



ANNUAL REPORT 2013

MINISTRY OF EDUCATION, NATIONAL HERITAGE,
CULTURE AND ARTS



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 and potential contributing to peaceful and sustainable national development

ROLES AND RESPONSIBILITIES

The Ministry of Education 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:

- Pre-schools
- Primary and Secondary
- Special Schools for children with special needs and Vocational Schools
- Students in the years of compulsory schooling
- (Year 1 – Year 6) and those participating in Year 13 studies
- Students in vocational education and training programmes
- Teaching personnel
- School management committees and controlling authorities



VISION

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

MISSION

- To facilitate and lead the cultural development of our people by:
- Co-ordinating 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 of Culture and Heritage is to coordinate activities in the cultural heritage sector. 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.



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MESSAGE FROM THE MINISTER



The Education System has seen major reforms unfolding to ensure that education is made available to all children in Fiji and made relevant to students aspirations. This report entails the restructure within the education sector in 2013 as it steps up to deliver quality education. The most important basic change is the inclusion in the constitution of provisions for education. This makes education a constitutional right of all Fijians and makes it a legal responsibility of the state.

The content and structural changes within the education fraternity of the recent past have given the growing recognition by the state of the importance of Early Childhood Education. The establishment of infant schools in strategically located areas makes the pursuit of education easier, more comfortable and convenient to both children and parents.

The launching of the New Fiji National Curriculum Framework establishes the inclusion of relevant and job related contents. New subjects had to be introduced to intensify the introduction of computer education in both primary and secondary schools. The launching of the One Laptop per Child programme and the opening of various school computer labs is testament to the fast growing digital dominance in Fiji. The children of today have established themselves as digital natives with their exposure to the latest digital developments.

Another significant reform in the administration of education is the transfer of power to the Permanent Secretary and Minister responsible from the current authorities. The Permanent Secretary of Education is now responsible to me for the efficient, effective and economical management of the ministry and has the authority to appoint, remove and institute disciplinary action against all staff of the Ministry of Education.

The Department of National Heritage, Culture and Arts have done us proud by carving Fiji's name in the World Heritage Listing. They have stepped up and have enumerated Fiji as one of the renowned heritage site in the world.

With all these reforms and feats in 2013, I am adamant that education has laid the best possible foundation for the future of this nation. Because education is basically a preparation for life and life is a continually changing target, change and reform in education is and must be a continuous process reflecting life's changing needs.

Sincerely,

Ambassador Filipe Bole
Minister of Education, National Heritage, Culture and Arts



MINISTRY OF EDUCATION

QUALITY EDUCATION FOR CHANGE, PEACE AND
PROGRESS



Ambassador Filipe Bole
The Minister for Education, National Heritage, Culture and Arts
Senikau House

SUVA.

Dear Sir

Annual Report for 2013

I am pleased to present the Annual Report of the Ministry of Education, for the year ending 31st December 2013. Sir, we acknowledge your leadership, guidance and direction throughout the year.

We look forward with much anticipation into the New Year and to continue to develop education for our children in accordance with Government's mandates for the sector.

.....
Dr. Brij Lal
Permanent Secretary for Education, National Heritage, Culture and Arts.
June, 2013.



PERMANENT SECRETARY'S OVERVIEW



The successful accomplishment of policies, initiatives and programs for the year 2013 has established a strong foundation which will augur well for the future of educating our children.

The Ministry with the theme "STEP UP" had been resilient subsequent to experiencing two devastating floods and a cyclone and remained steadfast in harnessing its resources towards providing quality education for change, peace and progress. New initiatives like the One Laptop Per Child, the distance learning, computer education and e – learning projects, together with the introduction of e – ticketing in schools were implemented to bridge the digital divide and making education accessible, affordable and equitable.

Further, the provision of initiatives like the transport assistance, fee free grant and free textbooks assist to alleviate the financial burden on the parents and enhancing the realization of our children's dream.

The Ministry had mandated the revised Fiji National Curriculum Framework to adjust the curriculum in order to meet the relevant needs of the students, society and the job market.

With the aforesaid development, reforms and new initiatives, the Ministry of Education is well placed to face the challenges of the future in equipping and empowering our people with the relevant skills, knowledge and attitude.

Dr. Brij Lal
Permanent Secretary for Education, National Heritage, Culture and Arts.
June, 2013.



PART I: OVERVIEW

CHAPTER 1: PORTFOLIO STRUCTURE

The Annual Report records all the programmes and activities of the Ministry for the year 2013 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.

In 2013, Ambassador Filipe Bole and Dr. Brij Lal continued as the Minister and Permanent Secretary for Education, National Heritage, Culture and Arts respectively. The three Deputy Secretaries continued in their respective position in 2013; Mr. Apisalome Movono as the Deputy Secretary for Corporate Services, Mrs. Basundra Kumar as the Deputy Secretary for Secondary and Primary Education and Mrs. Kelera Taloga as the Deputy Secretary Professional. The Ministerial portfolio administered by the Ministry, consists of:

Leadership, Policy Advice & Strategic Development	Technical Vocational Education & Training
Pre-School Service	Examination and Assessment Unit
Higher Education Commission	Asset Monitoring Unit
Primary School Service	Fiji Teachers Registration Board
Secondary School Service	Careers Service
Special Education Service	National Substance Abuse Advisory Council
UNESCO National Commission	Curriculum Advisory Service

Legislation

The Minister for Education, National Heritage, Culture and Arts is responsible for 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

The Education Forum provides advice to the Minister for Education on the following:

- Education Policies
- Education Development and Planning
- Educational issues

The Permanent Secretary for Education is the 'Chair' of the Education Forum which 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 2013. The main issues discussed in these meetings were:

- Financial Management in Schools;
- National Curriculum Framework;
- Infant Schools;
- Status of TVET;
- Roles of the Cultural Centers;
- One Laptop Per Child;
- Cyclone Evans Rehabilitation Work
- Policies:
 - Customers Service Policy
 - Policy in School Zoning in Fiji
 - Policy in School Excursions
 - Research Policy
 - FEMIS policy
 - Research Policy
 - Policy in Fiji Primary and Secondary Schools inspectorate System
 - School Canteen Policy and Guidelines
 - ECE Policy and Regulations





CHAPTER 2: MINISTRY'S PROFILE AND CONTEXT

ROLES, OUTCOMES AND RESPONSIBILITIES

Roles and Responsibilities

The core function of the Ministry of Education is to ensure that all students from kindergarten to Year 13, including vocational education students, have access to quality education.

The Ministry is also focused 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. Educational services are delivered in partnership with school management committees and controlling authorities.

The Ministry of Education is responsible for the administration and management of education policies and delivery of educational services. It provides the curriculum framework, policy guidelines and directions, together with qualified teaching personnel.

Another important role of the Ministry involves the provision of services to the Minister, Statutory Agencies, Cabinet and Government. The Ministry also provides program support to educational institutions, manages the regulation and recognition of education and training providers and validates accreditation of program delivery.

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]	Ministry's Outputs
Pillar 9: Making Fiji a Knowledge based Society	Education and Training Educating the nation for Peace and Prosperity	<ol style="list-style-type: none"> 1. Pre-school enrolment in rural schools increase from 16% in 2006 to 46% in 2010 2. Net enrolment rates for secondary schools rise from 77% to 90% of the cohorts from class one by 2010. 3. Disparities in passes in FSLC and FSFE are at least reduced from <ol style="list-style-type: none"> 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. 4. All schools to emphasise the study of various languages by 2012. 5. Compulsory teaching and learning of Fijian language and culture in all schools by 2012. 6. All schools to hold flag ceremonies at least once a week. 7. Proportion of pupils who start class one language and culture in all schools by 2012. 	<p>Output 2: Education and Training – Early Childhood Education</p> <p>Output 4: Education and Training – Secondary</p> <p>Output 3: Education and Training – Primary</p>



**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]	Ministry's Outputs
Pillar 9: Making Fiji a Knowledge based Society	Education and Training Educating the nation for Peace and Prosperity	8. All schools to hold flag ceremonies at least once a week. 9. Proportion of students successfully completing technical vocational training (TVET) courses not less than 90% to meet current and future demand. 10. In-service teacher training increased by 10% annually. 11. All school names denoting racial affiliations removed by 2012.who reach class 5 to be not less than 95% [MDG]. 12. All schools to emphasise the study of various languages by 2012. 13. Compulsory teaching and learning of Fijian	Output 6: Education and Training – Technology and Skills training Output 1: Portfolio, Leadership, Policy advise and Secretariat Support Output 3: Education and Training – Primary Education
Pillar 1: Ensuring Sustainable Democracy and Good and Just Governance Pillar 3: Ensuring Effective, Enlightened Leadership	5. The Accountability Framework Strengthened and transparent democratic and accountability institutions	1. Increased public awareness of principles of good governance and raising expectations of performance by public officials.	Output 1: Portfolio Leadership Policy Advice and Secretariat Support Output 10: Education and Training – Higher education Commission Output 11 & 12: Education and Training – Library services
Pillar 8: Reducing Poverty to a Negligible Level by 2015	26. Poverty Reduction Reducing poverty to a negligible level by 2015	1. Access to education to all children by 2011.	Output 2: Education and Training – Early Childhood Education Output 3: Education and Training – Primary Output 4: Education and Training – Secondary Output 6: Education and Training – Technology and Skills training Output 11 & 12: Education and Training – Library services



**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]	Ministry's Outputs
Pillar 4: 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"> 1. Service Wide implementation of the Service Excellence frameworks. 2. Introduction and implementation of the Service Charter. 3. Leadership development and training plan by end of 2010 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support Output 10: Higher Education Commission
Pillar 4: 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"> 1. Service Wide implementation of the Service Excellence frameworks. 2. Introduction and implementation of the Service Charter. 3. Leadership development and training plan by end of 2010 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support Output 10: Higher Education Commission
Pillar 3: Ensuring Effective, Enlightened Leadership ³	8. Leadership Effective, enlightened and accountable Leadership	<ol style="list-style-type: none"> 1. Training for Leaders and Management budgeted for. 2. Training of school managers and school heads on the new financial framework. 3. Leadership models developed. 4. Continuous public awareness. 5. Training programmes developed and implemented. 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support Output 3-6: Education and Training. Output 10: Higher Education Output 11 & 12: Education and Training – Library services
Pillar 2: 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"> 1. National anthem and flag ceremony on a weekly basis in schools by 2009. 2. Two vernacular languages taught. 3. Multi-cultural education in Fiji national Curriculum Framework. 4. Fiji day celebrations annually 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support Output 2-6: Education and Training.



**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]	Ministry's Outputs
Pillar 2: Developing a Common National Identity and Building Social Cohesion Pillar 8: Reducing Poverty to a Negligible Level by 2015 Pillar 9: Making Fiji a Knowledge based Society	29. Education and Training Educating the Nation for Peace and Prosperity	1. Recognition and Registration of Higher Education Institutions 2. Accreditation and Registration of qualifications on the Fiji Qualifications Framework 3. Recognition and Registration of Higher Education Institutions 4. Accreditation and Registration of qualifications on the Fiji Qualifications Framework	Output 10: Education and Training – Higher Education
Pillar 3: Ensuring Effective, Enlightened Leadership	31. Gender Equality and Women in Development Achievement of gender equality and empowerment of women.	1. Proportion of female principals, vice and assistant principals to be not less than 20% 2. Increased proportion of women in leadership	Output 1 Portfolio leadership, policy advice and secretariat support Output 3: Education and Training – Primary Output 4: Education and Training – Secondary
Pillar 2: Developing a Common National Identity and Building Social Cohesion Pillar 9: Making Fiji a Knowledge based Society	35. Culture & Heritage Protection and management of our Culture and Heritage for current and future generations.	1. At least twenty new archaeological sites surveyed annually 2. At least 20 new heritage sites included as visitor attractions 3. At least 80% of resource owners meet standards for best practices in the marketing of cultural resources 4. At least two heritage sites included in the world heritage listing	Output 8: Preservation Of Natural And Cultural Heritage Output 9: Cultural Enhancement Programme.



**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]	Ministry's Outputs
Pillar 8: Reducing Poverty to a Negligible Level by 2015	26. Poverty Reduction Reducing poverty to a negligible level by 2015	1. Increase information literacy empowerment programme in community especially women 2. Increase information literacy skills capacity in children 3. Increase establishment of community libraries in remote rural areas	Output 3: Poverty Reduction
	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	Output 4: Education and Training – Secondary Output 5: Education and Training – Special Education Output 11 & 12: Education and Training – Library services

Outputs and Sub-outputs

The Ministry of Education continues to emphasise the importance of the holistic approach to the child's development so that every child finds meaning, identity and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace.

