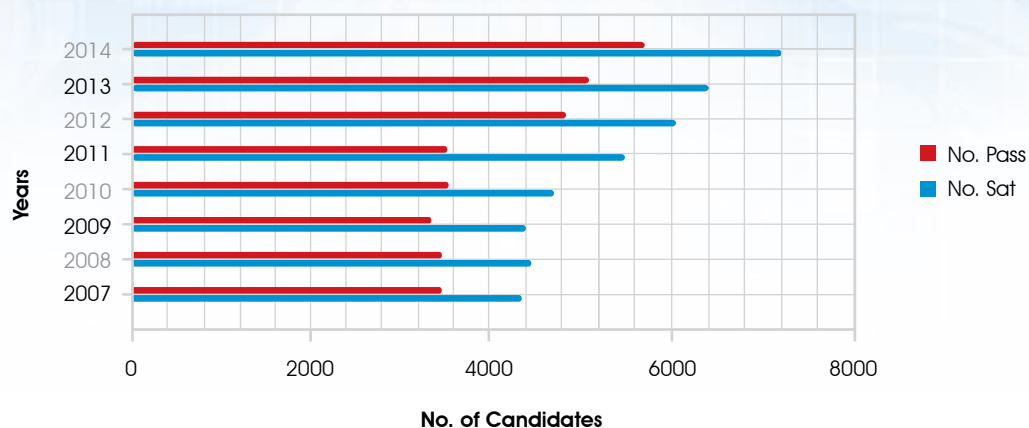
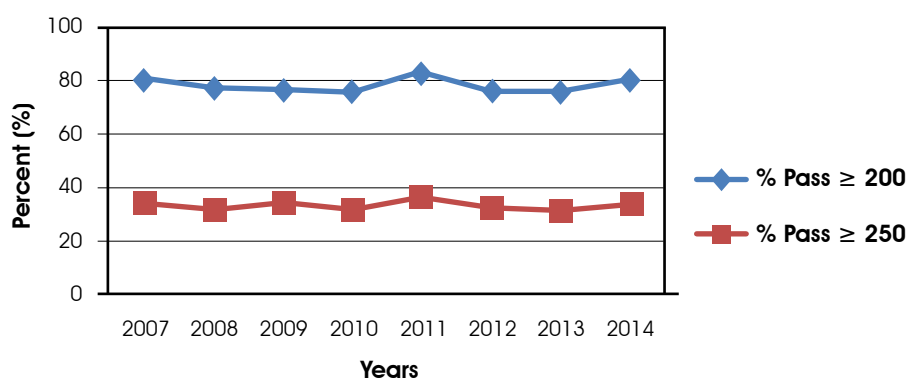
## External Examination Results

**Graph 13: No. of candidates sat and passed FSLCE**



**Graph 14: FSLCE Percentage pass rate**



**Graph 15: No. of candidates sat and passed FSFCE****Graph 16: FSFCE Percentage pass rate**

## Supervisors' Workshop and Training

The objective of the workshop was to educate Chief Supervisors and potential Chief Supervisors on the important role they play in conducting National Examinations to ensure that the integrity of our examinations is upheld and enhanced. This was also an opportune time to discuss and make the supervisors aware of preventing and detecting possible student malpractice.

In summary, the workshops were conducted in the 8 Education Districts with the exception of Eastern District due to fund constrain. Mainly the supervisors in the Eastern districts were existing supervisors thus were informed via phone of the new changes for the supervision programme.

A total of 303 Chief and potential Chief Supervisors attended the workshops with Suva recording the highest and Eastern recorded the lowest. This was due to communication break down and transportation costs.

**Table 61: Summary of the workshop carried out**

DISTRICT	VENUE	FACILITATORS	NO. OF SUPERVISORS ATTENDED	DATE
Nadroga/Navosa	Sigatoka Special School	Ex Cord FY13CE	17	03/09
Macuata	FTU Hall	EO RSD, Ex Cord-FY12CE	49	23/09
Savusavu	PA Conference Room	EO RSD, Ex Cord-FY12CE	16	24/09
Ra	Penang Sangam Primary	EO RSD, Ex Cord-FY13CE	14	05/09
Bua	Naulumatua House	EO RSD, Ex Cord-FY12CE	16	22/09
Nausori		EO RSD, Ex Cords(FY12CE/FY13CE)	55	12/09
Lautoka/Yasawa	Natabua High School	Ex Cord FY13CE	15	04/09
Ba/Tavua	Veilomani Vocational Centre	EO RSD	26	04/09
Taveuni	Bucalevu Secondary School	EO RSD, Ex Cord-FY12CE	15	26/09
Nadi	Nadi Special School	EO RSD	17	03/09
Suva	St. Joseph Secondary Hall	EO RSD	63	08/10

## SECURITY

Additional security for the examinations and assessment papers continued to be provided by the Fiji Police Force during the printing at the Government Printers (4/5 Officers), storage at the Exams Office (3 officers) and the packing and despatch to various examination centres.

## SOUTH PACIFIC BOARD OF EDUCATIONAL ASSESSMENT (SPBEA)

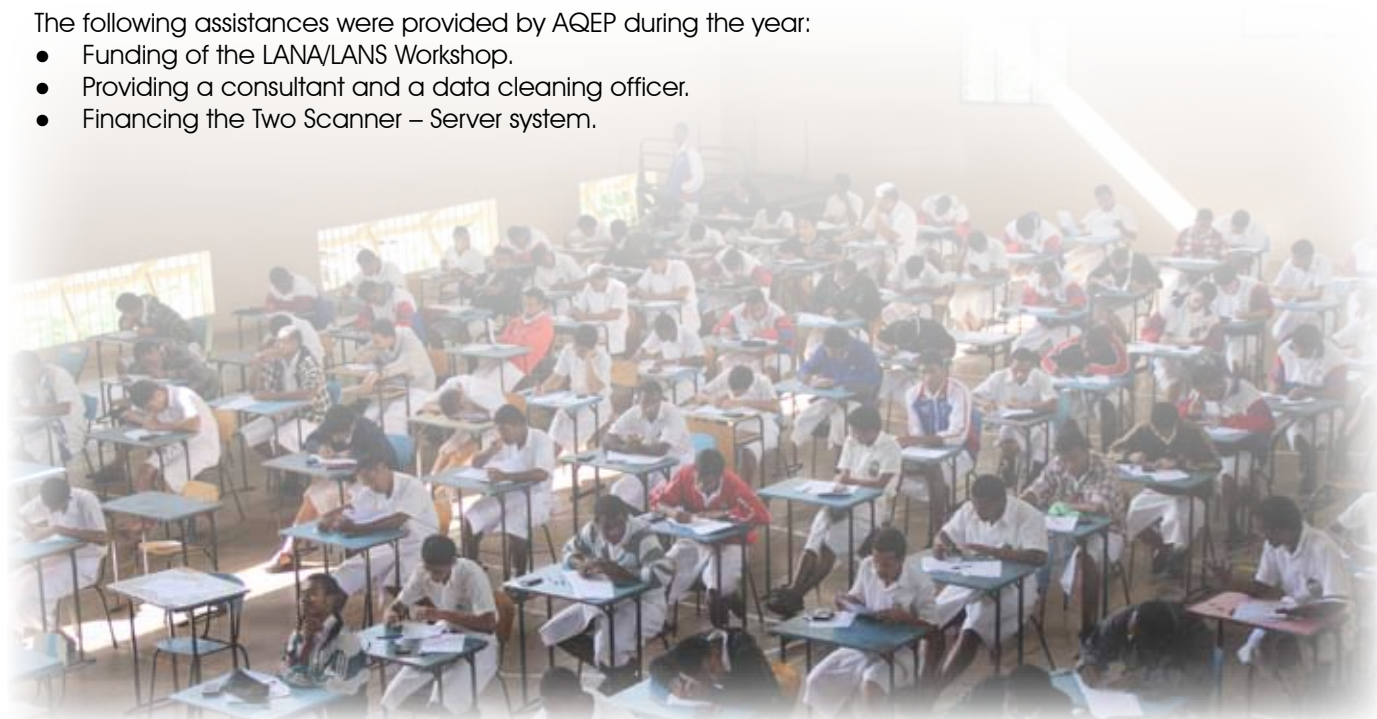
SPBEA provided the following assistances during the year:

- 11th March 2014 – Examiners Workshop: 70 Examiners attended.
- 18th – 20th March - Moderators Workshop: 3 EAU Officers attended.
- On-going technical assistances were provided on our current ATLAS software on some enhancement required and also during processing of results

### Access to Quality Education Program (AQEP)

The following assistances were provided by AQEP during the year:

- Funding of the LANA/LANS Workshop.
- Providing a consultant and a data cleaning officer.
- Financing the Two Scanner – Server system.





## TECHNOLOGY AND EMPLOYMENT SKILLS TRAINING

### Overview

The Technical and Employment Skills Training Section (TEST) in its mission to provide accessible TEST training for a skilled and competent workforce has completed yet another prolific year towards achieving the Ministry of Education's vision and mission.

### Roles and Responsibilities

The Technology and Employment Skills Training Section (TEST) is directly responsible to the Director TEST in carrying out the following functions:

### Planning and Policy

- Assist in the formulation of the Ministry of Education Strategic, Corporate and Business Plans, in alignment to the Fiji Government national strategic directions and priorities.
- Develop long and short term plans for the future development of TEST in alignment to the Ministry of Education vision and priorities.
- Assist in the preparation of the Ministry of Education's Cabinet Papers and Reports.
- Plan and prepare budget submissions for funding TEST programmes and initiatives for the enhancement of education and training for students taking TEST programmes.
- Liaise with other NGO's and government departments in promoting partnership in the development of technological knowledge, skills, values and attitude for students in schools.
- Conduct research and survey for new initiatives related to the general development of TEST.

### Management of TEST Staffing

- Appoint and post new TEST teachers under the current staffing establishment policy and transfer serving teachers between schools upon request in line with the Ministry's procedures and guidelines.
- Assist in the merit analysis of staff applying for vacant TEST posts.

### Management of Curriculum Services

- Assist in the design, development, review and implementation of the Fiji National Curriculum Framework and related documents.
- Assist in the design, development, review, implementation, testing and monitoring of TEST curriculum.

### Provision of Advisory and Advocacy Services

- Conduct visits to schools for advisory, outreach and TEST promotion.
- Plan and conduct/participate in professional development for TEST staff at HQ.
- Conduct induction and professional development for TEST teachers through trainings and workshops.
- Assist teachers acquire further training to upgrade qualifications and skills.
- Prepare materials and participate in advocacy programmes.

### Management of Assessment

#### a) School Based

- Review assessments for schools
- Verify Year 9 Class Based Assessment
- Moderate Years 10, 11, 12 & 13 Internal Assessment [projects and tasks] raw marks

#### b) External Examinations

- Extrapolate and forward assessment marks for students sitting external examinations.
- Selection of examiners, preparation of examination blueprints, moderation and review of external examination papers.
- Selection of markers and attend markers meetings.

## Monitoring of TEST Centers

- Visit TEST centers for feasibility studies, monitoring of programmes and counseling of teachers
- Assess school needs based on Termly Department Reports submitted from each school

## Management of Funds and Resources

- Conduct market research, analyse quotations, purchase and issue of equipment, tools and other teaching and learning resources to school.
- Management and distribution of in-centre grants to vocational centers and preparation of acquittal detail reports.

## Administration

- Attend to the general administrative needs of the Ministry particularly on matters relating to the development of TEST programmes.

## Highlights and Accomplishments

### Mainstreaming of Vocational Courses

- Mainstreaming of Vocational Courses also known as the Basic Employment Skills Training (BEST) continued in 124 secondary schools in 2014
- While Years 12 and 13 students prepare for their external exams they would at the same time be given vocational skills training and would have gained a trade certification as well
- The BEST programme was introduced in 2012 and piloted in 62 secondary schools with Form 5 students
- 157 schools offered various programmes depending on the availability of resources while 12 schools chose to send students to attend BEST programmes offered by FNU/ NTPC

**Table 62: Summary of Best Courses Training Manuals Dispatched to Schools**

TRAINING MANUALS	NUMBER OF MANUALS/STUDENTS								
	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Mod 7	Mod 8	Mod 9
Baking & Patisserie	3730	3843	1065	2060	2122	510	469	469	477
Clothes Design	663	676	671	357	377	354	32	33	33
Auto Engineering	897	924	924	706	794	800	273	273	293
Welding Fabrication	290	283	278	171	174	159	45	52	52
Carpentry	2517	2622	995	1444	1567	1172	242	252	247
Agriculture	2263	1954	1954	1171	1239	1250	295	98	107
Office Technology	1984	2369	2369	1289	1167	1121	82	269	269
<b>Total</b>	<b>12344</b>	<b>12671</b>	<b>8256</b>	<b>7198</b>	<b>7440</b>	<b>5366</b>	<b>1438</b>	<b>1446</b>	<b>1478</b>

**Table 63: No. of students taking courses offered by FNU/NTPC**

Level	Automotive	Electrical	Industrial Automation	Refrigeration & Air Con	Welding & Fabrication	Block Laying & Tiling	Plumbing	Furniture Construction	Carpentry	Computer Aided Design	Sea Faring	Clothes Design	Baking & Patisserie	Total
Form 5 - Module 1	208	167	11	32	35	13	29	11	43	104	241	5	350	1405
Form 6 - Module 4	198	136	0	66	40	4	47	29	53	79	123	2	292	1180
Form 7 - Module 7	37	36	7	69	14	0	32	4	15	21	65	1	83	425
<b>Total</b>	<b>443</b>	<b>339</b>	<b>18</b>	<b>167</b>	<b>89</b>	<b>17</b>	<b>108</b>	<b>44</b>	<b>111</b>	<b>204</b>	<b>429</b>	<b>8</b>	<b>725</b>	<b>3010</b>

## Curriculum Review/ Textbooks

Curriculum working committees under the leadership of the relevant SEOs were formed for the different TEST subjects to review the curriculum. The TEST Syllabi were reviewed and aligned to the Fiji National Curriculum Framework. The TEST Officers were also involved in the development of new textbooks with the assistance of selected teachers as writers. The curriculum and the textbooks were endorsed by the Curriculum Council and will be implemented in secondary schools in 2015.

**Table 64: TEST Curriculum Review and Textbooks**

SUBJECTS	SYLLABI REVIEWED	TEXTBOOKS DEVELOPED
Technical Drawing	11	
Applied Technology	11	
Home Economics	11	10 & 11
Agricultural Science	11 & 12	10
Office Technology	11 & 13	10 & 13
Computer Studies	12	12
Vocational Mathematics	Vocational	
Careers	ECE to 13	
Industrial Arts		10 & 11
Automotive Engineering		Vocational
Cabinet Making & Joinery		Vocational
Construction		Vocational
Hospitality Operations		Vocational
Students Manual for Job Search		Careers
My Life at School		Careers

## Examinations and Assessment

- The Examiner's Report for the 2013 Fiji School Leaving Certificate (FSLC) and Fiji Seventh Form Certificate Examinations (FSFCE) were vetted by the respective SEOs for their respective TEST subjects before they were sent to schools.
- The panel of examiners for the 2014, Year 12 & 13 (FSLC & FSFCE) examination papers were selected and submitted to the Examination and Assessment Unit (EAU). The respective subject advisors attended a workshop which was conducted by the Examinations and Assessment Unit for both Chief Examiners and subject advisors.
- The TEST advisors prepared the respective Examination Blueprints, worked with the examiners in the moderation of the papers and attended the review meetings of the Examination Papers for the FSLC and FSFCE. The advisors also attended the markers meetings, to verify the marking schemes to be used for each examination.

## Verification and Moderation of CBA & CAT

- The Verification and Moderation workshop for Internal Assessment was held from 4th September to the 2nd October, 2014. The Year 9 CBAs were verified while the CATs were moderated for Years 10, 11, 12 & 13.

**Table 65: Summary of the Verification and Moderation of CBA and CAT Workshop Conducted**

DIVISION	NO. OF SCHOOLS IN THE AREA	% SCHOOLS ATTENDED
Central	72	100
Western	53	100
Eastern	13	100
Northern	38	100
Total	176	100

- The marks were processed (extrapolated), and the Year 10 marks were sent to schools for their Annual Reports while the Year 12 & 13 processed marks were forwarded to the MOE Examination Unit for further processing.

## Tools and Equipment

Selected Schools were assisted with vocational tools and equipment to assist in the effective teaching and learning of the practical aspect of the TEST subjects.

**Table 66: Number of Schools assisted with Tools and Equipment**

SUBJECT AREA	SECONDARY SCHOOLS ASSISTED	AMOUNT	VOCATIONAL SCHOOL	AMOUNT (\$)
Industrial Arts	27	\$53,017.66		
Home Economics	33	\$59,328.40		
Office Technology & Computer Studies	9	\$40,915.00		
Agricultural Science	73 (includes 28 Primary Sch)	\$88,623.68		
Carpentry and Joinery	6	\$53,780.35		
Catering and Tailoring	10	\$55,315	1	\$5,425
Automotive Engineering	5	\$69,099.50		
Office Technology	2	\$10,064		

## Number of Students Taking Test Subjects

The table below show the students enrolled in TEST subjects.

**Table 67: Number of Students Taking Test Subjects**

SUBJECT	NUMBER OF STUDENTS					TOTAL	
	Year 9	Year 10	Year 11	Year 12	Year 13		
Home Economics	6,698	6,500	1,648	1,428	802	17,071	
Industrial Arts	7,605	7,564	5,109	3,802	1,181	25,261	
Agricultural Science	7,654	7,585	3,559	2,538	1,325	22,661	
Office Technology	3,122		2,843	375	298	N/A	6,638
Computer Studies	N/A		N/A	1,768	1,711	870	4,349
Total	25,079		24,492	12,459	9,777	4,178	75,980

## School Visits

Numerous school visits were conducted by TEST officers for feasibility studies, advisory, counseling purposes and monitoring throughout the year in all divisions.

## Training Workshops Conducted

Workshops were conducted to up-skill TEST teachers and officers in specific areas as shown in the table below.



**Table 68: Summary of TEST Workshops Conducted for Teachers**

PARTICIPANTS/ FACILITATOR	WORKSHOP NAME	DATE
TEST Officers CPSC Facilitators	Championship Leaders Development program on TVET Skills for Poverty Alleviation	Jan 2014
TEST teachers TEST Officers	National Curriculum Framework (NCF) awareness workshop for teachers – All divisions	Feb 2014
IA teachers FNU/NTPC	Tool & Machine Maintenance- Lautoka	Apr 2014
IA teachers FNU/NTPC	Sheet metal Fabrication - Lautoka	Aug 2014
Computer teachers USP	Up skilling Workshop for Computer Studies teachers – Labasa, Lautoka & Suva	Aug 2014
Agr. teachers Min of Agriculture	Bee Keeping Up skilling - Lautoka	Aug 2014
BEST teachers TEST Officers	Workshop - Mainstreaming of Vocational Courses in secondary schools	2014
Teachers & Officers ILO	Know About Business (KAB) Training of Trainers Workshop	Nov 2014

## Advocacy and Awareness

- Careers Expositions were conducted at 7 locations which included one TEST officer who disseminated information and answered queries in regards to TEST subjects that are being offered in secondary schools and the possible career pathways.

**Table 69: Careers Exposition in 2014**

DATE	EVENT	NO. ATTENDED
6/6/14	RSMS Expo	2536
13/6/14	Vashist Muni Expo	1145
19/6/14	Rabi High School Expo	894
7/7/14	Koro High School Expo	435
18/7/14	Penang Sangam College Expo	1285
12/9/14	Queen Victoria School Expo	1205
16/8/14-23/8/14	Hibiscus Expo	324
	Total	7,824 people

- Awareness workshop for teachers and relevant stakeholders were conducted on the National Curriculum Framework.

## Links with Other Tertiary Institutions

- Regular consultations with the Fiji National University (FNU) in regards to the development of their Teacher Training programmes – Diploma in Education & Bachelor of Education (TVET)
- University of the South Pacific (USP) in regards to the review of the Year 12 & 13 Computer Education curriculum and also in the development/review of the Bachelor of Education programme for Industrial Arts and Home Economics teachers
- Australia Pacific Technical College (APTC) in the provision of training opportunities and upgrading the qualifications of vocational teachers in the areas of Cookery, Carpentry and Automotive Engineering
- Fiji Higher Education Commission – Involvement of TEST officers and teachers as members of Industry Standards Advisory Committee (ISAC) that develop standards for the different trades
- FNU/NTPC in regards to the implementation of the Basic Employment Skills Training (BEST) in all secondary schools

## Challenges

Some of the challenges faced by the Section are:

- Non-effective monitoring of TEST teachers by school administrators in terms of internal moderation programs and checking of progress work.
- Up-grading of teachers' qualifications to degree level.
- Poor care and maintenance of tools and equipment.
- Poor recording and safe keeping of resources.
- Teachers not providing opportunities or empowering students to take ownership of their learning
- Lack of graduate teachers to teach senior forms in some of the subjects e.g. Industrial Arts
- Vocational teachers lacking practical/hands on skills due to insufficient industry experience

## Way Forward

- Provide more up-skilling workshops for teachers in their specific subject areas.
- Teachers without teacher training qualification to be encouraged to complete their education units.
- Empower teachers through advisory visits and workshops



## NATIONAL SUBSTANCE ABUSE ADVISORY COUNCIL

### Overview

The National Substance Abuse Advisory Council of Fiji was established on the first of March, 1999, after the passing of the National Substance Abuse Advisory Council Act of 1998.

This statutory body was established under the Ministry of Education to collaborate with government ministries and Non-Government Organizations, in order to identify and examine and address problems arising out of drug and substance abuse.

NSAAC collaborates with several government departments, non-profit organizations and public agencies across health, education and welfare in order to fulfill its responsibilities to the people of Fiji.

### Council Members and Committees

The National Substance Abuse Advisory Council comprises representatives from the following organizations;

- Ministry of Education
- Ministry of Health
- Ministry of Finance
- Ministry of Regional Development
- Fiji Council of Social Services
- Fiji Council of Churches

The Permanent Secretary represents the Ministry at the NSAAC Council and he is also the Chairperson of the Council. There are two Committees of the Council, the Technical and Advisory Committee and each has specific role in providing professional and technical advice to the Council.

### Roles and Responsibilities

The National Substance Abuse Advisory Council was established to carry out the following functions:

#### *Policy Functions*

To:

- make recommendations to the Government, Ministries, departments, authorities in the fields of health, education, social welfare, and industry, and any other public or private body, association, or person; regarding any matters referring to research, dissemination of information and conduct of education programmes relating to liquor and other substances mentioned in paragraph 8(1) (a)-(c) and 8(2) (a)-(c) of the Substance Abuse Advisory Council Act
- consider and report to the Attorney-General upon any matter relating to the law governing the sale and consumption of liquor and substances or any proposed change thereto, or to the use or misuse of liquor and to the penalties relating to the use or abuse of the illegal substances, as may be referred to the Council by the Attorney-General

#### *Service Delivery Functions*

To:

- encourage, promote, sponsor and cooperate research into:
  - the use and abuse of liquor and substances in Fiji
  - public attitudes in Fiji towards the use of liquor and substances in Fiji
  - problems associated with or consequent upon the misuse of liquor and abuse of substances in Fiji
  - means of minimizing the harmful effects of liquor and substance abuse
- encourage, promote, sponsor and cooperate in the dissemination to the public or to any class of persons, of information relating to any problem that is or may be associated with or consequent upon the abuse of drugs and substances



- device, promote, sponsor, conduct and to encourage and cooperate in the preparation and conduct of educational programmes for the public or for any class of persons (including persons attending schools or other educational institutions, and persons who may, for any reason, be at special risk in respect of drugs and substance abuse problems) designed to discourage the abuse of liquor and substances
- encourage and promote the treatment, care and rehabilitation of person's adversely affected by the abuse of liquor and substances whether by themselves or others
- encourage, promote, sponsor and co-operate in the preparation, publication, and dissemination to interested bodies, associations and persons of research papers, these and other reports relating to any matter with which the Council is concerned;
- obtain, monitor, analyse, collate, and disseminate to the interested bodies, associations or persons in Fiji information from overseas relating to any matter with which the Council is concerned;
- encourage, promote, sponsor, and co-operate in the preparation and publication of a bibliography of literature relating to any matter with which the Council is concerned
- make grants from its Substance Abuse Account to a body or association approved by the Council, to engage in any activity in any field with which the Council is concerned;
- charge reasonable fees for any material published by it or made available by it to the public.
- promote and develop HIV AIDS education and awareness with the Ministry of Education.

### *Regulatory Function*

To:

- make recommendations to the Minister or any other person as to the appropriateness of advertisement related to liquor
- make regulations aligned to the Substance Abuse Advisory Council ACT 1998.

### *Monitoring/Compliance Functions*

The Council may require a Government Ministry, department, statutory body, commercial organisation or other non-governmental organisation to supply statistics and data necessary to enable it to prepare a report and recommend action.

## *2014 Highlights & Accomplishments*

In 2014 the Secretariat achieved the following under the key output areas from January to December

### *Legislation and Policy*

- The HIV Policy was publicized in the 2013 Term 3 Ministry of Education Gazette after the endorsement of the Honourable Minister for Education on 06/05/2013. In 2014, the policy was printed together with the HIV Decree and distributed to all schools in the country.
- In 2013 NSAAC conducted Public Consultations for the Draft Volatile Substance Abuse Control Decree at various centres in Fiji. The document was further consulted with the Solicitor General's Office and the Fiji Police Force Legal Unit. The Decree provides a legal framework for the prevention of volatile substance abuse and protection of persons, particularly children, from harm resulted from volatile substance abuse.

### *Education and Training*

NSAAC also conducted training and education awareness on issues that children are facing. These include drugs and substances abuse, violence against girls and women and teenage pregnancy.

NSAAC conducted the following in 2014;

- Four Training of Trainers for Teachers (TOT) and School Management on Drugs, Substance Abuse, HIV and AIDS, and the Elimination of Child Abuse and Violence against Girls in the Northern, Western and Central Division. The trained teachers and school management are also required to coordinate the No Drugs Week that is commemorated on the 26th of June every year.
- A total of 138 Teachers, School Management, Community Leaders and Counselors were trained under the NSAAC TOT programme. This included 122 teachers in 122 schools (61 Secondary & 61 Primary Schools), 8



School Management, 6 Community Leaders and 4 Counselors.

- A total of 3 Peer Education Trainings were conducted in the Northern, Western and Central Division. 134 Peer Educators from 32 Secondary Schools were trained to develop strategies and conduct awareness to the students in their own schools and communities on key health-related issues that they faced every day.
- A total of 128 Quick Response Presentations (QRP) were conducted to raise awareness on issues that are affecting the lives of children in schools and in communities. This includes 45 in primary schools, 41 in secondary schools and 42 in the communities.
- NSAAC in partnership with the Executive Support Unit conducted 4 Basic Counseling Skills Training in 2014. The first training was conducted with the Divisional Counselors on the 1st – 2nd of May and the second was to the School Counselors on the 5th – 6th of May. Two other Basic Counseling Skills Training was conducted during the Training of Trainers for Teachers (TOT) for the Central Division Schools on the 10th of May and to the newly recruited Volunteers under the PSC Volunteer Scheme during their training at Nadave.

## Research

- The Fiji Education Management Information System (FEMIS) data was analysed and used by NSAAC for presentation on awareness in schools & the communities.
- In 2014, NSAAC submitted the Primary and Secondary Schools Repeat Survey of 2010 & 2011 to the FNU Research Officer, Ms. Avelina Rokoduru for vetting.

## Production Of and Dissemination of Drugs & HIV AIDS, Child Abuse IEC Materials and Media Coverage

NSAAC used the IEC materials and the Media in the dissemination of valuable information to educate children and youth regarding the above. NSAAC also delivered the following as part of its awareness;

- Developed 11 new IEC materials including Pull Up Banners, posters and brochures
- Printed & distributed more than 10,000 IEC to various organizations, schools and the general public
- Conducted a total of 20 public awareness programmes during the 17 MOE Roadshows organized by the MOE in the Central, Western, Northern and Eastern Division from 05th February to 13th of May, 2014. A total of 2801 people visited the NSAAC booth and signed the attendance register during the Road Show, Careers Expo and a GIRC Display organized by the Ministry of Education.
- Conducted 59 Community Radio Broadcasts, 38 Radio Advertisements, and 28 TV interviews.

## Overseas Training & Meetings

NSAAC Officers continued to be invited by International Donors such as the United Nations Agency – UNESCO & UNICEF to be part of the forum and conference organized overseas. In 2014 two officers from NSAAC attended a forum and conference in Bangkok, Thailand.

Ms. Katherine Devi was invited by the UNESCO office to represent Fiji in an East Asia and Pacific UN Girls Education Initiative Regional Forum on Gender Equality on the 28th – 29th of August.

The other participants that were in the forum highly praised the work that NSAAC and the Ministry of Education was doing in the area of School Related Gender Based Violence (SRGBV) after the presentation by Ms. Devi on the programs and the policies implemented in order to curb SRGBV.

The Acting Senior Advisor HIV AIDS Mr. Laisenia Raloka was invited by the UNICEF to be a panel speaker in one of the side meeting at the Asian Pacific Conference on Gender Equality and Women's Empowerment on the 17th – 20th of November, 2014. Mr. Raloka was a panel speaker on SRGBV on the 18th of November and the guests and participants were very appreciative on the work that the Ministry of Education in Fiji was doing especially in the area of policy, curriculum and programs that target students.

After the side panel, Mr. Raloka was then invited by the UNWOMEN to be a speaker on the importance of male advocacy in the area of Elimination of Violence against Girls and Women (EAVGW) on the 20th of November. The forum included Her Majesty the Queen Mother of Bhutan, the Prime Minister of Thailand, Prime Minister of Tuvalu and all the Ministers and Head of Dignitaries from 25 other Countries. Mr. Raloka, as the only male speaker in the forum was applauded by the forum after his speech on the importance of Male Advocacy in EAVGW. Also present in the meeting

was the Director of Women, Mrs. Arieta Moceica, who highly praised NSAAC for the continued support in the area of EVAGW within the Ministry of Education. The Department of Women will strengthen its support to NSAAC on EVAGW in 2015.

## 2014 INTERNATIONAL DAY AGAINST DRUG ABUSE AND ILLICIT TRAFFICKING (IDADAIT)

### Acknowledgment

The National Substance Abuse Advisory Council (NSAAC) would like to thank the many individuals and Stakeholders who helped and contributed to the success of the commemoration of the 2014 International Day against Drugs and Substance Abuse & Illicit Trafficking.

A big vinaka vakalevu to all teachers and school administrators that helped run the program in their individual schools.

Special acknowledgement must also be given to the Chief Executive Officer, Mr. Misaele Driubalavu for his inspirational visits and message to the many students and schools in the Northern Division advocating on Drugs & Substance Abuse as well as other members of the NSAAC staff who conducted visits in the Central and Western Division during IDADAIT.

The following Stakeholders must also be acknowledged for their continued support in reaching out to schools where NSAAC could not reach:

-  The Ministry of Education
-  The Ministry of Health
-  The Ministry of Labor
-  The Fiji Police Force
-  The Social Welfare Department
-  Fiji Women Crisis Center

### IDADAIT REPORT

This report serves to fully inform the Ministry of Education, Head Teachers and School Principals on the school responses based on the 2014 International Day against Drug Abuse and Illicit Trafficking which was held from June 23rd June – June 27, 2014. Schools were informed about the campaign via NSAAC Circular 1/14 dated 05th February 2014 and the Education Gazette Term One. Due to the increase in Sexual Offences in the country in 2014, the local theme was similar to that of the previous year. 2014 is the **final year** that the theme will be used as NSAAC will create a new **THEME FOR IDADAIT in 2015**.

### 2014 THEME:

English version: **KEEP ME SAFE FROM ABUSE TO SHINE = THE BEST.**

I Taukei version: **NA KA TALEI DUADUA = MEU TAQOMAKI, MEU CINA SERAU.**

Hindi version: **ATTYACHAR SE MUJE MUKT RAKHIYE SURAKSHIT RAHEKAR SALAMAAT JIWAN PAAY.**

A total of 236 Primary Schools and 104 Secondary Schools sent in their Evaluation Forms. Below is the analysis of Evaluation Forms and Reports received from schools around the country.

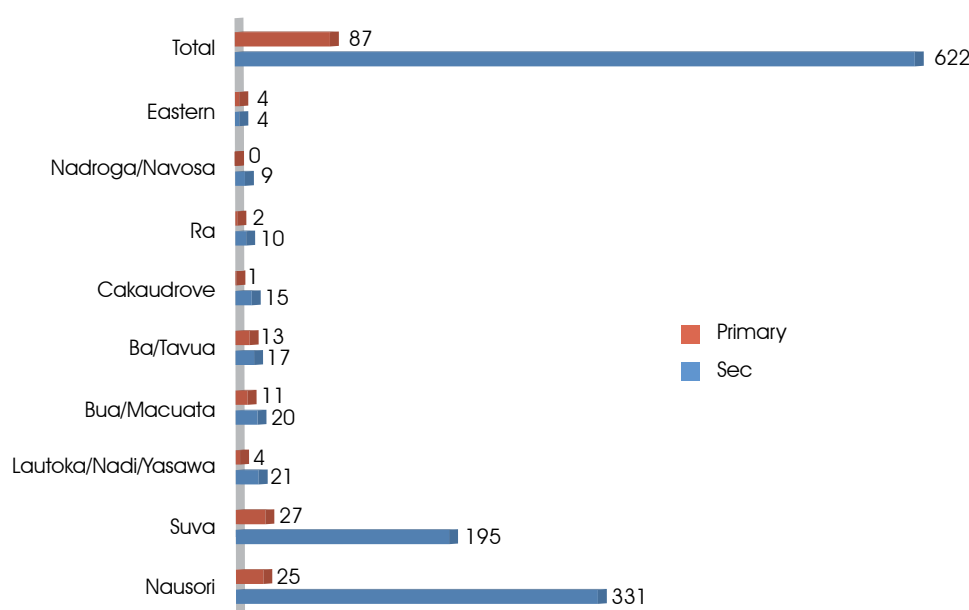
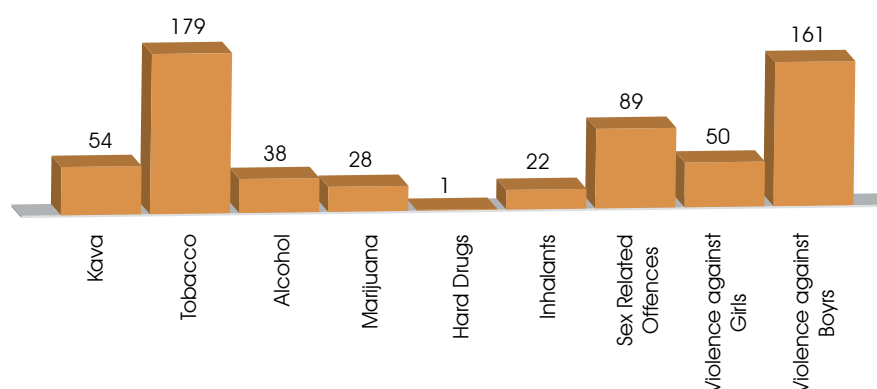
**Table 70: Total number of Schools with Offences based on Evaluation Forms received and Analyzed**

EDUCATION DISTRICT	NO. OF OFFENCES (SECONDARY SCHOOL)	NO. OF OFFENCES (PRIMARY SCHOOL)
Nausori	22	13
Suva	28	11
Eastern	1	2
Cakaudrove	3	1
Bua/Macuata	4	6
Lautoka/Nadi/Yasawa	6	2
Ba/Tavua	5	1
Nadroga/Navosa	3	0
Ra	1	1
Total number	73	37

**Note:** Of the total number of schools that had their Evaluation Forms and Reports analyzed, 149 Primary Schools and 18 Secondary Schools did not record any drug offence at the beginning of the 2014 School year. On the other hand a total of 37 Primary Schools and 73 Secondary Schools had recorded cases of Drugs, Substance abuse, Violence Against Girls & Boys and Teenage Pregnancy.

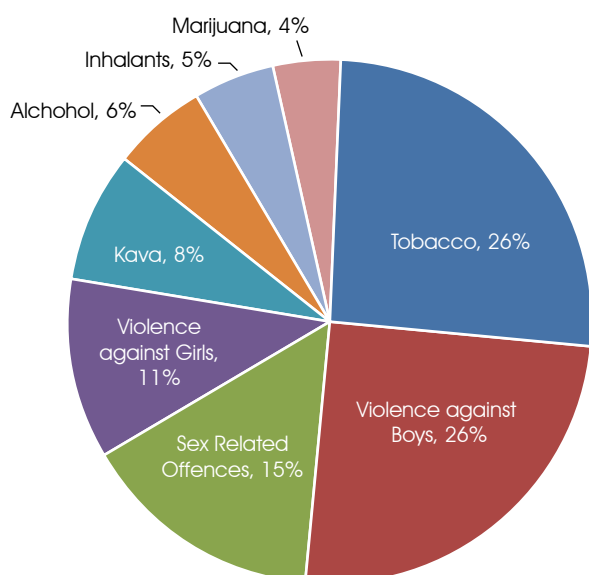
### Total Number Of Offences By Education Districts

**Note:** A total of 709 Offences were reported from all schools that submitted their IDADAIT Report this is inclusive of 2 pregnancy cases. Of these offences 87 were reported from Primary Schools whilst the remaining 622 was from the Secondary Schools.

**Graph 17: Summary of Offences in schools by Districts****Graph 18: No. of offences by type**

**Table 71: Summary of Offences in 235 Primary Schools**

Types of Offences	Number of Offences
Violence against Girls	26
Sex Related Offences	20
Violence against Boys	15
Inhalants	15
Tobacco	8
Alcohol	2
Kava	1
Marijuana	0
Hard Drugs	0
Total number of Offences	87

**Graph 19: Summary of Offences in all Schools****Table 72: Summary of schools by Education Districts that commemorate IDADAIT 2014**

EDUCATION DISTRICTS	PRIMARY	SECONDARY
Nausori	48	48
Suva	38	38
Lautoka/Nadi/Yasawa	22	22
Bua/Macuata	27	27
Ba/Tavua	23	23
Cakaudrove	20	20
Ra	7	7
Nadroga/Navosa	1	1
Eastern	16	16
Total number of Schools	202	202

## SUMMARY REPORTS OF THE IDADAIT ACTIVITIES FROM SCHOOLS AROUND THE COUNTRY

Some of the activities carried out at schools included:

- Organised programs conducted from the 23rd to the 27th June. The IDADAIT program was celebrated throughout the country.
- Speakers from the Ministry of Health, Police with the presence of the NSAAC Officer(s) spoke on issues related to drug and substance abuse including HIV and AIDs.
- Parents and Students participating in Marches
- Students participating in quizzes related to the theme
- Students participating in poems related to the theme of the week
- Displaying of banners
- Counselling sessions with students
- School assembly every Monday where the theme is stressed to the students
- Counseling sessions conducted in schools as well as awareness programs with the parents/communities
- Conducted the school "no drugs pledge" in the assembly every Monday

- Parents invited to be part of the celebration program
- School compound declared drug free for the whole week
- Health Officials and Police visited the schools during the week to be part of the program.
- Showed videos of HIV and Aids, drug abuse, education video, drugs and alcohol awareness film as part of the awareness program.
- Schools declared as drug and smoke free during the week of celebration
- Community outreach programmes and meetings held to inform parents on the drug and substance issues (CAPS Meeting)
- Participation of the President of Fiji in the celebration of the IDADAIT programmes in some schools
- Participation of the Police Drug Unit, Cyber & Sexual Offences teams to conduct awareness program regarding the above issues to the school community as well as parents guardians.
- Guest speakers from the Social Welfare and Empower Pacific spoke on Child Abuse and Elimination of Violence against Girls & Women

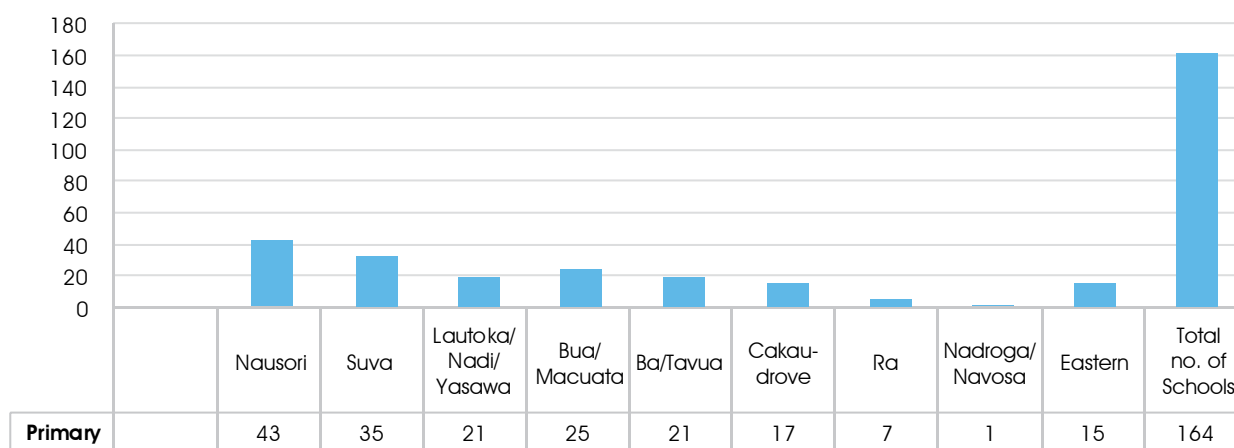
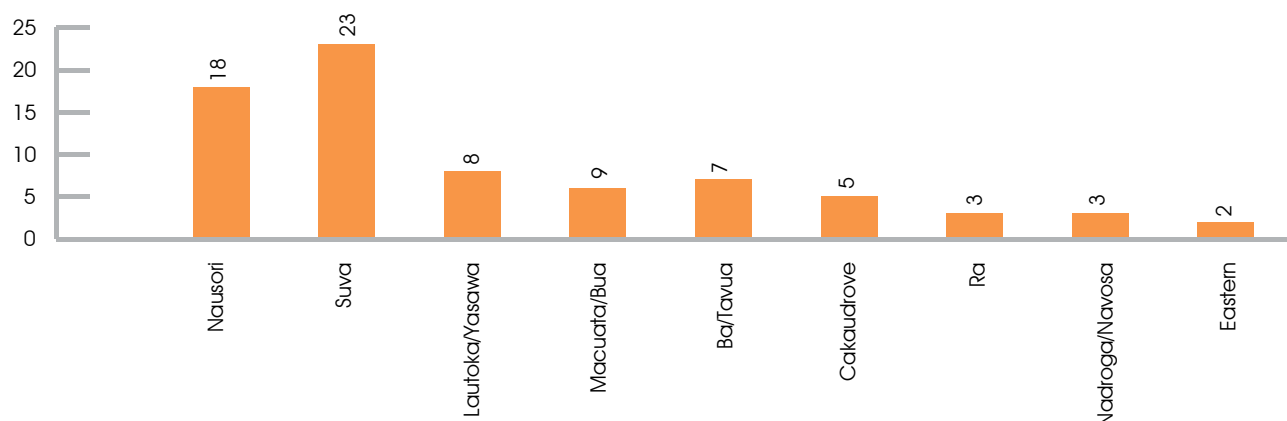


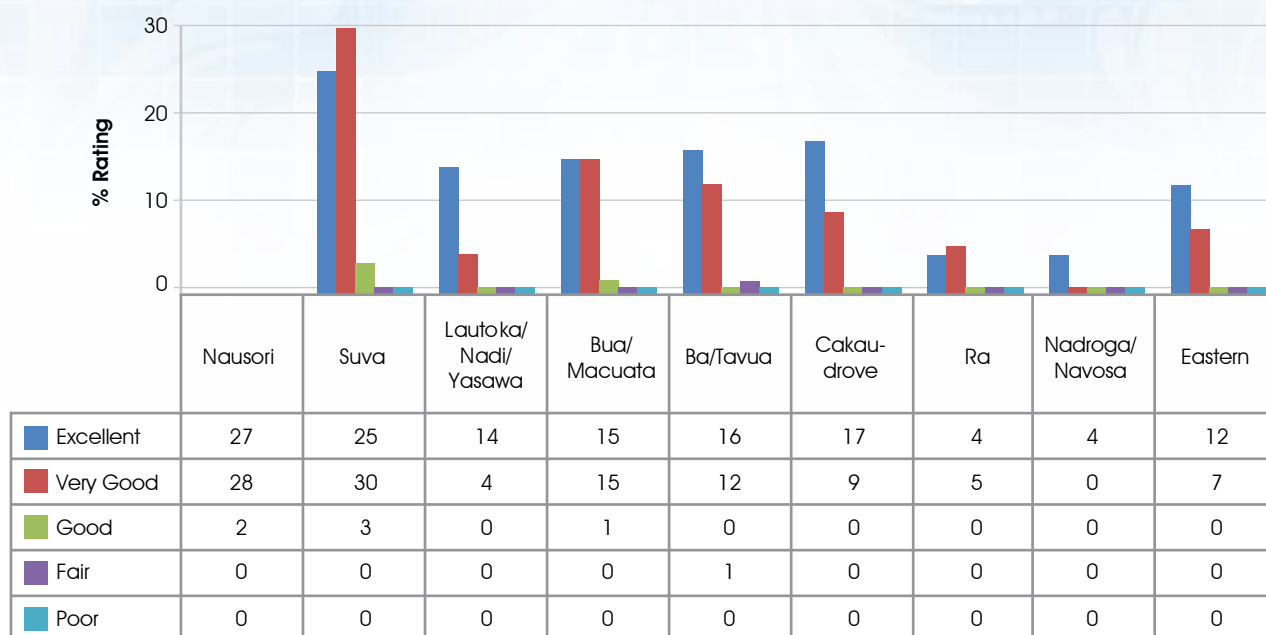
**Table 73: Total number of Drug Awareness conducted By Schools Type by Education District**

EDUCATION DISTRICTS	PRIMARY	SECONDARY
Nausori	41	21
Suva	28	13
Lautoka/Nadi/Yasawa	29	3
Bua/Macuata	14	3
Ba/Tavua	37	18
Cakaudrove	2	6
Ra	59	35
Nadroga/Navosa	47	30
Eastern	13	2
Total number of Awareness	270	131

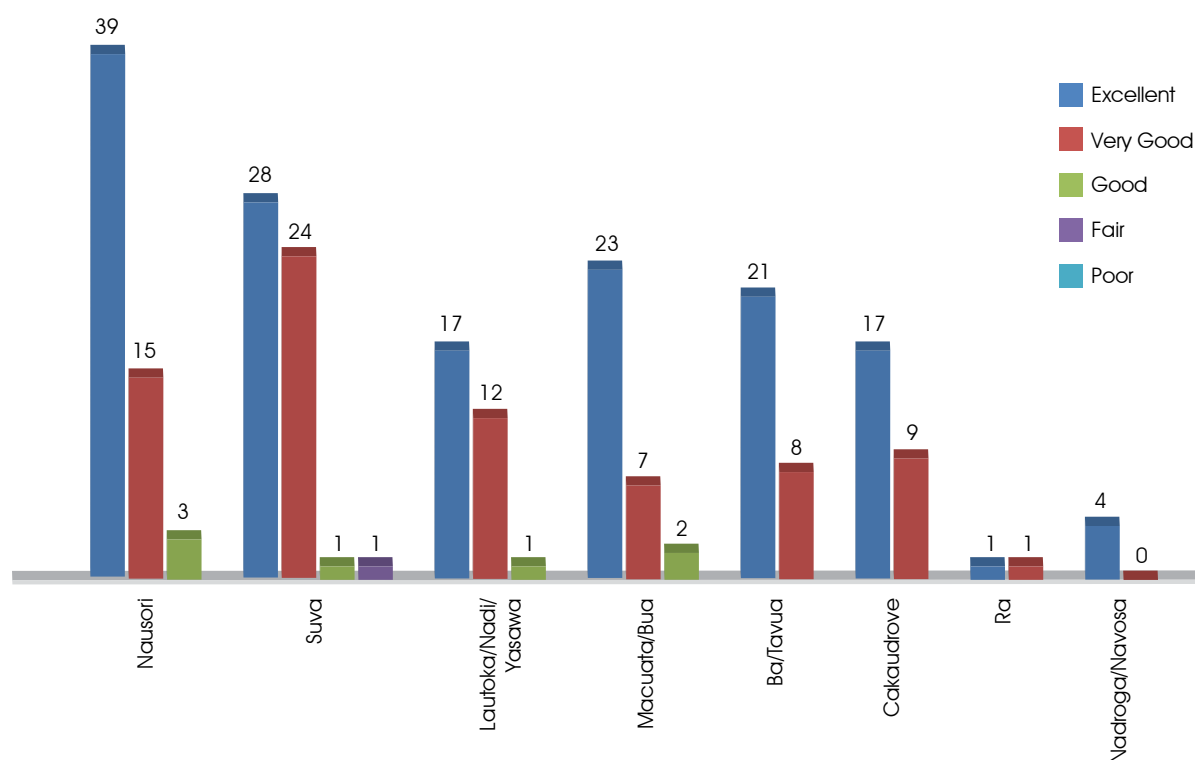
**Table 74: Summary of the number of schools that have a drug committee coordinator**

	NAUSORI	SUVA	NADROGA/ NAVOSA	LAUTOKA/ YASAWA	BA/ TAVUA	MACUATA/ BUA	CAKAUDROVE	RA	EASTERN
Secondary(Y)	17	1	3	8	23	5	1	3	2
Secondary(N)	18	30	0	0	4	2	30	0	0
Primary (Y)	39	29	0	4	6	22	29	6	6
Primary (N)	41	11	1	18	0	1	11	1	11

**Graph 20: Number of Primary School promoting a drug free environment****Graph 21: Number of Secondary Schools currently promoting a drug free environment**

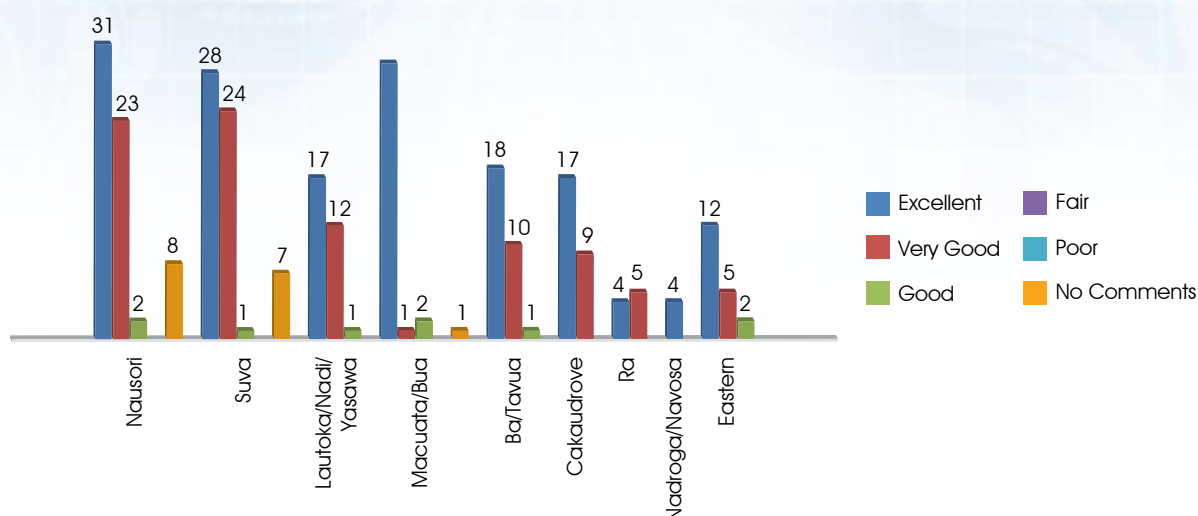
**Graph 22: Summary of the IEC Booklet ratings from the evaluation forms submitted from schools**

**Note:** Of all the Evaluation Forms analyzed majority of the schools rated the IEC Yellow booklet as 40% Excellent, 33% Very Good, 2% Good and 30% Fair. At least 25% of all the schools had No Response. For these schools it was either they sent in their Reports and not the Evaluation Forms or they sent in their Evaluation Form and may have misplaced the Booklet or the Booklet did not reach the school due to human error.

**Graph 23: Summary ratings for the supplement booklet by schools per education districts**

**Note:** From all the Forms analyzed the majority [42%] of the schools rated the Supplement Booklet as Excellent and 22% rated it as Very good.
















Graph 24: Summary ratings of the activity booklet



**Note:** From all the Forms analyzed the majority [45%] of the schools rated the Activity Booklet as Excellent while 25% rated it as Very Good. At least 3% of all the schools rated it as Good whilst others had No Response.

## Recommendations

The following recommendations were received from schools to improve and assist in the awareness:

-  Creation of a website where schools can access the guidelines and information for the celebration and awareness.
-  A live program on Television during school hours on 26th June could be an added advantage to create National awareness.
-  More watch zones to be set up at places where children flocked to every time.
-  District based celebrations to be organised and all schools to take part with incentives to be given.
-  Essay competition in different categories with zonal quiz competition.
-  The Blue Ribbon Campaign has been quite effective in creating awareness. Some more resource materials (soft copy) would be very influential and effective for awareness programmes.
-  New activities should be included in the booklets. Quiz & oratory competition should be organised.
-  More awareness to be done to parents and members of the community on their roles towards reducing the use of drugs and substance abuse including child abuse.
-  School coordinators to attend training by NSAAC on drugs substance abuse, HIV & Aids, Non Communicable Diseases & elimination of Violence against girls.
-  All schools should plan in advance for the drug week. MOE to liaise with Drug Units within the District for officers to be part of the program conducted in school on any one day of the drug week programme.
-  Supply DVD/VCD/CD aids to help demonstrate some critical & overlooked offences, crimes, laws, etc.
-  Community awareness programme on Television and radio talk back show.
-  The school to be provided with more resources and data related to drug abuse/child abuse. Videos/local media to be provided on the impact of drugs/child abuse relevant to Fiji situation.
-  Financial assistance to schools will definitely increase effectiveness of the awareness as well as more time needed to organise such program will surely create more awareness to communities
-  Provide special certificates for participating schools.

## Local and International Donor Support

In 2014, there was a lot of support from local and international donor partners into NSAAC activities. NSAAC was able to receive support from the following donors in supporting different programs;

- Wellness Section, Ministry of Health – IDADAIT Program
- Public Service Commission Volunteer Scheme – Recruitment of 10 Unemployed Teacher Graduates to raise awareness on the area of Drug and Substance Abuse, Non Communicable Diseases (NCDs) or Lifestyle Related Diseases, Health Promotion, HIV and AIDS, Adolescent Reproductive Health, Child Abuse, Violence Against Girls Women, School Related Gender Based Violence and Basic Counselling Skills etc.

- International Planned Parenthood Federation – Provided materials for the PSC Volunteer Training Scheme
- UNESCO – Provided full financial assistance to support a NSAAC officer to attend the East Asia and Pacific UN Girls' Education Initiative Regional Forum on Gender Equality in Education 28-29 August, 2014, Bangkok, Thailand
- UN Girls Education Initiative (UNGEI) - Provided full financial assistance to support a NSAAC officer to attend the Asian And Pacific Conference On Gender Equality And Women's Empowerment: Beijing +20 Review, 17th – 20th Of November, 2014 In Bangkok, Thailand

## New Initiatives

### Recruitment of Unemployed Teacher Graduates under the PSC Volunteer Scheme

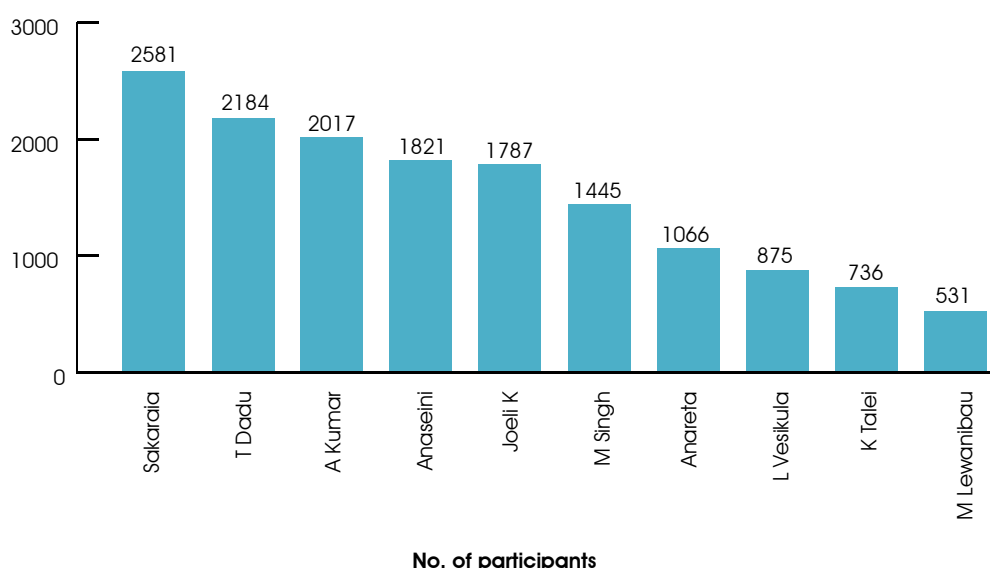
NSAAC implemented a new initiative in 2014 on the training and recruitment of 10 unemployed teacher graduates under the Public Service Commission Volunteer Scheme to assist the NSAAC Staffs in the conduct of Training and Awareness Program in the area of Drug and Substance Abuse, Non Communicable Diseases (NCDs) or Lifestyle Related Diseases, Health Promotion, HIV and AIDS, Adolescent Reproductive Health, Child Abuse, Violence Against Girls Women, School Related Gender Based Violence and Basic Counselling Skills etc

**Table 75: Number of Schools & Community Reached by Volunteers as at 28th November, 2014: 211**

VOLUNTEERS	KINDERGARTEN	PRIMARY	SECONDARY	COMMUNITY
Anareta	0	11	1	0
Anaseini Leba	0	12	5	0
Aveet Kumar	0	26	4	3
Joeli.K	0	12	4	3
Kelera Talei	0	3	19	1
Laione Vesikula	0	9	3	0
Mereani Lewanibau	0	3	11	0
Mohenesh Singh	3	13	13	6
Sakaraia	0	11	8	0
Tekela Dau	0	7	20	0
	3	107	88	13
<b>TOTAL</b>	<b>211</b>			

Participants reached by the Volunteers: 15, 403

**Graph 25: Summary of the number of participants during the Volunteer reach out programmes**





## INCORPORATION OF SCHOOL RELATED GENDER BASED VIOLENCE (SRGBV) & LIFE STYLE RELATED DISEASES [LSRD] IN NSAAC TRAINING PROGRAMME

In 2014, NSAAC was able to include two important Topics in its training program. These are issues on School Related Gender Based Violence and Life Style Related Disease (LSRD). This came about after two NSAAC officers Mr. Josua Naisele and Ms. Katherine Devi attended the training sponsored by JICA and UNESCO in Japan and Bangkok respectively.

For the implementation of what they had learnt in the training, the Senior Advisor Health Mr. Naisele included a session on LSRD in the training and the Health Screening of students that had attended the training conducted by NSAAC. This has enabled students to know their health status and to follow healthy lifestyle.

In addition, he also piloted the Health Screening of senior students in two secondary schools in Suva. The result of the health screening indicated overweight, obesity and underweight existed in schools indicates students do have unhealthy lifestyle. Out of the total 97 students that were screened, 28% were overweight, 8 % were obese and 4 % were underweight. It was good to note that 60% of the students were normal. The challenge is to see that the students who are normal do remain in that category and the focus to be on the other 40% in changing their unhealthy habits.

Ms. Devi after attending the consultation meeting in Bangkok was able to include a session on School Related Gender Based Violence (SRGBV) in all NSAAC's training. This has strengthened the implementation of the Child Protection Policy.

### Establishment of Counseling Centre at NSAAC

An important role of NSAAC under the Substance Abuse Advisory Council Act is to ***"encourage and promote the treatment, care and rehabilitation of persons adversely affected by the abuse of the substances, whether by themselves or others"***

In April 2014, NSAAC engaged Mr. Vilisimani Rakikau, an experienced Alcohol and Drug Counselor (AOD) who had worked with Empower Pacific since 2007. A special Counselling Room was set up to ensure the provision of conducive counselling.

A number of Materials relevant for Counselling has been developed to assist and promote the counseling services at NSAAC. These include the following:

- AOD Counselling Brochure
- Counselling Guide for Trainers
- Parents and Leaders Guide
- Client Self-Assessment Form
- Client Counselling Form
- Counselling Referral and Consent Form

### Pilot survey on student perspective on counselling in school

A Questionnaire on Students Perspectives/Views about Counselling Services in Schools was designed by NSAAC & the AOD Counselor and trialed out to secondary school students during the Central Peer Education Training on Friday 4th July, 2014. As a result of this pilot survey, a total of 22 out of 39 students from 10 different selected schools in Suva had indicated their interest to be referred to the AOD Counselor for Counselling. The AOD Counselor since, has conducted counselling to 18 students.

### Database Management Project

In an attempt to improve records management at NSAAC, the IT Officer has prepared a database to store all training, awareness and meeting records since 2009. Two casuals were contracted to scan and electronically store all the NSAAC documents beginning from 1999 when NSAAC was established.

### Finance Management - 2013 Auditor's Report

A Senior Administrative Officer with a wealth of experience from the private sector was engaged by NSAAC and this has seen a marked improvement in the preparation and submission of the 2013 & 2014 Monthly and Annual Financial Report.

## Development of Standard Operating Procedures (SOPS) & Forms

Through the engagement of an experienced and highly skilled Project Assistant Administrative Officer, a total of 27 new SOPs and 25 Forms have been developed and implemented to assist the daily administration and operation of NSAAC.