The table below lists thirteen Outputs and their corresponding Sub-outputs that were identified in the 2013 Annual Corporate Plan:

Table 2: Ministry of Education Output and Sub Outputs for 2013

OUTPUTS	SUB OUTPUTS
1. Portfolio Leadership, Policy Advice & Secretariat Support	1.1 Effectiveness of policies plans and legislations facilitated [ESSDP 7.1]. 1.2 Capacity building and PD improved [ESSDP 4.11] 1.3 Workforce management and administration strengthened [ESSDP 4.2] 1.3 Workforce management and administration strengthened [ESSDP 4.2] 1.4 Compliance with Public Sector Reforms and Government Regulations. [ESSDP 7.2] 1.5 Efficiency of coordination and communication at all levels improved [ESSDP 7.3] 1.6 Effectiveness of quality assurance and reporting process improved [ESSDP 7.4]
2. Education and Training in Early Childhood Education	2.1 Access and retention to education at all levels improved [ESSDP 1.1]. 2.2 Safety and care of students in schools improved [ESSDP 1.2]. 2.3 Quality curriculum implemented [ESSDP 2.1]. 2.4 School standards monitored for improvement [ESSDP 3.2]



OUTPUTS	SUB OUTPUTS
3. Education and Training in Primary Education	3.1 Access and retention to education improved (ESSDP1.1) 3.2 Safety and care of students in schools improved (ESSDP1.3) 3.2 National and cultural Identity and Citizenship of all students in schools promoted 3.3 Responsiveness of curriculum to ESD initiatives to complement students learning (ESSDP2.1) 3.4 Quality curriculum implemented (ESSDP 2.1) 3.5 Strengthen assessment for, as and of learning to improve students' competencies (ESSDP 2.2) 3.6 Responsiveness of schools to meet students' needs improved (ESSDP 3.1) 3.7 School standards monitored for improvement (ESSDP 3.2) 3.8 Administration and management of grants (ESSDP 3.3) 3.9 Capacity Building and Professional Development Improved (ESSDP 4.1)
4. Education and Training in Secondary Education	4.1 Access and retention to education at all levels improved (ESSDP 1.2) 4.2 Safety and care of all students in schools improved (ESSDP 1.2) 4.3 Responsiveness of curriculum to ESD initiatives to complement students learning (ESSDP 2.3) 4.4 Quality curriculum implemented (ESSDP 2.1) 4.5 Strengthening of assessment for, as and of learning to improve competencies (ESSDP 2.2) 4.6 Responsiveness of schools to meet students' needs improved (ESSDP 3.1) 4.7 Schools standard monitored for improvement (ESSDP 3.2) 4.8 Administration and management of grants improved (ESSDP 3.3) 4.9 Capacity building and PD improved (ESSDP 4.1)
5. Education and Training in Special Education	5.1 Access and retention to education at all level improved (ESSDP 1.1) 5.2 Safety and care of students in schools improved (ESSDP 1.2) 5.3 Quality curriculum implemented (ESSDP 2.1) 5.4 Capacity building and impact of PD improved (ESSDP 4.1)
6. Education and Training - Technical Vocational Education	6.1 Improved effective programs, curriculum technology and infrastructure for quality TVET delivery (ESSDP 5.4) 6.2 Strengthen the capacity and effectiveness of TEST (ESSDP 5.1) 6.3 Improved Human Resources development for TEST (ESSDP 5.3)
7. Education support services with communities, donors, and key stakeholders	7.1 Community awareness training and support facilitated 7.2 Partnership with and harmonization of Donor support strengthened (ESSDP 6.2) 7.3 Partnership and network with other stakeholders strengthened (ESSDP 6.3)
8. Safeguarding of Natural & Cultural Heritage	8.1 Developing and implementing national cultural policies and legislative frameworks to support the development of intangible and tangible heritage and cultural industries initiatives in such areas as heritage conservation, art, fashion, festivals and cultural tourism.
9. Development & Promotion of culture	9.1 Developing measures to protect the natural, tangible and intangible cultural heritage and increase resources for the development and strengthening of national and regional cultural initiatives. 9.2 Culture as a vector for economic development. 9.2 Access to and monitoring of cultural infrastructure 9.3 Cultural Education and Training 9.4 Public awareness and promotions 9.2 Access to and monitoring of cultural infrastructure 9.3 Cultural Education and Training 9.4 Public awareness and promotions

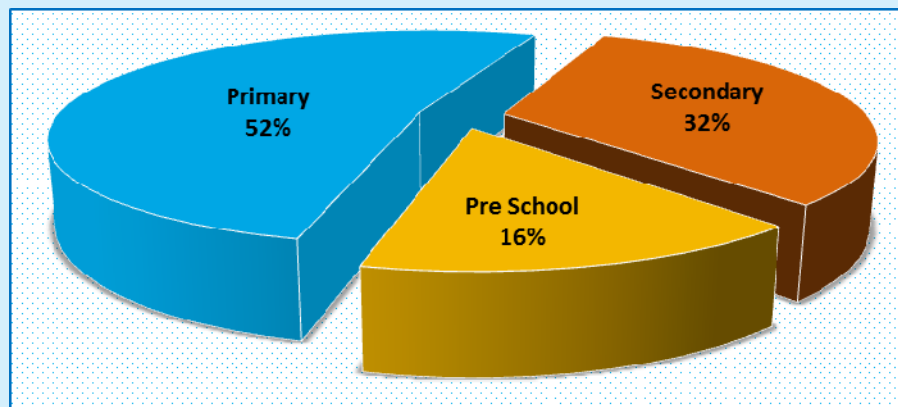


EDUCATION CONTEXT

Population

The estimated population of Fiji in 2013 was 861,374 while the estimated number of children between the age of 4 to 18 years was 241,620 (Source: Fiji Bureau of Statistics). Of this number, 37,420 children were between the age of 4 and 5 years old (of preschool age), 125,864 children were of primary school age (between 6 - 13 years of age) and 78,336 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** and therefore places lots of emphasis in ensuring effective and accelerated implementation of policies and targets to promote access to quality education and the achievement of EFA goals.

Through the Government's Strategic Development Plan, the Peoples Charter for Change Peace and Progress 2008 and the Roadmap for Democracy, Socio-Economic Development 2009-2014, 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 encouraged by the Government in order to leap forward in building 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:

- The Establishment of the Higher Education Unit;
- Establishment of the Fiji Teachers Registration Board;
- The expansion of basic compulsory education to 12 years of schooling;
- The removal of Year 6, 8 and 10 external examinations and the introduction of competency based assessment;
- The provision of transport assistance;
- The provision of free text books and localizing the contents;
- Zoning policy for school intakes and enrolments;
- The setting up of infant schools for year 1 to 3 students;
- The 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;
- Mainstreaming of the vocational courses through the introduction of the Basic Employment Skills Training (BEST) program in secondary schools;
- Reviewing the curriculum through the formulation of the Fiji National Curriculum Framework;



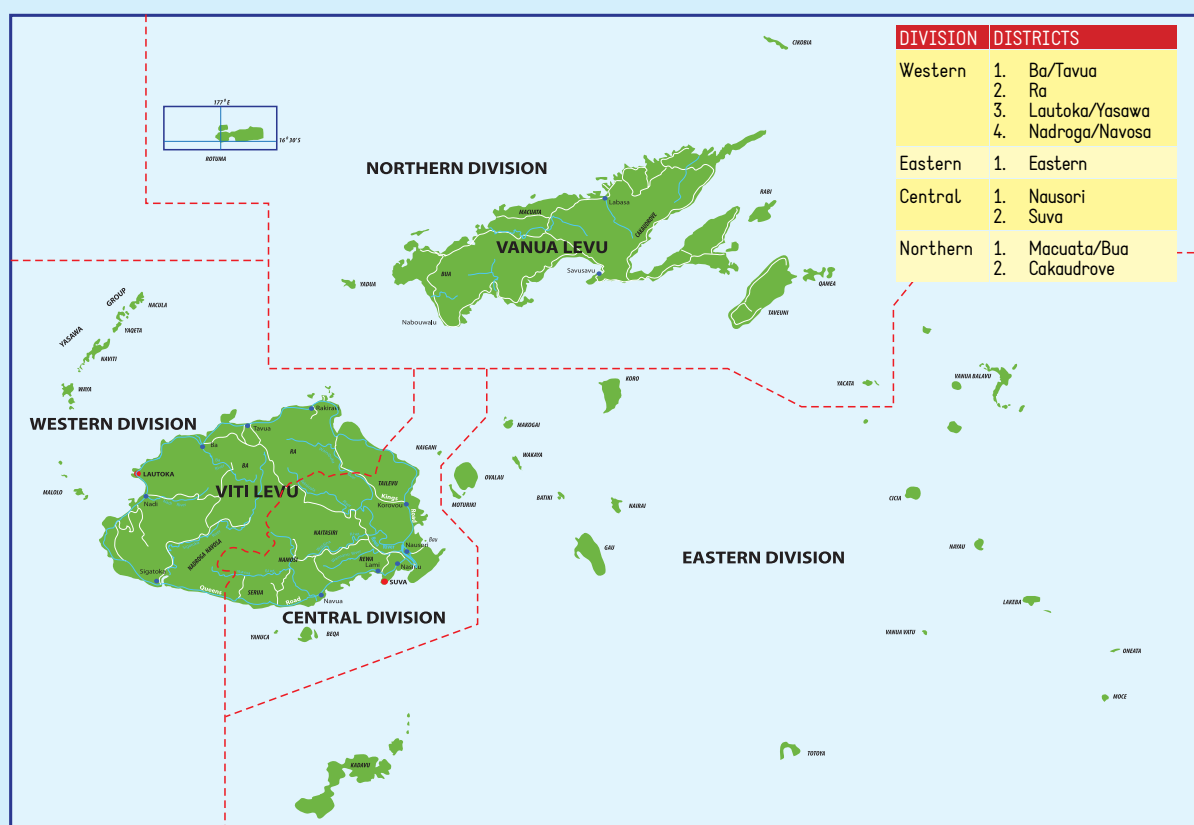
- Decentralization to improve quality services;
- The provision of rural incentives for civil servants;
- The development of the new Fiji Education Management Information System (FEMIS) so that it is user friendly and is easily accessible;
- The provision of capacity buildings for the Ministry's staff;
- Introduction of the External School Review Inspection visits to monitor the standards in schools;
- The introduction of e-learning;
- Improvement of quality of teachers through training incentives, capacity buildings and teacher registration;
- Improving and encouraging partnership with NGOs and Civil Society Organisations;

SCHOOL GOVERNANCE

Divisions and Districts

There are 4 Education Divisions and 9 Education Districts. Each Division is managed by a Divisional Education Officer (DEO), while each Education Districts is administered by a Principal Education Officer.

Figure 1: Map of Fiji showing the location of Education Offices





Management of Schools

Less than 2% of schools in Fiji are Government schools. Majority of the schools are controlled by the communities and faith based organizations and the rest are privately run. These private schools do not receive any financial assistance from the Government.

Government Schools

There are 14 Government run schools comprising 12 Secondary and 2 Primary schools. All government schools have a Board of Governors. Members are appointed by the Permanent Secretary for Education, who also determines their powers, duties and functions.

The schools Board of Governors are expected to advise the Ministry of Education on:

- The school vision and mission
- The school strategic and corporate plan
- The school curriculum
- Staffing requirements
- The welfare of pupils and staff
- The admission of pupils
- The remission of fees
- The development and maintenance of the school's physical facilities and
- The required educational resources

Grant-aided Non-Government Schools

All registered non-government schools are managed by properly constituted controlling authorities. There are 727 Primary and 165 Secondary Schools which are managed by the committee or managed privately.





PART II: SECTION'S REPORT

CHAPTER 3: CORPORATE SERVICES DIVISION

AN OVERVIEW – DEPUTY SECRETARY CORPORATE SERVICES



Mr Apisalome Mavono

The Corporate Services division of the Ministry under the supervision of the Deputy Secretary Corporate Services (DSCS) looks after the management of human and financial resources.

The various units in the division led by the Director Corporate Services, Mr. Suliasi Turagabeci play very important supportive roles in ensuring the efficacy of the overall operations of the Ministry. It facilitates the planning, budgeting, training and capacity building, research, promotions and transfers, monitoring and evaluation, policies (formulation, review and advice) and the other administrative support for the Ministry. Together with other sections, the Corporate Services Division also takes the lead role in the production of the Ministry's Strategic Plan, the Annual Corporate Plan Business Plan, Succession Plan and Competency Framework, Strategic Workforce

Plan and the Annual Report.

Preparations for the proposed Annual Budget is always an intensive exercise because we have to consider the many initiatives and programs that the Ministry hopes to implement in the different sections together with the operational costs. This year, the Ministry continued with the implementation of some affirmative programs like the One Laptop per Child, Bus Fare Assistance, mainstreaming of Vocational Studies and upgrading of Educationally Disadvantaged schools to name a few. As such, the challenge is always on the Accounts Section to ensure that there is maintenance of accurate financial records and compliance to strict financial regulations and instructions of the government.

With a large workforce and the changing paradigms of human resources management and issues, there is a constant need for planning and training. The consistency and range of training effected has enabled the Ministry to increase growth in capacity building of its workforce. This has led to the ability of the Ministry to implement initiatives and innovations across its systems. We ensure that the agencies like the Department of National Heritage, Culture & Arts, National Substance Abuse Advisory Council and the Fiji Teachers' Registration Board are provided their relevant services in order to maximize their full potential with regards to their deliverables.

One of the main accomplishments of the Ministry this year is the running of its very own Fiji Education Management Information System (FEMIS). With the kind assistance of the Australian government's Access to Quality Education Program (AQEP), we have managed to train schools and officers on the use of the FEMIS database and how it can lead to reliable data implementation and providing credible statistics for decision making processes in the Ministry.

The work of the Human Relations Unit and Post Processing Unit ensures that the Ministry receives timely and effective personnel and administrative services to facilitate the implementation of its deliverables and initiatives. The Corporate Services also looks into utilizing its Research Unit to conduct much needed research to provide insights and data with regards to determining the impact of the Ministry's initiatives and also assist in defining the way forward in some of its projects and policies.

Education is fundamental in building a better and prosperous Fiji. With its goal in making Fiji a knowledge-based society, the Ministry of Education therefore has seen to the implementation of some major reforms in the education system and processes during the year. The Corporate Services Section will continue to provide the relevant administrative and financial support to ensure the realization of the Ministry's vision, mission and goals.



FINANCE SECTION

Roles and Responsibilities

The Finance Section is responsible for:

- Allocating approved funding in Budget Estimates to all Vote Controllers, monitor and control expenditure in compliance with Financial Regulations and procedures
- Ensuring availability of cash flow to meet the Ministry's financial commitments in accordance with the 2013 Budget Estimates.
- Ensuring all payments of accounts owing, grants (Salary, tuition and building), Salaries and wages on a timely basis.
- Reducing overpayments through prompt cessation of salaries due to retirements, resignations, terminations, deemed resignations, excessive leave and study leave without pay.
- Carrying 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.
- Providing accurate monthly financial reports to the Senior Staff for accurate decision making and assess the performance of projects against the budgetary allocations.
- Assisting and coordinate the preparation of the Ministry's Budget from submissions from all sections and compiling these submissions as Ministry's Budget within Budget Envelope to the Ministry of Finance after consultations with the Ministry's Budget Committee.
- Preparing responses to Audit (Internal/ External) and Public Accounts Committee (PAC) queries.
- Ensuring 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 2013

The Government Budget for Education in 2013 amounted to \$268,490,100. This was 11.5% of the National Budget. The 2013 budget showed an increase of 0.88% from the budget allocation in 2012.

Graph 2: Government expenditure on Education and Higher Education Institutions

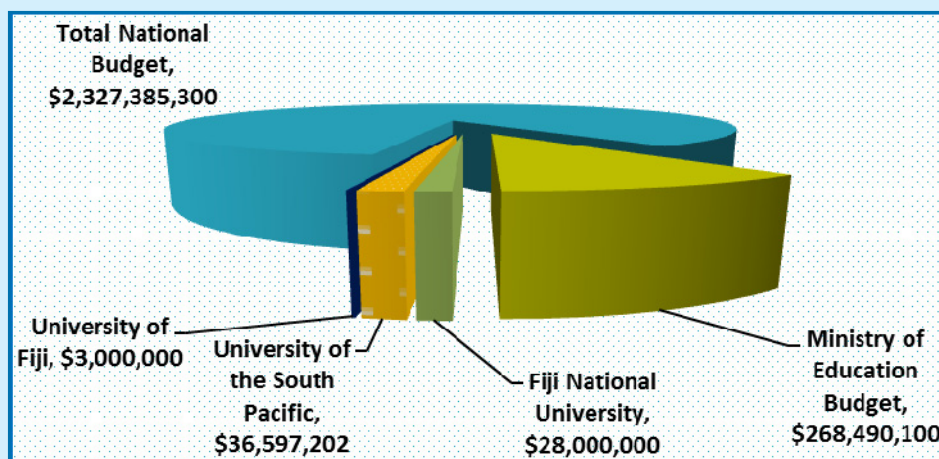


Table 3: Education Expenditure (excluding FNU, UF & USP)

Year	Recurrent Expenditure (\$000)	Capital Expenditure (\$000)	Value Added Tax (\$000)	Total Expenditure (\$000)
2011	249,966	966	1,318	\$ 252,250
2012	267,476	1,172	1,614	\$ 270,262
2013	260,947.8	5,550.7	1,991.6	\$ 268,490.1



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. Strict adherence has positively impacted on the reduction of audit queries.

Budget Preparation- 2013

The section is also required to assist, coordinate and compile the 2013 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 the 31st of December, 2013, reconciliations and adjustments were done for all ledger, trust and revolving accounts. Allocations with unutilized balances were vired to other allocations to clear outstanding balances.

Agency Financial Statements- 2013

All reconciliations with the necessary adjustments were updated in the system which was within the timeframe required by the Ministry of Finance. This was then forwarded to the Office of the Auditor- General for the final audit.

Bus Fare Assistance Scheme

This program has a budget of \$11m and still proves to be a huge and challenging task even after five years since implementation. This is mostly due to resources constraints and lack of controls.

An audit on the scheme was carried out by the Internal Audit of the Ministry of Finance which highlighted issues pertaining to lack of internal controls and monitoring at the at Head Quarters, District Offices and at the Schools which leads to abuse. This led to the establishment of the Bus Fare Evaluation and Monitoring Taskforce Team to attend to queries and put in place internal control mechanisms to avoid the abuse of the scheme.

The total amount of \$16.1m was expended by the end of 2013 where an additional sum of \$5.2m was sourced internally.

Finance Manual

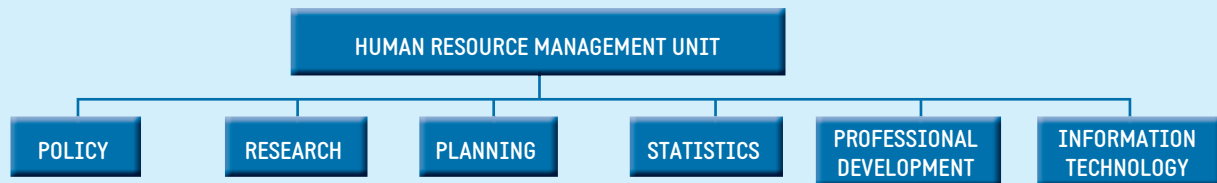
The Ministry reviewed and finalized its Finance Manual as stipulated by Ministry of Finance in 2013. This has been printed and distributed to all heads of Sections and Units, Government Schools and District Offices including all clerks and bursars. The manual is to be used as a guideline when managing the allocations of their respective Sections and Units, Government Schools and District Offices.



HUMAN RESOURCE MANAGEMENT (HRM) 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.



The roles, responsibilities and achievement of the respective sub - units under HRM in 2013 are provided below:

PLANNING

The Planning sub-unit comprises a Senior Education Officer who is responsible for coordinating the development, monitoring and evaluation of the MoE's plans and required reports.

Achievement

- Development of 2014 Annual Corporate Plan and Annual Business Plan through consultation sessions with Section Heads, teachers and stakeholders
- Coordination and development of MOE monthly progress reports of the ACP to ascertain the level of achievement of the deliverables as outlined in the planning documents
- Compilation of Quarterly reports to the SFCCO regarding the achievement against the ACP and facilitation of SFCCO verification visits
- Continual review of the 2012-2014 ESSDP
- Acting as desk officer in compilation of responses to queries for information for other governmental agencies and NGOs.

POLICY

The Policy sub-unit has a Senior Education Officer whose primary role is to coordinate the development and review of the MoE policies together with facilitating related policy awareness and consultation through workshops.

The SEO Policy also monitors the implementation of the approved policies.

Achievements

- The review and endorsement of the following existing policies were carried out in 2013;
 - Policy on Customer Services at the Ministry of Education Offices and in Fiji Schools
 - Policy on Study/Training Leave
 - Policy on Professional Development
 - Policy on Early Childhood Education
 - Policy on Effective Implementation of Inclusive Education in Fiji and Rotuma
 - Policy on Policies of the Ministry of Education
- The Policy on National Management of HIV & AIDS at MoE Fiji Schools was a new one endorsed in 2013 and has been implemented at MoE.
- The implementation of the Child Protection Policy (CPP) went well in that 103 teachers from different schools trained on the policy and more than 350 school-based CPPs were received.
- Apart from the formulation of new policies and the review of the existing policies, various Standard Operating Procedures and guidelines of operation were also developed and reviewed.
- The following existing policies were also taken for consultation at various forums:



- Policy in school Excursions
- Policy on school Zoning in Fiji
- Schools Standard Monitoring and Inspection Policy
- Policy on Research
- Policy on Fiji Education Management Information System

The Policy sub-unit is thankful to UNICEF for the tremendous support in financing the consultation and awareness on the CPP. On the same note, other stakeholders are also acknowledged for their collaborative support to the MoE.

RESEARCH

This is a sub-unit of the Human Resource Management Unit responsible for the following deliverables:

- Process research approvals for local/overseas researchers intending to conduct research in Fiji
- Process requests for official MoE information and data
- Co-ordinate and execute research on important areas of need as approved by the Senior Management of the MoE
- Attend to complaints from Government Services Centre(GSC) regarding MoE deliverables
- Review of the Research Policy
- Liaise with USP and FNU in regards to the establishment of the Fiji National Research Council
- Establishment of a Research Mini-Library of the MoE

Achievements

- A total of 42 research permits were processed and approved
- Developing of the Ministry's Service Level Agreement for 2013
- Completion of the Ministry's Research Policy Review process
- Four Section Research conducted
- Conducting the research on the "Status of the Distance Learning Centre"
- Developing the database for all available research reports in the Research Mini- Library
- The purchasing of a Compactor for the Research Mini- Library
- Widening of the scope of the Research deliverables in the 2014 ACP and ABP

STATISTICS

The Statistics sub-unit consists of a Senior Education Officer and an Education Officer. The data which is the basis for all statistical analysis is stored in the Fiji Education Management Information System (FEMIS). This is an elaborate database on schools, students, teachers and facilities. The database provides most of the information for planning, research and reporting. The reports generated from FEMIS provide adequate, accurate and timely information to our international partners such as UNESCO and other agencies.

Achievements

- The Unit produced the Ministry's Annual Report 2012 which was tabled in the July Cabinet meeting;
- 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.

INFORMATION TECHNOLOGY

The IT sub-unit consists of a System Analyst, an Assistant Programmer and a Computer Operator. The sub-unit is responsible for two databases - Fiji Education Staff Appointment (FESA) and the Fiji Education Management Information System (FEMIS). Enhancements to these databases have enabled the Ministry to improve the quality of its systems and processes.



Achievements

- Developed the new FEMIS database.
- Conducted FEMIS training for all schools
- Continued support for management of shared drives
- Provide user support on MoE systems
- Provide support for Distance Learning Studio
- Enhancement of the workflow steps in appointment.
- Enhancement to School Details Module – new allowances (married/single) were included to eligible schools. Audit was built for school details module.
- Provided report of FESA update of teachers by Districts
- IT audit conducted on FESA appointment modules by Auditor General's office.

PROFESSIONAL DEVELOPMENT UNIT (PDU)

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

Highlights & Achievements

Permanent Secretary's Core Deliverables

The coordination and completion of the PSE's core deliverables continue to remain a critical component of the Unit. The following documents were completed at the end of last year:

- Training Plan
- Training Needs Survey
- Succession Plan
- NTPC Levy

Professional Development Activities

In 2013, there were 1035 workshops registered and recorded by PDU compared to the 1010 registered in 2012.

Table 4: Summary of PD activities registered with PDU in 2013



Table 4: Summary of PD activities registered with PDU in 2013

PD Focus	No of Workshops	% of Total Registered
Assessment	235	23%
Teaching	220	21%
Administration	205	20%
School Planning	157	15%
Financial Management	135	13%
Leadership	75	7%
Policy	8	1%
Total	1035	100

All PD activities that are funded by MoE are registered first by the PDU before funds are released. This will enable PDU to coordinate and monitor the training and prevent clashes of workshops within one district. Professional developments (PD) conducted and funded by schools or clusters, line ministries and NGOs are registered at the completion of the workshop. However the following documents are to be submitted first for full registration: 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.



In - Service Training

A total of 104 teachers/professional officers and administration staff received in-service training. There were 57 who were granted approval by the Permanent Secretary for Education to pursue their programmes through Study Leave with Pay (SLWP). There were 47 officers who were granted Study Leave without Pay (SLWOP). These programmes included pursuing certificates, degrees, Masters or PhD.



Table 5: Summary of in-service training for 2013

Sponsors	Primary		Secondary		Technical		Administration		Total
	SLWP	SLWOP	SLWP	SLWOP	SLWP	SLWOP	SLWP	SLWOP	
AusAID			3				1		4
Chinese Govt	1		1				1		3
ITaukei Affairs Board	5	5	7	3	3	3			26
JICA	1	1							2
KOICA			1						1
Private	6	8	6	10	4	8	4		46
PSC	3	2	2	2		3			12
Ministry of Finance				2			5		7
Japanese Govt.			1						1
Govt. of Netherlands			1						1
NZAID	1								1
Total	17	16	22	17	7	14	11	0	104

More teachers, professional officers and administration staff applied for the In-service Training.

The study leave with salary was more attractive in comparison to the study leave without salary. However due to insufficient funds, first priority was given to those who had only one or two semesters to complete their first degree and which was an also a priority need of the Ministry.

Conferences, Seminars and Training Workshops

These officers 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.



IST recipient Vueti May proudly displays his certificate after graduating from the University of Korea with Masters in International Development.

1. Mrs. Ledua Waqailiti attended the Education in International Understanding for a Culture of Peace in Seoul, Korea.
2. Mr. Nilesh Prasad attended the KOICA Fellowship on Competency Building Workshop for Elementary Education Experts from the 04 – 24/04/13 in Korea.
3. An invitation was sent to the Ministry of Youth & Sports to attend the 5th International Conference of Ministers and Senior Official responsible for Sports from the 28 – 30/05/13 in Berlin, Germany.
4. Mrs. Jokapeci Kurabui attended the Education Staff Development Program on Global ECE from the 15 – 16/04/13 in Australia. Funded by AUSAID.
5. Mrs. Elena Seninawanawa attended the Asia Pacific Globe Regional Meeting from the 2 – 4/05/13 in Kathmandu, Nepal borne by Global Programme Office.
6. Mr. Tevita Logavatu attended the Website Development Training Workshop from 17 – 18/05/13 in Solomon Islands.
7. Mr. Muneshwar Prasad attended the Seminar on Vocational Education for Principals of Developing Countries from the 23/05 – 12/06/13 in China. Funded by the Government of China.
8. Mrs. Rina Chand attended the Regional Program on TVET for Sustainable & Inclusive Development from the 27/05 – 01/06/13 in Chandigarh, India. Funded by Colombo Plan Staff College (CPSC).
9. Mr. Peni Cavuilagi, Mr. Sipiriano Nemani, Mr. Peceli Vocea and Mr. Robin Yarrow attended the 37th Session of World Heritage Committee from the 16 – 27/06/13 in Cambodia.
10. Mr. Lorima Voravora attended the International Conference for the 60th Anniversary of ASPNet from the 07 – 09/06/13 in Korea.
11. Mr. Vilitati Togavou and Mr. Tevita Logavatu attended the LINUX Workshop on the 29/06/13 at ICT, USP.
12. Mr. Samuela Taukawe, Mr. John Peckham, Mr. Jiuta Tigarea and Ms. Josephine Gade attended the Indonesia Art & Culture training from the 07/06 – 19/09/13 in Indonesia.
13. Ms. Amelia Marawa Naupoto attended the Diffusion of Self Sustaining Training on Mathematics Education in Primary and Secondary School in Pacific Island States from the 22/05 – 06/07/13 in Japan. Funded by JICA.
14. Mrs. Basundra Kumar attended the Empowerment of Women for a Culture of Peace & Non-Violence from the 13 – 15/06/13 at the Novotel, Nadi. Funded by UNESCO Office of the Pacific States.
15. Mrs. Kelera Taloga attended the End of TACKLE Project Workshop from the 02 – 03/07/13 in Brussels. Funded by ILO.
16. Mr. Harry Smith attended the Colombo Plan Staff College (CPSC) for Technical Education in Asia/Pacific from the 15 – 19/07/13 in Philippines.
17. Mr. Tomasi Naborisi attended the TVET Programme for Principals and Leaders from the 12 – 16/08/13 in Singapore.
18. Mr. Sakiusa Katawai and Elia Nakoro were nominated to attend the Preservation and Restoration of Wooden Structures from the 03/09 – 03/10/13 in Japan. Funded by ACCU
19. Mrs. Kelera Taloga attended the Leadership Training Workshop for Senior Officials from the 16 – 29/09/13 in Shanghai, China. Funded by the People's Republic of China.
20. Mrs. Reshika Kumar attended the Workshop on Emerging Postharvest Technologies for Fruits & Vegetables from the 23 – 27/09/13 in Indonesia. Funded by the Asian Productivity Organization.