## Draft Human Resource Management Manual

A draft HR Manual was drafted after consultations with other Government Departments and Statutory Authorities. This document will provide useful guide to the Secretariat and the Council in its future operations.

## SEA Achievement & Comments by SEA Evaluators

In 2013, NSAAC was one of the 4 sections in the Ministry of Education that was awarded the MOE Achievement Award. In 2014, NSAAC together with TEST were the two sections that were awarded the second highest award in the Ministry of Education which is the Permanent Secretary's Award.

## Minister's Initiative - Proposal for Recruitment of Retired Teachers

With the concurrence of the Honourable Minister for Education Dr. Mahendra Reddy, NSAAC developed a Proposal Paper to Engage Retired Teachers in Fiji to Conduct Substance Abuse Education, NCDs, Teenage Pregnancies and Assist in the Counselling and Professional Conduct of Students

## Peace Corp Volunteer

Through the assistance of the Peace Corps Fiji Country Director, NSAAC will be engaging a Peace Corp Volunteer. The Volunteer has a Bachelor of Science in Psychology and Masters in Professional Counselling in the area of Mental Health/Substance Abuse, and AIDS education. The person is to assist NSAAC through Counselling Services and Training to schools and communities in Fiji.

## Office Improvement and Relocation

Improvement in telecommunication and office relocation for the Training Team has brought about lot of satisfaction to the staff.

## CEO NSAAC Annual and Monthly Excellence Award

The CEO NSAAC Annual Excellence Award started in 2008. Since, 2013 staffs are awarded Monthly Awards, based on the staff Attendance, Punctuality, Performance and Observation by the CEO. This initiative has boosted the morale of staff and drove the performance of staff to a higher level. The recipients for the monthly and annual excellence awards are follows:

1. January	–	Mrs. Raicakacaka Rabuka
2. February	–	Mr. Sheik Haidar
3. March	–	Mr. Josua Naisele/Mr. Laisenia Raloka
4. April	–	Mr. Pritesh Kumar/Ms. Suluweti Daunitutu
5. May	–	Ms. Miliana Nalu
6. June	–	Mr. Josua Naisele/Mr. Laisenia Raloka/Mr. Sheik Haidar
7. July	–	Mr. Pritesh Kumar
8. August	–	Mrs. Raicakacaka Rabuka/Ms. Miliana Nalu
9. September	–	Mrs. Raicakacaka Rabuka/Ms. Miliana Nalu
10. October	–	Mr. Josua Naisele/Ms. Miliana Nalu/Mrs. Raicakacaka Rabuka
11. November	–	Mr. Laisenia Raloka/Mr. Vilisimani Rakikau/Ms. Miliana Nalu
12. December	–	Mr. Pritesh Kumar/Mrs. Sangeeta Devi/Mr. Ropate Batikawai

**Table 76: Employees Awards**

AWARD	2013 RECIPIENT	2014 RECIPIENT
Health And Punctuality Loyal Employee	Josua Naisele Sheik Haidar Simon Cheer Katherine Devi	Mrs. Raicakacaka Rabuka Sheik Haidar Katherine Devi Ropate Batikawai Vilisimani Rakikau
Most Progressive Employee	Vinaisi Tualau Miliana Nalu Sheik Haidar	Miliana Nalu Pritesh Kumar Vilisimani Rakikau
Media And Communication Quality And Impact Employee	Sikeli Qounadovu Josua Naisele Laisenia Raloka Miliana Nalu	Mr. Josua Naisele Miliana Nalu Laisenia Raloka Josua Naisele Mrs. Raicakacaka Rabuka
Exemplary Employee	Josua Naisele Laisenia Raloka Miliana Nalu	Josua Naisele Raicakacaka Rabuka Miliana Nalu

## Constraints

### FEMIS Report Not Updated

A major constraint currently faced by NSAAC is in the incomplete data submission from school in FEMIS. These data include the number of offences by types committed by students in schools. NSAAC has not been able to obtain updated statistics on various types of offences due to the failure of Heads of Schools to update these records in the FEMIS. This has affected our planning in conducting Training and Awareness Program in schools where there is a high prevalence of incidences of Drugs Substance Abuse, Teenage Pregnancy and Violence against Boys & Girls.

### VSA Decree

Despite two previous follow ups made to the Commissioner of Police and again through the Ministry of Youth as the coordinating agency for Youth Issues regarding the need for the Fiji Police Force to facilitate the analysis and classification of Volatile Substances through the Government Analyst of the Research Section of the Police Department at Koronivia, NSAAC has not been able to get a positive feedback on the request.

Another request has been made to the SFCCO to follow up with the Ministry of Defense regarding the work on the Volatile Substance Abuse Decree in which the Police Department was to finalise the classification of Volatile Substances.

### Public Service Commission Volunteer Scheme

While the NSAAC Secretariat supported the concept of the engagement of Unemployed Graduates under the PSC Volunteer Scheme which was initiated by the former Permanent Secretary for Education, it has affected the implementation of the activities that NSAAC had planned for the year as it was not budgeted for.

### Lack of National Research to Provide Baseline Data

Evidence based research and data gathered from the Ministry of Education Database (FEMIS) are vital for future planning to address Drug and Substance Abuse in schools and the nation as a whole. There has not been any proper National Research conducted so far to provide a good baseline data due to funding constraint.

## Way Forward

### Strengthening the Monitoring and Evaluation of NSAAC Activities

Due to the expansion in the activities of NSAAC through the Training of Trainers for Teachers, Peer Education Training (PET) and the Awareness Programs in Schools and the Communities, there is a need to strengthen the monitoring and evaluation of its activities. In doing so, a Monitoring and Evaluation Team needs to be established to assess and reports on the quality and effectiveness of the various programs implemented in school in schools.

## Strengthening of Research and Data Collection System

NSAAC needs to strengthen its link with local universities and the National Research Council for sponsorships and support in conducting its research on the impact of Drugs and Substance Abuse. It is important to undertake local research rather than relying on overseas models that may not be culturally appropriate and insufficient local evidences.

## Creation of Website for NSAAC

NSAAC is a statutory corporate body with specific roles and functions under the Substance Abuse Advisory Council Act 1998. There is a need to create its own website for the purpose of disseminating information locally and internationally.

## Strengthening partnership with other Government Departments, Faith Based Organizations, NGOs and Private Sectors

Substance Abuse is a multi-pronged problem and it requires a multi-pronged approach. The coordination and implementation of drugs and substance abuse prevention programmes with other government agencies, NGOs and all other stakeholders is vital in curbing the rise in drug and substance abuse as well child abuse cases in Fiji.

NSAAC recognizes that the war against drugs cannot be successful through the sole effort of Government. It is therefore crucial that all stakeholders including NGOs, private sector organizations, religious bodies and civil societies, including community members and parents must take active pro-active measures to minimize or eradicate drug and child abuse in our society.

For people in Fiji and the Pacific, the spiritual aspect is a very powerful tool in fighting drugs and substance abuse. This is why the role of the Faith Based organizations are important in combating Drugs and Substance Abuse as well as child abuse.

## Parental and Community Awareness to be strengthened

Parents and the community play an important role in the prevention of problematic drug use. Evidence indicates that programs strengthening family relationships help young people resist a range of problems including drug use. Thus, parental and community leaders training and awareness needs to be strengthened and additional funding support provided by government.

## Strengthening of Volunteer Scheme through the Engagement of Retired Teachers

Retired Teachers possess great intellectual value/capital through their own expertise, knowledge, skills, experience and maturity to deal with students effectively in schools on the above issues.

These retired teachers also possess great social value/capital through their knowledge, experience and well established social relationship in their community that can have great impact in their work. They are also emotionally and spiritually stable.

Many of these retired teachers have been leaders in schools in various capacities and possess good leadership skills, ethics and good governance skills and would greatly assist in the effective implementation of the project as they will have the respect from school heads, teachers, students, parents as well as community members.

It is because of these reasons that NSAAC finds it important to recruit Retired Teachers under the Volunteer Scheme and utilize their knowledge, skills and experience. The allowances for these Retired Teachers need to be improved as a form of incentives.

## Training in Basic Counselling Skills for Teachers to be integrated into the Teacher Training Institution Curriculum

NSAAC has been conducting Basic Counselling Training with the support of the Ministry of Education Counsellor in the last 2 years. It is important that training in Basic Counselling Skills be strengthened and appropriate funding support provided by the Ministry as the Minister for Education recently announced that it will be mandatory for all the teachers to obtain Basic Counseling Training for which the Ministry will provide.

A teaching module on Basic Counselling Training and Student Care and Support is to be developed and be taught at the various teacher/training institutions. This will enable teachers to be familiar with the concepts of counselling before graduation.



## Training in Alcohol and Other Drugs Counselling

There is an increase in the demand for Alcohol and Other Drugs Counselling Services by various government departments, schools as well as the communities due to the increase in numbers of the incidences of drug and substance abuse in the country in recent years. However, a limited number of people have undergone specialized training in counselling to be able to deal with Alcohol and Other Drugs related cases. It is therefore prudent for NSAAC to liaise with overseas institution such as the Odyssey Institute of Study for Alcohol and Other Drugs Worker in Victoria, Australia which had conducted AOD Counseling Training for some staff of the Empower Pacific, on the possibility of conducting training to our Counsellors in Fiji Schools.

## Establishment of Student Support Services for the Ministry of Education

Due to the many incidences of Drugs Substance Abuse, Child Abuse, Teenage Pregnancy, Sexually Transmitted Infections, Suicide etc. that affect young people in schools, it is important that the Ministry of Education recognizes the need for the establishment of a Student Support Services and provide the necessary funding and support in order to realize this. NSAAC is currently providing counselling services to students in need of the service.

## Increase Funding Support by Government

Whilst NSAAC is appreciative of the increase in funding support by government in the 2015 Budget, it still needs more fund to be able to effectively conduct and implement its plans.



## CHAPTER 6: LIBRARY SERVICES OFFICE

### Overview

The department was assigned under the Ministry of Education jurisdiction on 1st January, 2014. Prior to that, the department was under the Ministry of Information from August 2009.

Library Services of Fiji core business is to ensure provision of library services to the community it serves. This strong strategic direction enforced the department to pursue consistent service delivery and develop its potential for the provision of quality reading materials and accessibility to quality information.

The department had made significant progress towards achieving its goals and targets in the Annual Corporate Plan of the Ministry whilst remaining focused to reach out to the disadvantage rural community and to give them allowance to experience the benefit of accessing quality information, and contribute to the advancement of literacy.

In addition to providing quality resources distributed to all school, public and community libraries, Library Services organized Information literacy skills training programme to school children in rural community. This programme assisted in the enhancement of the basic research skills of children hence promotes a habit of reading in them. Another programme that is included as part of training and community development that the department is conducting in rural community are the Functional Literacy programme for women. The Programme ensures rural women acquired the necessary reading skills. The programme also empowers them to gain skills that will help them to supplement household income or improve their livelihood.

Although there were challenges encountered during the year, this did not deter the department from achieving the deliverables and targets stipulated in the ACP.

### Roles & Responsibilities

Library Services of Fiji was tasked with providing library services to the Community. It is responsible in the coordination and development of libraries in Fiji including the public libraries, school libraries and libraries of government agencies to promote and support literacy and educational development. The department encourages the utilization of book-based skills to empower communities thus contributing to the eradication of poverty.

The department provides library support services to all primary schools, secondary schools and 12 community libraries, 5 branch public libraries and 3 municipal partnership libraries. It also coordinates training in relation to teacher librarianship, school librarian, information literacy and functional literacy for communities or identified focus groups.

### Functions

- To provide a free public, community and school library and information services to meet the literacy, educational, recreational and cultural needs of the people of Fiji.
- To complement and supplement the formal education process through the integration of library resources in the teaching and learning process in schools.
- To assume most of the functions of a National Library Service through the provision of a responsive library and information services
- To facilitate :
  - Policy development, programme planning and evaluation
  - Planning and coordinating development of public, community, special and school libraries
  - Collecting and developing a national collection of reference resources including materials of national heritage.

## 2014 HIGHLIGHTS AND ACCOMPLISHMENT SCHOOL LIBRARY SERVICES

School assistance is a major output of the Department. The Department had spelled out procedures in the manual on the guidelines that needs to be followed to assist schools that seeks library assistance.

Apart from the standard library set up, we share information on library issues and moral support to teacher librarian and school librarian. We encourage their ideas, discuss concerns and offer advice on promoting awareness on library services to students and teachers.

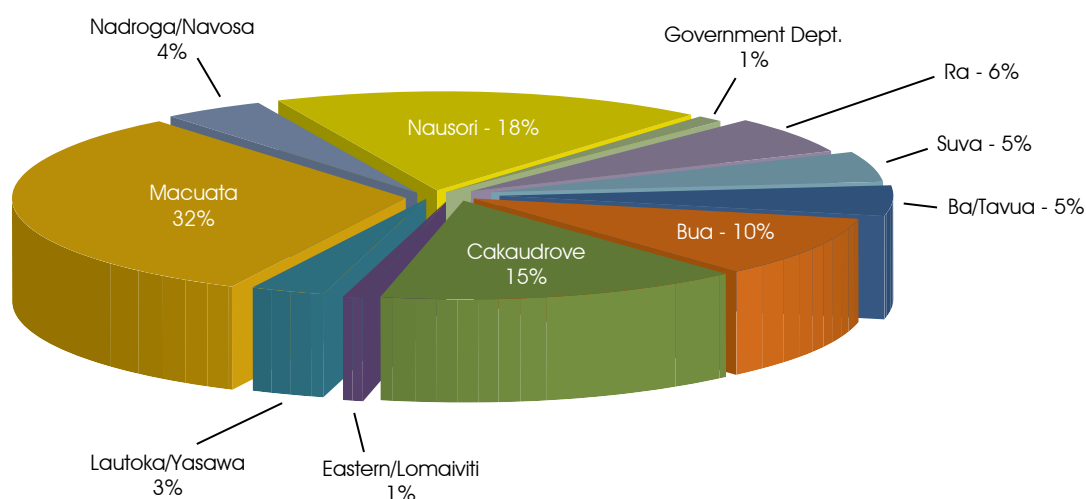
As a result of the awareness conducted, schools are now seeing the importance of having a school library. This is clearly shown on the number of school request received this year and hence have allocated rooms for the library. At the end of the 4th quarter a total of 106 school libraries were set up; and 131 schools was distributed with resources totaling to 24,436 titles at a cost of approximately \$350,000.00

## School Library Set Up

**Table 77: School Library set up by District**

No.	EDUCATION DISTRICT	TOTAL NUMBER OF SCHOOLS				
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
1	Ba-Tavua		3	2		5
2	Bua	1			9	10
3	Cakaudrove		12	1	3	16
5	Lautoka-Yasawa			2	7	9
6	Macuata	1		30	2	33
7	Nadroga-Navosa		1	2	3	6
8	Nausori	1	7	9	5	22
9	Govt. Dept.	1				1
10	Ra	2	1	3		6
11	Suva		1	1	3	5
	<b>TOTAL</b>	<b>6</b>	<b>25</b>	<b>50</b>	<b>32</b>	<b>113</b>

**Graph 26: Percent Library Set up by Education District**



## Assistance: Categories

**Table 78: Summary of assistance by categories**

No.	CATEGORIES	NO. OF REQUEST
1	Primary Schools	87
2	Secondary Schools	6
3	Govt. Department	1
4	Community Information Centres	10
	<b>TOTAL</b>	<b>104</b>

## LRS Distribution

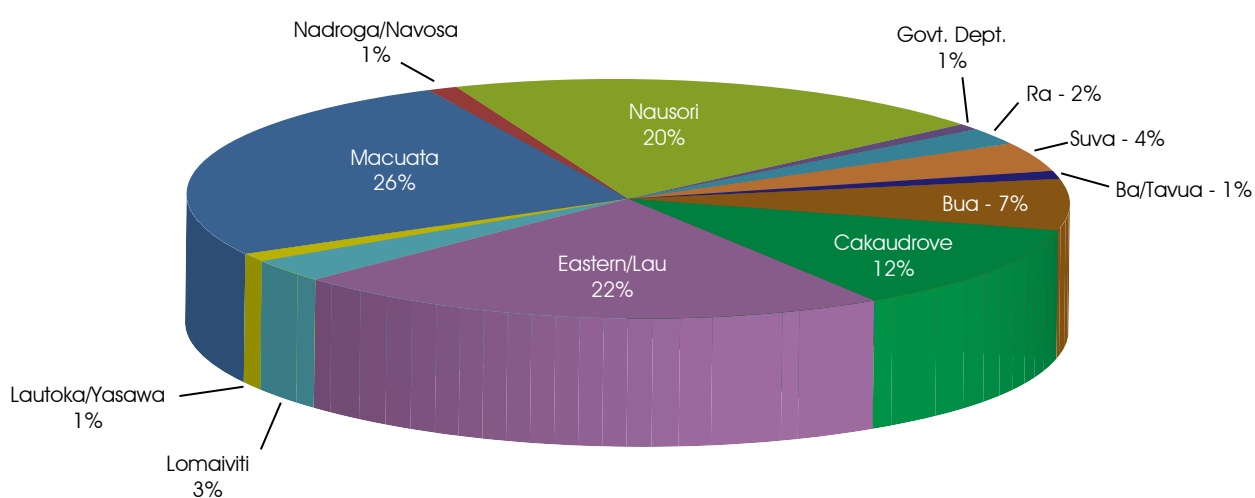
Table 79: Summary of Resources Distribution

QUARTER	TOTAL NUMBER OF SCHOOL	TOTAL NUMBER OF RESOURCES DISTRIBUTED	TOTAL NUMBER OF SCHOOL
1st	8	1611	16,897.75
2nd	59	6893	57,231
3rd	47	12,327	141,116.90
4th	24	3605	32,844.66
<b>Total</b>	<b>138</b>	<b>24,436</b>	<b>248,090.31</b>

Table: 80: LRS Distribution by Education District

No.	EDUCATION DISTRICT	TOTAL NUMBER OF SCHOOLS				
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
1	Ba-Tavua			2		2
2	Bua	1			9	10
3	Cakaudrove		13	1	2	16
4	E/Lau		30			30
5	E/Lomaiviti	1	3			4
6	Lautoka-Yasawa				2	2
7	Macuata	1		33	2	36
8	Nadroga-Navosa			1	1	2
9	Nausori	1	12	9	5	27
10	Govt. Dept.	1				1
11	Ra	2		1		3
12	Suva	1	1		3	5
	<b>TOTAL</b>	<b>8</b>	<b>59</b>	<b>47</b>	<b>24</b>	<b>138</b>

Graph 27: Summary of percentage distribution by Education District





## Furniture Distribution

**Table 81: Summary of furniture distributions**

Quarter	Total Number of School	Furniture						Costs (F\$)		
		B/table	Chairs	S/table		Stools	B/shelf		S/shelf	
1st	3	3	18	2		8	1	1	3710	
2nd	11	8	48	7		28	11	7	14127	
3rd	39	36	216	13		52	34	9	44096	
4th	14	4	24	1		4	4	7	6596	
Total	67			51	306	23	92	50	24	68,529

**Note: Costs of Tables**

Wooden Tables & Chairs - 1 big table - \$359; 1 chair - \$48; 1 small table - \$195; 1 stool - \$42.

Shelf - 1 big shelf- \$395; 1 small shelf - \$295.

Plastic table round (set) - \$191.30

## SCHOOL/TEACHER LIBRARIAN TRAINING

School/Teacher Librarian is also an output of the department as outlined in the Ministry's ACP. A teacher librarian has a unique role, requiring the integration of teaching skills and an understanding in librarianship. They are also qualified to take an active role in teaching classroom curriculum. In some instances, school/community librarian are those that have left school, without any library professional background and but have passion to work in any the library. They need to attend the basic trainings so that resources distributed to libraries are well maintained and will be used appropriately by school children and the community at large.

Apart from learning the basic daily work routine in the library; we also stressed the fundamental principle of the school/ community library which are:

- The library is an essential tool for the development of the school curriculum and its activities whilst should be integrated with other school activities. It should not be considered simply as a service that supports the school activity or an autonomous place for learning and spending of free time.
- The coordination of library management should be up to a team that ensures the necessary tasks for its functioning is fulfilled. This team should be made up of teachers, school board members and parents who are involved in the school library pedagogic development. This will enable them to fully understand the importance of having a school library and will be able to give in their needed support. The school library should not work in isolation; it requires strategic support from the school stakeholders. With their support the library should be able to provide a wide range of facilities and services which will facilitates its purpose of existence.

There were 4 venues for the school/teacher librarian workshop done this year.

**Table 82: Summary of the venue for Library Workshops**

DATE	NO. OF PARTICIPANTS	VENUE
15TH -18TH FEB, 2014	15	Western Regional Library, Lautoka
26th – 27th June, 2014	26	Ro Qomate House, Labasa
20th – 21st August, 2014	19	National Archives Conference Room, Suva
9th – 10th September, 2014	14	Cakaudrove Provincial Council Conference Room

## Information Literacy Skills Training

Convinced that “literacy” is crucial to the acquisition, by every child, youth and adult, of essential life skills, the Library Services of Fiji saw the need to help children in rural and remote schools cultivate reading through the use of the available resources in the library to improve literacy.

Promoting reading and improving literacy during information literacy programme involves a number of stakeholders: library staff, potential readers, parents and teachers and other community members who are impacted by reading and literacy. Libraries are uniquely situated to promote literacy and reading. The Library Services of Fiji provided this programme to those schools who wish to help slow readers develop their reading. During the programme we also encourage parents to do their part after school by helping their children to cultivate the habit of reading at home.

**Table 83: Summary of the information literacy training conducted.**

DATE	NO. OF PARTICIPANTS	VENUE
25th – 26th June, 2014	67 p/students	Yalobi & Namara, Yasawa
8th – 10th July, 2014	55 p/students	Rokotuivatu Primary School, Tailevu
5th – 6th August, 2014	40 p/students; 24 pre-school	Nadavaci Village, Natewa, Cakaudrove
8th – 12th, September, 2014	100 participants	Lomainasau Village, Tailevu
28th – 31st October, 2014	31 p/students	Muira Village, Naviti, Yasawa
20th – 22nd October, 2014	60 p/students 10 s/students	Sasa village, Ba
2nd – 3rd December, 2014	55 participants	Naqarani Village, Rewa
2nd – 3rd December, 2014	20 students	Molituva Village, Kuku, Tailevu
10th – 11th December, 2014	50 students	Tukavesi, Cakaudrove
15th – 17th December, 2014	190 students	Vuya Village, Bua

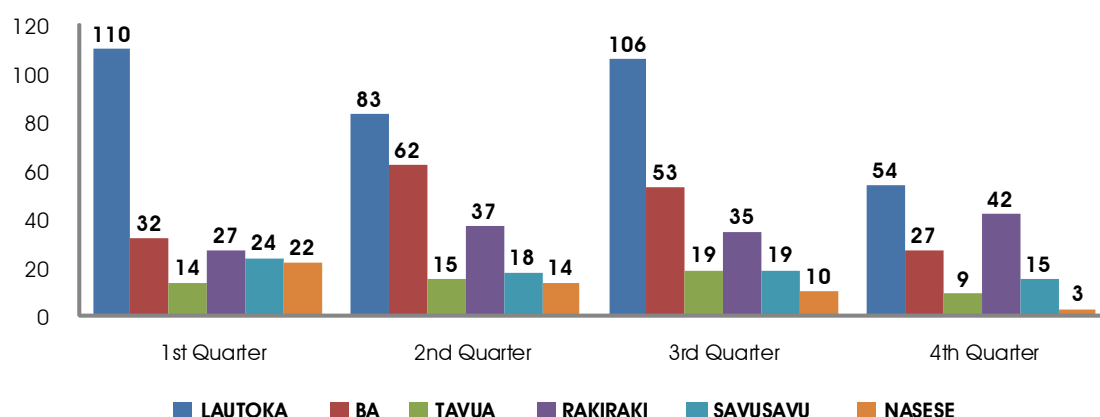
## Public Library Services

The department has branch libraries around the country inclusive of municipality partnership with Ba Town Council Library. Our role is to ensure provision of quality library services that meets the educational, cultural, informational and recreational needs of the community where our public library serves.

Included in the report are statistical data for new membership, loans management, bureau services which includes photocopying, printing, laminating and overdue fines. Also included are the numbers of resources distributed to each public library as part of their collection development, in addition to existing collection of each libraries.

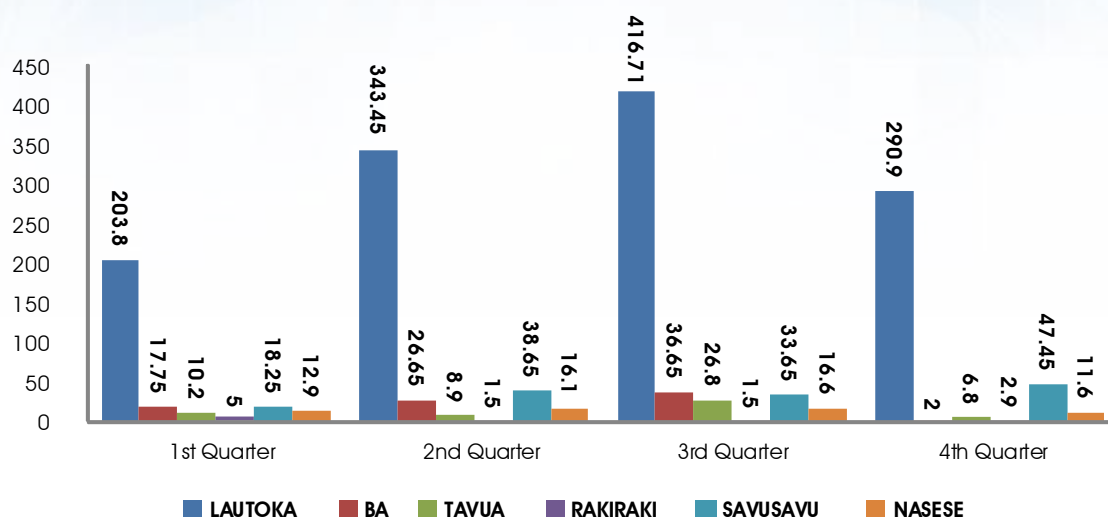
## New Membership

**Graph 28: Summary of Library membership**



## Bureau Services

Graph 29: Summary of Bureau services



## Loan Management

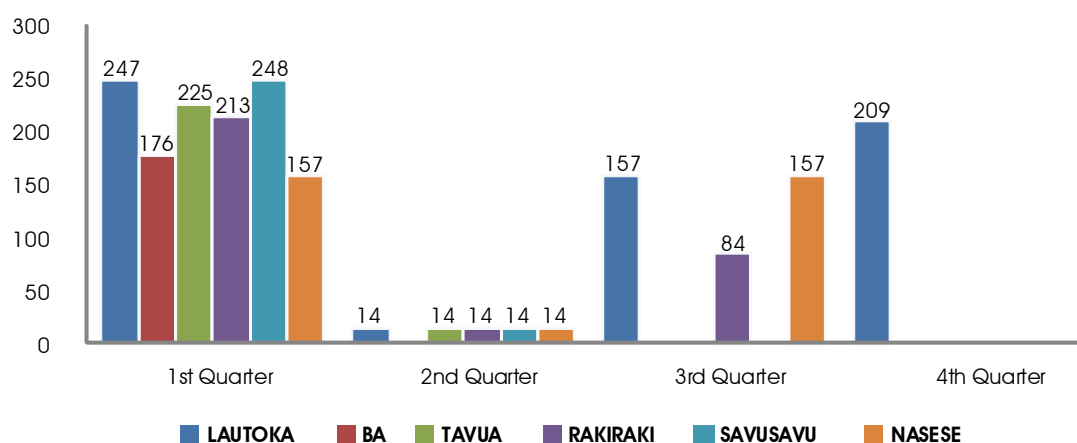
Table 84: Summary of loan management

LIBRARIES	No. of TITLES	COST (\$)	FURNITURE	COST (\$)	TOTAL COST (\$)
VUYA	303	1673.90	1 round table, 4 folding chairs, 1 big shelf 2 small shelves 1 big cushion 2 sets of Puzzle mats	1, 712.00	2,385.00
NADAVACI	598	9,212.09	1 b/wooden table, 6 chairs, 1 small table 4 stool 2 sets of Puzzle mats 1 Big shelf 2 small shelves 1 big cushion	2,257.00	11,469.09
NAMATAVEIKAI	379	4357.19	1 b/wooden table; 6 wooden chairs; 1 small shelf; 2 sets of puzzle mat; 1 big cushion	1,115.00	5,472.19
SASA	150	1,500.00	1b/wooden table; 6 chairs; 1 s/table; 4 stools; 1 b/shelf; 1 s/shelf	1,790.00	3,290.00
MUA-I-RA	375	3,220.00	1 s/wooden table; 4 stools; 1 b/wooden table; 6 chairs; 2 small shelves; 1 big shelves	1,917.00	5,137.00
NATAKALA	152	1,500.00	2 small shelves; Charts;	780.00	2,280.00

**Table 84: Summary of loan management (cont'd)**

LIBRARIES	No. of TITLES	COST (\$)	FURNITURE	COST (\$)	TOTAL COST (\$)
LOMAINASAU	499	7,143.44	1 b/wooden table; 6 wooden chairs; 1 s/ wooden table; 4 stool; 2 b/shelves; 1 s/shelf; 2 sets of puzzle mats; 34 charts; 9 stickers	2,741.00	9,884.44
NAMEKA	550	7,850.98	1 b/wooden table; 6 wooden chairs; 1 small table; 4 stools; 1 small shelf; 2 big shelves; 24 posters; puzzle mat; 8 stickers	2,655.50	10,506.48
<b>TOTAL</b>	<b>3,006</b>	<b>36,457.60</b>		<b>13,255.50</b>	<b>50,424.20</b>

## Resources Management (Resources Acquired)

**Graph 30: Summary of resources distributed to Public Libraries**

## Community Library Services

Creating a knowledge based society is one of Governments mandates which Library Services of Fiji contributed through provision of library resources in rural community. Through the integrated approach, communities are empowered to provide facility for their community library to enable members to have access to resources for their literacy advancement.

Library Services have now established 8 community libraries in rural community.

In addition, functional literacy skills training or book based activities was also conducted to create awareness to women and community members on the importance of books. It was also emphasized to the women that through books, they can use the concept to produce products which can supplement their household income or even enhance their capacity in terms of household beautification or more importantly acquiring skills that can be a source of income to them.