21. Mr. Tomasi Raiyawa attended the Asia-Pacific Regional Policy Forum on Early Childhood Education & Development (ECED) from the 10– 12/09/13 in Seoul, Korea. Funded by UNICEF and UNESCO.
22. Mr. Shailendra Singh attended the Improving Teaching Methods for Science and Maths in Primary Education from the 02/10 – 16/11/13 in Japan.
23. Mrs. Deepa Chand and Mr. Nemani Dianimoto attended the TOT: Professional Programme for Secondary Science & Mathematics Education Policy in Malaysia from the 7/10 – 1/11/13; Funded by SEAMOE RECSAM in Malaysia.
24. Mr. Samisoni Mateyawa was nominated to attend the Youth Forum- Looking beyond Disaster Workshop from the 07 – 10/10/13 in Indonesia
25. Mr. Rajesh Krishna attended the 4th Asia-Pacific Leadership Academy for School Principals in Korea from the 15– 23/10/13. Funded by UNESCO's Asia Pacific Centre for Education for International Understanding. (APCEIU).
26. Mr. Josua Naisele attended the Lifestyle Related Disease Training from the 21/10 – 24/11/13 in Japan. Funded by JICA.
27. Mr. Amini Tudrau of Ministry of Youth and Sports attended the 8th UNESCO Youth Forum at the UNESCO HQ, France from the 29 – 31/10/13. Funded by UNESCO.
28. Mrs. Anareta Bolaivuna and Mrs. Irene Chandra attended the Improvement of Training Course of Teachers from the 14/10 – 11/11/13 in Japan.
29. Mr. Raj Ishwar Chand and Mrs. Makelesi Driu attended the Seminar on Technical and Vocational Macro-policy of Developing Countries from 15/10 – 04/11/13 in China.
30. Mr Asish Karan attended the Improving Teaching Methods for Science & Maths to Primary Education from the 22/10 – 16/11/13 in Japan. Funded by JICA.
31. Mr. Aminisitai Dakuna, Mr. Aten Lal, Mr. Epeli Dranivasa, Mrs. Litiana Natadra, Mrs. Nanise Vuiyasawa and Ms. Sarote Rigamoto attended the Education, Science and Mathematics in Basic Education from the 5 – 26/11/13 in Japan. Funded by JICA.
32. Mr. Jim Bentley attended the UNESCO Memory of the World (MOW) Training Workshop for Asia/Pacific from 26 – 29/11/13 in Cambodia.
33. Mr. Amani Cirikisuvu attended the 37th General Conference for UNESCO from the 06 – 30/11/13 in France.
34. Mr. Apisalome Movono and Mr. Metuisela Gauna attended the Regional Technical Workshop on the Education for All (EFA) 2015 Review in Thailand from the 20– 22/11/13. Funded by UNESCO and APRBE.
35. Mr. Marika Baleca and Mrs. Lanieta Veibatiki attended the Workshop on the Canoe is the People from 03 – 06/12/13 in Cook Islands. Funded by UNESCO.
36. Ms. Alumeci Tuisawau attended the Gifts Korea Collaborative Regional Program on Green Growth and the Technical Vocational Education Training from the 12 – 23/12/2013 in Incheon, South Korea. Funded by MoE.

United World College (UWC)

Inayah Kawthar Ali, formerly a Year 13 student of Kamil Muslim College, Ba was selected by the Ministry of Education and subsequently awarded a full UWC scholarship to attend Lester B. Pearson College in Canada for 2 years from 18/8/13 – 30/5/15 to pursue an International Baccalaureate (IB) Diploma. She also received a partial scholarship from the Fijian Government.

Similarly, Dylan Siliusi Kava, formerly a Year 13 student of Xavier College, Ba has recently graduated with his IB Diploma from UWC Atlantic College, Wales. He was also awarded a 2-year scholarship from 19/8/12 – 30/5/14.

Both students had 300+ marks in English plus best 3 subjects in the Fiji School Leaving Certificate Exam (FSLCE) and recorded the highest ratings during their interviews.

The UWC National Committee completed its 2013 Annual Report and was submitted to its International Office in the UK.



Inayah Ali demonstrates her taekwondo skills to Mrs. Reama Pareti during the UWC interview



Group photo of one of the UWC interview sessions at the Lautoka Education office



The Leadership & Management Programme

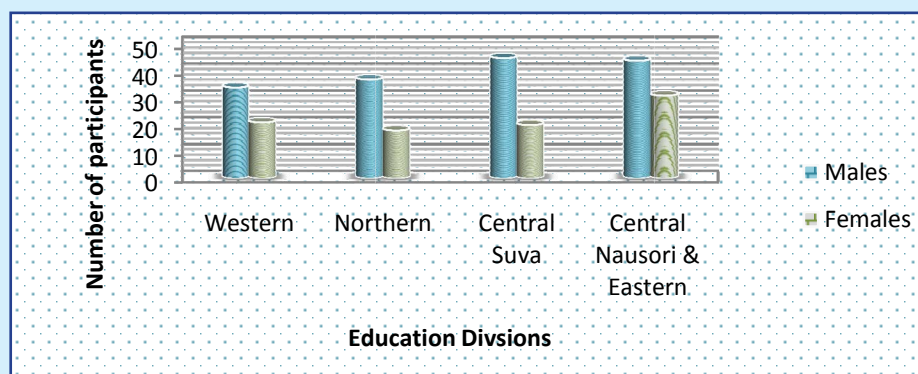
This year PDU registered one Leadership and Management programme for the Ministry:

The Future Leaders Phase I programme focuses on identified potential school leaders.

A total of 4 leadership workshops were conducted for the Future Leaders. The following table provides data for this programme:

Future Leaders Programme

Graph 3: Future leader's attendance data for 2013



In - House Workshop

In 2013, 10 training workshops were conducted for MoE officers on Induction; Terms and Conditions of Employment, OHS, HIV Aids in the workplace and First Aid, Customer Service; Fire Wardens; Service Excellence Award, FEMIS and FESA. A total of 145 officers participated in these workshops.

Service Examinations

In 2013, a total of 134 officers sat for the Service Examinations; H1, H2, S, U & E with a pass rate of 55%. The examinations was held in May and August respectively at the 3 divisions; Labasa, Lautoka and Suva.

Table 6: Service Examination Results summary for 2013

Service exam type	March		December	
	Total Sat	Passed	Total Sat	Passed
H1	35	9	54	23
H2	8	3		
U	4	1	2	1
S	5	2	4	2
E	5	2	0	0
Total	57	17 (30%)	60	26 (43%)

Challenges

Funding

Due to lack of funding, the Leadership and Management Programme for Current Leaders were temporarily suspended. These has deterred the monitoring and evaluation process of Phase IV of this programme.

More teachers and administrative officers applied for the In-service Training awards but their applications were unsuccessful due to lack of funding.



FNU Teacher-Training Scholarship

The FNU Teacher -training scholarship applications for 2014 were processed by the Unit. Senior officers from various sections made up the core of the FNU Steering Committee. Relevant documents were formulated like the selection criteria, undertaking, FNU Selection Policy, interview questions & grading and other logistics.

At the end of last year, a total of 2,095 applications were received. They included the following categories:

- 830 Primary
- 1193 Secondary
- 72 ECE

The cut-off mark was 250 and above in the FSFE and /or tertiary qualifications.

The Way Forward

PD Management, Recognition and Accreditation

The PDU is introducing a system to track all course/workshops that will enable the MoE to deliver a calendar of activities to assist planning by the sections that carry out training. All training within the Ministry that contributes to the professional development of its staff will be recorded and credited to the officer for future post processing.

Quality Assurance Processes

There is a need to put place a Monitoring and Evaluation (M&E) Framework that will ensure that all training within the Ministry are bench-marked against an international standards to ensure quality deliverance that will address the deficiencies in training at all levels and produce a productive workforce which is dynamic, innovative, competitive , responsive and customer-driven.

In-service Training Budget

The PDU is currently writing a cabinet paper requesting an increase in the IST budget from \$700,000 to \$1million. This will accommodate more requests from teachers and administrative officers; and maintain a more professional and competent labour force within the MoE.

EXECUTIVE SUPPORT UNIT

Roles and Responsibilities

The Executive Support Unit (ESU) is expected to provide effective, efficient and timely support services to both offices of the Minister and the Permanent Secretary for Education.

ESU is a Unit within the Corporate Services, the Principal Education Officer is the head of the unit who reports directly to Director Corporate Services.

Its major functions in 2013 were to:

- Provide Executive Support to the Minister and Permanent Secretary;
- Manage and coordinate the Media;
- Publication of the Ministry's Education Gazette
- Communication, Marketing and Promoting the Ministries policies, regulations, procedures, initiatives and achievements;
- Update and monitor the Ministry's Website
- Coordinate Counseling workshops for the ministry, schools and attend to counseling issues

Achievements

Executive Support

- The Unit assists the Minister and the Permanent Secretary in providing briefs, reports, speeches, magazine messages and accompanying them on school visits and tours. Preparation of media interviews, vetting of speeches, research issues related to the needs of the office of the Minister and Permanent Secretary and being the secretariat to the Minister's meeting with Senior Staff are also part of ESU's responsibilities.
- Speeches written and vetted – 106
- School Visits – 320

Media

- Media releases – 240
- Talk – Back Show – 32
- FBC Domo ni Vuli Programme (Sunday Broadcasts) – 52
- I vakasala mai na tabana ni vuli (weekdays morning programme) - 90
- Advertisement of MoE's initiative for the television and Led Advertising



MoE Website

- The revamped MoE Website was launched at the Pearl Resort by the Minister for Education on 13th November, 2013.

Communication, Publication and Promotion

- 39 Portraits of the President, His Excellency Ratu Epeli Nailatikau, the Prime Minister, Commodore Voreqe Bainimarama and the Minister for Education, Ambassador Filipe Bole were distributed to the Education Offices in the four Divisions, nine districts and the offices of Fiji Higher Education Commission (FHEC), Fiji Teachers Registration Authority (FTRA), and the National Substance Abuse Advisory Council (NSAAC).
- 24 Display and Pull - up Banners, 3600 MoE Custom Printed flags and 400 Business Cards for Senior Staff were printed and distributed.
- Termly Education Gazette were published and distributed freely to schools.
- 7 floor/section directories were put up in the various houses in the education village
- A MoE brochure was printed and distributed to education divisions and districts.
- 1500 MoE Monthly Calendars were printed and distributed freely to schools
- The Unit also assist and coordinates the MOENHCA Government Service Centre Display, Fiji Day Celebration Exhibition at Albert Park, Nadarivatu Roadshow, Rewa Day Exhibition and Duavata Community Awareness at Valelevu Grounds



Counselling

- Basic Counselling Skills and consultation workshops were conducted for teachers whereby ESU and NSAAC facilitated the workshops.
- Counselling workshops were conducted for Teachers at QVS, DAV Girls, Nausori and Suva School principals.
- There was a presentation on Counselling at the Fiji Head Teachers Conference at Viseisei in Vuda.
- A presentation on counselling at the Methodist Youth Fellowship Annual Camp at Davuilevu on 3rd December, 2013.
- A one week Basic Counselling Workshop was conducted at Nadave for the teachers in the Central Division.



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. Also to ensure that the most meritorious candidate is promoted and highest level of ethical values and procedures are adopted whilst processing any vacancy. Each vacancy is tabled through the two different Boards; namely the Ministry's Staff Board (MSB) and the Commission Delegate Meeting (CDM). The Ministry Staff Board makes recommendations while the CDM makes the decision on any vacancy based on the staff board recommendations or where feels appropriate.



Post Processing Staff - 2013

Achievements

The Unit processed 407 of the 463 pending advertised vacancies at the end of 2013.

Table 7 shows the total number of promotions, new appointments and withdrawals/ re-advertisements for Non- Teaching, Primary and Secondary vacancies:

Table 7: Summary of vacancies processed as at December – 2013

Quarters	Promotions	Withdrawals	Re-Advertisements	Rescindment / Withdrawn	Total
First quarter	78	6	7	17	101
Second quarter	106	0	10	12	118
Third quarter	89	1	1	12	102
Fourth quarter	79	5	5	2	86
Total	352	12	23	43	407
Primary Vacancies					165
Secondary Vacancies					202
Non-Teaching Vacancies					40

There were six Ministry Staff Board meetings and eight Commission Delegate Meetings convened during the year. Of the 463 advertised vacancies pending, 407 were finalised. Of these:

- 352 were promotions
- 43 were withdrawn and re-advertised and
- 12 were new appointments.



Commission Delegate Meeting convened on the 16th December 2013

Table 8: Total Applications Received/Processed

Units	No. of vacancies	No. of applications
Primary	195	10,665
Secondary	220	7,705
Non-Teaching	61	1,513
Total Applications	476	19,883



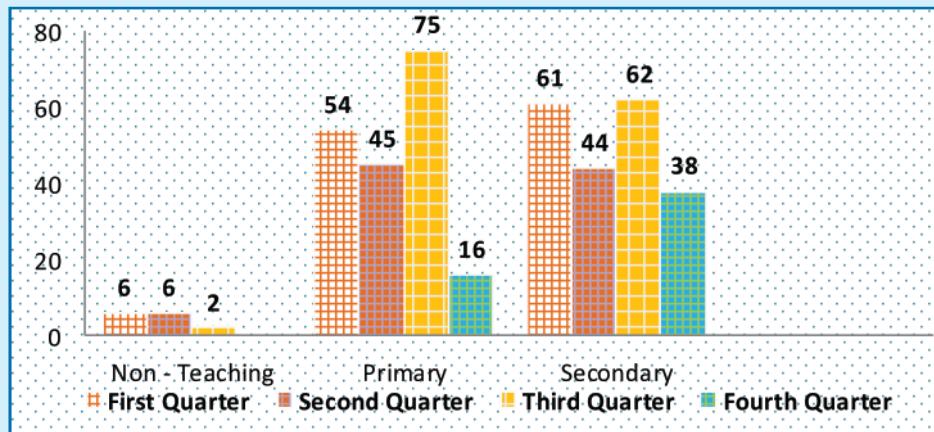
Table 9: Summary of Acknowledgement and Regrets

Quarters	Acknowledgement (No. of Folders Actioned)	Dispatched (No. of Envelopes addressed)	Regrets (No. of Folders Actioned)	Dispatched (No. of Envelopes addressed)
First	21	166	136	7181
Second	0	0	121	4373
Third	0	0	139	5788
Fourth	42	3290	69	3113
Total	53	3,456	465	20,455

Table 10: Total Applications Received/Processed

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	DEC	Total	%
Customers	78	9	21	22	31	13	33	75	24	21	99	31	457	
Ratings														
Excellent	68	4	10	22	29	13	33	71	24	14	98	31	417	91.25
Good	10	5	4	0	2	0	0	4	0	4	1	0	30	6.56
Satisfactory	0	0	1	0	0	0	0	0	0	3	0	0	4	0.88
Did not Comment	0	0	6	0	0	0	0	0	0	0	0	0	6	1.31

Graph 4: Promotion Salaries Upgraded:



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, transfers, leaves and records management.



Achievements

The achievements of 2013 are reflected in the table attached

Graph 5: Appointments for 2013

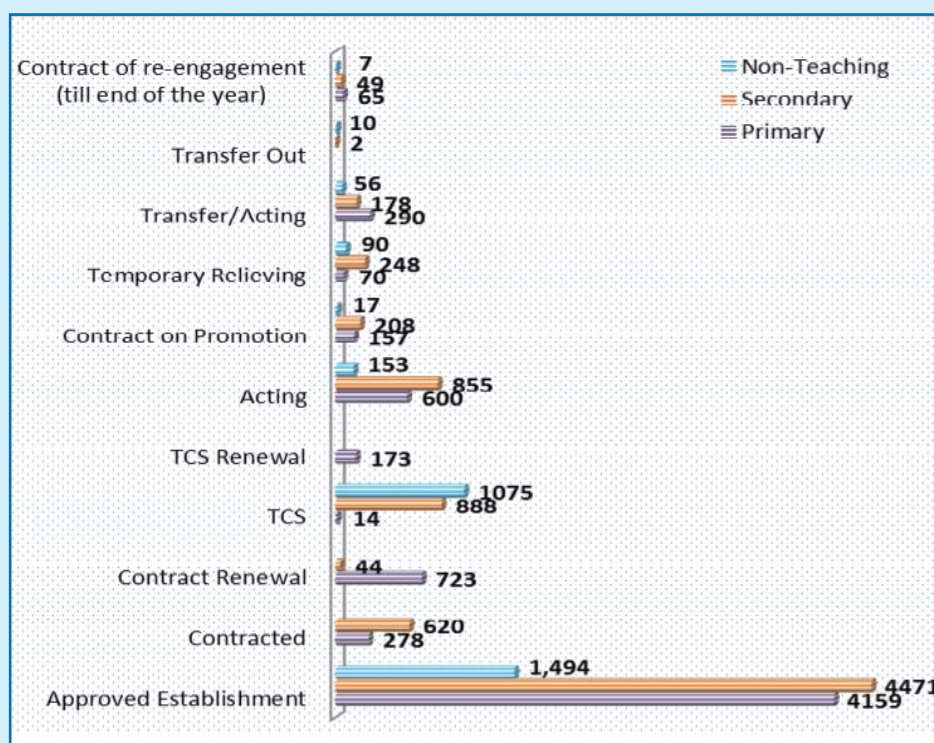


Table 11: Summaries of other Activities of the HR Section

Activities	Primary	Secondary	Non-Teaching	Total
Approved Establishment	4159	4471	1,494	10,124
Allowances				
Acting Allowances	890	1,033	209	2,132
Executive Teacher	521			521
Transfer	893	767	63	1,723
Salary Up-grade	178	254		432
Rural Allowance	366	26		392
Salary Release	2007	1,993		4,000
Advertisement	36		12	48

RECORD MANAGEMENT UNIT

Roles and Responsibilities

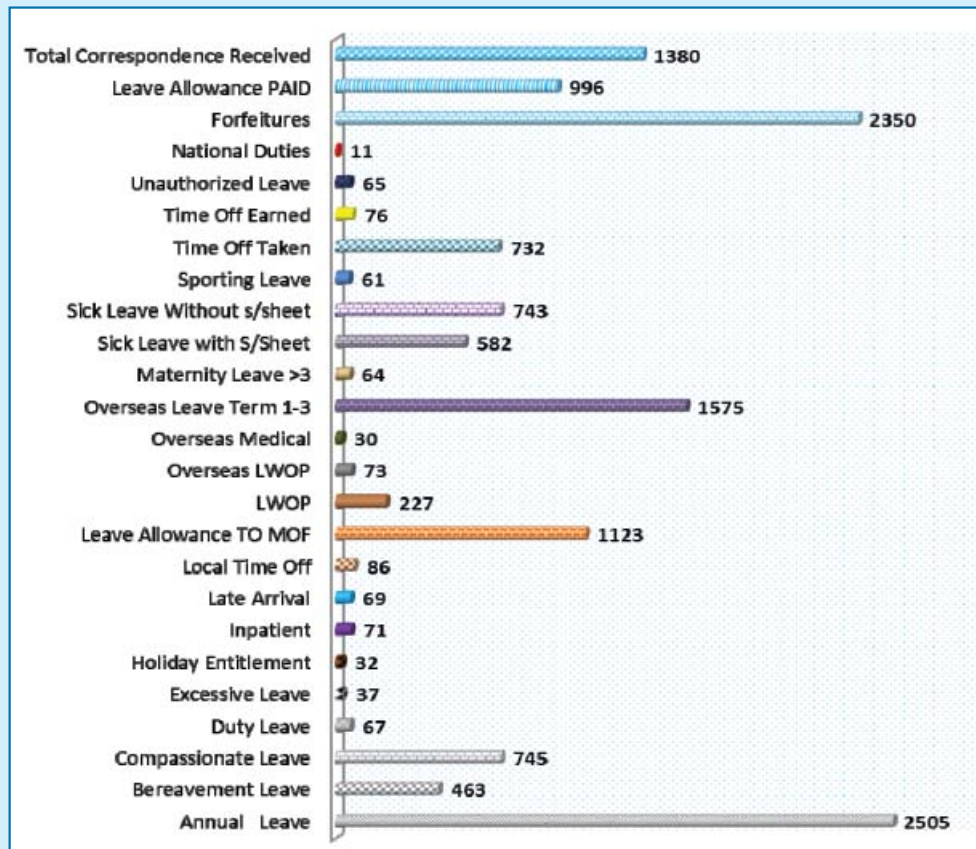
The Records and Management Unit is responsible for the management, recording and distribution of all incoming and the dispatching of all outgoing mails and proper filing and storage of files in the Ministry of Education. The unit is also responsible of making regular awareness on the changing leave conditions so that all employees are well versed with the leave conditions and comply accordingly.

Achievements

The achievements for 2013 are reflected in the table attached



Graph 6: Type and number of leave taken in the year



ETHICS AND DISCIPLINARY UNIT

Roles and Responsibilities

The role of the unit is to ensure that all disciplinary cases received are processed efficiently and effectively within the guidelines set out in the PSC human resource manual on disciplinary procedure.

The Unit also

- Prepares cases for the Ministry's Disciplinary Staff Board (DSB)
- Representing the Ministry as the prosecutor of disciplinary cases that are called by the Public Service Tribunal.

Graph 7: Number of court cases for 2013

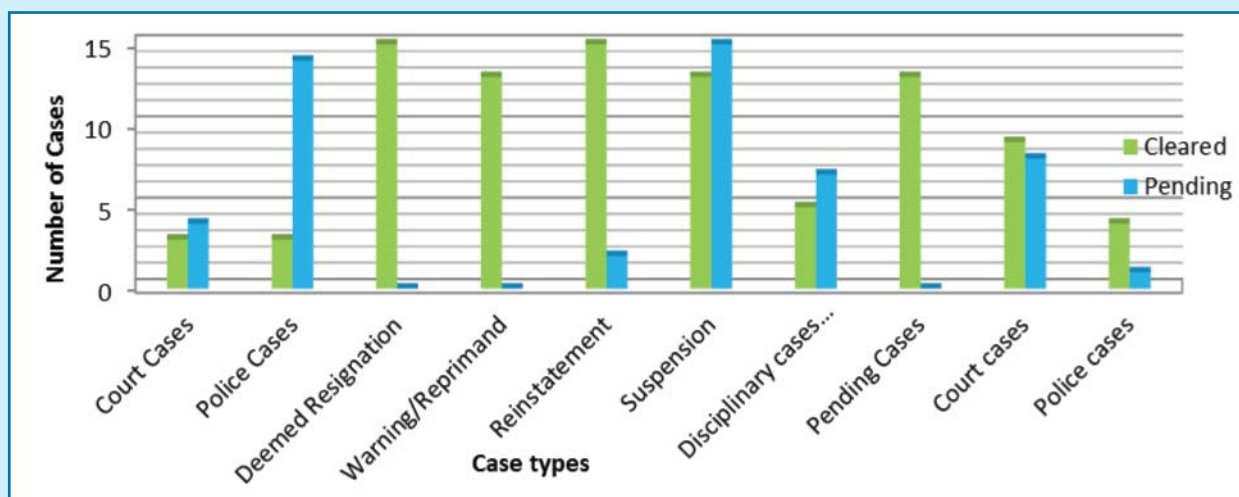




Table 12: Reported noncompliance cases for 2013

	Professional Misconduct	Deemed Resignations	Corporal Punishment	Extra Marital Affairs	Insubordination	Abuse of Office - Misappropriation of funds	Assault	Forgery	Rape	Conspiracy to defile a minor
Nausori	5	3	4	2	1	3	1			
Suva	6	7	1	3		3				1
Cakaudrove	2		1	2	4			1	1	
Macuata/Bua	2	1					2			
Lau/Kadavu/Lomaiviti	1	1			1		1	1		
Nadroga/Navosa	1			1				1		
Lautoka/Yasawa	1	1				1				
Ba/Tavua	1		1							
Rakiraki			1	1						
Total	19	14	8	9	6	7	4	3	1	1





CHAPTER 4: PRIMARY AND SECONDARY DIVISION

AN OVERVIEW FROM THE OFFICE OF THE DEPUTY SECRETARY PRIMARY, SECONDARY, AMU & FTRB.



Mrs. Basundra Kumar

The Office of the Deputy Secretary Primary, Secondary, Asset Monitoring Unit and the Fiji Teachers Registration Board (DSPS) is to oversee the overall performance of all schools in Fiji. The position demands an advisory role to the Permanent Secretary and the Minister for Education on policy matters and all other issues pertaining to Education in Fiji.

Education deals with many important stakeholders and partners in Fiji such as school managements, teacher unions, parents, non-government organisations and the civil societies. The DSPS office is continually dialogues with the stakeholders to ensure that education in Fiji remains a priority need.

The 2013 academic year had posed this office with a number of challenges and confronts. There have been a number of reforms implemented and the results were to be achieved. With 735 Primary Schools, 17 special education schools, over 800 ECE centres and 178 Secondary schools, the task was a mammoth one. I wish to applaud the Directors who performed remarkably well under my supervision. Our sections desired goals and targets set were accomplished skilfully under their leadership.

The Director of Primary Education Mr. Tomasi Raiwaya had to put in his tireless efforts in ensuring that the OLPC (One Laptop per Child) programme got on its way. The Minister for Education Honourable Filipe Bole launched the programme at Navesi Primary school in Lami and 2 other schools namely Draiba Primary and Nabua Sanatan School. These three schools were named as the pilot schools for the project. Moreover, the 2013 academic year saw 13 more Primary schools open up their labs for the OLPC.

Furthermore, Primary section in 2013 was also able to reciprocate all the ECE teachers for their hard work and the long awaited reward. The cabinet endorsed the request of our Ministry to formalise the ECE teachers' pay and majority of the teachers qualified to receive two thirds of their salary directly into their bank accounts.

The Special and Inclusive Education was piloted in five primary schools namely Tavua District, Ratu Latianara Primary, South Taveuni Primary, Adi Maopa Primary and Arya Samaj Primary School. Sixty four children with special needs have now access to education. Seventy (70) teachers received Inclusive education training, while 20 teachers received sign language and braille training.

The Secondary section under the leadership of Mr. Jai Narayan achieved the accomplishment of EDA schools in very remote areas. 5 secondary schools opened their doors in 2012 with Ratu Lalabalavu Secondary in Malolo Islands and St Francis College in Navunibitu in Ra in privileging the disadvantaged in 2014.

All the Secondary schools in Fiji are now offering the BEST programmes (Basic Employment Skills Training) with 105 Secondary schools having access to their websites. There are now 20 e-Learning centres established in Secondary schools in Fiji. A good number of improvement targeted schools have shown high performance, shadowing off the stigma of the under-performing status. The main focus is now the target to improve quality passes in all secondary schools in Fiji.

The Director of Asset Monitoring Unit Mr. Saimoni Waibuta has worked around the clock after the effects of Cyclones and floods that were experienced last year. He strived with his team competently and worked very hard to enable processes so that no teaching time was lost because of the reconstruction and rehabilitation works. Major renovation works were carried out in all the 12 government secondary schools and 3 infant schools were constructed with many schools receiving assistance for water tanks and renovations.



Mr. Albert Soderberg the Principal Education Officer for FTRB did a mammoth task in doing ground work and devising the cabinet papers for the divestment. Cabinet approval was obtained and FTRB was declared as an autonomous body in 2013. The status report on registered teachers in Fiji is as follows:

- 3512 new LATT, Provisional and Fully Registered teachers registered with FTRB
- 7 new Teacher Educators registered
- \$158,352.84 collected from all registration centers.



My section is extremely delighted with all the achievements we have been able to make for the year 2013 and I wholeheartedly thank the respective Directors for their concerted efforts and continuous perseverance to achieve the outcomes.





PRIMARY EDUCATION

Roles and Responsibilities

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

- 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 Primary Education

- Liaise with school managements on appointment of school heads;
- Liaise 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 capacity of teacher inputs;
- Providing advice in improving the quality of teachers;
- Ensuring that schools are OHS compliance and is aware of Health issues;
- Liaison with the Curriculum Section on the teaching of the curriculum in primary schools;
- School outreach program;
- Implementation of new policies and initiatives;
- Implementation of Conversational Languages in schools;

Administration of Grants and Funds available

- Tuition 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).