## Community Library Establishment

**Table 85: Summary of community Library establishment**

Note:

1 round table - \$335.00; 1 folding chair - \$78.00; 1 B/shelf - 395; 1 s/ shelf - 295.00

QUARTERS	LAUTOKA	BA	TAVUA	RAKIRAKI	SAVUSAVU	NASESE	TOTAL
1st Quarter	8,524	20,472	4,423	4,342	2,703	2,273	42737
2nd Quarter	2754	13080	1067	1774	1192	1166	21033
3rd Quarter	4202	8063	1329	2686	1393	1317	18990
4th Quarter	2609	3795	636	1455	806	58	9359
TOTAL	18089	45410	7455	10257	6094	4814	92119

1 b/wooden table - \$410; 1 wooden chair - \$55.00; 1 s/wooden table - \$260; 1 stool - \$48.00  
Plain puzzle mat - \$15.00; Coloured printed puzzle mat \$35.00; 1 big cushion - \$50.00

## Functional Literacy Skills Training

**Table 86: Summary of the participants that attended the Literacy skills training**

VENUE	NO. OF PARTICIPANTS	DURATION	BOOK BASED ACTIVITIES
Rokotuivatu	19	3 days	Fan making, jewellery making, tie and dye; screen printing; flower arrangement; ornamental air fresheners
Naqarani Village	16	2 days	Tie & dye; jewellery making, mag bag; fan making
Tukavesi Community	21	2 days	Tie & dye; fan making; cross stich; jewellery making, ornamental air fresheners
Vuya Village	30	3 days	Tie & dye; fan making; screen printing; mag bag; flower arrangement; jewellery making
Nadavaci	30	3 days	Tie & dye, screen printing, paper craft in fan making, flower arrangement, cross stitch, ornamental air freshener, learning to form decorations ( form rose bunch from silk material)
Namataveikai	22	3 days	Tie and dye, fan making, jewellery making, screen printing, ornamental air fresheners
Nameka	30	2 days	Tie and dye, fan making, jewellery making, ornamental air freshener, embroidery ( cross stitch ) , flower arrangement,
Lomainasau	22	4 days	Mag bags, Tie and dye, Ornamental air freshener, Cross stitch, fan making, jewellery making
Sasa	30	3 days	Tie and dye, fan making, jewellery making; mag bag; ornamental air freshener; embroidery (cross stich)
Mua-i-Ra	12	3 days	Jewellery making, fan making, tie & dye, mag bag, screen printing, flower arrangement

## Technical Services

Technical services are a critical component of library services. These services acquire relevant resources for all types of libraries in which it ensure the collection development in all schools, public and community libraries are constantly reviewed and updated according to the users need.

The Unit also accesses and catalogue resources before it are distributed to all libraries under the Library Services jurisdiction.

**Table 87: Summary of the number of resources acquired and processed before distribution.**

2014 QUARTERS	ACQUISITION		ACCESSIONING		CATALOGUING	
	No. of Titles /furniture	Cost (\$)	No. of Titles	Cost (\$)	No. of Titles	Cost (\$)
1st Quarter	50 (shelves)	19,850.00	3843	26,359.64	2210	17,198.76
2nd Quarter	3979 titles	104,167.50	4994	102,605.00	2447	54,821.86
3rd Quarter	4785 titles	81,405.98	4515	66,950	3378	68,212.85
4th Quarter	7597 titles	83,790.25	2004	36,008.85	1915	43,574.74
<b>TOTAL</b>	<b>16,411</b>	<b>\$289,213.73</b>	<b>15,356</b>	<b>\$231,923.49</b>	<b>9950</b>	<b>\$183,808.21</b>

## National Events

The Department co-ordinate National Events to commemorate the work of librarians and libraries role in the literacy advancement of community it serves. This year there were 3 events that the department co-ordinated:

- World Book Day which was celebrated on the 3rd of March. There was a seminar held for all librarians for which schools and public libraries were invited to attend. It was opened by the Deputy Secretary Professional, Mrs. Kelera Taloga with 3 speakers who were invited to speak on selected topic related to libraries, books and copyright.
- International Literacy Day on the 8th of September was celebrated at Lomainasau Village; members of Lomainasau community work tirelessly in collaboration with the department on the establishment of their new Community Library. The opening of the Community Library and activities for both women and children was the highlight of this celebration.
- National Library Week was celebrated in schools, however the opening of the 2014 NLW was held in Suva with a march from the flea market to Ratu Sukuna Park. There were hypes of activities at the ground with bouncy castle for the children to enjoy themselves.



## CHAPTER 7: FIJI NATIONAL COMMISSION FOR UNESCO ANNUAL REPORT 2014

The Fiji National Commission for UNESCO (Natcom) was chaired by the Honourable Filipe Bole, the Minister of Education, National Heritage, Culture and Arts and deputized by the Permanent Secretary for Education, Dr. Brij Lal. The Honourable Dr. Mahendra Reddy in his capacity as the Minister for Education, National Heritage, Culture and Arts subsequently became the Chairman since September, 2014 while the Acting Permanent Secretary; Mrs. Kelera Taloga assumed the post of Deputy Chair. The Secretary General is Mr. Amani Cirikisuva. There are 17 members comprising of professionals who provide advisory roles on education, culture, social sciences, natural sciences, communication and information.

### Purpose and Functions

The function of the National Commission is to facilitate UNESCO's activities with all its stakeholders towards the advancement of education, science, culture and information in Fiji.

Furthermore it

- contributes to the maintenance of peace and security and the common welfare of the people through active participation in the activities of UNESCO
- play an ever-increasing role in UNESCO's work and the formulation and execution of its programmes
- liaises with the government and civil societies, organizations, institutions, and individuals regarding areas of assistance from UNESCO
- providing awareness on the roles and activities of UNESCO and how best it can assist the public
- participates with other National Commissions to joint studies on matters of interest to UNESCO.
- undertaking its own initiatives other activities related to the general objectives of UNESCO.
- collaborates with UNESCO's Regional offices and Centres in fostering regional, sub-regional, bilateral cooperation in education, the sciences, culture and information. The cooperation may be directed towards the preparation, implementation and evaluation of projects and may take the form of joint surveys, seminars, meetings and conferences and exchange of information, material and visits.

### Conferences and Training Workshops

The Fiji Natcom nominated 30 participants which includes Education officers, teachers, students and other representatives from other stakeholders to attend conferences and trainings locally and abroad. The Natcom office facilitated the participants' logistics and travel.

**Table 88: Summary of workshops/trainings for 2014**

PARTICIPANTS	SCHOOL/ SECTION	TRAINING COURSE	DURATION
<b>Mikaele Vakasilimiratu</b>	SEO Geo/Hist	Expert Meeting on Climate Education for Sustainable Development	10/02-12/02/14
<b>Apisalome Movono</b>	DSCS	Education-Excellence in Public Schools	10/02-21/02/14
<b>Metuisela Gauna</b>	SEO Stats/IT	Regional Workshop on Educational Data & Indicators	24/02-27/02/14
<b>Tomasi Raiyawa</b>	DPE	International Seminar on Autism	22/04-23/04/14
<b>Jason Tuatani</b>	Manager, Sigatoka Sand Dunes	4th Meeting of Pacific Biosphere Reserve Network in Nadi	23/04-25/04/14
<b>Basundra Kumar</b>	DSPS	Workshop on Developing & Testing Indicators for Disability Inclusive Education in the Pacific	07/04- 12/04/14
<b>Metuisela Gauna</b>	SEO Stats/IT	Regional Technical Feedback Workshop on the National EFA 2015	29/04-30/04/14
<b>Jai Narayan</b>	Director Secondary	UNICEF/UNESCO IIEP Regional Policy Seminar on Improving School financing. The use & usefulness of school grants	07/05- 09/05/14
<b>Dr. Brij Lal</b>	Permanent Secretary for Education	International Conference on Language- Enhancing Language Ability & Language Education in China	6/06-06/06/14

**Table 88: Summary of workshops/trainings for 2014 (cont'd)**

PARTICIPANTS	SCHOOL/ SECTION	TRAINING COURSE	DURATION
<b>Amani Cirikisuva</b>	Secretary General - Fiji National Commission for UNESCO	1st Interregional Meeting for UNESCO National Commission in Astana, Kazakhstan	22/07- 24/07/14
<b>Alumeci Tuisawau</b>	Director TEST	UNESCO-KEDI Regional Policy Seminar "Teacher Effectiveness in Support of Quality Learning in the Asia-Pacific".	04/08- 05/08/14
<b>Salote Rabuka</b>	Director FHEC	13th Session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia-Pacific in Colombo, Sri Lanka	04/08- 05/08/14
<b>Kelera Taloga</b>	DSP	Asia-Pacific Regional Education Conference	06/08- 08/08/14
<b>Narain Sharma</b>	PEO Primary	International Bureau of Education (IBE) Group IV Pre-Council Meeting in Malaysia	11/08- 13/08/14
<b>Elia Nakoro</b>	Fiji Museum	Parallel Event" on Underwater Cultural Heritage (UCH) in Apia, Samoa	03/09 – 07/09/14
<b>Antonio Panapasa Ravai</b>	PEO HRM	Developing Thinking Skills at Primary/Lower Secondary through Enquiry Based Science Education (IBSE) for SIDS in Malaysia	08/09 – 15/09/14
<b>Laisa Soko</b>	Principal of Jasper Williams High School	APCEIU 5th Asia –Pacific School Leadership Academy in Korea	16/10- 22/10/14
<b>Suliasi Vuli</b>	PEO Nadroga/ Navosa	UNESCO/China Govt. Fellowship for Masters of Business Administration- University of Science and Technology	24/09/14- 31/08/15
<b>Sumiran Pratap Dr Mesake Rawaikula</b>	PEO Suva USP	Climate Change Education Inside and Outside the Classroom, in New Caledonia	27/10/- 30/10/14
<b>Alumeci Tuisawau</b>	Director TEST	Capacity building seminar on DRR/SIDS	10/11- 12/11/14
<b>Seci Waqabaca Vereniki Nailo</b>	Director CAS SCDO	UNESCO World Conference on Education for Sustainable Development in Japan	10/11- 12/11/14
<b>Shikha Raturi</b>	A/Lecturer –USP	UNESCO Resource Distribution & Training Centre Regional Seminar in Chiang Mai, Thailand	10/11-12/11/14
<b>Lorima Voravora, Deepika Prakash, Aliti Wailevu, Fredic David Ronil Ravinesh</b>	DEOW Students of Jasper Williams High School Tilak High School	UNESCO Associated Schools Network (ASPNet) International ESD Conference for Students and Teachers in Japan	04/11- 08/11/14
<b>Ruci Soko</b>	SEO Basic Science	Training Workshop on Innovative Teaching & Learning of Science through Inquiry- Based Science Education IBSE for Teacher Trainers from Asia- Pacific – Pacific Region in Malaysia	17/11- 22/11/14

## Education for All (EFA) Report

EFA Report (2000-2015) was completed and sent to UNESCO Bangkok office in August, 2014. Coordinated by the Natcom Office; the Steering Committee headed by the Deputy Secretary Corporate Services gathered data and had conducted several consultations between 2013 and last year.

## Director, UNESCO Apia office

Mr Etienne Clement, the newly appointed Director of UNESCO Office for the Pacific States made a mission to Fiji and met with senior officers of the Ministry of Education in February

## Fiji's Congratulatory Message

A congratulatory message from the Minister of Education, National Heritage, Culture and Arts , Mr. Filipe Bole was sent to the Chairman of the Korean National Commission for UNESCO in February last year while celebrating their 60th Anniversary .



## Research on Science, Technology & Innovation in the Pacific

UNESCO designated Dr. Amaradasa Ranasinghe, a Senior lecturer at the University of Fiji was to conduct a research study in Fiji and the Pacific. The main objective of the survey was to ascertain the existing programmes and activities on Science, Technology & Innovation undertaken in schools & tertiary institutions identify achievements & challenges and project pathways. This will be published by UNESCO in the World Science Report, 2015.

## Quality Physical Education Policy Package (QPEP)

Fiji continues to look forward to the piloting of the Quality Physical Education Policy Package to all its selected schools. The main target of this exercise is the revision and adaptation of the physical education policy to ensure inclusion and quality. UNESCO in partnership with UNDP, UNICEF, WHO, ICSSPE coordinated this project.

## ASP Network Revival

The revival of the Associated Schools Project Network continues to gain momentum. Four secondary school students from Japer Williams High School and Tilak High School together with the ASP Net Coordinator, Mr Lorima Voravora attended the UNESCO ASP Net International ESD Events in Japan from the 4th – 8th November, 2014.

## Fiji EIU Team

Alumni of APCEIU training programme have formed a team to conduct training workshops on APCEIU themes which include Culture of Peace and Non-Violence Against Women & Children, ESD, Human Rights, Global Citizenship, Cultural Diversity & others. The members include Dr. Ledua Waqailliti (USP), Mr. Rajesh Singh, Principal of SVC, Mrs. Laisa Soko, Principal of Jasper Williams, Mrs. Mereoni Motukiliu, Principal of BMS and the Secretary General, Fiji Natcom.

## 2001 Recommendation in TVET.

Fiji took part in the 2001 Revised Recommendation Concerning TVET online consultation in July, 2014.

## MILIO University Network

The University of the South Pacific was granted approval by the Director General of UNESCO to join the UNAOC-UNITWIN Media and Information Literacy and Intercultural Dialogue University Network. This will strengthen networking and partnerships with other reputable universities where the main focus are on knowledge sharing, research and educational

## Quality Teacher Education for Quality Learning in the 21st Century

Fiji Natcom office co-sponsored & co-coordinated the “1st National Seminar on Quality Teacher Education for Quality Learning in the 21st Century” which was held on the 11 – 12 September, 2014 at the Holiday Inn. Delegations from all the teacher training institutions including the Teacher Unions attended the meeting to take stock of achievements and challenges and to map the way forward. The Steering Committee was headed by the former DSP.

## UNESCO Funding for ICH in Fiji

FNU submitted an application through the Natcom Office requesting for funds totaling US\$25,000 for a project titled “Safeguarding the knowledge Systems Associated with Traditional “ITaukei Bures” in Navala, Ba in September.

## UNESCO Drawing Competition

Four primary schools were invited to submit drawings to UNESCO based on the theme, “Respecting Differences”. The schools that had submitted drawings included Veiuto Primary, Stella Maris, Natabua Primary and St Mary’s Primary.

## Donor Sectorial Meeting

The Secretary General attended the meeting which was held on the 4th December, 2014 at the Ministry of Strategic Planning where he made a brief presentation on the UNESCO Activities & Programmes in Fiji.

## Gender Focal Point

Mrs Luisa Sigawale from the Curriculum Advisory Services was appointed as the gender focal point to work in partnership with the Policy Unit to devise a Gender Mainstreaming Policy for the Ministry. The policy was to be aligned to the National Gender Mainstreaming Policy. She was later replaced by Mrs Elena Seninawanawa also from the same section.

## Organization of World Heritage Cities (OWHC)

Information relating to this was sent to the Ministry of Local Government together with its end of the year report.

## Fiji Hibiscus Festival

The Fiji Natcom contributed \$ 2,470.00 towards the reprinting of students' bookmarks and these were distributed during the 2014 festival.

### Safeguarding Best Practices through Cultural Mapping Project

A proposal was prepared and sent to UNESCO on Safeguarding Best Practices through the Cultural Mapping Project for their consideration in their 2015 -2016 cycle.

## Official Partnership

PINA completed a questionnaire based on NGO's official partnerships with UNESCO in September, 2014.

## International Convention against Doping in Sports

The final report on the 4th session of Conference of Parties to the International Convention against Doping in Sports was sent to Ministry of Youth & Sports in June, 2014.

## Youth Speak Survey

UNESCO's Mahatma Gandhi Institute for Education for Peace & Sustainable Development conducted a youth survey called 'Youth Speak' to acquire the perspectives of youth about global challenges.

## Teacher & Principal's Standards

## Review of the Fiji Schools Teachers Competency Framework & the Fiji School Leaders Competency Framework

Fiji is indeed grateful to the Japan Funds –in –Trust through UNESCO Apia for their funding assistance totaling FJD \$131,665.51 to review the Fiji Schools Competency Framework (FSTCF) and the Fiji School Principals Competency Framework (FSLCF). The Ministry work in partnership with South Pacific Board for Education Quality (SPBEQ) who provides consultancy work for this project. The consultations with stakeholders will commence in February, 2015. Specifically the teacher standards are based on the 4 dimensions which include (i) Facilitating Students learning (ii) Assessing and Reporting Student Learning Outcomes (iii) Engaging in Professional Development and (iv) Forming Partnerships in School Communities. Each dimension will then have several aspects and will in turn have several indicators.

## Department of National Heritage, Culture and Arts

### State Celebration on the occasion of the Inscription of Levuka – Historical Port Town as a World Heritage Site

To celebrate the successful listing of the Historical port Town of Levuka on the UNESCO World Heritage Listing, the celebration was held in the Historical Port Town of Levuka on 12-13 December, 2014.

The celebration began on the evening of the 12th which saw the launch of the State celebrations, Levuka World Heritage Logo, Levuka Landscape Plan and the Fund a Heritage Project Catalogue Book by His Excellency the President of Fiji. In attendance were 2 High Commissioners (New Zealand and France) and other invited guests from the Ministry of Education, representatives from the statutory agencies namely the Department of Culture, Heritage and Arts, Fiji Museum, Fiji Arts Council, National Trust of Fiji. Members of the Vanua, community, government officials on Ovalau, media and all interested parties were also present.

The occasion took place at Nasau Park on the 13th of December, 2014 and started with a march from the Post office to Nasau Park. At the grounds tents and marquees were set up for the 6 divisions from the Ovalau community i.e Tikina o Lovoni, Tikina o Bureta, Tikina o Levuka, Tikina o Nasinu, Levuka Town and the Baba community. The programme for the day included the traditional welcoming ceremony for the chief guest, cutting of the State celebration cake, unveiling of the five priority projects, competitions and entertainment.

## Fiji Memory of the World Committee

### Descendants of Pacific Island Indentured Labourers: Access their Records

The celebration to commemorate the 150th year since the arrival of Pacific Island labourers was held in Levuka town in Ovalau from November 7th – 9th, 2014. The Head of Secretariat of the Fiji Melanesian Council, Paterisio Nunu mentioned that the presence of the National Archives of Fiji at the commemoration with the awareness conducted and for them to be able to access archival records is significant to them.

“As far as the community was concerned during the event and going through the Archives booth, the information and pictures made us very emotional, most of us were shy in the past in identifying themselves as *kai Solomone*, *Vanuatu* or PNG as their origins but this has changed and they are proud of their history and identity.”

“Without the presence of National Archives most of these descendants will still rely on the verbal history relayed to them through stories. They are now confident that what they know is not what is passed down from one generation to others but something that was recorded during that time then and there and are reliable information.”

He added that the descendants were also proud to learn that these records have been officially acknowledged by UNESCO with their inscription onto the regional MOWCAP register. These records were successfully submitted for consideration to be put on to the regional register by the Fiji Memory of the World Committee in May of 2014.

The UNESCO Memory of the World (MOW) programme is the sister programme to the UNESCO “World Heritage Sites” programme. MOW seeks to identify, preserve, and popularise key historical documents which together comprise the recorded memory of the world. This means that UNESCO has judged these Fiji records as being of significant importance as a historical record for the entire Asia-Pacific region. <http://tinyurl.com/p63to69>. This is the second such Fijian record on the MOWCAP register, the Indian Indentured Labour records being Fiji’s first inscription on the regional register. In 2011 the Indian Indentured Labour records were also successfully inscribed on the International Memory of the World Register (<http://tinyurl.com/odlftwx>) the first of only two Pacific Islands recorded and the only one whose authorship to be led by a Pacific nation.

## Ministry of Youth & Sports:

The Ministry of Youth and Sports is responsible for the formulation and implementation of policies and programs on the development of youth and sports in Fiji. Similar to other government ministries, the Ministry of Youth and Sports undertook major structural changes in line with the change in government however this did not hinder programme delivery and implementation.

## Achievements

A momentous achievement for the Ministry for 2014 was the appointment of a Minister and an assistant Minister for the Ministry of Youth and Sports. This signified the government's dedication and commitment to the holistic development of youth and sports in Fiji.

In line with priorities of the government and structural changes, the Ministry also formulated its 4 years Strategic Development Plan to guide its programmes to be implemented for the next 4 years. The Ministry also formulated a Youth Development Index, benchmarking against the Commonwealth Youth Development index, rating youth development in Fiji at 0.72. A total of 54 youth empowerment capacity building and training programme were coordinated around Fiji, with a total of 40 youth clubs assisted through Small and Micro Enterprise projects in 2014. The Ministry also coordinated a National Youth and Sports Conference attended by about 500 youth leaders to discuss cross cutting youth issues including best approaches in addressing these issues. Youth leaders formulated the "Suva Declaration" as an outcome document of the 2014 National Youth and Sports Conference.

In addition, the Ministry in partnership with International Youth Fellowship based in South Korea organized an IT Camp on Basic Skills in Information Technologies. The youth camp was attended by about 700 youths from around Fiji.

In sports development, the Ministry proposed the inclusion of a national sports day as a holiday to encourage mass sports participation in Fiji, this was endorsed by the Cabinet, earmarking the 26th of June, 2015 as public holiday for National Sports Day. In its venture to identify and develop raw sporting talents in the rural communities, the Ministry in 2014 managed to develop 4 rural sports fields around the country for use by schools and communities.

Ministry of iTaukei-Strengthening of ICH through Cultural Mapping & Revitalization Programmes

The Institute is currently dedicated to the Cultural Mapping Project (CMP), which is an information gathering exercise involving the collection, recording and documentation of iTaukei tangible and intangible cultural heritage in all the fourteen provinces in Fiji.

Informations collected through CMP will be stored in the National Inventory for Traditional Knowledge and Expressions of Culture and protected under the legislation on the protection of Traditional Knowledge and Expressions of Culture (TK&EC); a draft has already been submitted to the Solicitor General's Office for vetting.

The establishment and protection of TK&EC was initiated to:

- Preserve and safeguard tangible and intangible cultural heritage;
- Promote the value of cultural diversity;
- Respect for cultural rights; and
- Promotion of tradition-based creativity and innovation as components of sustainable economic development.

The project also aims at enabling custodians to appreciate and utilize TK&EC for commercial purposes, consequently receiving financial rewards. This could exemplify an alternative mode of employment for the local iTaukei rural population.

An initial yearly budget of \$100,000.00 was approved by Cabinet then. This has increased over the years and \$246,164.00 was approved this year for the Mapping and Verification process.

A Special Revival Unit (SRU) exists within TILC mandated with:

- the conduction of awareness programs for identified potential Living Human Treasures (LHT); and
- Facilitating workshops on the revival of TK&EC through the transmission of knowledge and know-how related to cultural expressions by the identified LHT, particularly those in danger of disappearing

## UNESCO CHAIR IN TEACHER EDUCATION & CULTURE

### Teaching

### Undergraduate:

*ED350 Curriculum Studies (Geography). F2F -25 students (Semester 2)*



## Postgraduate

- ED 455 Advanced Curriculum Study (Blended). 40 students from Laucala, Lautoka, Labasa, Kiribati, Samoa, Tonga, Vanuatu (Semester 1)
- ED 461 Education for Sustainable Development (Blended). 69 students from Cook Islands, Laucala, Lautoka, Labasa, Solomon Is., Kiribati & Tonga. (Semester 1)
- ED 451 Culture & Education (Blended). 76 students from: Cook Islands, Laucala, Labasa, Lautoka, Marshall Islands, Samoa, Kiribati, Tonga, Solomon Is., Vanuatu campuses (Semester 2)

## Postgraduate supervision

### PhD:

Willie Luen (Vanuatu (write-up stage) and Rosie Lagi, ( Fiji - making revisions)

### DRP

Tilisi Bryce (Fiji - Proposal writing)

### MA/Med:

Rinneth Timothy, Vanuatu (SRP- writing), Kahealani Nau, Tonga (MA - writing) and Amelia Manuofatoa Tonga, (MA - writing)

## Thesis examination

- Ala Tamihere, Ki he Lelei Taha. PhD, University of Auckland
- Seini Taufua, A mother's hope: Pacific teenage pregnancy in N.Z. PhD University of Auckland
- Lingikoni Vaka'uta, Contemporary Visual Arts in Fiji, MA, USP.
- Shikha Raturi
- Talita Toluta'u

## Research

Pacific Research Frameworks (ongoing, self-funded) and Pacific Indigenous Knowledge Systems (on-going, self-funded)

## Publications

- No need to whisper: reclaiming indigenous knowledge and education in the Pacific 2014. In Tamasailau M Suaalii-Sauni, et al (Eds). Whispers and Vanities: Samoan indigenous knowledge and religion. Huia Press, Wellington. 301-314
- Of Waves, Winds, & Wonderful Things: a way forward for RPEIPP. In 'Otunuku, M., Nabobo-Baba, U. & Johansson-Fua, S (Eds.), Of Waves, Winds and Wonderful Things, USP Press, Suva. Pp119-209
- The Cultural Challenge of Higher Education: understanding Pacific students and Pacific cultures. In Dorovolomo, J. et al (Eds.), Discussions and Debates in Pacific Education pp 125-136
- Education in Pacific Island Countries: an overview. In Crossley, M., Hancock, G. & Sprague, T. (Eds.), Education in Australia, New Zealand and the Pacific, Bloomsbury,

## Conference addresses/ papers/reports

### Regional

- Challenges to ESD in PICs. Invited panel member, UNESCO Side Event, SIDS Conference, Samoa
- Kato 'i he loto kato: whose theory and practice in teacher education in PICs. Keynote address, Vaka Pasifika Conference, Tonga, Sept.

## Membership of professional organizations

- Member & Chair of Advisory Committee for Re-thinking Pacific Education Initiative
- Advisory Committee Member, Centre for Research in Indigenous and Maori
- Education, Auckland University, NZ.
- Member of Joint UNESCO/ILO Committee of Experts on the Application of

- the Recommendations Concerning the Status of Teachers (CEART)
- Member of the UNESCO Monitoring & Evaluation Group, for the DESD.
- Member of Pacific Association of Teacher Educators (PATE)
- UNESCO (Pacific) ad hoc Committee on the Decade of Education for Sustainable Development (DESD)
- Member, Pasifika Group, New Zealand Association for Research in Education.
- Member, IGU Commission on Indigenous Peoples' Knowledges and rights.
- Member of UNESCO Chair/UNITWIN Network
- Member of Regional Working Committee for Culture & Education

### Editorial/Advisory Committee Membership

- Higher Education Research & Development
- Journal of Education for International Understanding
- Asia Pacific Journal of Education
- Contemporary Pacific
- International Journal of Teaching & Learning (on-line)
- Comparative Education



## CHAPTER 8: NATIONAL HERITAGE, CULTURE AND ARTS

### GOVERNANCE & ADVISORIES

As the overarching culture agency in the country, the Director and the Principal Policy and Conventions Officer serve as ex-officio members of the following Boards, Councils, Committees. Some organizing Secretariats involved the participation of other Senior Staff of the Department proper.

### INTERNATIONAL

UNESCO ICH Category 2 Centre – ICHCAP (Republic of Korea) Governing Board Member (with Minister Approval)  
[Principal Policy & Conventions Officer]

### REGIONAL

1. Pacific Heritage Hub (PHH)- USP Steering Committee Member (Director)
2. USP School of Social Science Advisory Committee Member (Principal Policy & Conventions Officer)
3. Secretariat of the Pacific Community (SPC) Council of Pacific Arts Member (Director)
4. Melanesian Spearhead Group (MSG) Subcommittee on Culture & Arts, Member (Director)

### NATIONAL

5. Fiji Arts Council Board Ex-officio Member (Director)
6. Fiji Museum Board of Trustees Ex-officio Member (Director)
7. National Trust of Fiji Council Ex-officio Member (Director)
8. Fiji National Commission for UNESCO (NATCOM) Culture & Heritage Focal Point [Director/Principal Policy & Conventions Officer]
9. Fiji National World Heritage Committee Secretariat (Principal Policy & Conventions Officer/SPOL)
10. Levuka World Heritage Interagency Committee Member [Director] Secretariat (SPOL)
11. Culture and Education Steering Committee (Director & PPCO) Secretariat SCDO

### MINISTERIAL AND DEPARTMENTAL SECRETARIATS

12. Minister for Education, National Heritage, Culture & Arts Forum Member (Director)
13. Permanent Secretary & Senior Management Meeting Member (Director)
14. Department Cultural Grants Committee Chairperson (Director), Member (PPCO), Secretary (SCEO)
15. Fiji Culture and Education Interagency Committee (Director, SCEO, SCDO)
16. Minister for Culture China State Visit Steering Committee (PPCO, SCEO, SCDO)
17. UNESCO Category 2 Centre ICHCAP (Republic of Korea) Director General State Visit Organising Committee (PPCO, SCEO, SCDO, CDO, EO)
18. National Consultation on the 2005 UNESCO Convention for the Protection and Promotion of Cultural Diversity Secretariat (Director), Consultant (SCEO), Secretariat
19. 5th Pacific World Heritage Workshop for State Parties to the 1972 World Heritage Convention Secretariat (PPCO, SCEO, SPOL, SCDO)

### TECHNICAL AND PROFESSIONAL ADVISORIES

The Department coordinated and participated in various forums in 2014



**Table 89: Summary of the forums coordinated and participated in by the DHA**

TECHNICAL & PROFESSIONAL ADVISORY	PURPOSE	NUMBER OF SITTING
Cultural Grants Committee	The committee was established to look into the vetting, approval and disbursement of the "Cultural Grants" funds available with the Department which is allocated on an annual basis by Government.	2 Meetings
Levuka Interagency Task Force	An initiative of the Department to look into the implementation of the Levuka Management Plan which is part of activities on the facilitation of the nomination of Levuka as a UNESCO World Heritage Site. The focus is on the maintenance and upgrade of infrastructure in accordance with heritage plans.	5 Inter-agency meetings
Culture and Education Steering Committee	Committee established by the Department to look at national preparations for the Festival of Pacific Arts in Solomon Islands	10 consultative committee meetings
Interagency Consultative Group on Cultural Statistics	A forum established to strengthen link between the Department, Bureau of Statistics, and SPC to progress works on cultural statistics in Fiji	5 Meetings with FIBOS
Agencies Board/ Council/ Committee Meetings	Fiji Arts Council Board Meeting	4 sittings
	Fiji Museum Board of Trustees Meeting	3 sittings
	National Trust of Fiji Council Meeting	3 sittings
	Ba Multi-Cultural Centre Committee Meetings	4
	Labasa Multi-Cultural Centre Committee Meetings	4
	Nadi Multi-Cultural Centre Committee Meetings	4
	Nausori Multi-Cultural Centre Committee Meetings	4
	Savusavu Multi-Cultural Centre Committee Meetings	4
	Suva Multi-Cultural Centre Committee Meetings	4
School of Social Science Advisory Committee	The School of Social Science is based at USP and an Advisory Committee was set up to assist in the enhancement of the schools programmes at USP.	1 Meeting in 2014
Levuka Chiefly Forum	The Chiefly Forum was established to advise the Departments and World Heritage Celebration Committee on necessary traditional protocols, requirements and necessary developments needed for the people of the World Heritage Port Town of Levuka	4 sittings

## POLICY, CONVENTIONS AND PROJECTS UNIT

The Policy, Conventions and Projects Unit looks after protection protocols, policies to enhance visibility of culture sector, community empowerment enhanced through the implementation of the 1972 UNESCO World Heritage Convention and the 2003 UNESCO Convention for the Safeguarding of ICH and the incorporation of cultural heritage matters in national, regional and international development plans and agendas.

### PROJECT 1: THE HISTORICAL PORT TOWN OF LEVUKA – UNESCO WORLD HERITAGE 2013

<b>Project Team Advisors:</b>	<b>Mr. Peni Cavuilagi</b>	<b>Director</b>
	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
<b>Project Team Members:</b>	Mrs. Anaseini Kalougata	Senior Project Officer (Levuka)
	Mr. Aca Baleiwai	Heritage Advisor
	Ms. Vaciseva Kuli	World Heritage Database Officer



A project of the Department of National Heritage, Culture & Arts since 2006, and the initiative took more than 20 years to materialise. At the announcement during the 37th World Heritage Committee Meeting in Phnom Penh, Cambodia, the former Fiji Delegation Head - His Excellency Ambassador Peceli Vocea - was emotional at the inclusion of Levuka in the prestigious list of sites for humanity and expressed Fiji's commitment to see through that Levuka maintains this unique status.

The Fiji Delegation included, the Chairperson of the National Trust of Fiji, former Ambassador - Dr. Robin Yarrow, former Ambassador and Special Administrator for Nausori and Levuka Municipalities – Ratu Naipolioni Masirewa, Director, National Heritage, Culture & Arts – Mr. Peni Cavuilagi, the Manager Pacific Heritage Hub – Ms. Meretui Ratunabuabua, and Principal Policy, Conventions Officer – Mr. Sipiriano Nemani.

The Department has successfully celebrated the State Celebration to commemorate the inscription of Levuka.

In line with the inscription, the World Heritage Committee requested the following measures put in place for Levuka prior to the 2015 World Heritage Meeting:

- Fiji Heritage Decree promulgated;
- Medium term plan for conservation set in place;
- Archaeological sites inventoried in the Levuka Heritage Register;
- keeping maximum building height to current building levels, heritage impact assessment integrated into tourism development plans in the nominated and buffer zone properties; and
- Finalise Levuka Town Planning Scheme.

A *Levuka Way Forward Roadmap* has been developed as a result incorporating issues raised by ICOMOS, World Heritage Committee and the Levuka Management Plan for implementation by key stakeholders regarding the Town of Levuka.

The Levuka Interagency Committee made up of government and statutory representatives, chaired by the Commissioner Eastern Division – Lt. Col. Netani Rika. The committee sat 5 times in 2013.

There were key activities pertinent to maintaining the Outstanding Universal Value (OUV) of Levuka that have been completed included the foregoing.

**Table 90: Key activities conducted to maintain the OUV of Levuka**

ACTIVITY	RESPONSIBILITY	PARTNERS
THE PORT TOWN OF LEVUKA WORLD HERITAGE STATE CELEBRATION	Peni Cavuilagi Sipiriano Nemani Ana Kalouagata Vaciseva Kuli DHA Committee	National Trust of Fiji Fiji Museum Government Departments Levuka Chiefly Forums Ovalau Communities Commissioner Eastern Division Levuka Town Council
Finalise the work towards the UNESCO recommendation for the Inscription of the Historical Port town of Levuka for reporting to UNESCO World Heritage Center in early 2015	Peni Cavuilagi Sipiriano Nemani Ana Kalouagata Vaciseva Kuli	Commissioner Eastern Division Levuka Town Council National Trust of Fiji
Implementation of the Levuka Management Plan	Anaseini Kalougata Meli Tokaibai Vaciseva Kuli Sipiriano Nemani	Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority

**Table 90: Key activities conducted to maintain the OUV of Levuka (cont'd)**

ACTIVITY	RESPONSIBILITY	PARTNERS
Ovalau Resource Profiling Survey	Anaseini Kalougata Meli Tokaibai Vaciseva Kuli Sipiriano Nemani	Department of Town & Country Planning Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities
Ovalau World Heritage Tourism Awareness Workshop	Anaseini Kalougata Meli Tokaibai Vaciseva Kuli Sipiriano Nemani	Department of Town & Country Planning Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities
Levuka World Heritage Website	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Webmaster Fiji Museum ITC Fiji
World Heritage Logo for Levuka	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Department of Town & Country Planning Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities
Levuka Fund the Project Catalogue Book	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	National Fire Authority Water Authority of Fiji Levuka Town Council
Levuka Landscape Plan	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	National Roads Authority Levuka Town Council
Levuka Town Album	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	National Trust of Fiji
Levuka DHA Office	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities
Levuka World Heritage Commemoration Plaque	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Levuka Town Council Independent Contractors

**Table 90: Key activities conducted to maintain the OUV of Levuka (cont'd)**

ACTIVITY	RESPONSIBILITY	PARTNERS
Information Panel	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	FEA National Fire Authority
Nasova Provincial Bure	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Levuka Town Council
Main Entry Sign	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Department of Town & Country Planning Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities
Heritage Park	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Department of Town & Country Planning Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities
Completion and submission of Final ICOMOS questions regarding the nomination of Levuka.	Peni Cavuilagi Sipiriano Nemani Anaseini Kalougata Vaciseva Kuli	Department of Town & Country Planning Lomaiviti Provincial Council Department of Town & Country Planning Levuka Town Council National Fire Authority Ovalau Communities Dr. Anita Smith (Advisor)

## COMMUNITY ENGAGEMENTS

The DHA Levuka Office since Jan 2014 was operating from the Levuka Community centre together with the national Trust Levuka office because renovation works was currently underway at the new DHA Office. Although being based at the Levuka Community centre the officer still undertook responsibilities to engage and consult with the people and chiefs of Ovalau and residents of Levuka Town.

With regards to World Heritage and the project, the responsibilities include:

- Provision of information on World Heritage and heritage to the public in Ovalau
- Facilitation of requests from the public for assistance for heritage identification, enhancement and protection
- Facilitation and provision of support for the development of the management plan and heritage legislation
- Provision of support to villages and the town to develop heritage committees
- Research heritage of Levuka and Ovalau - buildings, monuments, archeological sites, etc
- Provision of support for the revival of cultural practices and the preservation of heritage sites in Levuka Town and the villages
- With regards to other DCH Outputs, the responsibilities include:
  - Maintaining the network with government officers in Levuka, private sector and relevant stakeholders
  - Facilitation and provision of support for cultural events in Levuka such as Fiji Day, Back to Levuka week,
  - Revitalisation of local economies through utilization of heritage resources
  - Supervision of Implementation of priority projects for the State celebrations
  - Engagements of the community on preparation for the State Celebrations in Levuka

## WORLD HERITAGE UNIT CHALLENGES

- The Draft Heritage Decree was submitted to the Solicitor General's Office for final vetting of the Decree that lasted 6 months from January – June 2014
- The submission of applications for Development made to the Department of Town and Country Planning for approval for the Priority Projects caused delays upon submission of Applications which also lead to the State celebrations being held in December instead of June.
- The submission made by the Department of Heritage to the Catholic Archdiocese for approval to engage the site earmarked to locate the Levuka World Heritage Commemoration Plaque was delayed and thus lead to the delay in the State Celebrations

<b>Project Team Advisor:</b>	<b>Mr. Sipiriano Nemani</b>	<b>Principal Policy &amp; Conventions Officer</b>
<b>Project Team Members:</b>	Mr. Simione Tuimalaga Mrs. Kula Saro Mr. Eroni Waqairagata	Community Development Officer Executive Officer (Multi-cultural Centres) NHCA-ICHCAP Project Assistant

## Introduction

Intangible cultural heritage refers to "traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.

That means the practices, representations, expressions, knowledge, and skills – as well as the instruments, objects, artifacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

For ICH team in Department 2014 was a successful as Fiji manage to implement some intangible cultural heritage safeguarding measures to safeguard some of Fiji rich and unique ICH element.

Measures such as:

- Revitalization of traditional skills
- Publication of Traditional Knowledge and Wisdom
- Documentation of Revitalization and traditional event
- Drafting of Intangible Cultural Heritage Safeguarding Framework
- Findings
- The meeting of Melanesian Spearhead Group (MSG) Treaty on the Protection of Traditional Knowledge & Cultural Expressions.
- Introduction and piloting to workshop themed Wisdom and Sustainable Vanua System.
- Intangible Cultural Heritage Profiling of Researchers and Mapping Research Project

Some other measures were implemented to serve the purposes of Fiji ratifying the 2003 Convention for safeguarding Intangible Cultural Heritage. Fiji regards highly its function to implement the 2003 ICH Convention as it obligatory under its role as a state party to the said Convention.

Besides the institutional and documentation measures currently being pursued in Fiji, We do not need to look far to see that Climate Change experts resort to indigenous or traditional knowledge to mitigate global warming challenges and other environmental calamities we face.

## Revitalization of traditional skills

In 2014 the ICH unit in the Department facilitate to four traditional bure revitalization workshops. These revitalization workshops were held in different parts of Fiji in which the Department work in partnership with the vanua in reviving this unique traditional skill.



Not only we are reviving the traditional bure we also revive the vanua at the same time. In some case it really touches the people in that community as they all experience what they use to see in the past in regard to their resource are coming back again. In other case some on the annual harvested resource that has been lost from the past fifty years have being harvested again once the revitalization of the bure starts.

Most of this revitalization were carried out not only to revive the skills but also to rebuild their valeni ni vanua whre in need the communally working together of the vanua and the people in the village

Workshop like this need more awareness and consultation with the community to build that partnership which lead to the vanua recognizing its role in building their valenivanua. The three photos above shows the three stages of which the Traditional Bure revitalization workshop proceeds.

## Publication of Traditional Knowledge and Wisdom

2014 was a successful year to the ICH team in the department as we work in partnership with ICHCAP Korea in writing a publication on traditional knowledge and wisdom. The writers were selected by the department based on their knowledge on five ICH elements in Fiji. Agreement was sign in between ICHCAP and the Department that the publication will be released in early 2015.

**Table 91: Summary of key writers in the publications of traditional knowledge and wisdom researches**

WRITERS	TOPIC COVERED	TOPIC COVERED
Mr. Aca Mataitini	Traditional Marine Harvested in Fiji	Setoa Raitau (Village Elder) Josefa Seitaba (Village Elder) Waisiki Masirewa (Village Elder)
Mr. Niumaia Gucake	The Lemaki Family and their Salient Characteristics	Elenoa Gataialupe (Interviewee)
Mr. Vilimaina Navila	The Unique Family System of Tako and Lavo relation - Kinship	Asesela Ravuvu (Published Book) Ra University Students Youths
Mr. Sipiriano Nemani	Valenivanua Traditional Architecture	<b>Master Builder</b> - (Kitione Wainiqolo). <b>Second Master Builder</b> - (Isoa Naihoko). <b>Owner of the Bure</b> - (Ratu Samuela Naulago). <b>Tribe Leader for the Builders</b> - (Ratu Peni Bulikula)
Mr. Simone Sevudredre	Verata Traditional Envoys	Mr Aqulala Nainoka (Published Book) Mataki Verata

Editor Dr Apolonia Tamata with one of the ICHCAP Secretariat members Mr Simone Tuimalega attended the ICHCAP Meeting at Pohnpei Micronesia to finalize Draft Manuscript Writings from Fiji.

## Cultural Grants Funds

The Department allocated some funds by government on an annual basis to assist in individual, group and community projects regarding cultural development, safeguarding and revitalization of ICH element. So far the Department has assisted more than 20 revitalization projects. Majority of this project comes from the initiative of local community requesting the Department to assist in reviving elements such as traditional architecture.

The focus of the Department at this point is the revitalization of traditional skills associated with building traditional houses. This is to ensure that each village in Fiji will have at least a traditional house for the village meetings organized given that most houses in villages are entirely modern.

This revitalization projects also includes traditional mat weaving for each province and district, pottery, salt making, canoe construction and sailing (navigation skills).

## Melanesian Spearhead Group (MSG) Treaty on the Protection of Traditional Knowledge & Cultural Expressions.

The MSG treaty is a regional binding instrument developed by the MSG Secretariat with its partners to ensure protection of traditional knowledge and cultural expressions of practitioners and/or its custodians in the MSG member countries. Last year Fiji host the national consultation on this treaty allowing members of the public to participate in a debate to ensure that traditional wisdom is safeguarded from misappropriation. Fiji also has a draft Traditional Knowledge Policy and Decree in place that will ensure that TKEC is protected.

This is an initiative pursued through by the Department of National Heritage, and the Ministry of iTaukei Affairs.

## Wisdom and Sustainable Vanua System – Workshop for Chiefs by Chiefs for the vanua of Buā.

Fiji through the Department of Heritage & Arts has made another milestone through the piloting of an awareness and training sessions for Chiefs and Elders facilitated by Chiefs and Elders within a region. With the theme Wisdom and Sustainable Vanua System, this initiative was identified by the Department through its continuous awareness on Cultural Impact Assessment Awareness. The primary purpose is to bring back the sanctity and mana of the chiefs, ensure that the vanua synergies its development priorities with due consideration given to the local traditions and wisdom and the environment, and also to ensure that each clan and tribe understands and appreciates their traditional roles and functions.

The goal is to achieve a fulfilling life, well-being and sustain the richness of our traditional knowledge. Similarly, the idea is to bridge the gap where village chiefs organize the vanua council and village council in its effort to bring about more wisdom and rich traditional life and knowledge amongst its people (hence the initiative in the Province of Buā). This is very important in this day and age given the influence of westernization and modernization in our traditional way of life.

The work of restoring wisdom and the rich traditional life in the traditional village is an important one which needs to be undertaken by someone well-versed and knowledgeable about the people and chiefs of that region hence the Department through it only appropriate that local chiefs and elders in communities and villages conduct training as a way of restoring wisdom and the rich traditional life and knowledge.

## 2003 ICH Convention National Framework for Fiji – A draft.

This draft framework consists of priority areas that will strengthen the implementation of the 2003 Convention on ICH in Fiji. The framework purports to ensure that appropriate legal, policy and institutional mechanisms are put in place to further enhance the work on safeguarding ICH in Fiji. Some of the Areas inculcate:

- (i) Strengthen existing Inventories and develop new inventories for ICH in Fiji esp. with other ethnic communities.
- (ii) Capacity building of current and future personnel engaged in the safeguarding of ICH.
- (iii) Envisioning Cultural Spaces (infrastructure) for the promotion of ICH
- (iv) Institutional strengthening and setting up of administrative and technical structures.
- (v) Promotion of ICH through various Media: Television, DVD production, Radio and through publications
- (vi) Youth Participation in the promotion and development of ICH initiatives in the various provinces.
- (vii) ICH forums established.
- (viii) Preparations and submissions of Nominations to the 3 UNESCO List.
- (ix) Strengthening Partnerships and collaboration with institutions, individuals and communities
- (x) Encourage and harness regional and international cooperation in the implementation of ICH at the National Level.
- (xi) Policy and legislative mechanism in place.
- (xii) Enhance tourism as a Vector for sustainability of ICH.
- (xiii) Access and inauguration of funding mechanisms for ICH implementation at the National Level.

## Intangible Cultural Heritage Profiling of Researchers and Mapping Research Project

In line with this publication initiative the Department has embarked on a research initiative that will lead to the creation of a COMPENDIUM or more or less an ANNOTATED BIBLIOGRAPHY of all research that have been pursued in the past, present and proposed in future regarding Fijian ICH. The Department recruited two University Students to carry out

mapping and profiling of research and researchers in the area of intangible cultural heritage focusing on the five domains of ICH as our core areas of research:

- Oral Tradition & Expressions/Language
- Performing Arts
- Social Practice/ Rituals/Festive Events & Traditional Beliefs
- Knowledge & Practices concerning Nature & Universe
- Traditional Craftsmanship
- Social Structure

In pursuing this research, the duo researchers facilitate the above to incorporate how the five domains encompass the purpose of “safeguarding” which includes its meaning as per the convention: identifying, documentation, research, preservation, protection, promotion, enhancement, transmission, in particularly through formal and non-formal education, as well as revitalization of various aspects of heritage.

This research project will be published and to be used by national universities, academics, researchers, institution, libraries, students-schools and tertiary, and by regional and international audience.

There are numerous initiatives pursued at the national level regarding ICH safeguarding however, all remain important and contributes to the implementation of the 2003 Convention.

## CONVENTION 2: IMPLEMENTING THE 2003 INTANGIBLE HERITAGE CONVENTION

<b>Team Leader:</b>	<b>Mr. Sipiriano Nemani</b>	<b>Principal Policy &amp; Conventions Officer</b>
<b>Support:</b>	Mr. Simone Tuimalega Mr. Eroni Waqairagata	Community Development Officer ICH Assistant

Fiji ratified the 2003 UNESCO convention for the Safeguarding of the Intangible Cultural Heritage in 2010. The Department currently serves as the national secretariat seeing through the implementation of the Convention at the national level.

**Table 92: Measures taken to safeguard the intangible Cultural Heritage in Fiji**

MEASURE	EXPLANATION
Establishment of ICH Unit in Department	Based on cabinet decision set in 2009, the Department was mandated to set-up a secretariat to implement the convention at the national level. In this light, an ICH unit has been established by the Director to see through this decision is facilitated.
UNESCO ICH Intergovernmental Committee Meeting.	To ensure Fiji's representation at this prestigious Forum held in Azerbaijan in December 2013, the unit assisted in the preparation of Acting Director Joe Mainavukea of Ministry of iTaukei Affairs to attend the meeting.
Annual Convention Periodical Payment to UNESCO	Processing of obligatory payment by state party to the ICH Secretariat in Paris – US\$90
Pacific Mapping of the Intangible Cultural Heritage Toolkit	Sipiriano Nemani published a toolkit for Pacific island countries in terms of mapping the intangible cultural heritage in their communities. The Publication was commissioned and published by SPC (Nabua).
Manuscript on Traditional Wisdom of Fiji/Pacific	In collaboration with ICHCAP, the Department is working with ICH writers to develop a manuscript on Traditional Wisdom of Fiji.
Drafting of National Framework for the implementation of the 2003 Convention for ICH	An implementation measure of the Convention is to see through that appropriate policy mechanisms are put in place by the state party. In May 2013, a working group was put together by the Director to map the national framework for ICH in Fiji. The draft is currently being finalised before distribution to stakeholders for comments.
Preparatory Submission of 'Cultural Mapping Programme' as a Best Practice Methodology under the Convention Lists.	The Ministry of iTaukei Affairs had been working with the Department in preparing the submission for inscription under the Convention for ICH Best Practice Methodology List of the "Cultural Mapping of the iTaukei". The submission awaits further work to be pursued by the Ministry of iTaukei Affairs before it is submitted to UNESCO.

**Table 92: Measures taken to safeguard the intangible Cultural Heritage in Fiji (cont'd)**

MEASURE	EXPLANATION
International Cooperation and Assistance	The unit spearheaded the official state visit of the Director General for ICHCAP (Korea) Dr. Samuel Lee to Fiji. This was an auspicious occasion strengthening ICH ties between Fiji and the UNESCO Category 2 Centre for ICH in Fiji.
	The visit was followed by the appointment of Mr. Sipiriano Nemani as an Honorary Board Member for ICHCAP (Korea). The Minister for Education endorsed the latter's appointment.
Culture Sector Capacity Building	Mr. Sipiriano Nemani attended a Sub-Regional on ICH Networking organised by ICHCAP Korea in Vanuatu
	Ms. Kelera Adikakua of the Ministry of iTaukei Affairs was sent on a 6 month international work attachment and professional development in the field of ICH documentation with ICHCAP (Korea).
International Assistance	Secured funding from ICHCAP for Publication Project – US\$5,000

## POLICIES, GUIDELINES AND STRATEGIES DEVELOPED FOR THE CULTURE SECTOR.

<b>Policy Advisor</b>	<b>Mr. Peni Cavuilagi</b>	<b>Director</b>
<b>Implementing unit</b>	Mr. Sipiriano Nemani	Principal Policy Officer
<b>Members</b>	Mrs. Alumita Romanu	TRT [Policy Assistant]

The development of policies, strategies and plans are pivotal in setting the direction for the culture sector, the Department and its implementing agencies. This also includes the immersion of culture in national, regional and international development plans, conventions and treaties.

**Table 93: Progress in the development of DHA policies, strategies and plans**

POLICY/STRATEGY	STATUS
Cultural Enhancement Guidelines	Continued to work on Skeleton and framework for guideline – 90%
Review of Levuka World Heritage Nomination Dossier	100% completed.
Review of Levuka Management Plan	100% completed.
National Cultural Policy for Fiji	100% completed. Policy consultant and policy writing
National Framework for the implementation of the 2003 Convention on ICH in Fiji	60% completed. Working Group established to draft framing.
National Culture & Education Strategy	90% completed. Incorporating culture in national school curriculum and lessons. Steering Committee established with MOE to facilitate work in this regard.
Regional Cultural Strategy (SPC)	100% submission of overall culture sector activities to SPC.
Preparatory SIDS (Samoa) Meeting 2014 SIDE-MEETING on Culture and Sustainable Development (Nadi, 2013)	100% Fiji culture priorities and achievements resulting in adoption of a Thematic Brief for the inclusion of culture in the SIDS 2014 Agenda.
National Youth Policy	Incorporation of Heritage issues in National Youth Policy.
Bilateral Agreement on Culture between Fiji and China	MOA signed – 100%. China donating RMB 300,000 worth of cultural equipment to Fiji and distributed Culture Sectors including Lelean Memorial, Adi Cakobau School, Dilkusha High School, iTaukei Affairs, MOE(ESU),
Embassy of France – Levuka Listing Congratulatory Message and assistance offer.	Areas of assistance to be articulated to the Embassy.
Levuka Town's Scheme Statement	Inclusion of Heritage Impact Assessment in Town's Scheme. Department of Town & Country Planning to incorporate ICOMOS recommendations in revised Levuka Plan.



**Table 93: Progress in the development of DHA policies, strategies and plans (cont'd)**

POLICY/STRATEGY	STATUS
Levuka Way Forward Roadmap	Successfully incorporation of ICOMOS Recommendations, World Heritage Committee Resolutions, and Levuka Management Plan into matrix.
Fiji Heritage Issues captured in Regional Plans	100% completed Pacific World Heritage Meeting Resolutions capturing Fiji Heritage issues and directions for review of Pacific Regional Action Plan regarding world Heritage.
District Education Board Advisories	Incorporation of cultural issues in the DSMB Agenda – Multicultural Centres, Fiji Museum and culture & education etc.

## LEGISLATIVE FRAMEWORKS AND PROTECTION MECHANISMS DEVELOPED

<b>Legislative Advisor</b>	<b>Mr. Peni Cavuilagi</b>	<b>Director</b>
<b>Implementing unit</b>	Mr. Sipiriano Nemani	Principal Policy Officer
<b>Members</b>	Mrs. Alumita Romanu	TRT [Policy Assistant]

The Department carries out this function with the assistance of the Attorney General's (AG) Office including the Solicitor General's Office to ensure that the protection mechanisms are comprehensive, has little or no loop holes and minimal duplication or overriding jurisdictional areas.

**Table 94: Summary of the legislative frameworks developed**

LEGISLATION/PROTOCOLS	STATUS
Draft Fiji Heritage Decree	AG's Office finalizing the Decree before promulgation.
2005 UNESCO Convention for the Protection and Promotion of Diversity of Cultural Expressions [SCEO spearheading]	Ratification comments sort from key stakeholder Ministries including AG's Office.
MOU on Chinese Cultural Centre to be established in Fiji	MOE Legal opinion sort Fiji Embassy & China Ministry of Culture in discussion regarding the Centre.

## GRANTS, CULTURAL INDUSTRIES AND CULTURAL STATISTICS UNIT

The unit has important functions for the Department as it explores the correlation between culture and economics. It also enhances use of culture as a vector for economic sustainability and development. This inculcates the concept of culture underpinning the participation of women in the development of the country, the involvement of youths as agents of cultural revitalization and continuity, and also using culture as a tool for income-generation for most contributing to national poverty alleviation.

### Grants Disbursement

Disbursement of grants by the Department takes two forms:

- i.) Annual Grants disbursed to our Flagship Agencies – Fiji Arts Council, Fiji Museum and National Trust of Fiji and the 6 Multi – Cultural Centres - Ba, Labasa, Nadi, Nausori, Savusavu and Suva. At times, the Department also disburses funds to these agencies to support their individual projects.
- ii.) Assistance from the Department can also be accessed through the Cultural Grants Program at the community and national level.

### Agency Grants

One of the key roles of the Department is to disburse and monitor grants to 3 agencies and the 6 Multi-Cultural Centres'. It is mandatory for these agencies to submit a quarterly progressive report, quarterly acquittals, financial statement and a financial cash flow forecast for the impending quarter. This determines the disbursement of funds to each agency.

**Table 95: DHA Grants for 2014**

Grants	Fiji Arts Council	Fiji Museum	National Trust of Fiji	6 Multi-Cultural Centre
<b>Annual Allocation</b>	\$200,000	\$330,000	\$300, 000	\$161,500
<b>AIA and Mapping</b>		\$50,000		
<b>Fiji Heritage Foundation</b>			\$74,000	
<b>Preservation Momi Gun site</b>			\$3,400	
<b>Momi Battery – Historic Park</b>			\$100,000	
<b>Fiji Museum Extension</b>		\$350,000		
<b>Total</b>	\$200,000	\$730,000	\$477,400	\$161,500

<b>Desk Officer for FAC/FM/NTF</b>	<b>Mrs. Maraia Vakasilimiratu/ Mr. Maciusela Betei</b>	<b>Senior Cultural Enterprises Officer</b>
<b>Desk Officer for MCC's</b>	Ms. Amelia Vuetilovoni	Executive Officer ( MCC)
<b>Cultural Grants Secretariat</b>	Mrs. Maraia Vakasilimiratu/ Mr. Maciusela Betei Mr. Simione Tuimalega	A/Senior Cultural Enterprises Officer Cultural Development Officer

## Boards/Councils Members Sitting Allowances

A total of 11 Memorandum of Agreements (MOAs) were signed between Government and our agency Boards and Committees. The Minister for Education and the Permanent Secretary for Education signed on behalf of the Government while the respective chairpersons signed on behalf of their councils, board and committees.

**Table 96: Summary of the membership of the Boards/Councils**

Agency	Signatory	No. of MOAs
<b>Fiji Arts Council</b>	Chairperson	1
<b>Fiji Museum Board of Trustees</b>	Chairperson	2
<b>National Trust of Fiji Council</b>	Chairperson	2
<b>Ba Multi Cultural Centre</b>	Chairperson	1
<b>Labasa Multi Cultural Centre</b>	Chairperson	1
<b>Nadi Multi Cultural Centre</b>	Chairperson	1
<b>Nausori Multi Cultural Centre</b>	Chairperson	1
<b>Savusavu Multi Cultural Centre</b>	Chairperson	1
<b>Suva Multi Cultural Centre</b>	Chairperson	1

## Sitting Allowances

The Chair persons and members of the 3 Agencies receive sitting allowances. Board/Councils have to submit Board Meeting Minutes to ensure remuneration. The MCC Committee operates on a voluntary basis hence do not receive sitting allowance.

**Table 97: Summary of the disbursement of the sitting allowances for Board members**

Agency	Total Meetings	Sitting Allowance
<b>Fiji Arts Council</b>	4	100% disbursement of allowance to members
<b>Fiji Museum Board of Trustees</b>	3	75% disbursement of allowance to Chairperson only.
<b>National Trust of Fiji Council</b>	3	75 % of disbursement of allowance

## Renewals and new appointments of Boards, Councils and Committee Members

In 2014, the appointments for the following council committee members and board were renewed:

- Fiji Arts Council Board
- Fiji Museum Board of Trustees
- National Trust of Fiji Council
- Ba Multi Cultural Centre
- Labasa Multi Cultural Centre
- Nadi Multi Cultural Centre
- Nausori Multi Cultural Centre
- Savusavu Multi Cultural Centre
- Suva Multi Cultural Centre

## Cultural Grants

The Department was allocated \$100,000 to fund community and national cultural projects that belong to either of the following categories: Program 1: Community Cultural Development; Program 2: Dance/Meke; Program 3: Literature & Language; Program 4: Music; Program 5: Performing Arts Touring; Program 6: Visual Arts and Craft and Program 7: Capital Infrastructures

## Cultural Grant Committee

The committee debate on the viability of projects to be supported under the Cultural Grants Scheme. The decision and approval vests with the Committee. Committee members for 2014 include:

- Mr. Peni Cavuilagi, Director Heritage & Arts (Chairperson)
- Mr. Opeta Alefaio, Director, National Archives of Fiji (Member 1)
- Mr. Amani Cirikisuva, Secretary General to the National Commission for UNESCO -MOE (Member 2)
- Mr. Joketani Mainavukea, A/Director, Institute of I Taukei Language and Culture (Member 3)
- Mr. Sipiriano Nemani, Principal Policy and Convention Officer (Member 4)
- Mrs. Maraia Vakasilimiratu/Mr. Maciusela Betei, Senior Cultural Enterprises Officer (Secretariat)
- Mr. Simione Tuimalaga, A/Cultural Development Officer (Secretariat)

## Committee Sitting

Date of Meeting	Comments
26/03/14	Agenda 1 for meeting disbursed with submission proposals for endorsement.
20/06/14	Agenda 2 for meeting disbursed with submission proposals for endorsement.

## Projects supported in 2014

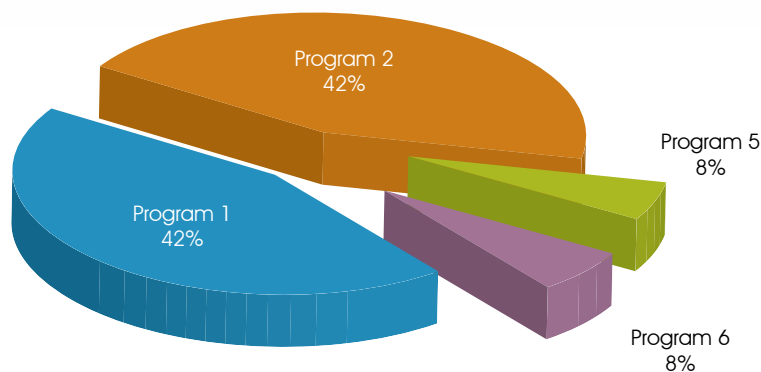
**Table 98: Summary of the projects supported in 2014**

Name of Project	Project Applicants
<b>Community Cultural Development</b>	
Cakaunitabua Traditional Values Capacity Building	Ratu Viliame Tagivetaua
Sautabu Bure Building Capacity Building Workshop	Mr. Marika
Sanasana Bure Building Working Workshop	Mr. Ilami Nabiau
Nausori Highland Bure Building Capacity Building Workshop	Mr Joseva Tuiloma
Iri Ni Natewa Revitalisation workshop	Ministry of I Taukei Affairs
<b>Dance/Meke</b>	
Rewa Provincial Youth Cultural Day	Rewa Provincial Council
Uca Mirimiri Ni Ului Nausa	Mr. Vilivo Naseru
Viti – E – Loma Youth Davuilevu/Waila Branch Cultural Prizes	Mr. Temo Soko
Performing Artist Residency (Dancing Earth Project-New Mexico)	Mr. Navitalai Waqavotuwale
Performing Artist Residency (The Banff Centre)	Mrs Eleni Tabua

**Table 98: Summary of the projects supported in 2014 (Cont'd)**

Name of Project	Project Applicants
<b>Performing Arts Touring</b>	
Makosoi Ni Delai Devo NZ	Makosoi ni Delai Devo
<b>Visual Arts and Crafts</b>	
Suva Rotuman Women's Association Arts Exhibition	Mrs. Makrava Luise Pene

## Cultural Grants Analysis

**Graph 31: Summary of the Cultural Grant by programs**

From the graphical representation of fund distribution amongst the 7 CGC programs, the Community Cultural Development program and Dance & Meke accounted for 42% each of the overall grant funding. This was followed by Performing Arts Touring program and Music & Visual Arts each recorded 8%. There was no assistance on the other categories as no application was received.