Provision of advisory services

- Professional advice to school Heads about school organization
- School visitation (school inspectorate visits)
- General disciplinary matters
- Curriculum and assessment
- School plan, finance management and OHS issues
- Secretariat to the Education Forum and DSMB Meetings.



Achievements

Enrolment

There were 135056 students enrolled in the registered 729 primary and 17 special schools around the country.

Graph 8a: Primary NER



Graph 8b: Primary GER



The figure above shows an increase in both the Net Enrolment Rate and the Gross enrolment rate. This is an indication of an improved coverage for students attending primary schools due to the many initiatives implemented over the years to ensure accessibility and retention for our students attending primary school.

Grants

726 schools were paid tuition fee grants.

- 562 Primary schools received transport fare assistance and 69,405 Primary school students benefited.
- All registered 121 boarding primary schools were paid the per capita grant for the food assistance

Table 13: Summary of Grants Distributions

Type of grant	Amount	Purpose
Tuition Fee Free	\$7,278,385.12	Primary Tuition Free Grant
Per Capita Grant	\$228,899.80	Provide Assistance to Boarding Schools
Reserve Teachers Grant	\$19,702.54	Reserve teachers' salary grants
Language Teachers Grant	\$283,364.09	Salary grant for language teachers
Corpus Christi Teachers College	\$80,000.00	Operational Costa as per MOU between MOE and Catholic Church
Transfers	\$320,259.71	Transfers on Promotions, new graduates postings and transfers

Professional Development/Workshops

- More than 96% of school heads attended the workshops conducted for the year from all the education districts.
- District staff participated in ESRI (External School Review Inspectorate) workshops, FESA, and data cleaning trainings organized by the MOE, ITC, AMU and PSC.
- A three day workshop was organized from 6th to 8th May, 2013, a two day workshop was organized from 17th to 18th October and a one day workshop was organized for the Institute of Education Officers. 100% attendance was attained.
- Future Leaders Workshop, Financial Management on Free Education and Leadership Management workshops were also conducted in all the four Education Divisions.

School Visitation

- District staff visited all schools in their respective Districts under the Inspectorate Policy [ESRI]. The visits also include the monitoring and evaluation on school improvement projects with AMU and baseline survey for AQEP assistance in 2014.



- The District staff also visited schools for investigations and also accompanied the Minister of Education, PSE and MoE senior staff on school visits.
- Primary Section made 25 School Visits and 2 rounds of District Education Office visits.

School Staffing

- The Primary staffs remained at 5038 for 2013.
- 253 LTC graduates, 30 CCTC, 7 Fulton and 142 primary education diploma graduates teaching at secondary schools for 2011 were absorbed as primary school teachers to fill the vacant positions in primary schools around the country.
- Approval was given for those teachers that reach 55 years old within the year for re-engagement until the end of the year if they wish to continue teaching.
- Executive teacher positions remained at 493.
- All district education office remained fully staffed throughout the year.
- 100% of our teachers have been registered under the FTRB.

Policies, Awareness and Other Activities

- Early Childhood Education and the Inclusive Policies were reviewed last year.
- 3 new infant schools were opened for classes 1-3 in 2013 besides 2 new primary schools.
- The transport assistance continued for 2013. The new e-ticketing mode was trialed in 2013 with the assistance from LTA and Transtel.
- Divisional School Management Board (DSMB) and Education Forum met once a term to discuss issues, new policies and initiatives. In total 15 DSMB'S and 3 Education Forum meetings have been completed.
- Schools continued to celebrate Worlds Children's Day, Education Day, Fiji Day and the World Food Day at Divisional, Districts and in their schools.
- Schools were encouraged to participate in taking extra curricula activities like Scouting, Guides, Red Cross, and St. Johns.
- LANA continued to be conducted throughout the country and results released to schools. Awareness training on Classroom Based Assessment (CBA), School Based Assessment and Internal Assessments were carried out in all Districts.
- CBA's and CAT's were conducted in all Primary schools with the assistance of the Curriculum Advisory Services Unit.
- Conversational Language is now implemented in many schools and is expected to be completely taught nationally by the end of 2014.
- OLPC Phase 1 to 3 have been implemented as summarised below:

Table 14: Summary of the OLPC implementation in schools

Phase	No. of Schools	No. of Teachers Trained
1(Pilot)	3	33
2	16	57
3	45	87
Total	64	177



Challenges

- Obtaining RIE funds from the Ministry of Finance for OLPC and ECE
- Timelines for Submission of Returns from schools and District Education Officers is usually delayed
- Transportation of Primary officers and District Education Officers is limited to the budget
- Limited Budgets for District Education Officers
- District Education Officers are heavily delegated with Investigations and unplanned visits by MOE Sections
- District Budget has been centrally operated

Way Forward

- Proper planning and waiver of Tenders Process
- More reminders, encouragement and better human resourcing and equipping of Districts
- District office to be fully given the control of their budget due to decentralization.
- Better planning by Sections

SPECIAL 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.

Inclusive Education Policy

The purpose of this policy is to provide a framework that will ensure and strengthen access to quality education for all students with special needs in Fiji. The 2013 academic year saw the continuation of piloting inclusive education in five mainstream schools. They are Tavua District, Ratu Latianara Primary, Adi Maopa Primary, Taveuni South Primary and Arya Samaj Primary School.

A total of 64 students with special needs were enrolled into these schools. Supports to these students have been made possible by the Access to Quality Education Program (AQEP). Further groundwork for inclusion took place alongside the program and it is envisaged that the awareness training in school communities is a priority. The Hon. Minister for Education, Ambassador Filipe Bole endorsed the reviewed policy for the next three years.



Scholarship Scheme for Special Needs Students (SSNS)

The PSC scholarship is a Government initiative with the aim to provide special training for the disadvantaged students in Tertiary institutions. Twenty students from the Fiji Vocational Technical Training Centre, Marist Champagnant Institute, Suva Special, Lautoka Special and Sunshine Special School were very fortunate to be assisted through the scholarship.

Increase access to education

The number of students with special needs enrolled in special schools has to some degree dropped compared to the previous years. There has been an increase in the number of students who were successfully integrated into the mainstream schools, inclusive programs as well as finding employment.

Table 15: 2013 Classification of Students by Disability Types in Special Schools

Schools	Roll	Physical	Speech	Hearing	Vision	Intellectual	Multiple	Autistic	Hyperactive	Down syndrome	Others
Hilton EIC	54	34	45	1	1	13		9	-	11	
Hilton Special	73	48	1	21	2	2	15	-	2	-	
Fiji School for the Blind	48	-	-	-	48	-	-	-	-	-	
Suva Special	126	-	-	-	-	89	14	9	7	13	
Gospel School for the Deaf	45	-	-	45	-	-	-	-	-	-	
Nausori Special	42	3	3	2	2	22	6	5	4	8	
Sigatoka Special	42	5	4	3	2	15	4	7	3	5	-
Nadi Special School	120										
Lautoka Special	58	15	12	12	2	4	-	10	-	3	25
Sunshine Special	134										
Ba Special School	59	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	107	22	30	15	3	91	41	2	1	3	2
Savusavu Special	46	1	1	2	-	31	-	2	2	3	1
Levuka Special	35	2	6	3	4	24	8	1	2	1	-
Fiji Vocational Training Centre	45	6	4	2	1	27	5	-	-	-	5
Veilomani Rehabilitation	50	20	26	5	2	45	30	-	-	-	
Marist Champagnat	21	4	2	1	-	15	4	-	-	-	
Gospel High School	19	-	19	19	-	-	-	-	-	-	
Total	1154	171	195	135	72	401	141	57	30	54	139

Note¹

Access to secondary education for children with visual impairment was boosted with the addition of two Braille support staff and a mainstream integration officer to strengthen the staff team at Fiji School for the Blind. A total of 23 students with visual impairment are now attending secondary schools around the country.

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 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 special schools as they provide specialist services such as speech therapy, occupational therapy and physiotherapy to the students at no costs. A total of 66 international volunteers provided voluntary services in our special schools in 2013.

¹Students additional needs in other prevalent disability areas are also indicated thus may affect the total figure for some schools.



Table 16: Special Education teacher summary

Categories	Total
Civil Servants	91
Local Teacher Aides	40
Australian Youth Ambassadors (AYAD)	7
Australian Volunteers International (AVI)	3
Japan International Corporation Agency (JICA)	1
Peace Corp (America)	0
Latitude Global Volunteering	1
Project Abroad (Short Term Volunteering)	5

Grants/Funding

All special schools receive the following grants in 2013. A total of \$550,000 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 \$20,000 - \$25,000 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 \$550,000 was paid out to all the special schools. This grant is specifically for the improvement of school facilities and buildings.
- 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 the Fiji School for the Blind for the salary of two Braille support staff who work with the secondary integration department.

Professional Development

Three professional workshops were conducted by the Special Education Unit in 2013. A total of 125 special education teachers/ educational support staff and teacher aides went through the training workshops.

Three Special Education Teachers were awarded scholarships for training in Australia under the AusAID Program Japan. One teacher was trained under the Japan International Corporation (JICA)

Braille Production & Braille Support Summary

No. of Students assisted	26
No. of Textbooks brailled	20
No. of Schools Assisted	13
No. of Teachers Trained	10

Sports

The milestone achievement of Fiji's lone Gold Medalist and Special Athlete Iliesa Delana was an inspiration to all special schools, as it proved that anyone can achieve regardless of their disability.

The Western Council of Special Educators (WESTCOSE) organized a two-day sporting event for the special schools in the western division on November 1st -2nd 2013. The event was sponsored by McDonalds Fiji Ltd. FSETA organized the



National Games for Special & Inclusive Athletes which was a first time event for the schools. Sports not only enhance student's physical abilities but also improve their social skills and build their self- confidence

Awareness and Advocacy: International Day for the Disabled, 03rd December

The Special Education Unit held its Awareness and Awards Night at the NZPTC Complex in Nadi. Special Needs Educators were awarded for their achievements throughout the year. The event made it to the local dailies and a Facebook page for networking was launched.

Acknowledgement

Special Ed received the Best Employee of the Year Award for Primary Section in 2013. Thus, the Unit wishes to accord it's sincere gratitude and high accolades to all supporting departments within the MOE, other government ministries, non-government organizations, and all stakeholders for their unfailing support and commitment that had enabled the Unit to successfully carry out its functions in the 2013 academic year. It is envisaged that with the same support and commitment, Special Education will move to greater heights in years to come.

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
- 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.

2013 Highlights & Accomplishments

As compared to past years, the budgetary provision for ECE increased by \$2.5m

Table 17: ECE Budgetary Allocation

Salary Grant for Teachers	Equipment Grant	Building Grant	Total
1,050,000.00	100,000.00	100,000.00	1,250,000.00
1,050,000.00	100,000.00	100,000.00	1,250,000.00
1,300,000.00	100,000.00	100,000.00	1,550,000.00
3,300,000.00	100,000.00	150,000.00	3,550,000.00



Major activities carried out in the ECE section in 2013 were:

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 \$100,000)

A total of 17 centres were supplied with furniture [tables, chairs, cabinet, and bookshelf] and 30 more were fortunate to have received books and learning resources. The section has yet to complete the distribution of outdoor play equipment to 9 kindergarten centres.

The following centres per district were recipients of the furniture, books and learning resources.

Table 18: No. of ECE Centers assisted by Districts

District	No. of centres assisted per district
Eastern	10
Ra	3
Macuata	1
Lautoka/Nadi	1
Nausori	13
Suva	2
Total	30

Salary Grant (Allocation \$3.3m)

There was a marked increase in the allocation of salary grant for 2013, compared to the past 3 years.

Table 19: Summary of ECE Budget over the years

Year	Salary Grant
2010	\$1,050,000
2011	\$1,050,000
2012	\$1,300,000
2013	\$3,300,000

There was also an increase in the number of teachers applying for salary grants over the years. Salary grants were processed and disbursed to 930 teachers and this was given out on a termly basis for the first two terms before the change to monthly payments in Term 3.

The ECE section embarked on the new mode of payment in Term 3 for the October to November grants. There were a total of 564 teachers who were included in the monthly payroll. These teachers had their salary grants deposited into their individual bank accounts.

The table below categorise the grant given to an ECE teachers based on their qualifications for 2013

Table 20: ECE teacher's salary categories

Category	No. of teachers	Qualification	Amount
1	251	LTC/USP/FNU (Advanced cert. or BED ECE)	\$5,330 /annum
2	358	USP/APTC/MLTC – (Cert. & Dip.)	\$3,280/annum
3	321	Basic training/No training	\$2,460/annum
Total assisted	930		



ECE Policy Review

The ECE Policy was reviewed and approved by the Minister and the Permanent Secretary. Special emphasis was given to equal enrolment opportunities for children with special needs, the curriculum framework guidelines [Na Noda Mataniciva] and its components that are essential for an effective child-centred curriculum for young children, and the teachers' terms of employment and conditions for service.

Establishment/Registration of New Centres

29 Kindergartens were given approval for establishment and 17 awarded registration status this year.

	School Site	Stand Alone	Total
Established	21	8	29
Registered	12	5	17
Total			46

Participation in School Activities

The section participated in major ECE activities during the year. Several of these included:

- Participating in the Pacific Regional Council for Early Childhood Care and Education;
- Presentations on ECE and its roles and responsibilities to Save the Children Fiji, APTC Children's Services Program students, etc.;
- Workshops for teachers and Management of Stand Alone Kindergartens;
- Director Primary, Mr. Tomasi Raiyawa attending the Asia-Pacific Regional Policy Forum on ECCE to Seoul, Republic of Korea;
- SEO ECE, Ms. Jokapeci Kurabui attending an AUSAID-funded forum on Early Childhood Care and Education to Australia in April;
- Participating in the celebration of Preschool/ECE Week;
- Liaising with other ministries and organizations for workshops and trainings for ECE teachers. for example, the Ministry of Health's Dental Team under Dr. Joan and Mr. Vinod on Oral Hygiene; Ms. Naina Kau from the Colgate Palmolive's 'Bright Smiles Bright Futures Program; Pastor Mark Roche and Mr. E Toutou from the Homes of Hope on Commercial Sexual Exploitation of Children; the Nasinu Early Childhood Association on the Jolly Phonics Workshop for teachers and the Fiji Kindy Project Team;
- Being part of the week-long Hibiscus Festival 'Kindy at the Park' UNICEF –funded project. The project was organized and facilitated by the Little Ones Learning Centres bringing together children from diverse cultural and economic backgrounds and learning environments under one roof;
- Facilitating the distribution of ECE Kits provided by UNICEF to 16 disadvantaged kindergarten centres;
- Meetings and discussions with donors [AQEP/UNICEF] on issues pertaining to ECE particularly in terms of training, support materials and educational resources.