The Department continues to provide assistance to local communities and groups that meet the Cultural Grant Guideline but there is still a need to create more awareness on the availability of funds for assistance especially to those in remote areas.

## Cultural Grants Acquittals and Reporting

**Table 99: Summary of Cultural Grants aquittals and reporting**

Name of Project	Project Applicants
<b>Community Cultural Development</b>	
Cakaunitabua Traditional Values Capacity Building	Ratu Viliame Tagivetaua
Sautabu Bure Building Capacity Building Workshop	Mr. Marika
Sanasana Bure Building Working Workshop	Mr. Ilami Nabiau
Nausori Highland Bure Building Capacity Building Workshop	Mr Joseva Tuiloma
Iri Ni Natewa Revitalisation workshop	Ministry of I Taukei Affairs
<b>Dance/Meke</b>	
Rewa Provincial Youth Cultural Day	Rewa Provincial Council
Uca Mirimiri Ni Ului Nausa	Mr. Vilivo Naseru
Viti – E – Loma Youth Davuilevu/Waila Branch Cultural Prizes	Mr. Temo Soko
Performing Artist Residency (Dancing Earth Project-New Mexico)	Mr. Navitalai Waqavotuwale
Performing Artist Residency (The Banff Centre)	Mrs Eleni Tabua
<b>Performing Arts Touring</b>	
Makosoi Ni Delai Devo NZ	Makosoi ni Delai Devo
<b>Visual Arts and Crafts</b>	
Suva Rotuman Women's Association Arts Exhibition	Mrs. Makrava Luise Pene



## Cultural Industries

Team Leader: Mrs Maraia Vakasilimiratu /Mr.Maciusela Betei: Senior Cultural Enterprises Officer  
Support: Mrs. Ulamila Liku: Cultural Industries Assistant

The National Cultural Industries Strategy Framework for the culture sector in Fiji is still ongoing since its inception in 2013. A 'National Development Workshop for the Cultural Industries in Fiji' was held at the Pacific Islands Forum Secretariat (PIFS), from 4 – 8 August 2014. The workshop was conducted under the EU-ACP funded 'Enhancing the Pacific Cultural Industries: Fiji, Samoa and Solomon Islands' project, managed by SPC's Human Development Programme in collaboration with PIFS, the Fiji Department of Heritage and the Arts, and the Fiji Arts Council. The workshop focused on four main areas:

- 1) overview and assessment of the national state of the cultural industries,
- 2) representation by cultural producers, entrepreneurs and arts associations/councils of their achievements, constraints and needs,
- 3) public institutional and policy involvement in the cultural industries and
- 4) agreement on partnerships and initial strategic directions.

Consultation is continuous with cultural sector stakeholders on mapping the way forward for the development of Cultural industries Strategy Framework for Fiji. On the other hand, Sector Collaboration and Capacity building for cultural producers in all genres is continuous to enhance production within the sector.

## Cultural Statistics

Cultural Statistics though being a new phenomenon for the Department of Heritage & Arts has progressed since its establishment in 2013. With additional staff, work on Cultural Statistics has proceeded in terms of increased consultative sessions conducted with stakeholders, and further progress of major projects of the Cultural Statistics Unit.

The major achievement of the unit was the finalizing of the 2nd draft of the MSG Alternative Well-Being Indicator survey questionnaire that emanated after the 1st stakeholders meeting held on 28th October, 2014. Similarly, the successful completion of phases 1 – 3 of the Ovalau World Heritage & Tourism Workshop which was made possible through the collaborative efforts of other units within the Department.

Other Achievements of the unit in 2014 includes:

**Table 100: Summary of other achievements by the Department for 2014**

Activity	Particulars
Cultural Statistics Framework (CSF) for Fiji	<ul style="list-style-type: none"> <li>• Completion of desk top studies for CSF</li> <li>• Formulation of Conceptual draft National CSF</li> <li>• Data collection from flagship agencies on heritage sites visitation, craft sales and exhibitions attendance, museum visitors and AIA conducted etc.</li> <li>• 1st Draft writing of National CSF</li> </ul>
Government Funding	<ul style="list-style-type: none"> <li>• Government provided \$60,000-00 in the Department's annual budget to facilitate work on cultural statistics</li> </ul>
Working Group	<ul style="list-style-type: none"> <li>• The Department in partnership with Fiji Bureau of Statistics continue consultations on the way forward for CSF and AIWS</li> </ul>
Cultural Infrastructure Handbook	<ul style="list-style-type: none"> <li>• Questionnaire distributed to stakeholders</li> <li>• Infrastructure site assessments (in progress)</li> </ul>
Artists Directory	<ul style="list-style-type: none"> <li>• Collection of questionnaires and expression of interests</li> <li>• Collection of artists data from FAC and SPC and other stakeholders with artist data</li> </ul>
MSG Alternative Well-Being Indicators	<ul style="list-style-type: none"> <li>• Completion of 1st stakeholders meeting</li> <li>• Finalizing of 2nd draft questionnaire to be pilot tested by FBOS</li> </ul>
Ovalau World Heritage & Tourism Workshop	<ul style="list-style-type: none"> <li>• Completed Feasibility Study including a tourism product profiling led by a tourism consultant.</li> <li>• Completion of phases 1 – 3 of the workshop with the final phase to be conducted by the Department of Tourism.</li> </ul>
Cultural Statistics Database	<ul style="list-style-type: none"> <li>• Consolidating of cultural data into a database</li> </ul>

## Staffing

	Name	Post
<b>Unit Advisor</b>	Mr. Maciusela B. Raitaukala	Senior Cultural Enterprises Officer
<b>Support Staff</b>	Mr. Meli K. Tokaibai	Admin. Officer (Cultural Statistics)
	Mr. Eroni Waqairagata	Clerical Officer (Cultural Statistics)
	Mr. Simone Tuimalega	Community Development Officer

## CULTURE & EDUCATION, PLANNING, AND TRAINING UNIT

The unit is an essential component in setting long term strategies and goals for the Department proper and the culture sector in general (planning); its responsibility also encompasses training, culture and education which is a pivotal aspect of capacity building and knowledge enhancement for position holders as well as the promotion and safeguarding of culture and heritage at the school level.

## CULTURE & EDUCATION FOCUS

<b>Unit Advisor</b>	<b>Mr. Peni Cavuilagi</b>	<b>Director</b>
<b>Support Staff</b>	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
	Ms. Rosalia Muavesi	CO (Planning and Training)

A core initiative that which the Minister has requested priority in terms of implementation because of the linkages created between Culture and Heritage and activities of the Ministry of Education, the Department is pursuing this initiative through a Steering committee established comprising Department and CAS/TVET Officers.

**Table 101: Major Achievements of the unit in 2014**

ACTIVITY	PARTICULARS	ACHIEVEMENT STATUS
National Culture And Education Strategy	Culture and Education Strategy 2010-2015	Final Consultation with Stakeholders and draft edition of the strategy.
Raintree Lodge Culture Advisors Meeting	Development of Culture Thematic Areas for Integrations	100% - Matrix Developed
Novotel Culture and Education Curriculum Mapping Workshop	Curriculum Mapping of Culture Themes in the Curriculum	100% - Consultation on the Culture Thematic Areas integration
The Lagoon Resort Curriculum Writing Workshop	Incorporation of Culture Thematic Areas across the relevant syllabuses	100% - Culture and Education Integration
Culture and Education Steering committee Meetings	Discussions on Programmes for Cultural Integrations and Workshops	100% Achieved and Implemented
Suva Primary Schools Cultural Festivals	30 Primary School participated at the FMF Gymnasiums	100% Achieved and Implemented
Nausori Clusters Primary Schools Cultural Festivals	50 Clusters Schools Festivals for primary schools in the Nausori District	100% Funded \$7,000.00 for this Cluster Festivals in schools.

## PLANNING FOR THE CULTURE SECTOR

<b>Team Leader</b>	<b>Mr. Vereniki Nalio</b>	<b>Acting Senior Cultural Development Officer</b>
<b>Support</b>	Ms. Rosalia Muavesi	CO (Planning and Training)

The unit is also responsible for the development and implementation of planning programmes for the Department and the culture sector so that our activities are aligned to overall government strategies, plans and activities. Some of the major deliverables of the unit in this area inculcate the following:

**Table 102: Summary of the achievements of the major DHA deliverables for 2014**

ACTIVITY	ACHIEVEMENTS
Submission of 2014 Monthly Reports	100% Completed 12 Monthly Report submitted
Submission of SFCCO Quarterly Reports & Evidence	100% Completed 4 Quarterly Reports submitted for verifications
Draft ACP 2014 Submission (NHCA input)	100% Completed
Draft BP 2014 Submission (NHCA input)	100% Completed
Department Planning Workshop 2014	100% Completed
Position Descriptions reviewed 2014	100% Completed
IWP Reviewed 2014	100% Completed
Service Excellence Activities	100% Completed
Community Service Activities undertaken by Department Staff with MOE	100% Completed
Standard Operating Procedures Developed/ Reviewed	100% Completed
Preparation for Planning Workshop for 2015	100% Completed
Service Excellence Awards - Category 3 Writing	100% Completed

## CAPACITY BUILDING, AWARENESS AND COMMUNICATIONS

<b>Desk Officer for Training</b>	<b>Mr. Vereniki Nalio</b>	<b>Act. Senior Cultural Development Officer</b>
<b>Desk Officer for Awareness</b>	Mr. Simione Tuimalega	Cultural Development Officer (AO)
<b>Training, Awareness Support</b>	Ms. Rosalia Muavesi	CO (Planning & Training)

A skilled and well capacitated workforce will ensure effective and efficient implementation of activities in the sector. The Department organises capacity building sessions and also identify those that it can send personnel in the sector to attend and participate.

**Table 103: Some of the trainings and capacity building sessions pursued in 2014**

NAME	INSTITUTION	COURSE / CONFERENCE	VENUE
Sipiriano Nemani	DHA	ICHCAP Board Meeting	Korea
Anaseini Kalougata	DHA	UNITAR Heritage Management	Hiroshima Japan
Vereniki Nalio	DHA	2015 ESD Conference	Nagoya Japan
Macisela Betei	DHA	H Examination	PSC Training
Vaciseva Kuli	DHA	H Examination	PSC Training
Ulamila Liku	DHA	H Examination	PSC Training
Eroni Waqairagata	DHA	H Examination	PSC Training
Simione Tuimalega	DHA	Forestry Inventory Training	Solomon Island
Dr. Apolonia Tamata	ITaukei Trust Board	ICH Capacity Building	Hawaii
Simione Tuimalega	DHA	ICH Capacity Building	Pompeii
Anaseini Kalougata Sipiriano Nemani Vereniki Nalio Vaciseva Kuli	DHA	1st Regional Training Workshop on Heritage Management held at SPC	Fiji
Anaseini Kalougata	International Training Centre (Japan)	Disaster Risk Management of Cultural Heritage	Tokyo, Japan
Macisusela Betei Sipiriano Nemani Vereniki Nalio	Pacific Island Forum and DHA	National Development Workshop for Cultural Industry	PIFS, Fiji
Macisusela Betei Sipiriano Nemani Meli Tokaibai	DHA SPC MSG Consultant	MSG Alternative Wellbeing for Fiji	Suva Fiji

The Department also participated and sometimes organises awareness sessions, including exhibitions, road shows, curatorial shows to enhance visibility of culture sector activities:

**Table 104: Summary of organised awareness programs carried out**

NAME	ORGANISED BY	TYPE	TYPE
Cakaunitabua Traditional Values Capacity Building	DHA	Community Development & Partnership	Simione Tuimalega
Sautabu Bure Building Capacity Building Workshop	DHA	Community Development & Partnership	Simione Tuimalega
Sanasana Bure Building Working Workshop	DHA	Community Development & Partnership	Simione Tuimalega
Nausori Highland Bure Building Capacity Building Workshop	DHA	Community Development & Partnership	Simione Tuimalega
Iri Ni Natewa Revitalisation workshop	Ministry of ITaukei Affairs	Community Development & Partnership	Simione Tuimalega
Rewa Provincial Youth Cultural Day	DHA	Community Development & Partnership	Simione Tuimalega
Uca Mirimiri Ni Ului Nausa	DHA	Community Development & Partnership	Simione Tuimalega
Viti – E – Loma Youth Davuilevu/Waila Branch Cultural Prizes	Viti E Loma Youth Group	Community Development & Partnership	Simione Tuimalega
Performing Artist Residency (Dancing Earth Project-New Mexico)	Performing Artist Resident & DHA	Community Development & Partnership	Maraia Vakasilimiratu
Performing Artist Residency (The Banff Centre)	The Banff Centre & DHA	Community Development & Partnership	Maraia Vakasilimiratu
Makosoi Ni Delai Devo NZ	DHA	Community Development & Partnership	Simione Tuimalega Maraia Vakasilimiratu
Suva Rotuman Women's Association Arts Exhibition	DHA	Community Development & Partnership	Simione Tuimalega Maraia Vakasilimiratu
Traditional Marine Harvested in Fiji	DHA	Community Development & Partnership	Aca Mataitini
The Lemaki Family and their Salient Characteristics	DHA	Community Development & Partnership	Niumaia Gucake
The Unique Family System of Tako and Lavo relation - Kinship	DHA	Community Development & Partnership	Vilimaina Navila
Valenivanua Traditional Architecture	DHA	Community Development & Partnership	Sipiriano Nemani
Verata Traditional Envoys	DHA	Community Development & Partnership	Simione Sevudredre
Ovalau World Heritage & Tourism Workshop	DHA	Community Development & Partnership	Sipiriano Nemani Meli Tokaibai Ulamila Liku Maraia Vakasilimiratu
MOE Roadshows	MOE	Community Development & Partnership	Rosa Muavesi Ulamila Liku Sereana Tadrau Eroni Waqairagata
MOE Careers Expos	MOE	Community Development & Partnership	Rosa Muavesi Ulamila Liku

## MANAGEMENT AND FINANCE UNIT

The unit is the parent arm of the Department responsible for staffing, overall management and efficient and prudent use of allocations for the Department provided for in the annual budgetary provisions for the sector.



Unit Advisor	Mr. Peni Cavuilagi	Director
Support	Mrs. Amelia Vuetilovoni Mrs. Laisa Vuto Mr. Fereti Sosefo	Executive Officer (HA) CO (Registry) Driver

## MINISTERIAL AND CABINET PAPERS DEVELOPED

The Unit prepared 2 Cabinet Papers and 3 Minister's Papers for information in 2014.

## DEPARTMENT STAFFING

**Table 105: Summary of staff movements, new appointments and review of appointment**

NAME	POSITION	REMARKS
Mr. Peni Cavuilagi	Director	Contract Extended
Mr. Sipiriano Nemani	Acting Principal Policy & Conventions Officer	Acting Appointment extended
Mr. Vereniki Nalio	Acting Senior Cultural Development Officer	Acting Appointment extended
Mrs. Anaseini Kalougata	Senior Project Officer Levuka	Project appointment extended
Mr. Maciusela Betei	Senior Cultural Enterprises Officer	New Appointment
Mr. Meli Tokaibai	Administrative Officer	Project appointment extended
Mr. Jovesa Matakasa	Geography Information System Officer	New Project Appointment
Ms. Amelia Vuetilovoni	Acting Executive Officer	New Appointment

## BOARD OF SURVEY 2014

The Department of Heritage and Arts Registry Unit had successfully completed its Board of Survey for 2014 in December and a report was submitted to Ministry of Education for decision. The Department will continue to update the Filling System and updates all DHA Registry Updates in 2015.

## NEW OFFICE SPACE AND EQUIPMENTS

The new Department of Heritage and Art Office opened by the Honorable Minister for Education Mr. Mahendra Reddy at the World Heritage Port Town of Levuka during the World Heritage State Celebration on 13 December 2014. The new office will be resourced with new furniture, internet, telephone, and a fax machine by Quarter 2, 2015.



## CHAPTER 9: ACCESS TO QUALITY EDUCATION PROGRAM (AQEP)

### Background

The Access to Quality Education Program (AQEP) commenced in mid-August 2011. It consists of a package of bilateral assistance worth up to AUS\$50 million to the Fiji education sector over six years and will end in June 2017. AQEP is funded by the Australian Government through the Department of Foreign Affairs and Trade (DFAT) and implemented by GRM International.

### Program Goal and Objectives

The goal of AQEP is to work with the MoE and other education service providers to improve the ability of children from very poor communities, including those with a disability, to access a quality school education.

The purpose of the Program is to work with the MoE and other key stakeholders to implement activity through three related components:

- (a) **Component 1:** reducing financial and other barriers to accessing a quality school education. This involves mitigating the effects of political instability and the global recession on the most vulnerable children;
- (b) **Component 2:** investing in school infrastructure in the poorest communities to ensure that facilities are adequate and safe and contribute to improved student learning outcomes; and
- (c) **Component 3:** conducting targeted research and analysis on the systemic challenges to achieving improved education outcomes in Fiji. This activity will involve a range of short-term, demand-driven technical assistance and the provision of flexible and outcome-driven support to MoE priorities.

Achievement of Program objectives will support six of the nine Education Outcomes identified in the MoE's 2015-2018 Education Sector Strategic Development Plan, namely:

- (a) All children will have equitable access to a progressive, inclusive and quality education that contributes to socio-economic advancement and open pathways to regional and international opportunities.
- (b) All children will acquire knowledge and wisdom; develop lifelong skills, cultural and religious values that contribute to good citizenship through a relevant, responsive, innovative, inclusive and quality curriculum.
- (c) The welfare of students are promoted and protected through school improvement programmes that build character and bring about social cohesion in a conducive learning environment that is student friendly.
- (d) A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and passionately committed to consistently deliver effective and efficient education services with integrity, transparency and accountability.
- (e) Improved public and private partnerships to ensure education programmes are responsive, empowering, innovative and sustainable.
- (f) Enhance delivery of education through strengthening internal processes and systems and implementation of public sector reforms.

### Program Outcomes

Anticipated Program outcomes under each Component include:

- (a) **Component 1 outcomes:**
  - (i) Improved school access, retention and completion rates for the most economically disadvantaged children in targeted communities, including children with disabilities. This outcome will support Fiji gains and contributions to achieve Millennium Development Goal 2 by 2015; and
  - (ii) Strengthened school based management in target schools to plan and deliver programs to support attendance, retention and opportunities for quality teaching and learning.
- (b) **Component 2 outcomes:**
  - (i) Upgraded and/or well-maintained school facilities in poor areas;

- (ii) Improved water supply and sanitation in these schools to protect the health and well-being of school children; and
- (iii) Improved physical infrastructure to increase access for students with disabilities in mainstream schools.

(c) **Component 3 outcomes:**

- (i) Promotion of evidence-based planning as a result of systematic research contributing to knowledge management;
- (ii) Improved curriculum, databases and assessment within the MoE and support to other strategic priorities that emerge during the life of the program;
- (iii) Increased quality of teaching and student learning through support to MoE's efforts to improve education quality; and
- (iv) Increased capacity within MoE to assess student learning outcomes.

## Outputs of the Program, 1 January – 31 December 2014

Tables 1 and 2 provide a summary of the scope of AQEP activities and outputs from January to June and from July to December 2014. Table 2 also contains a column summarising Program outputs from inception in 2011 to December 2014.

**Table 106: Summary of AQEP Activities and Outputs 1 January – 30 June 2014**

ACTIVITIES	OUTPUTS
<b>Component 1: Social Protection</b>	
Social protection implementing in 50 Cohort A schools in 7 clusters	10,744 student beneficiaries from Kindergarten to Class 8
Access Activities	50 schools implementing a total of 75 activities <sup>1</sup> in Terms 1 and 2 to improve access for disadvantaged children 50 Access groups activated in schools in partnership by Teachers, School Management and the community
Quality Activities	50 schools designed and implemented 100 activities <sup>2</sup> in Terms 1 and 2 to improve student learning outcomes 50 Numeracy and 50 literacy groups activated in schools in partnership by Teachers, School Management and the community
Cycle 1 Access and Quality Grants distributed to 50 Cohort A schools	F\$751,745 distributed in grants to 50 Cohort A primary schools in disadvantaged areas
Access and Quality Training	73 New Head Teachers and School Management trained on the Access and Quality Approach <sup>3</sup> .
Mentoring visits	150 school visits (half a day session each with 2 School Community Coordinators (SCCs), Literacy and/or Numeracy Coordinator (QLST) and 1 District Education Officer) completed
Education Outreach Centre established and running	<ul style="list-style-type: none"> <li>• Homework Centre running 5 days per week</li> <li>• Repairs to Centre completed by the community</li> <li>• Tutor and Community Facilitator hired</li> <li>• 109 primary School students and 79 High School students attending regularly<sup>4</sup></li> <li>• 2 community awareness events</li> <li>• 32 family visits per month<sup>5</sup></li> <li>• Women's Club volunteering at Centre</li> </ul>
Community Workshops	<ul style="list-style-type: none"> <li>• 50 Community Workshops completed</li> <li>• Over 3,200 community members participating (60% Female)</li> </ul>
Boarding school improvement	<ul style="list-style-type: none"> <li>• 2 pilot school farms established</li> <li>• F\$36,000 disbursed to and acquitted for 2 pilot schools</li> </ul>

<sup>1</sup> Access activities include uniforms, solar light & homework, breakfast, lunch & gardening, stationery.

<sup>2</sup> Quality activities for literacy include remedial reading, LANA outcomes focus, literacy improvement. Examples of numeracy activities include Number sense & Algebra, understanding the Numeration System, simple & Enjoyable Maths.

<sup>3</sup> The Access and Quality Approach includes an understanding of risk factors for students in access, literacy and numeracy, identification of challenges in the school, planning activities to improve access, literacy and numeracy, and finance acquittal.

<sup>4</sup> Two sessions are run daily after school at the Homework Centre – the first for lower primary and the second for upper primary and secondary school students.

<sup>5</sup> 32 families whose children attend the Jittu Estate Homework Centre are visited monthly by teachers of Arya Samaj and Pt. Vishnu Deo Primary Centre; by the two teachers of the Homework Centre; by four volunteers from the Jittu Community; visits by PCN to the community and the Centre and visits by the AQEP team.

**Table 106: Summary of AQEP Activities and Outputs 1 January – 30 June 2014 (cont'd)**

ACTIVITIES	OUTPUTS
Teaching and Learning Resources	<ul style="list-style-type: none"> <li>• 15 numeracy Kits</li> <li>• 15 kindergarten Kits</li> <li>• 50 schools received ECE Curriculum, Literacy Strategy, Numeracy Strategy, Class 1 to 4 Curriculum.</li> <li>• Locally themed Alphabet Cards developed</li> <li>• Short Films of Lana Situations developed,</li> <li>• Translation and Graphic Design of Access and Quality Manual</li> </ul>

**Component 1: Disability Inclusion**

Capacity Development	<ul style="list-style-type: none"> <li>• Inclusive Education Training for 32 teachers from 19 AQEP schools, 8 AQEP SCCs and 1 district official 295 persons (250 head teachers, 40 Principals, 5 education officers) from 5 education districts trained on Inclusive Education through financial and technical support from the Program.</li> <li>• 71 participants including 61 teachers and support staff from 6 special schools in the Western Division, 8 parents and 2 District Education officers attended an</li> <li>• Allied Health Team conducted training and ongoing technical support for utilisation of Individualised Education Plans (operational expenses covered by AQEP).</li> </ul>
5 Inclusive Education Demonstration Schools supported	<ul style="list-style-type: none"> <li>• 27 newly enrolled children with disability since Jan 2014 (bringing total to 69 since AQEP inception). 13 existing students were recently identified to have disability, bringing total children with disability to 82 (56 boys / 26 girls)</li> </ul>
Resource development to support Disability Inclusion	<ul style="list-style-type: none"> <li>• Disability Referral Manual developed and currently being reviewed by stakeholders</li> </ul>
Early Childhood Development strategy development	<ul style="list-style-type: none"> <li>• Draft ECD strategy completed</li> </ul>
Involvement of Disabled People's Organisations	<ul style="list-style-type: none"> <li>• MoU signed with the DPOs for roll out of AQEP funded roadshow activities and activities commenced.</li> </ul>

**Component 2: Infrastructure**

Hygiene Training and Monitoring	<ul style="list-style-type: none"> <li>• Hygiene Education Handbook for teachers and students endorsed by the Permanent Secretary for Education.</li> <li>• 229 Teachers (118 male, 111 female) in 43 AQEP beneficiary schools trained on the implementation of Hygiene in schools.</li> <li>• Hygiene practices in 43 AQEP beneficiary schools monitored and assessed by the implementers (Fijian Teachers Association Sanitation and Hygiene group)</li> </ul>
School Maintenance Manual	<ul style="list-style-type: none"> <li>• The School Maintenance Manual was officially launched on 28 May 2014 by the Permanent Secretary for Education.</li> </ul>
Implementation of school maintenance training and handing over of completed projects	<ul style="list-style-type: none"> <li>• 20 Cohort A schools head teachers and managers trained on the school maintenance planning and techniques.</li> <li>• 20 draft maintenance plans formalised after the school maintenance workshop</li> <li>• Signing of Infrastructure Renovations Completion Certificates for the 20 schools trained.</li> </ul>
Procurement of contractors for 9 Cohort A schools	<ul style="list-style-type: none"> <li>• 22 prequalified contractors were invited and 19 contractors attended the contractor tender briefing in early June 2014.</li> </ul>
Completion of school improvement work in 20 Cohort A schools	<ul style="list-style-type: none"> <li>• A total 4,073 student beneficiaries (1,923 girls and 2,150 boys) have improved learning environments through improvements to:</li> <li>• 155 repaired classrooms (2.6% of national total)</li> <li>• 18 library buildings</li> <li>• 7 kitchen and dining facilities</li> <li>• 20 teachers' offices/staff rooms</li> <li>• 12 early childhood rooms/buildings</li> <li>• 21 teacher housing units</li> <li>• 3 generators</li> <li>• 22 school toilet blocks – 82 girl pan and 75 boy pan (3.1% of national total)</li> <li>• 23 staff toilet units</li> <li>• 21 water tanks</li> <li>• 19 water harvesting systems installation</li> <li>• 3 water pumps</li> <li>• Ramps and special toilets in 18 schools.</li> </ul>



**Table 106: Summary of AQEP Activities and Outputs 1 January – 30 June 2014 (cont'd)**

ACTIVITIES	OUTPUTS
<b>Component 3: Building Education Support Structures and Systems</b>	
Fiji Education Management Information System (FEMIS) development	<ul style="list-style-type: none"> <li>• AQEP funded server hardware successfully installed and currently in use</li> <li>• National FEMIS policy was approved and is now available on the public ministry website</li> <li>• 1,076 teachers (10% of all teachers) and 95 district officials trained for the second time on FEMIS</li> <li>• 206,000 students enrolled in FEMIS for 2014 which is 100% of the national student population</li> </ul>
Effect size pilot study in 5 schools – investigate use of class and school CBA scores and graders and LANA results to measure the impact of school activities and interventions	<ul style="list-style-type: none"> <li>• Effect size pilot study commenced: 5 schools and 30 teachers identified</li> <li>• 180 CBA tasks collected and logged</li> <li>• Effect size calculations made</li> <li>• LANA testing planned</li> </ul>
LANA benchmarking options identified	<ul style="list-style-type: none"> <li>• Establishment of LANA Benchmarking Steering Committee</li> </ul>
Support to improve LANA processes and systems	<ul style="list-style-type: none"> <li>• New LANA student response sheet developed for 2014 LANA round</li> </ul>
Quality Learning Support Team	<ul style="list-style-type: none"> <li>• 120 quality learning programs and plans enhanced and supported – leading to best practice implementation of literacy and numeracy strategies in 54 cohort A schools</li> <li>• Professional development materials for teachers and schools developed for the 120 quality learning programs</li> </ul>
Financial Management Training for School Heads and their Management to better manage the Free Education grant to schools	<ul style="list-style-type: none"> <li>• One day training (second round) for 1,932 Head Teachers, Principals, Managers and Treasurers (26% Females) on Financial Management in 34 clusters in all 9 education districts</li> </ul>
RAD survey in households around 5 Demonstration schools	<ul style="list-style-type: none"> <li>• RAD data collection and entry is complete. Data is currently being cleaned and analysed.</li> </ul>
Stakeholder consultation to discuss approach to disability disaggregation of FEMIS	<ul style="list-style-type: none"> <li>• 18 stakeholders attended consultation, including representatives from MoH, USP, Disabled Persons Organisations, disability service providers and MoE.</li> </ul>

**Table 107: Summary of AQEP Activities and Outputs 1 July – 31 December 2014**

Key Outputs (from Theory of Change)	Progress with output implementation July –December 2014	Outputs August 2011 – December 2014
Access and Quality activities planned, approved and implemented by schools	<p>50 Cohort A schools<sup>6</sup> with 10,744 student beneficiaries (from Kindergarten to Class 8) implementing:</p> <ul style="list-style-type: none"> <li>• a total of 75 activities in 2014 to improve access for disadvantaged children</li> <li>• a total of 100 activities in Terms 1 and 2 – 2014, to improve student learning outcomes</li> <li>• 50 Access, Numeracy and Literacy groups activated in partnership with Teachers, School Management and the community</li> </ul> <p>SMC Training for 5 Cohort B Vanuabalavu Cluster schools in the very remote maritime location completed (27 participants – 19 Males, 8 Females)</p>	<p>10,744 student beneficiaries from Kindergarten to Class 8 (Boys 5, 533; Girls 5, 211)</p> <p>184 number of approved activities in access, literacy and numeracy.</p> <p>50 Access, Numeracy and Literacy groups activated in partnership with Teachers, School Management and the community</p> <p>Total of 1,959 SMC members from Cohort A and Cohort B (Males 1,449, Females 510)</p>

<sup>6</sup>For Component 1 Social Protection purposes, there are 50 Cohort A schools since Arya Samaj Primary, which is also a disability inclusive school, received a comprehensive set of support at the same time as the other 49 mainstream primary schools did in the third annual Work Plan.

**Table 107: Summary of AQEP Activities and Outputs 1 July – 31 December 2014 (cont'd)**

Key Outputs (from Theory of Change)	Progress with output implementation July –December 2014	Outputs August 2011 – December 2014
Standard kit of Teaching and Learning resources in each targeted school	FJD 383,820.56 spent on procurement of teaching learning resources to distribute to 35 Cohort B schools 38,140 textbooks 35 Science kits (containing 9,730 items - test tubes, beakers, chemicals, microscopes, thermometers) 35 PEMAC (Physical Education, Music, Art and Craft) kits containing 16,590 items	FJD 978,094.21 spent on procurement of teaching and learning resources Cohort A and B Schools 106,920 textbooks 85 Science Kits (containing 23,230 items Test tubes, beakers, chemical, microscopes, thermometer etc.) 85 PEMAC Kits (Physical Education, Music, Art and Craft) containing 26,490 items
School communities involved in Access and Quality awareness programs	Over 4,660 (60% Female) parents and community members attended community training in 85 Cohort A and B schools – they included traditional leaders/chiefs, mothers and fathers, and youth. Community Awareness Workshop completed for Cohort B Schools (33 Schools)	Over 7,860 (60% Female) parents and community members attended community training in 85 Cohort A and B schools – they included traditional leaders/chiefs, mothers and fathers, and youth. Community Awareness Workshop completed for Cohort A and B Schools (83 Schools)
Nationwide attendance (VuliRoz <sup>7</sup> ) awareness program implemented	9 Television advertisements in three languages (English, Fijian, and Hindi) and weekly radio show 32 schools competing	9 Television advertisements in three languages (English, Fijian, and Hindi) and weekly radio show 32 schools competing
Improved boarding facilities and environment in rural/remote schools	8 schools implementing improvements FJD 179,700 distributed in grants	8 schools in boarding pilot \$562,055.00 was total grant distributed
Outreach Centres resourced to support homework, study and community awareness	1 centre in operation 64 children attending regularly	1 homework centre 85 children in regular attendance
Rehabilitation of school infrastructure: Lighter, cooler, quieter, cleaner and safer classrooms, administration blocks, dormitory facilities and teachers' quarters; Backlog of maintenance cleared	Rehabilitation works in 6 schools completed: <ul style="list-style-type: none"> <li>42 classrooms (.56 % of National Total)</li> <li>5 library buildings</li> <li>6 kitchen and dining facilities</li> <li>16 teachers offices</li> <li>5 Early Childhood Education rooms/buildings</li> <li>10 teachers quarters</li> <li>4 boarding facilities, 78 school toilet blocks.</li> </ul>	The following school buildings/facilities have been renovated: <ul style="list-style-type: none"> <li>680 classrooms (11.1 % of National Total)</li> <li>60 library buildings</li> <li>31 kitchen and dining facilities</li> <li>94 teachers offices</li> <li>44 Early Childhood Education rooms/buildings</li> <li>88 teachers quarters</li> <li>8 boarding facilities, 78 school toilet blocks.</li> </ul>
Improved water supplies and more hygienic latrines, toilets and sanitation facilities	Improved WASH facilities in 6 rehabilitated school works include <ul style="list-style-type: none"> <li>7 school toilet blocks</li> <li>6 water tanks</li> <li>2 boreholes</li> <li>3 water pumps</li> </ul> First phase of school hygiene program completed in 50 AQEP beneficiary schools <sup>8</sup>	AQEP has renovated/provided a total of: <ul style="list-style-type: none"> <li>78 school toilet blocks</li> <li>44 water tanks</li> <li>28 rain water harvest systems</li> <li>5 boreholes</li> <li>8 water pumps</li> </ul> Hygiene training completed for 43 schools that have received infrastructure assistance in Years 1 and 2 229 teachers (118 Males, 111 Females) trained in hygiene education in the 43 schools
Schools made accessible for children with disability (CWD)	6 schools equipped with disability ramps and toilets	A total of 33 schools equipped with disability ramps and toilets

<sup>7</sup>Vuliroz is a coined word drawing on two words from the iTaukei and Hindi languages meaning 'come to school every school day'. This is a national advertising campaign on radio and television focused on the importance of attending school every day. This is combined with a competition in 32 targeted schools to improve attendance.

<sup>8</sup>The first phase included a detailed assessment of student hygiene practices and the identification of gaps in hygiene practices and potential solutions – this will be used as a baseline for school hygiene education training that will commence in February 2015.

**Table 107: Summary of AQEP Activities and Outputs 1 July – 31 December 2014 (cont'd)**

Key Outputs (from Theory of Change)	Progress with output implementation July –December 2014	Outputs August 2011 – December 2014
SMCs trained in maintenance planning and facilities standards introduced; maintenance manual and hygiene education handbook adopted by MoE	<ul style="list-style-type: none"> <li>School Maintenance Handbook reviewed by the technical working group on 17 December 2014. The handbook will be reprinted in January 2015</li> <li>31 head teachers and 31 school managers trained in school infrastructure planning</li> <li>School Hygiene Education Handbooks approved as supplementary texts for Fijian primary schools by MoE</li> </ul>	<ul style="list-style-type: none"> <li>188 (94 head teachers and 94 school managers) from 94 schools trained on school infrastructure maintenance</li> <li>School Maintenance handbooks endorsed by MoE in February 2014</li> </ul>
Introduction of light steel structure and ecological water purification systems (EPS); development and adoption by MoE	Light steel structure utilised in two renovation works to ensure new building structure is safe from termite infestation	Light steel structure introduced in 7 schools (5 Cohort A and 2 Cohort B) infested with termites in the Western Division
Baseline survey of children with disability in targeted communities; Cohort study of teachers' efficacy and attitudes conducted; Research into barriers and enablers to education of children with disability in Fiji conducted	Mid-line efficacy and attitudes survey collected from teachers in five Demonstration schools, to be compared with baseline (data entry underway)	<ul style="list-style-type: none"> <li>Baseline survey of children with disability in communities around the five Demonstration schools conducted</li> <li>Baseline and post-training teachers' efficacy and attitudes towards IE survey conducted</li> <li>Qualitative study into barriers and enablers to education for children with disability completed</li> </ul>
Teachers and teacher aides in Inclusive Education Demonstration and mainstream AQEP schools provided with training on IE and specialist sign language and Braille training.	<ul style="list-style-type: none"> <li>3-day Inclusive Education training program conducted by Monash University for 45 Master Trainers (Males 27, Females 18) from all 9 education districts - participants comprised of 18 education district officers and 27 head teachers - training focused on building capacity to strengthen inclusive education at the school level in Fiji</li> <li>3-day ECE Curriculum Na Noda Mataniciva Refresher training completed for 47 ECE teachers in 4 education districts (Males 2, Females 45)</li> <li>Inclusion Coordinator training package completed</li> <li>2-day IEP workshop conducted for 12 Teacher Aides from the 5 Demonstration schools</li> <li>403 school heads and MoE officers (Primary 360, Secondary 36, MoE 17) in all 9 education</li> </ul>	<ul style="list-style-type: none"> <li>45 Master Trainers trained in inclusive education (Males 27, Females 18) from all 9 education districts</li> <li>A total of 80 teachers and head teachers trained from 5 demonstration schools and includes 7 ECEs and 12 teacher aides (Male 34, Female 46)</li> <li>47 ECE teachers trained in ECE curriculum (Males 2, Females 45)</li> <li>A total of 10 teacher aides received specialised training (5 braille; 5 sign language)</li> </ul>
Long term strategy for inclusive education adopted by MoE.	Dates for national planning workshop set with the MoE for April 28-30 2015. districts have received 3-day training in IE (Males 237, Females 166;	
Improvement in LANA processes and development of national learning benchmarks. Teachers and ministry personnel trained	<ul style="list-style-type: none"> <li>Procurement and installation of 2 Kodak high-capacity scanners for EAU, plus associated hardware (desktop computers acting as simple servers) and consumables; Training of 5 operator staff (Males 2, Females 3) completed. Training programming organised for 4 officers</li> </ul>	<ul style="list-style-type: none"> <li>Scanning system (hardware, software, training, etc.) procured, installed; ready to be implemented for LANA in 2015, and extended to other EAU testing programs</li> <li>software for analysing LANA results upgraded to RUMM 3030; staff up skilled on use of software</li> </ul>

**Table 107: Summary of AQEP Activities and Outputs 1 July – 31 December 2014 (cont'd)**

Key Outputs (from Theory of Change)	Progress with output implementation July –December 2014	Outputs August 2011 – December 2014
Improvement in LANA processes and development of national learning benchmarks. Teachers and ministry personnel trained	<p>(Males 2, Females 2). Readsoft software for scanning procured, installed and configured</p> <ul style="list-style-type: none"> <li>Exam results processing software upgraded to RUMM 3030; 2 male staff up skilled on use of software</li> <li>2 staff (Male 1, Female 2) trained further with item writing and test preparation, data analysis of test and item level data</li> <li>Initial work on and training for benchmarking with LANA undertaken with 10 staff (Males 4, Females 6)</li> <li>Education Minister's Review of Scaling for Year 12 and 13 Examinations assisted (technical and philosophical advice, as well as computational skills)</li> <li>Psychometrics advice for LANA item writing, test construction, benchmarking and scaling (Male 1, Female 1);</li> </ul>	<ul style="list-style-type: none"> <li>Staff trained further with item writing and test preparation; data analysis of test and item level data</li> <li>Assisted Minister's Review of Scaling for Year 12 and 13 Examinations (technical and philosophical advice, as well as computational skills)</li> </ul>
Web-based, student focused FEMIS implemented in schools, districts and MoE,	<ul style="list-style-type: none"> <li>LANA reports available to schools on line</li> <li>Implementation of student transport subsidy management using FEMIS is 90% complete</li> <li>Development of the "Early Warning Report"<sup>9</sup> predicting student dropouts and more data quality reports</li> <li>Continual improvements in data quality through data quality reports at schools, direct end user training, and a dedicated Data Quality Officer</li> <li>Direct training of 257 school staff, 42 district staff and 24 AQEP staff</li> </ul>	<ul style="list-style-type: none"> <li>AQEP-funded server hardware installed (4)</li> <li>In 2014 basic data collected on 210,517 students and \$35m in MoE grant acquittals</li> <li>Attendance data collected for 150,864 students in 2014, up 296% from 2013</li> <li>Gross user logons trended up 450% from 75,569 in 2013 to 340,684 in 2014</li> <li>FEMIS has peak simultaneous users of just below 400</li> <li>1,363 school staff at 882 schools, 81 district staff, 70 ministry and other staff trained in FEMIS</li> </ul>
<p>Annual program of activities approved and implemented supporting ministry priorities.</p> <p>Strengthened partnership between funding agency (DFAT), implementing agency (AQEP) and beneficiary agency (MoE) &amp; other peak stakeholder groups such as Education Cluster</p>	<ul style="list-style-type: none"> <li>2 Kodak EAU scanners and 2 servers and consumables produced and installed at MoE EAU</li> <li>5 MoE staff funded by AQEP - 1 STA/consultant (FEMIS), 2 local support staff for IT Unit, 1 for AMU IT and 1 for ERC printer</li> <li>MOE Strategic, cooperate and business planning workshop</li> <li>MOE Divisional Education Officers workshop for 45 officers from 9 Districts</li> <li>AQEP's membership in national fora - Education Forum and Education in Emergency Cluster</li> </ul>	<p>A number of MoE priorities supported by AQEP and have included:</p> <ul style="list-style-type: none"> <li>1 Industrial state of art printer, training of 12 MoE officers and local consultant to manage use of new printer</li> <li>4 state of the art servers to store FEMIS data</li> <li>2 scanners and 2 servers for EAU</li> <li>2 international consultants to develop FEMIS and to support EAU in LANA reporting processes</li> <li>4527<sup>10</sup> teachers, MoE staff and SMCs trained through AQEP funding Support for corporate planning workshop for MoE every calendar year since 2011 and for MoE strategic planning</li> </ul>

<sup>9</sup> The Early Warning reports are entirely new and AQEP schools will pilot the use of the reports. If successful, AQEP will use these reports in the national training scheduled for second quarter 2015.

<sup>10</sup> This consolidated figure is low due to the same School Committee members and head teachers undergoing new training; they are counted only once.



**Table 107: Summary of AQEP Activities and Outputs 1 July – 31 December 2014 (cont'd)**

Key Outputs (from Theory of Change)	Progress with output implementation July –December 2014	Outputs August 2011 – December 2014
Annual program of activities approved and implemented supporting ministry priorities.	<ul style="list-style-type: none"> <li>2 Kodak EAU scanners and 2 servers and consumables produced and installed at MoE EAU</li> </ul>	<ul style="list-style-type: none"> <li>Support for corporate planning workshop for MoE every calendar year since 2011 and for MoE strategic planning process</li> </ul>
Strengthened partnership between funding agency (DFAT), implementing agency (AQEP) and beneficiary agency (MoE) & other peak stakeholder groups such as Education Cluster	<ul style="list-style-type: none"> <li>5 MoE staff funded by AQEP - 1 STA/ consultant (FEMIS), 2 local support staff for IT Unit, 1 for AMU IT and 1 for ERC printer</li> <li>MOE Strategic, cooperate and business planning workshop</li> <li>MOE Divisional Education Officers workshop for 45 officers from 9 Districts</li> <li>AQEP's membership in national fora - Education Forum and Education in Emergency Cluster</li> </ul>	<p>AQEP's membership in MoE senior staff meetings, Education in Emergency cluster, Education Forum</p> <p>4 stakeholder consultations (Dec 2011, Jun 2012, June 2013, June 2014) and 4 established TWGs (Social Protection, Infrastructure, Component 3, M&amp;E)</p> <p>AQEP presentations at various fora including the national Budget and Aid Coordination Committee (BACC) and national (e.g. School Management Association of Fiji, Fiji Head Teachers Association) and national/regional education conferences/ workshops (USP, FNU)</p>
M&E/Communication strategy comprising newsletters, accounts of results achieved, best practice case studies and presentations to stakeholders and media	<ul style="list-style-type: none"> <li>The first of two newsletters for this reporting period has been produced and has been distributed to all major stakeholders.</li> <li>AQEP Exhibition booths prepared and displayed as part of the MoE Exhibition week and the Suva Road show on Inclusive Education</li> </ul>	<p>A quarterly newsletter has been produced since 1 July 2013 with five published so far. The newsletters contain a number of human interest stories and Program updates. The newsletters are circulated to all major stakeholders</p> <p>AQEP's participation in public road shows organised by the MoE</p>

## 2014 Highlights and Achievements

### January to June 2014

Some of the achievements of the Program in the reporting period include:

- 27 more children with a disability have enrolled in the five disability inclusion schools bringing the total number of children with disability at AQEP supported schools to 82 (56 Boys; 26 Girls);
- Over 3,200 (60% Female) parents and community members attended community training in 50 Cohort A schools – they included traditional leaders/chiefs, mothers and fathers, and youths;
- 4 disability inclusive demonstration schools made disability accessible bringing the total number of schools with disability access to 27;
- 1,932 Head Teachers, Principals, Managers and Treasurers (26% Females) were trained on Financial Management of the government Free Education Grants in 34 clusters in all 9 education districts;
- Approximately 206,000 students are now enrolled in FEMIS which is 100% of the national student population;
- Greater Involvement of women in school decision making process;
- Hygiene training and monitoring for 43 schools that have received infrastructure assistance in Years 1 and 2. A total of 229 teachers (118 males, 111 females) were trained in the 43 schools;
- 20 school maintenance plans that would guide their school maintenance activity in 2014 using the funding allocation from MoE's Free Education Grant were completed;
- 98% of 2013 LANA results were successfully migrated into FEMIS. Schools were granted access to on-line LANA reports for all years;
- EAU used FEMIS student data for 2014 LANA, saving the MoE approximately 3,800 hours of data entry work as LANA registration used to be manually entered at the EEAU.

## July to December 2014

AQEP commenced its third year of program implementation on 1st July 2014. This section provides a snapshot of Program highlights in the six months from July to December 2014.

An important achievement was the finalisation of three documents which form the key pillars of the Program's monitoring and evaluation (M&E) framework – AQEP Baseline Study Report (July 2014), Theory of Change (November 2014) and the M&E Plan for Years 4-6 (December 2014).

A highlight was the formal extension approval provided by DFAT on 1st August 2014 for an additional year (July 2016-June 2017) of program implementation.

The 7th meeting of the Program Coordination Committee (PCC) was held on 27th November 2014 where a progress update was provided and the following papers submitted:

- (a) List of AQEP Supported Schools, Years 1 – 4;
- (b) AQEP Sixth Six Monthly Progress Report, 1 January – 30 June 2014; and
- (c) AQEP Baseline Study Report (July 2014).

Two highlights associated with the Ministry of Education include:

- AQEP's membership and participation in the MoE Strategic Planning Committee, September-November 2014 culminating in the preparation of the draft Education Sector Strategic Development Plan 2015-18; and
- AQEP's inaugural membership and representation at the four Divisional School Management Board meetings in late November and the Fiji Education Forum, comprised of the MoE and key stakeholders, on 3 December 2014. At all these fora, AQEP presented an overview and update on the Program.

A technical working group (TWG) meeting on Component 2: School Maintenance was held on 17th December 2014. The objectives of the workshop were to review the School Maintenance Handbook and the MoE Standard School Design for Inclusive Education; and to get the input of the TWG members in order to update the maintenance manual and the MoE's School Infrastructure Minimum Requirements. Participants included the Ministry of Education, Ministry of Health, DFAT, Fijian Teachers Association (FTA), United Nations Children Fund (UNICEF), United Nations Development Program (UNDP) and the Fiji Vocational Training Centre for Persons with Disability.

The main AQEP highlights in relation to activity implementation have included:

- The commencement of a comprehensive support package in 31 Cohort B schools and infrastructure only assistance in 8 Cohort C schools.
- The completion of two formative evaluations - Component 3 Building Education Structures and Systems and the Fiji Education Management Information System (FEMIS) with two more in progress (School Based Management and the Disability Inclusion Strategy).
- A set of school Hygiene Education Handbooks was approved by the MoE as supplementary texts for Fijian primary schools on 23rd September 2014.
- 25 schools were approved by DFAT for AQEP support in response to the national dry spell/drought emergency and this was tabled at the Education in Emergency Cluster meeting held on 12th December 2014. The assistance will include the provision of water tanks (5,000 litre capacity), water harvesting equipment, hygiene kits, compost toilets and training.
- The 2014 Literacy and Numeracy Assessment (LANA) results were uploaded successfully on FEMIS in December 2014 – schools can now directly access these results.
- Quality learning support to teachers on Literacy and Numeracy interventions have been implemented, with expert guidance provided in 49 Cohort A and one disability inclusive school.

## Inhibiting Factors Impacting on Outcome Delivery

**Maritime Schools** – The lack of boats and the high costs of what is available means that trips to maritime areas have been reduced. This restricts the support to these schools compared to mainland schools. To counteract this we are developing a distance education approach to working with these very remote maritime schools.

**Head Teachers** – A number of Head Teachers have not received adequate training for their leadership role and have difficulty functioning in their role on a day to day basis. AQEP will provide extra support for Head Teachers who are willing but for those who are not willing to engage we will start referring them to the Ministry of Education.

**Perception that working on AQEP literacy and numeracy activities is extra work** – Some teachers see AQEP intervention as extra work and not part of their role as a teacher. AQEP will continue to coach and mentor them. The new reforms to improve the standard of teaching at the Ministry will help in changing such misguided thinking.

**Perception that school management should not be involved in the school** – Although the schools are community owned, School Management Committee members are still volunteers and are not always welcome in some schools as they are viewed as uneducated and likely to bring community problems into the school. AQEP is slowly breaking down this unhelpful attitude but some Head Teachers see the SMC as a threat and in these cases it is more difficult to change entrenched attitudes.

**Lack of support for Inclusive Education in MoE budget** - The MoE budget was expected by the Inclusive and Special Education Unit of the MoE to increase to include funding for inclusive education, over and above the existing cost of running special schools in 2015. This increase did not occur; the main implication is that the employment of teacher aides in MoE schools will not take place in 2015. Efforts in training Head Teachers and Inclusion Coordinators in MoE schools will now need to be funded through AQEP.

Other inhibiting factors impacting program deliverables have included:

- I. The concerted support provided by the AQEP psychometric specialist on the scaling review established by the Minister has resulted in slippage in the finalisation of the national LANA minimum standards;
- II. Slow management take-up of AQEP-developed tools, such as FEMIS and LANA, into decision making by MoE senior staff.
- III. Passing away of Mr Apao Solomone, AQEP/MoE Liaison Coordinator has left a gap in continuity of research and research projects and close interaction with the MoE. The illness of the Quality and Systems Adviser has limited the number of in-country visits and has caused some slippage in building micro and macro education support structures and systems and supporting the work of Component 1.

## Facilitating Factors Impacting on Outcome Delivery

Success factors that have contributed positively to the achievement of outcomes have included an excellent relationship between the Program and MoE, active involvement by district education officers in school monitoring visits, the presence of strong school leaders, particularly Head Teachers and the use of motivational strategies such as sharing of best practice amongst cluster schools, study tours and visits to high performance schools by those not performing too well in the quality stakes.

### Relationship with MoE

During the reporting period, the excellent relationship that AQEP has enjoyed with the MoE was of great value in facilitating activity implementation. For example, the turnaround time in communications between the Team Leader and her MoE counterpart was a day. Approvals from the MoE for the release of school heads, teachers and district personnel to attend AQEP training or for the release of MoE staff to join AQEP in schools visits or related activities were always on time.

Moreover, having a counterpart for the Social Protection Specialist (Deputy Secretary Professional) and Infrastructure Specialist (Director Assets Monitoring Unit) as well as having an MoE Liaison Coordinator on the AQEP team has ensured an efficient processing of AQEP requests and quick resolution of any emerging issues.

### Involvement of District Officers

The active participation of the MoE district and headquarters staff in school monitoring visits and assisting AQEP to solve problems in schools has been a strong factor in the smooth flow of activities related to improving literacy and numeracy. This is primarily due to the authority held by district officials.



## Strong School Leaders

The presence of a strong Head Teacher and School Manager makes a significant difference in the successful implementation of the SBM approach in each school. Moreover, the active involvement of the Head Teacher has resulted in a noticeable change in the way the teachers work together and the way literacy and numeracy are taught in the school. This demonstrates the importance of the selection of school heads and the management committee by the Ministry and school communities.

## Motivational Strategies

Using a cluster approach, AQEP brought together 10 Head Teachers from urban Suva to share success stories and challenges. For example, one of them demonstrated the main ways he uses FEMIS – many of these Head Teachers were not aware how to check the number of students they had registered as national students. This allowed the Head Teachers to learn from each other and to also develop relationships that would make it more likely that they will contact each other and share resources. This approach also allows the Head Teachers to demonstrate their own area of strength which created the positive feeling of being a valued member of the school access and quality team. Moreover such professional meetings assist in breaking down the culture of isolation amongst the schools.

Another motivational strategy entailed a study tour by a total of 28 school management committee members comprised of four participants (Head Teacher, School Manager, female leader and treasurer) from each of seven AQEP boarding schools to learn first-hand from a high performing boarding school to see what can be achieved.

### Disability Inclusion Strategy – Additional staff

The recruitment of a second Disability Inclusion Coordinator has allowed a greater focus on rolling out inclusive education amongst the Cohorts A & B schools as well as activities supporting inclusive early childhood development, whilst continuing to support the five disability inclusive demonstration schools.





## APPENDIX 1: STATISTICAL TABLE

TABLE No.	TABLE HEADING	PAGE
i	Members of the Divisional School Management Board	129
ii	Members of the Education Forum	129
iii	Number and Type of Schools by Education Agencies	130
iv	School Type Summary	130
v	Rural –urban registration by Education Districts and Gender	131
vi	Teacher Classification by Qualifications	131
vii	Summary of the Two Day LANA / LANS Workshop 2014	131-132
viii	Summary of the LANA Scripts sent to some Suva schools	133
ix	Education Budget Analysis by Programme for 2014	133
x	MOE Budget Analysis by Standard Expenditure Group (SEG)	133
xi	2014 Fiji Year 13 Examination Registration Report by District	134
xii	2014 FY13CE Subject Registration by Gender and Geographical Location	134
xiii	2014 Fiji Year 12 Certificate Registration Report by District	134
xiv	2014 FY12CE Subject Registration by Gender and Geographical Location	135
xv	Number Of Personnel Used In The 2014 External National Examinations	135
xvi	Y12 CERT, Year, No. Sat, No. Pass, % Pass from 2007 – 2014	135
xvii	Y13 CERT, Year, No. Sat, No. Pass, % Pass from 2007 – 2014	135
xviii	Audited Financial Report	136

## APPENDICES

**TABLE I: MEMBERS OF THE DIVISIONAL SCHOOL MANAGEMENT BOARD**

NORTHERN DIVISION	EASTERN DIVISION	EASTERN DIVISION	WESTERN DIVISION
Mr. David Christopher	Mrs Ana Verebasaga	Mr. Abdul Khan	Mr. Ambika Prasad
Mr. Jale Sigarara	Mr. Aporosa Kaunisela	Mr. Fereimi Cama	Mr. dalabar Singh
Mr. James Sami	Mr. Epeli Vakasisikakala	Mr. Latchman Singh	Mr. Riaz Dean
Mr. Kamal V Singh	Mr. Eroni Tadu	Mr. Murari Lal	Mr. Faiaaz Ali
Mr. Kamlesh Reddy	Mr. Jone Gaunavinaka	Mr. Pita Tagicakiverata	Mr. Jagannath Sami
Mr. Mohammed Idris	Inoke Raivalita	Ratu Isoa Balenaivalu	Mr. Josefa Toganivalu
Mrs. D Robinson	Mr. Josa Nagera	Ratu Lepani Tagicakibau	Mr. Kamla Mani
Mr. Nemani Bilaca	Mr. Josevata Natuwawa	Mr. Remesio Rogovakalali	Mr. Keshwa P Sharma
Mrs. Nirmala Chand	Mr. Kava Mem'fanoa	Rev. Joseva Katonibau	Mr. Mikaele Mataka
Mr. Padip Kumar	Mr. K K Tuiwai	Mr. Sakiusa Ravatu	Pastor Sefanaia Turava
Rama	Mr. Peni Verebasaga	Mr. Samuela Nasagavale	Mr. Paraveen Kapadia
Mr. Sebastiano Soke	Roko Jeke Cinavilakeba	Mr. Sat Narayan	Ratu Meli bolobolo
Mrs. Sakuntala Singh	Mr. Samuela Bakata	Mrs. Sheela Venkataiya	Rev. Peni koro
Mrs. Vonokula	Mr. Sitiveni Mateyalona	Mr. Vijay Nair	Mr. Timoci Baro
	Mr. Verevunitaki Waqabaca	Mr. Vijay Nath	
	Mr. Vetaia S Tuisinu		

**TABLE II: MEMBERS OF THE EDUCATION FORUM**

NAME OF MEMBER	ORGANISATION/DIVISION
Mr. Brij Lal	Ministry of Education- Chairperson / Permanent Secretary for Education
Suliasi Turagabeci	Deputy Secretary Corporate Services, MoE
Mrs. Basundra Kumar	Deputy Secretary, Primary/Secondary/AMU/FTRB MoE
Mrs. Kalera Taloga	Deputy Secretary Professional, MoE
Mr. Niumaia Vola	President, Fiji Head Teachers Association
Mr. Vinod C Naicker	Fiji Principals Association President
Mrs. Maika Namudu	Fijian Teachers Association President
Mr. Muniappa Goundar	Fiji Teachers Union President
Mr. Isireli Rainibogi	Northern (Cakaudrove)
Mrs. Selina Lee Wah	Northern (Macuata urban)
Mr. Mohammed Rafiq	Northern, (Macuata rural)
Mr. Tadananda	Fiji Rama Krishna Mission Western (Nadi)
Mr. Govind Singh	School Management Association of Fiji
Dr. Akanisi Kedrayate	Tertiary Education in Fiji
Mrs. Sushila Ramesh	Sanatan Nari Sabha of Fiji
Mr. Bhuwan Dutt	Arya Prathinidi Sabha of Fiji
Mr. Savenaca Ranatawake	Seventh Day Adventist Church
Mrs. Filomena Tuiro	Catholic Education
Rev Joseva Katonibau	Methodist Church of Fiji
Mrs. Sheela Venkataiya	TISI Sangam
Mr. Dildar Shah	Ahmadiyya Muslim Jamat of Fiji
Mr. Muhammed Shamin Ali	Fiji Muslim League
Mr. Joji Qaranivalu	Eastern [Lomaiviti]
Mr. Vijendra Prakash	Sanatan Dharam Pratinidhi Sabha of Fiji
Ms. Alisi Daurewa	Eastern Division [Kadavu]
Mr. Jone Waqairatu	Eastern Division [Lau]
Mr. Abdul Shamsheer	Western (Urban – Lautoka/Ba)
Ratu Inoke Tasere	Western (Rural- Nadroga/Navosa)
Mrs. Merewalesi Vueti	Library Services Fiji
Dr. Richard Wah	Higher Education
Mrs. Barbara	Special Education

TABLE III: NUMBER AND TYPE OF SCHOOLS BY EDUCATION AGENCIES

CONTROLLING AUTHORITY	PRIMARY SCHOOLS	SECONDARY SCHOOLS	SPECIAL SCHOOLS	TOTAL
Ahmadiyya Muslim Association	2	2		4
Anglican Church	5	2		7
Arya Pratinidhi Sabha	17	6		23
Assemblies of God	1	1		2
Catholic Archdiocese	38	17		55
Chinese Education Society	2	1		3
Church of Latter Day Saints	1	1		2
Committee	561	81	4	647
Crippled Children's Society			7	7
Dakshina India Andhra Sangam	5	2		7
Fiji Blind Society			1	1
Fiji Gospel Churches	2	1	1	4
Fiji Muslim League	17	5		22
Fiji Sugar Cooperation	2			2
I-Taukei Affairs		1		1
Gujrat Education Society	5	3		8
Macuata Muslim League	5	3		8
Methodist Church of Fiji	15	13		28
Ministry of Education	2	12		14
Private	14	9		23
Rabi Council		1		1
Rotuma Council		1		1
Sanatan Dharam Pratinidhi Sabha	8	8		16
Sathya Sai Organisation	1			1
Seventh Day Adventist Church	11	2		13
Sikh Community	2	2		4
Society of Disabled			4	4
TISI Sangam	16	5		21
TOTAL	732	179	17	928

TABLE IV: SCHOOL TYPE SUMMARY

District	Primary				Secondary				Secondary & Vocational					Special Schools				Vocational				Total
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total	Total Sec & Sec/ Voc	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total	
Ba/Tavua		62		62		7		7		7		7	14		2		2				0	78
Cakaudrove		66		66		10		10	1	2		3	13		1		1			1	1	81
Eastern		115		115	1	5		6	1	6		7	13		1		1		1		1	130
Lautoka/ Yasawa	1	82	4	87	1	13	3	17		7		7	24		3		3		0		0	114
Macuata/Bua		96	1	97		15		15	1	9		10	25		1		1				0	123
Nadroga/ Navosa		61		61		9		9		5		5	14		1		1			1	1	77
Nausori		115	2	117	2	19	2	23	2	4		6	29		1		1				0	147
Ra		40	1	41		4		4		3		3	7		1		1				0	49
Suva	1	77	8	86	3	25	3	31		8	1	9	40		6		6		2	1	3	135
<b>Total</b>	<b>2</b>	<b>714</b>	<b>16</b>	<b>732</b>	<b>7</b>	<b>107</b>	<b>8</b>	<b>122</b>	<b>5</b>	<b>51</b>	<b>1</b>	<b>57</b>	<b>179</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>934</b>