Challenges and Way Forward

Activities	Challenges	Way Forward
Processing salary grants	<ul style="list-style-type: none"> o Incomplete MOUs and MOAs submitted for salary grant applications. o Delays in submission of MOU and MOA o Managements' refusal to sign documents, hence non-payment of salary grants. o Teachers being transferred to other schools after signing contracts. o Quite a lot of teachers not registered or not renewing licenses with TRB o Management not honoring Contracts and not paying teachers' salaries. 	<ul style="list-style-type: none"> o An SOP in place for processing salary grants o Workshops for management and teachers on processes involved and on agreements signed. o Teachers, management and district offices to adhere to due dates for submissions to minimize holdups and delays of salary grants. o All salary grants to be disbursed through payroll and manual processing of grants to be discouraged.
Visits to Kindergartens	<ul style="list-style-type: none"> o Centres not complying with MoE standards and buildings and requirements not OHS compliant – no taps, toilets far from ECE rooms, broken and non-maintenance of outdoor equipment, etc. 	<ul style="list-style-type: none"> o Management to follow minimum standards in WASH facilities and comply with MoE building standards and requirements and OHS regulations.
Responding to Issues	<ul style="list-style-type: none"> o Teacher qualifications o Late grants o No teachers' quarters o Schools disputes o Teacher pupil ratio o Teachers' misconduct o Managements' refusal to sign/holding on to MOA o Re employment of retired primary school teachers in ECE centres. 	<ul style="list-style-type: none"> o Close Liaison and discussions with district education officers on issues received o Non-employment of retired primary school teachers as from 2014 o Non-employment of non-certified/qualified ECE teachers from 2015 except for K centres in remote and semi-remote areas.

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), a Clerical Officer (CO) and a Web Based Learning Development Officer, who is in charge of the establishments of secondary schools' websites.

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.



2013 Highlights & Accomplishments

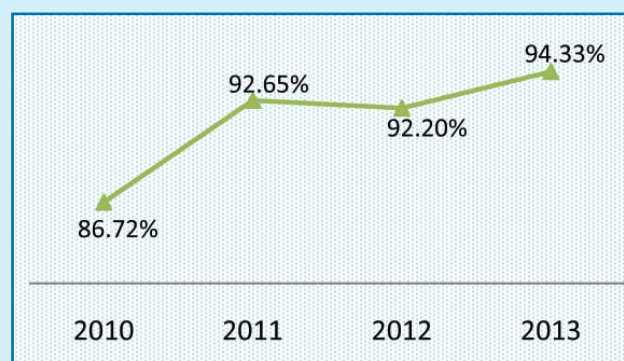
Student Enrolment

A total of 67631 were enrolled at Secondary Schools around the country for 2013. This is a decrease of decrease of about 1.17% of the total number of students enrolled for 2012. The NER also shows a decline while the GER increases as in the graph 9a and 9b respectively. The decline in the Secondary enrolment and the NER is attributed to the removal of the year 7 and 8 from Secondary schools into Primary Schools. The Secondary GER continues to increase due to the initiatives of the Ministry to ensure accessibility and retention.

Graph 9a: Secondary NER



Graph 9b: Secondary GER



Achievements

- Submission of Schools' Audited Accounts resulting in 151 out of 157 aided schools submitting their Audited Financial Reports.
- Two schools, namely Nuku Secondary and Beqa Yanuca had F.S.L.C., for the first time.
- 3 schools offer Form 7 for the first time resulting in 155 out of the 169 government and non-government aided secondary schools offering F7 education.
- Initial stages of construction for Saint Francis College in Ra and Ratu Lalabalavu Secondary school in Mamanuca began, in preparation for opening in 2014.
- Secondary schools around the country were visited by the Minister and the PSE.
- Distribution of Tuition done using the Differential Resourcing Model [DRM].
- Submission of Audited Account and Minutes of AGM a prerequisite for the release of Terms 2 & 3 Grants.
- All Year 7 and Year 8 have been reverted to Primary Schools.



Zoning data gathered to ensure absorption of Year 8 students into Year 9.

- E-ticketing continued in schools.
- Decentralization leading to greater decision making powers to the Districts.
- 207 posts were processed for promotions at all levels.
- An additional 62 Schools introduced the BEST program into its curriculum bringing the total number of schools mainstreaming the program to 124.
- 134 posts of the 166 new posts approved have been utilized to staff the newly established schools, the newly approved Form 7 schools and TVET and Vocational commitments.



- Secondary Schools Websites established for 91 secondary schools bringing the total of 107 Schools linked to the Secondary Section Website.
- 39 Secondary Schools were assisted through the Duke of Edinburgh Award Programme for income generating projects.
- The continued implementation of Conversational Vernacular in all Secondary Schools
- Networking with International Agencies such as JICA and Peace Corps in service delivery.
- Continued implementation of Money Smart Program in schools.



Transfer Allowance

The Districts ensured that transfers that were carried out in 2013 adequately staffed the secondary schools in the country. A total of \$297 080 was paid out as transfer allowances and travelling expenses in 2013. The table below shows the breakdown:

Table 21: Transfer allowance and travelling expenses summary

Type of School	Transfer Allowance & Travelling Expenses[\$]
Government Schools	50 080
Non-Govt. Junior Secondary School	13 000
Non-Govt. Secondary Schools	234 000
Total	297 080

Challenges:

- Inability to contact some schools due to lack of communication resources.
- The inability to effectively connect with school network through Internet and other digital devices due to remote locations, accessibility to electrical power sources and Internet Suppliers.
- Uneven teacher / student ratio in schools is a great challenge to teaching/learning in our classrooms.

Way Forward:

- The continuation of websites development for all secondary schools whose websites have not been done to ensure consistency in utilizing school website resources through regular revisiting and monitoring.
- Continuous awareness and teacher training to ensure teacher competency.
- Continuous visits to schools that fall under the IPSP banner to help in improving their academic results.
- An overall improvement in service delivery as per the requirements of the Ministry's SEA team.

ASSETS AND MONITORING UNIT

Roles & Responsibilities

The Unit is responsible for ensuring better management and monitoring of capital projects, Establishment, Registration and Recognition of schools and make certain quality improvements of performance in schools, through Standard Monitoring and Inspection support, monitoring and evaluations of school plans and capacity building of school management and teachers on Education in Emergencies/Safer Schools and Financial Management Education for a responsive and effective organisation of schools. The newly established Disaster Management Unit works closely with relevant government

Ministries and Donor agencies to proactively address and manage disaster issues as well as to mitigate adversities affecting schools during and after disasters or emergencies. It also ensures effective coordination of the Ministry's Emergency Operation Centres during emergencies.

ASSETS/DEVELOPMENT

Roles & Responsibilities

The Asset Section is responsible for the continuous improvement strategies of all the schools, such as primary, ECE, Special Education schools and secondary schools through the provision of finance to assist in the improvement of physical facilities and equipment, especially in the learning environment of the child, in order that the national goals of education are fulfilled for children to receive quality education through the support provided by the Ministry.

Table 22: Summary of the Maintenance work on Government Schools

School	Amount(\$)	Scope	Status
Adi Cakobau School	49,640.00	Form 7 hostel maintenance	100% complete
Queen Victoria School	38,000.00	Principal & Office Room	100% complete
	24,400.00	Sewer line	100 % complete
	3,900.00	Freezer & Cooler	Cooler complete. Freezer still
	2,095.89	Rewa Hostel Electrical Works	incomplete
Ratu Kadavulevu School	6,664.60	Hostel Electrical Works	100% complete
	49,600.00	Kitchen/Storeroom	100% complete
	17,435.67	Security Lights Electrical Works	100 % complete
Nasinu Secondary School	38,160.00	Desks & Chairs	Defer for 2014
Levuka Public School	49,500.00	School Hall	100% complete
Bucalevu Secondary School	48,500.00	Block 182 & 183	100% complete
Vunisea Secondary School	49,670.03	Hostel & A/Block	100% complete
Laucala Bay Secondary School	11,304.00	Switch Board repair	100% complete
	38,000.00	Classrooms renovation	100% complete
Labasa College	47,158.00	Boys Hostel(A & B)	100% complete
Suva Vocational	3,000.00	Landscaping Works	100% complete
Delainamasi Government School	49,650.00	Classrooms/Ablution	100% complete
Total	526,678.19		100% complete

Major maintenance works on Tender

Listed are the four Government Schools approved tender works plus one waiver of tender works

School	Tendered Works	Amount(\$)	Status
RKS	• School Hall • Hostel Ablution Block maintenance	195,000.00	Near completion
SGS	• Ablution Block & General maintenance	83,601.10	In progress
Sila Central	• Vocational & Technical Block renovation • Fencing School Compound	247,571.00	100% complete
NSS	• Classroom Building maintenance works	285,527.69	In progress. Completed 1x2 Bldg.
LPS	• 1x Girls Hostel (Waiver of tender)-	388,764.51	100% complete

Office Maintenance Works

School	Scope	Amount(\$)	Status
Senikau House	Ground Floor upgrading	33,000.00	100% complete
SBU - Exam	Office upgrading	49,500.00	100% complete
	2 x 20ft container	9,545.00	100% complete
Exam Office	G/Floor & Roof renovation	48,885.00	100 % complete
Total		\$140,930.00	



LPS New Boys Hostel

• 1x Boys Hostel (Waiver of tender)	388,754.51	RIE Approved. Site yet to be confirmed
Allocation	570,046.00	
Balance	181,281.49	

ACS New Ablution & Extension

New Ablution Block(Waiver of tender)	71,590.00	100% Complete by EZI Construction Company
Extension of existing ablution block	41,205.00	MWTPU – 100% Complete
Total	\$112,795.00	
Allocation	170,823.00	
Balance	58,028.00	

Curriculum Development (Compulsory Education)

South Taveuni Secondary	• 1x Science Laboratory	198,000	100% Complete
	Allocation	300,000	
	Balance	102,000	

Schools on Heritage Sites (\$200,000)

Heritage Site Schools with Phase 3 & 4 works. This is a Government initiative to renovate very old colonial buildings on heritage sites:

School	Project	Cost	Contractor	Progress
St. John's College	School Church	\$89,685.00	Scaff Works	On going
Marist Convent School	Main School Building	\$48,469.68	Scaff Works	On going
DeLana Methodist Primary	Teachers Quarters	\$61,845.12	Scaff Works	On going
Total		\$200,000.00		

Construction of Infant Schools (\$1,380,000)

School	Education District	Cost	Status
Navotua Infant School	Lautoka /Yasawa	\$536,742.95	Completed. Opened by PSE on the 30th October
Ratu Peni Neumi Memorial Infant School	Macuata/Bua	\$436,810.00	Completed. Opened on 24th October by Honorable Minister of Education
Nailou Infant School	Cakaudrove	\$355,000.00	GTB approved. RIE approved in progress
Total		\$1,328,552.95	
Allocation		\$1,380,000.00	
Balance		\$51,447.05	

ECE Building Grant Assistance

ECE	Works	Cost	Status
22 Centres	Facilities Upgrading	\$148,000.00	22 ECE Centres assisted.
	Monitoring	\$2,000.00	
Total		\$150,000.00	



Government Schools - Capital Works

➡ Tender Works

Nasinu Secondary School

- Improvement of the sheltered walkway and classroom renovations Ratu Kadavulevu School
- Renovation of the School hall and Ablution block

Sila Central College

- Improvement to the school main gate

Suva Grammar School

- Renovation of the Ablution block and the TVET block

Levuka Public School

- New Girls Hostel and renovation of the School hall

Adi Cakobau School

- New Ablution block

Vunisea Secondary School

- Dormitory and ablution block renovations

BucalevuSeceondary School

- Classroom renovations

Delainamasi Government School

- Renovation of the classroom blocks

St. Johns College (Schools Heritage Sites Projects)

- School church infrastructures renovation

➡ CONSTRUCTION OF NEW INFANT SCHOOLS (Completed)

NAVOTU INFANT SCHOOL (Nacula,Yasawa)



Dorm & A/Block



RATU PENI INFANT SCHOOL (Nakawakawa, Bua)





STANDARDS MONITORING UNIT

Roles and Responsibilities

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

Detailed below are the achievements of the Standards and Monitoring Unit in 2013 and the significant progress against the main priorities set out in our Annual Business Plan 2013.

Planning Workshop

The activity focus area one is centered on Assessment, Monitoring & Reporting of School Plans. With the introduction of the new Planning approach to all schools and alignment to the Ministry's Annual Corporate Plan, the need to ensure consistency becomes the core emphasis. A total of 263 School Heads & 29 District Education officers were trained on how to assess, monitor & report on the achievements against their School Plans.

Table 23: Summary of the Planning Workshop conducted in the Districts

Districts	Participants Data		
	School Heads		Districts
	Prim	Sec	
Cakaudrove	33	11	4
Ra	6	4	3
Nausori	10	11	4
Ba/Tavua	10	11	3
Macuata/ Bua	21	8	4
Suva	10	5	5
Eastern	38	5	2
Nadroga/Navosa	56	14	3
Lautoka/Yasawa	8	2	1
Total	192	71	29

Plan Implementation Report

Schools have been advised to send their monthly implementation reports to their respective District Offices for the update of the Ministry's achievements both at the Business and Corporate level.

Consultation of the Standard Monitoring and Inspection Policy & Templates

While noting the significant progress made through the SSMI visit, the Monitoring Unit also wishes to ensue critical improvement to further enhance this activity. With the quest to respond to the changing need and make sound changes to the SSMI policy consultation was conducted in all the nine Education districts. Essentially, the workshops intend to build awareness on the amendment in the policy and also gather important feedback to ensure a directed, outcome based and quality assured process. The workshops also seek improvement on the revised SSMI templates in preparation for 2014.