**TABLE V: RURAL – URBAN ENROLMENT BY EDUCATION DISTRICTS AND GENDER  
AS AT 30TH JUNE, 2014**

URBAN/ RURAL/ EDUCATION DISTRICTS	PRIMARY			SECONDARY		
	Males	Females	Total	Males	Females	Total
<b>URBAN/RURAL</b>						
Urban	38383	36447	74830	22773	25194	47967
Rural	32801	30445	63246	10774	9918	20692
<b>DISTRICTS</b>						
Ba/Tavua	5210	4872	10082	2666	2669	5335
Ra	2830	2605	5435	1065	1175	2240
Lautoka/Yasawa	13055	12344	25399	6136	6702	12838
Nadroga/Navosa	4905	4692	9597	1672	1862	3534
Eastern	4192	3842	8034	1398	1398	2796
Nausori	11407	10726	22133	6174	5372	11546
Suva	17187	16158	33345	8741	9763	18504
Macuata/Bua	7277	6952	14229	3892	4114	8006
Cakaudrove	5120	4702	9822	1803	2057	3860

**TABLE VI: TEACHER CLASSIFICATION BY QUALIFICATION**

Qualification	Primary		Secondary		Special Education		TOTAL		Overall Total
	M	F	M	F	M	F	M	F	
Doctorate							0	0	0
Masters	46	32	39	57		1	85	90	175
Post Graduate	70	70	192	213	2	1	264	284	548
Degree	286	405	1033	1214	5	5	1324	1624	2948
Diploma	833	1189	881	944	12	27	1726	2160	3886
Certificate	1202	1425	96	84	16	31	1314	1540	2854
Total	2437	3121	2241	2512	35	65	4713	5698	10411
<b>Total by School Type</b>	<b>5558</b>		<b>4753</b>		<b>100</b>		<b>10411</b>		

**TABLE VII: SUMMARY OF THE TWO DAY LANA / LANS WORKSHOP 2014**

Week	Date	District	Venue	No: of Schools Invited	No: of Schools that Attended	No: of Teachers that Attended	Schools that did not Attend
Term 1: Wk 3	04/02/14 -05/02/14	Suva	FTU Hall	58	51	53	Yat Sen, Vatuwaqa Pr, Navesi Pr, St John Bosco, Amadiya, MGM Pr
	04/02/14 -05/02/14	Suva (Navua)	Rampur Primary School	24	21	21	Burenitu Village School, Ro Camaisala Memorial School, Veinuqa District School, Ratu Latianara College
	06/02/14 - 07/02/14	Nausori (Naitasiri)	Vunimono Hall	39	43	46	Naduna District School, Naseva Village School, Navurevure Primary School, Nawaisomo Primary School, Vunidawa District School,
4	11/02/14 - 12/02/14	Nausori	Vunimono Hall	47	44	44	Rewa Secondary School,



**TABLE VII: SUMMARY OF THE TWO DAY LANA / LANS WORKSHOP 2014 (cont'd)**

Week	Date	District	Venue	No: of Schools Invited	No: of Schools that Attended	No: of Teachers that Attended	Schools that did not Attend
	11/02/14 – 12/02/14	Nausori (Korovou)	Tailevu Hotel	30	18	18	Dawasamu District School, Fulton Primary School, Lodon Primary School, Nailega District School, Sote Village Schoolm, Waidalice District School
5	18/02/14 – 19/02/14	Ra	Penang Sangam High School	40	37	37	Bureivanua District School, Nalaba District School, Nakorotubu District School
	20/02/14 – 21/02/14	Ba /Tavua	Tavua College	20	19	19	Savatu Primary School
	20/02/14 – 21/02/14	Ba /Tavua	Kamil College Hall	42	42	42	-
6	25/02/14 – 26/02/14	Nadroga	St. John Parish Hall	31	31	31	-
	25/02/14 – 26/02/14	Nadroga	Sigatoka Special School	28	27	27	Mana SDA School
7	06/03/14 - 07/03/14	Lomaiviti (Ovalau)	Levuka Public Primary School	16	16	16	-
10	27/0314 – 28/03/14	Lautoka / Yasawa	Lautoka Central College	53	52	54	Bouwaqa Primary School from Yasawa.
	27/0314 – 28/03/14	Lautoka / Yasawa	Nadi Special School	31	30	30	Namaka Public, Ratu Nalewavada & Vunayasi District
Term 2 Week 4	3/06/14 – 4/06/14	Bua / Macuata	FTU Hall Labasa	56	52	54	Dreketi Primary Rt. Emeri Catholic
	3/06/14 – 4/06/14	Bua / Macuata	Nutrition Centre Labasa	40	41	41	Navakasiga District
	5/06/14 - 6/06/14	Cakaudrove (Savusavu)	PA Conference Room	24	23	23	Vatuvonu SDA Primary
	5/06/14 - 6/06/14	Cakaudrove (Savusavu)	Khemendra Primary School	23	23	24	none
Week 5	12/06/14 – 13/06/14	Cakaudrove (Taveuni)	Cakaudrove Multicultural Women's Hall - Taveuni	19	17	18	Qilo Primary & Sukanaivalu Memorial School
Total				<b>621</b>	<b>587</b>	<b>598</b>	

TABLE VIII: SUMMARY OF THE LANA SCRIPTS SENT TO SOME SUVA SCHOOLS

School Name	Date of receipt	Literacy						Numeracy								Total Lit	Total No	Total
		Y4		Y6		Y8		Y4		Y6		Y8						
		V. 1	V. 2	V. 1	V. 2	V. 1	V. 2	V. 1	V. 2	V. 1	V. 2	V. 1	V. 2					
		no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts	no. of Scripts					
Draiba Pri	19/11	15	14	21	13	19	18	14	15	7	18	18	18	100	90	190		
Dudley Inter	19/11					50	44					51	44	94	95	189		
Lami Pri	19/11	31	31	39	37	26	26	31	31	37	38	25	25	190	187	377		
Nabua Pri	19/11	13	13	18	14	20	16	14	14	17	16	17	19	94	97	191		
Pundit Vishnu	19/11	14	9	18	14	20	17	14	19	14	18	30	7	92	102	194		
Suva Muslim	19/11	12	12	7	7	10	11	12	12	7		11	10	59	52	111		
Suva Methodist	19/11	57	40	71	60			57	41	66	65			228	229	457		
Suva Primary	19/11	13	13	14	15	14	16	14	8	15	14	13	13	85	77	162		
Tacirua Primary	19/11	15	13	20	23	14	14	15	13	23	20	16	12	99	99	198		
The Learning Center	19/11	7	9	6	14	6	5	9	7	10	9	5	6	47	46	93		
Veivatuloa	19/11	4	4	4	3	4	4	4	4	3	4	4	4	23	23	46		
Yat Sen	19/11	25	27	26	37	35	30	31	21	33	29	35	31	180	180	360		

TABLE IX: EDUCATION BUDGET ANALYSIS BY PROGRAMME FOR 2014

Head 21	Programme	Amount (\$)	% of Ministry of Education budget
Programme 1	Policy & Administration	\$ 36,376,217	9.87
Programme 2	Primary Education	\$166,579,801	45.19
Programme 3	Secondary Education	\$149,675,328	40.60
Programme 4	Curriculum Development	\$5,035,173	1.37
Programme 5	Tertiary Technical Education	\$4,523,789	1.23
Programme 6	Research, Development and Training	\$1,011,230	0.27
Programme 7	Asset Monitoring Unit	\$305,561	0.08
Programme 8	Examinations	\$2,134,129	0.58
Programme 9	Culture & Heritage	\$2,978,874	0.81
Total		\$368,620,102	100%

TABLE X: MOE BUDGET ANALYSIS BY STANDARD EXPENDITURE GROUP (SEG)

SEG	DESCRIPTION	AMOUNT (\$)	% OF MINISTRY OF EDUCATION BUDGET
1	Established Staff	\$245,078,478	66.49
2	Government Wage Earners	\$2,235,578	0.61
3	Travel and Communications	\$1,449,256	0.39
4	Maintenance and Operations	\$1,052,167	0.29
5	Purchase of Goods and Services	\$9,872,517	2.68
6	Operating Grants and Transfers	\$94,361,212	25.60
7	Special Expenditures	\$3,764,700	1.02
8	Capital Constructions	\$3,222,081	0.87
9	Capital Purchases	\$990,000	0.27
10	Capital Grants and Transfers	\$4,107,213	1.11
13	Value Added Tax	\$2,486,900	0.67
Total Budget by SEGs		\$368,620,102	100%

**TABLE XI: 2014 FIJI YEAR 13 EXAMINATION REGISTRATION REPORT BY DISTRICT**

District	No. of Schools	No. of Candidates
Ba/Tavua	14	667
Eastern	13	276
Cakaudrove	10	369
Lautoka/Yasawa	21	1443
Macuata/Bua	24	970
Nadroga/Navosa	13	393
Ra	6	524
Nausori	26	1115
Suva	35	1939
<b>Total</b>	<b>162</b>	<b>7423</b>

**TABLE XII: 2014 FY13CE SUBJECT REGISTRATION BY GENDER AND GEOGRAPHICAL LOCATION**

SUBJECT	GENDER		GEOGRAPHICAL LOCATION			
	Female	Male	Remote	Rural	Semi-Urban	Urban
English	4337	3086	1197	1336	542	4348
Mathematics	4288	3067	1188	1325	540	4302
Biology	2024	724	455	465	201	1627
Chemistry	1941	1060	456	533	222	1790
Physics	742	1231	245	332	151	1245
Geography	1331	772	434	360	142	1167
History	758	412	280	155	63	672
Accounting	1291	685	223	365	163	1225
Economics	1566	854	297	443	186	1494
Agricultural Science	708	596	296	260	95	653
Introduction To Technology	90	1160	173	249	98	730
Computer Studies	942	872	197	280	145	1192
Home Economics	746	54	100	165	59	476
Fijian	672	380	354	211	50	437
Hindi	85	21	7	48	1	50
Urdu	6	11		1	1	15

**TABLE XIII: 2014 FIJI YEAR 12 CERTIFICATE REGISTRATION REPORT BY DISTRICT**

District	No. of Schools	No. of Candidates
Ba/Tavua	14	994
Eastern	13	523
Cakaudrove	10	554
Lautoka/Yasawa	21	2331
Macuata/Bua	25	1497
Nadroga/Navosa	13	650
Ra	6	392
Nausori	27	2155
Suva	37	3657
<b>Total</b>	<b>166</b>	<b>12753</b>

**TABLE XIV: 2014 FY12CE SUBJECT REGISTRATION BY GENDER AND GEOGRAPHICAL LOCATION**

SUBJECT	GENDER		GEOGRAPHICAL LOCATION			
	Female	Male	Remote	Rural	Semi-Urban	Urban
English	6959	5793	2034	2371	968	7379
Mathematics	6910	5778	2032	2363	965	7328
Biology	3045	1185	666	755	341	2468
Chemistry	2819	1730	660	819	343	2727
Physics	963	2182	439	515	233	1958
Geography	2231	1382	697	665	247	2004
History	1351	797	507	274	126	1241
Accounting	2062	1101	374	620	264	1905
Economics	2539	1449	491	793	301	2403
Office Technology	234	51	27	49	18	191
Agricultural Science	1280	1297	457	606	195	1319
Computer Studies	1605	1495	312	535	253	2000
Home Economics	1314	119	222	281	118	812
Applied Technology	57	1453	275	308	125	802
Technical Drawing And Design	161	2319	397	472	191	1420
Fijian	1145	636	537	328	113	803
Hindi	108	30	9	60	8	61
Urdu	24	8		4	5	23
French	1	3				4

**TABLE XV: NUMBER OF PERSONNEL USED IN THE 2014 EXTERNAL NATIONAL EXAMINATIONS**

Examination	Examiners	Markers	Supervisors	Packers	Check-markers
Y13 Cert	29	124	509	10	23
Y12 Cert	35	215	695	10	26
TOTAL	64	339	1204	20	49

**TABLE XVI: Y12 CERT, YEAR, No. SAT, No. PASS, % PASS FROM 2007 – 2014**

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2007	11,332	7,311	64.5	27.2
2008	11,234	7,726	68.8	28.9
2009	11,209	7,247	64.7	26.4
2010	12,413	8,360	67.3	28.2
2011	12,783	8,345	65.3	26.3
2012	13,110	8,712	66.5	28.6
2013	12,091	8,243	68.2	28.7
2014	12,345	8,197	66.4	27.8

**TABLE XVII: Y13 CERT, YEAR, No. SAT, No. PASS, % PASS FROM 2007 – 2014**

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2007	4,382	3,509	80.1	34.3
2008	4,497	3,487	77.5	31.9
2009	4,460	3,424	76.8	34.0
2010	4,745	3,596	75.8	31.6
2011	5,457	4,487	82.2	36.0
2012	6,483	4,915	75.8	32.0
2013	6,803	5,131	75.4	31.1
2014	7,246	5,773	79.7	33.9



---

# **2014 Audited Financial Report**

---

**OFFICE OF THE AUDITOR GENERAL***Excellence in Public Sector Auditing*

6-8<sup>TH</sup> Floor, Ratu Sukuna House  
 2-10 McArthur St  
 P.O.Box 2214, Government Buildings  
 Suva, Fiji



Telephone: (679) 330 9032  
 Fax: (679) 330 3812  
 Email: [info@auditorgeneral.gov.fj](mailto:info@auditorgeneral.gov.fj)  
 Website: <http://www.oag.gov.fj>



File: 387

26 May 2015

Dr. Mahendra Reddy  
 Minister for Education, National Heritage, Culture and Arts  
 Ministry of Education, National Heritage, Culture and Arts  
 Marela House  
 Suva

Dear Dr. Reddy

**Audited Special Purpose Financial Statements – Ministry of Education, National Heritage, Culture and Arts for the Year Ended 31 December 2014**

The audited Special Purpose Financial Statements for the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2014 together with my audit report on them are enclosed.

Particulars of errors and omissions arising from the audit have been forwarded to the management of the Ministry for its action.

Yours sincerely

Atunaisa Nadakuitavuki  
 for **Auditor General**

Encl.

**MINISTRY OF EDUCATION,  
NATIONAL HERITAGE, CULTURE AND ARTS**

**SPECIAL PURPOSE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2014**

**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS**  
**SPECIAL PURPOSE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2014**

---

**TABLE OF CONTENTS**

INDEPENDENT AUDITORS REPORT.....	3
MANAGEMENT CERTIFICATE.....	5
STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2014	6
APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2014.....	7
STATEMENT OF LOSSES FOR THE YEAR ENDED 31 DECEMBER 2014 .....	8
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014 .....	9
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014 .....	10

---



**OFFICE OF THE AUDITOR GENERAL***Excellence in Public Sector Auditing*

6-8<sup>TH</sup> Floor, Ratu Sukuna House  
 2-10 McArthur St  
 P.O.Box 2214, Government Buildings  
 Suva, Fiji



Winner - Fiji Business Excellence Award  
 Fiji Business Excellence Awards 2013

Telephone: (679) 330 9032  
 Fax: (679) 330 3812  
 Email: info@auditorgeneral.gov.fj  
 Website: http://www.oag.gov.fj



**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS  
 SPECIAL PURPOSE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER  
 2014**

**INDEPENDENT AUDITORS REPORT**

**Scope**

I have audited the special purpose financial statements which have been prepared under the cash basis of accounting and notes thereon of the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2014, as set out on pages 6 to 12. The special purpose financial statements comprise the following:

- (i) Statement of Receipts and Expenditure;
- (ii) Appropriation Statement; and
- (iii) Statement of Losses.

The Ministry of Education, National Heritage, Culture and Arts is responsible for the preparation and presentation of the special purpose financial statements and the information contained therein.

My responsibility is to express an opinion on these special purpose financial statements based on my audit.

My audit was conducted in accordance with the International Standards on Auditing to provide reasonable assurance as to whether the special purpose financial statements are free of material misstatements. My audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the special purpose financial statements and evaluation of accounting policies. These procedures have been undertaken to form an opinion as to whether, in all material respects, the special purpose financial statements are fairly stated and in accordance with government policies in Note 2 and the Financial Management Act 2004, so as to present a view which is consistent with my understanding of the financial performance of the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2014.

The audit opinion expressed in this report has been formed on the above basis.

**Qualification**

The Ministry of Education, National Heritage, Culture and Arts did not complete the annual Board of Survey for the whole Ministry. As a result I was not able ascertain the accuracy of the Statement of Losses.

**Qualified Audit Opinion**

In my opinion

- a) except for the matter referred to in the qualification paragraph, the special purpose financial statements present fairly, in accordance with the accounting policies stated in Note 2, the financial performance of the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2014.
- b) the special purpose financial statements give the information required by the Financial Management Act 2004 in the manner so required.

  
Atunaisa Nadakuitavuki  
for **AUDITOR GENERAL**

Suva, Fiji  
26 May 2015



**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS**

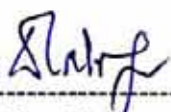
**MANAGEMENT CERTIFICATE**

**FOR THE YEAR ENDED 31 DECEMBER 2014**

---

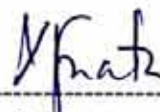
We certify that these financial statements:

- (a) fairly reflect the financial operations and performance of the Ministry of Education, National Heritage, Culture and Arts and its financial position for the year ended 31 December 2014; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004, Finance Instructions 2010 and Finance Circular 16/2006.



-----  
Mrs Kelera Taloga  
Acting Permanent Secretary

Date: 22/5/15



-----  
Mrs Makarita Fuata  
Acting Director Finance

Date: 22/5/15

# MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

## STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2014

	Notes	2014 (\$)	2013 (\$)
<b>RECEIPTS</b>			
<b>State Revenue</b>			
Fees Examination		15,483	4,925
Fees Government Day Schools		39,578	23,682
Fees Government Boarding Schools		349,981	350,687
Registration		778,317	160,030
Registration		9,300	12,300
Commission		86,753	1,731
Rental for Official Quarters		---	70,689
OPR in Previous Years		23,759	31,743
Sale of School Farm Produce		4,968	138,379
<b>Total State Revenue</b>	3(a)	<b>1,308,139</b>	<b>659,032</b>
<b>Agency Revenue</b>			
Miscellaneous Revenue		59,108	138,379
<b>Total Agency Revenue</b>	3(b)	<b>59,108</b>	<b>138,379</b>
<b>TOTAL RECEIPTS</b>		<b>1,367,247</b>	<b>797,411</b>
<b>EXPENDITURE</b>			
<b>Operating Expenditure</b>			
Established Staff	3 (c)	255,225,192	214,024,425
Government Wage Earners	3 (d)	2,880,587	2,508,682
Travel & Communications	3 (e)	1,379,019	1,253,770
Maintenance & Operations	3 (f)	1,016,742	1,844,415
Purchase of Goods & Services	3 (g)	8,822,520	6,927,296
Operating Grants & Transfers	3 (h)	94,125,616	43,615,805
Special Expenditure	3 (i)	3,724,835	1,757,687
<b>Total Operating Expenditure</b>		<b>367,174,511</b>	<b>271,932,080</b>
<b>Capital Expenditure</b>			
Construction	3 (j)	3,039,871	2,050,290
Purchases	3(k)	951,465	123,173
Grants & Transfers	3(l)	3,502,228	1,659,910
<b>Total Capital Expenditure</b>		<b>7,493,564</b>	<b>3,833,373</b>
<b>Value Added Tax</b>	3(m)	<b>2,449,398</b>	<b>1,718,592</b>
<b>TOTAL EXPENDITURE</b>		<b>377,117,473</b>	<b>277,484,045</b>



## MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

## APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2014

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$)	Revised Estimate (\$)	Actual Expenditure (\$)	Carry- Over (\$)	Lapsed Appropriation (\$)
1	Established Staff	247,841,082	(2,346,594)	245,494,488	255,225,192	--	(9,730,704)
2	Government Wage Earners	2,400,804	--	2,400,804	2,880,587	--	(479,783)
3	Travel & Communications	1,291,225	190,131	1,481,356	1,379,019	--	102,337
4	Maintenance & Operations	1,287,284	(204,217)	1,083,067	1,016,742	--	66,325
5	Purchase of Goods & Services	9,383,160	1,144,757	10,527,917	8,822,520	--	1,705,397
6	Operating Grants & Transfers	95,716,070	(1,354,858)	94,361,212	94,125,616	--	235,596
7	Special Expenditure	1,339,000	2,425,700	3,764,700	3,724,835	--	39,865
	<b>Total Operating Costs</b>	<b>359,258,625</b>	<b>(145,081)</b>	<b>359,113,544</b>	<b>367,174,511</b>	<b>--</b>	<b>(8,060,967)</b>
	<b>Capital Expenditure</b>						
8	Construction	3,200,000	22,081	3,222,081	3,039,871	--	182,210
9	Purchases	880,000	110,000	990,000	951,465	--	38,535
10	Grants & Transfers	4,094,813	12,400	4,107,213	3,502,228	--	604,985
	<b>Total Capital Expenditure</b>	<b>8,174,813</b>	<b>144,481</b>	<b>8,319,294</b>	<b>7,493,564</b>	<b>--</b>	<b>825,730</b>
13	Value Added Tax	2,600,600	600	2,601,200	2,449,398	--	151,802
	<b>TOTAL EXPENDITURE</b>	<b>370,034,038</b>	<b>--</b>	<b>370,034,038</b>	<b>377,117,473</b>	<b>--</b>	<b>(7,083,435)</b>

**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS**  
**STATEMENT OF LOSSES FOR THE YEAR ENDED 31 DECEMBER 2014**

---

**Loss of Money**

There was no loss of money reported for the Ministry in 2014.

**Loss (other than money)**

1. The Minister of Finance on 13/03/15 approved the write-off of unsubstantiated variance between the Drawings Account and General Ledger amounting to \$6,834,145.33.
2. The following items worth \$4,033 were reported to be lost due to theft.

Item	Value of Item	Divisions
HP Laptop	1,485	Headquarters
Samsung S 5 mobile	1,299	Headquarters
Samsung S 5 mobile	1,249	Headquarters
<b>Total</b>	<b>\$4,033</b>	

3. The following items worth \$19,182 were written off following the Ministry's Headquarters Board of Survey conducted for the year ending 31 December 2014.

Item	Amount \$
<b>Laptops</b>	
HP Company Laptop	1,200
<b>Chairs</b>	
8 swivel chairs	2,393
4 chairs	1,000
<b>Printers</b>	
HP LaserJet printer	599
HP Deskjet Printer	395
<b>Others</b>	
2 Desktop Dell Opti	3,000
Photocopier	10,000
Binding Machine	195
Stapling Machine	400
<b>Total</b>	<b>\$19,182</b>

## **MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS**

### **NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014**

---

#### **NOTE 1: REPORTING ENTITY**

The Ministry of Education, National Heritage, Culture and Arts is responsible for the delivery of Education and Training Services to schools, pre-schools, and training centres and it is responsible for the preservation of the different cultures in Fiji. These include the provision of curriculum frameworks, policy guidelines, qualified teaching personnel and programme support to controlling authorities and education and training institutions. The Ministry also has responsibilities for ensuring that standards in education are met and maintained through the regulation and recognition of education and training providers and accreditation of programmed delivery. Through advisory services, support is rendered to school management for the effective running of schools as well as financial assistance for construction and maintenance of school facilities. The Ministry is also tasked with improving rural education standards and the education opportunities of disabled students and out of school youths.

#### **NOTE 2: STATEMENT OF ACCOUNTING POLICIES**

##### **(a) Basis of Accounting**

In accordance with Government accounting policies, the financial statements of the Ministry of Education, National Heritage, Culture and Arts is prepared on cash basis of accounting. All payments related to purchases of fixed assets have been expensed.

The financial statements are presented in accordance with the Financial Management Act and the requirements of Section 71(1) of the Finance Instructions 2010. The preparation and presentation of a Statement of Assets and Liabilities is not required under the current Government policies, except for that of the Trade and Manufacturing Accounts.

##### **(b) Accounting for Value Added Tax (VAT)**

All income and expenses are VAT exclusive. The Ministry on a monthly basis takes out VAT output on total money received for expenditure from Ministry of Finance. VAT input on the other hand is claimed on payments made to the suppliers and sub-contractors for expenses incurred.

The VAT payment as per the statement of receipts and expenditure relates to the VAT input claimed on payments made to the suppliers and sub-contractors for expenses incurred and VAT payments to FRCA. Actual amount paid to FRCA during the year represent the difference between VAT Output and VAT Input.

##### **(c) Comparative Figures**

Where necessary, amounts relating to prior years have been reclassified to facilitate comparison and achieve consistency in disclosure with current year amounts.



## MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

### NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014

---

#### NOTE 2: STATEMENT OF ACCOUNTING POLICIES (CON'T)

##### (d) Revenue Recognition

Revenue is recognised when actual cash are received by the Ministry.

#### NOTE 3: SIGNIFICANT VARIATIONS

- (a) The state revenue increased by or \$649,107 or 98% in 2014 compared to 2013. The increase was due to teachers paying registration fees for 3 years term instead of 1 year.
- (b) The agency revenue decreased by \$79,271 or 57% in 2014 compared to 2013. This was due to the decrease in request for recount, rechecks and certified copies of the exam results and decrease in sale of school farm produce.
- (c) The Established Staff costs increased by \$41,200,767 or 19% in 2014 compared to 2013. This was mainly due to the incorrect budget provided as per Person to Person (P2P) and other allowances which includes location and boarding. The increase was also due to the pay rise for all Civil Servants as PSC Circular No. 81/2013 dated 19/12/13.
- (d) The Government Wage Earner costs increased by \$371,905 or 15% in 2014 compared to 2013. This was mainly due to the payment of overtime for Government Wage Earners for the various units/section working overtime to meet the Ministry's output. The increase was also due to the pay rise for all Civil Servants as PSC Circular No. 81/2013 dated 19/12/13.
- (e) The Travel and Communication costs increased by \$125,249 or 10% in 2014 compared to 2013. The increase is due to the increase of transfer of teachers around the country and the payment of meals and subsistence allowances and accommodation for officers working overtime and those on school visits.
- (f) The Maintenance and operations costs decreased by \$827,673 or 45% in 2014 compared to 2013 due to the decrease in repair to Ministry vehicles and utility costs and fuel costs.
- (g) The Purchase of Goods and Services costs increased by \$1,895,224 or 27% in 2014 compared to 2013 due to purchases of office equipment, furniture and stationeries for the sections and district Office.
- (h) The Operating Grants and Transfers increased by \$50,509,811 or 116% in 2014 compared to 2013 due to the implementation of the Free Education Grants to all Primary and Secondary Schools and no fees were borne by parents.



**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR**  
**ENDED 31 DECEMBER 2014**

**NOTE 3: SIGNIFICANT VARIATIONS (Continued)**

- (i) The Special Expenditure increased by \$1,967,148 or 112% in 2014 compared to 2013. This was due to the increase in implementation of MOE initiatives and requests for assistance from schools.
- (j) The Capital Construction costs increased by \$989,581 or 48% in 2014 compared to 2013. This was due to the implementation of new projects like the Establishment of New Schools and upgrading and maintenance of government schools due to its deteriorating state.
- (k) The Capital Purchase cost increased by \$828,292 or 672% in 2014 compared to 2013 due to the purchase of laptops for the One Laptop per Child Program and water tanks for primary schools.
- (l) The Capital Grants and Transfers increased by \$1,842,318 or 111% in 2014 compared to 2013. This was due to the construction of Infant Schools and the New Bau Central College Building and grants to secondary schools.
- (m) The Value added Tax increased by \$730,806 or 43% in 2014 compared to 2013. The increase was due to increase in expenditure in other operating SEGs.

**NOTE 4: DETAILS OF APPROPRIATION CHANGES**

The Ministry of Finance approved the following transfer of funds during the year:

Virement Number	From	To	Amount (\$)
V21001/14	Seg 10	Seg 8	4,000
V21001/14	Seg 10	Seg 13	600
DV0003	Seg 1	Seg 7	100,000
DV2014	Seg 6	Seg 3	35,000
DV2104	Seg 6	Seg 5	95,000
DV2105	Seg 6	Seg 5	220,452
DV2106	Seg 1	Seg 7	50,000
DV2106	Seg 3	Seg 7	69,589
DV2106	Seg 4	Seg 7	169,289
DV2106	Seg 6	Seg 7	239,548
DV2107	Seg 7	Seg 6	30,000
DV2107	Seg 5	Seg 4	1,100
DV2109	Seg 3	Seg 9	110,000
DV2110	Seg 6	Seg 6	10,000
DV2110	Seg 7	Seg 6	20,000

**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR**  
**ENDED 31 DECEMBER 2014**

**NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)**

Virement Number	From	To	Amount (\$)
DV2111	Seg 5	Seg 4	10,000
DV2112	Seg 7	Seg 6	111,000
DV2114	Seg 6	Seg 7	533,000
DV2115	Seg 6	Seg 10	17,000
DV2116	Seg 7	Seg 4	5,000
DV2116	Seg 7	Seg 5	20,000
DV2117	Seg 6	Seg 7	1,200,000
DV2118	Seg 3	Seg 4	1,997
DV2121	Seg 7	Seg 5	185,000
DV2122	Seg 6	Seg 4	11,644
DV2123	Seg 3	Seg 3	2,090
DV2124	Seg 3	Seg 5	1,936
DV2124	Seg 4	Seg 5	69
DV2127	Seg 7	Seg 8	18,081
DV2128	Seg 3	Seg 5	1,000
DV2129	Seg 6	Seg 3	8,953
DV2130	Seg 1	Seg 7	542,754
DV2131	Seg 1	Seg 6	1,544,739
DV2132	Seg 6	Seg 5	254,000
DV2132	Seg 7	Seg 5	105,900
DV2132	Seg 3	Seg 5	90,000
DV2132	Seg 5	Seg 3	13,000
DV2132	Seg 6	Seg 3	468,000
DV2132	Seg 7	Seg 5	105,900
DV2132	Seg 3	Seg 5	90,000
DV2132	Seg 5	Seg 3	13,000
DV2132	Seg 6	Seg 3	468,000
DV2132	Seg 7	Seg 5	105,900
DV2132	Seg 3	Seg 5	90,000
DV2132	Seg 5	Seg 3	13,000
DV2132	Seg 6	Seg 3	468,000
DV2133	Seg 3	Seg 5	473,000
DV2133	Seg 3	Seg 5	244,688
DV2133	Seg 4	Seg 5	64,600
DV2133	Seg 6	Seg 5	16,000
DV2133	Seg 7	Seg 5	92,600





**Ministry of Education**  
Marela House, 19 Thurston Street, Suva  
Private Mail Bag, Government Buildings, Suva  
Tel: (679) 331 4477 Fax: (679) 330 3511  
Website: [www.education.gov.fj](http://www.education.gov.fj)



**Department of National Heritage, Culture & Arts**  
Level 4 Takayawa Building, Augustus Street, Suva  
P.O. Box 2550, Government Buildings, Suva  
Tel: (679) 331 6955  
Fax: (679) 331 0357