ECE School Planning and Safer School Training

In response to the pressing issue of safety for our children and Safer schools, ECE teachers and managements were enlightened on the safety standards and measures in the event of a disaster. Selected teachers and managements from Stand Alone centres were part of this training and for most, it was unique being their first experience of a MoE conducted workshop. The training also introduced planning modules to help align ECE schools to the Ministry's plan. Important thematic areas covered were:

- Safer schools 2012 program
- Design of school based EEPs
- Safer school preparedness
- Design of the schools' Strategic, Annual Plan and Individual Teachers Work plans

Table 24: Summary of Training conducted for Districts

Districts	Male Participants	Female Participants	Total of Participants
Cakaudrove	4	14	18
Ra	7	17	24
Nausori	6	17	23
BA/ Tavua	6	17	23
Macuata/ Bua	4	20	24
Suva	4	31	35
Nadorga/ Navosa	5	22	27
Lautoka/ Yasawa	2	29	31
TOTAL	38	167	205



Textbook assistance

The Australian Aid through AQEP assisted Primary schools with textbooks as part of its rehabilitation programme after TC Evans

Table 25: Summary of the AQEP funded textbook assistance 2013

Districts	Schools Assisted	Total Per District
Ra	Vatukacevaceva Primary School	3
	Nabau District School	
	Rakiraki District School	
Ba/Tavua	Votua Catholic Primary	3
	Nalotawa District School	
	Raviravi Sangam	



Table 25: Summary of the AQEP funded textbook assistance 2013 (cont'd)

Districts	Schools Assisted	Total Per District
Macuata/ Bua	Valebasoga Public	8
	Korotolutolu Primary	
	Nadi District	
	Yadua Island Sch	
	Galoa Island School	
	Naivaka Primary	
Nadroga/Navosa	Dama District School	4
	Namamanuca Primary School	
	Mana SDA	
	Malolo District School	
Lautoka/Yasawa	Vatulele District School	14
	Gurukul Primary	
	Namara Village School	
	Gandhi Bhawan Primary	
	Tavarau Primary	
	Yaqeta Village School	
	Naviti District School	
	Ratu Meli Memorial	
	Ratu Naivalu Memorial	
	Ratu Namasi Memorial	
	Gaunavou Primary	
	Bouwaqa Primary	
	Ratu Saimoni Seru Memorial School	
	Ratu Apenisa Memorial School	
	Nasomolevu Catholic School	
Total		32

Tuition Free Education Financial Management Awareness for School Heads and Management

MoE in collaboration with the Prime Minister's office and the Ministry of Finance organized a series of workshops for school heads and management to tidy up and ensure clarity on all related issues with Free Education and also introduced manageable approaches to ensure proper observance of all financial procedures in schools. The workshop was organized and administered simultaneously in all the nine education districts through different clusters. Most centers recorded more than 90% attendance which is notable.

Table 26: Summary of FEG Workshop conducted

District	Number of Clusters	Status
Lautoka/Yasawa	4	Completed
Ba/Tavua	3	Completed
Ra	2	Completed
Macuata/ Bua	4	Completed
Cakaudrove	3	Completed
Nausori	6	Completed
Suva	6	Completed
Eastern	2	Completed
Nadroga/Navosa	4	Completed
Total	34	



Table 27: Summary of participants that attended the FEG workshop conducted

District	Secondary Rep [P/VP]	Primary Rep [HT/AHT]	Management Rep [Manager/Treasurer/Secretary]	Total Participants
Lautoka/ Yasawa	21	75	126	222
Ba/ Tavua	14	60	86	160
Ra	7	40	66	113
Macuata/ Bua	24	89	120	233
Cakaudrove	13	63	105	181
Nausori	26	99	91	216
Suva	35	78	126	239
Eastern	13	100	92	205
Nadroga/ Navosa	11	57	82	150
Total	164	661	894	1719

Challenges

There were important areas that have stalled the Section's progress and remain a critical concern:

- The tender process has slowed some of our Capital Projects
- Certain lease issues still await confirmation from the I-Taukei Land Trust Board in concurrence with the Lands Department on the fees variation
- The decrease in the ESRI allocation impinged on the school monitoring effort by the District Education offices
- The notion of manpower remains an issue as the Section has to grapple with the limited personnel in order to meet all the dispensed deliverable

Way Forward

- For some unique instances, application for waiver of tender was adopted as it is the feasible option to enable timely completion of the project.
- Enhanced networking with the relevant agencies
- Better understanding of the importance of ESRI as it remains the main platform used to gauge teacher's performance, the delivery of the curriculum and development in the physical environment, leadership & management and community & partnership.

FIJI TEACHERS REGISTRATION BOARD

The FTRB 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 will have now to be amended. The Secretariat Services are currently in its final phase to finally submit the legal document to the Solicitor General's Office and Cabinet for approval, the document will now be known as the Fiji Teachers Registration Authority Amendment Decree 2014.

Roles and Responsibilities

The main function of the FTRB is to:

- Register qualified teachers to teach in Kindergarten, Primary and Secondary schools in Fiji.
- Register qualified teacher educators in training institution to intending kindergarten, primary and secondary teachers.
- Register training institutions who intends to allow teacher trainer 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 registration and advise the Minister.
- Undertake relevant review and recent project for the purpose of teacher registration in Fiji.



Achievement

Strategic Activities

Legislation

- Cabinet has approved the drafting of the Fiji's National Teachers Registration Amendment Decree 2014.
- Draft Fiji's National Teachers Registration Amendment Decree 2014 completed, submitted to Solicitor General's office for comments and consultation with social partners completed.

Operational Activities

Administration

- FTRB office now fully functional with staff and resources.
- By 30th November 2013, a total of 3,512 new teachers and 7 teacher educators were registered.
- FTRB collected a total revenue of \$158,352.84.

Table 28: Revenue Collection Update

Collection Centres	Amount (\$)
HQ	101,316.34
Nausori	1,640.00
Rakiraki	2,315.00
Ba/Tavua	5,310.00
Lautoka	22,061.00
Nadroga	7,073.00
Savusavu	3,250.00
Labasa	11,485.00
Vunisea Secondary	-----
Levuka Public	415.00
Exams	75.00
Bucalevu Secondary	1,267.50
Natabua High	2,085.00
Labasa College	60.00
Total	158,352.84

Table 29: Registration Summary

Collection Centres	Registration Type		
	LATT	Provisional	Full
Primary	-	400	619
Secondary	-	621	498
Teacher Educators	-	2	5
Teacher Administrators	-	4	8
ECE	966	-	-
Volunteer	5	-	-
Religious	19	-	-
Language	33	-	-
Culture	1	-	-
Trainers	2	1	-
Coach	1	-	-
PEMAC	-	-	-
Teacher Aides	15	-	-
Vocational/Technical	9	20	7
Special Education	12	2	2
Attachee	-	-	-
Helper	5	-	-
Total	1068	1050	1139



CHAPTER 5: PROFESSIONAL DIVISION

AN OVERVIEW – DEPUTY SECRETARY PROFESSIONAL



Mrs. Kelera Taloga

The office of the Deputy Secretary Education Professional (DSP) oversees the management and provision of professional education services by the Ministry of Education. These services are delivered by the Curriculum Development Unit (CDU), Technology and Employment Skills Training Unit (TEST) and Examinations & Assessment Unit (EAU). Included also in the DSP's ambit of work is the services provided by the National Substance Abuse Advisory Council (NSAAC) which is responsible for examining and addressing problems arising out of drug and substance abuse in Fiji.

A significant development to improve the professional education services for schools in 2013 was the successful review of the National Curriculum Framework and the syllabus which are in response to changes in the expectations of students, society and the job market. This progressive curriculum is intended to help develop Fiji into a knowledge based society.

To support teaching and learning a number of primary and secondary textbooks were printed and distributed freely to schools, an initiative to ensure all schools are resourced with the same quality resources and help reduce education costs to parents and guardians.

Another significant undertaking in 2013 was the national implementation of Financial Education from Year 1 to Year 12 which is focusing on learning directed towards financial competency a life skills necessary for living in the twenty first century.

Building capacity of teachers is a continuous education service provided by our professional sections to the schools. Thus a number of trainings coupled with school advisory visits were organized to empower and prepare teachers and stakeholders of the changes and new approaches in curriculum, teaching, learning and assessment.

The Examination and Assessment Unit as in the past years were responsible for the proper conduct of the 2013 national external examinations and assessments in accordance to Ministry's policies and international best practice procedures.

Apart from the advocacy and training of student leaders and teachers on HIV/AIDS, substance abuse and violence against women and girls, NSAAC successfully conducted a public consultation of the 7th draft of the Volatile Substance Abuse Decree which is a legal framework currently drafted to address issues and curb the use of volatile substances by students.

The review of the National Curriculum Framework charts a new direction for education providers not only to meet the educational needs of students but help the Ministry of Education, National Heritage and Culture & Arts realize its vision of **Quality Education for Change, Peace and Progress.**



CURRICULUM ADVISORY SERVICES (CAS) / TECHNOLOGY, EMPLOYMENT SKILLS & TRAINING (TEST)

Overview

The CAS/TEST section comprises of the following units:

1. Primary Curriculum
2. Secondary Curriculum
3. Technology, Employment Skills & Training
4. Careers
5. School Broadcasting Unit
6. Education Resource Centre

The CAS/TEST 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.

PRIMARY CURRICULUM

Key Functions

The specific functions carried out by the CDU (Primary Sections)

- Design, develop, and review the primary syllabuses
- Plan and conduct in-service training of primary school teachers on new content and teaching & learning pedagogies
- Provision of professional advices 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

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 needs of primary schools
- Attend to correspondence that needs immediate attention



Achievements

Curriculum

- Revised and trialed the National Curriculum Framework in 554 primary schools
- Developed, printed and trialed in all 554 schools the Thematic Curriculum Guideline for Years 1 & 2
- Developed, printed and trialed 24 subject syllabuses for Years 3 - 4 in 112 schools
- Developed 45 relevant teacher support materials to support the National Curriculum Framework and revised syllabi
- Conducted Curriculum review meetings and consultations to Head Teachers Principals and Stakeholders,
- Reviewed and vetted textbooks through curriculum workgroups, reference groups and Curriculum Council
- Submitted for printing at ERC newly developed resource materials
- Submitted textbooks prepared by local writers for MoE Approval
- Conducted Environmental Awareness to selected schools
- Conducted workshops for 36 teachers on HPS
- Conducted survey on Financial Education in all primary schools; and also attended to Professional Development sessions required by schools and FTA Clusters
- Trained 150 teachers on lesson Study Model [103 Maths, 50 Social Studies]
- Visited and evaluated Citizenship Education in 310 Primary schools

Internal assessment

- Developed Primary School Assessment Guide
- Reviewed the Learning Records for Students.
- Dispatched to schools Learning Records for Students – Year 1-8
- In-serviced Classes 1-2 teachers in the Northern, Western and Central Division
- Involved 641 moderators in the District moderation of Year 8 CATs for 646 schools
- Extrapolated and sent the National moderated marks to schools.
- Conducted Monitoring and Evaluation CBAs through survey questionnaires

Conversational Language Programme

- Conducted surveys on the implementation of the programme
- Conducted workshops for Class 6 teachers
- Recorded and dubbed Advance Level lessons on CDs
- Re-dubbed more copies of Beginner's Level lessons
- Advance Level manuals and printed

Advocacy and Awareness

- The officers facilitated NCF Awareness sessions organised by schools
- The Advisors prepared bookmarks for their respective subjects for Career Expositions
- The Advisors participated in the MOE Display Hibiscus Week Display, 2013.
- Advisors assisted the Career Officers in school-based career talks



COURSES/ MEETINGS

Local and Overseas:

Course/Meeting	Officer attended	Venue	Duration
Study on Education Improvement of Training Course of Teacher,	I. Chand	Japan	14/10 – 11/11
Literacy and Numeracy Assessment(LANA)	SEO Eng. & SEO Maths	EAU	4 – 8/11/13
PSC H Exams	SEO Health	Marela	28/10-1/11/13
Leadership & Management		Marela	25/11/13
Water And Sanitation Hygiene (WASH)		FTA	30/10/13
WELLNESS		Ministry of Health	2-3/10/13;29/11
Financial Management –Fee Free Education		Marela	2/12/13

SECONDARY CURRICULUM

Achievements

- Developed 17 IWP, 2013 Business Plan for secondary section
- Revised the PD for 6 new posts and the 7 posts which were upgraded from EO to SEO
- Reviewed and developed
- Reviewed and developed 13 syllabi for Year 9,3 syllabi for Year 11
- National Implementation of FinEd in all secondary schools.
- Integrated Climate Change in selected subjects.
- In-service Workshop for FinED.
- School Improvement Workshop was conducted for targeted schools using the underperforming data from EAU.
- National Implementation of Fin Ed in all secondary schools.
- A one day District /National Moderation Workshop for all Form 4 CATs for all subject areas.
- Under Performing School Visits
- Developed the National Curriculum and Assessment Module for future Leaders.
- Engaged the retirees to monitor and evaluate the implementation of Fin ED in sec schools through UNDP funding.
- Verified the CBA, extrapolated the Internal Assessment (CAT) marks, reported to schools and submitted a copy to EAU for each subject.
- Received the BEST Section SEA for MOE/BEST ADMINISTRATOR/BEST EMPLOYEE
- Improved the facilities and provided the equipment's needed by the officers such as Lap Tops, external drives, multimedia, workstations, notice boards.
- Upgrading of EOs to SEOs
- Integration of Careers in year 9 syllabi
- Restoration of posts of SEO(CHEM)/SEO(GEO)/SEO(ACC)/SEO
- Conducted 3 Workgroup meetings for each of the subjects at Year 9 and Year 11.
- Development and printing of the following syllabi, textbooks and student learning records.



Subject	Syllabus	Title of Textbook	Student Learning Record
English	Year 9 & 10	The Morning Activity Book	Year 9 & 10
Maths	Year 9 & 10	Form 3 Mathematics	Year 9 & 10
Basic Science	Year 9 & 10	Science book 1 for Lower Secondary	Year 9 & 10
Social Science	Year 9 & 10	Rediscovering Society	Year 9 & 10
Commercial Studies	Year 9 & 10	Year Commercial Studies Text Book: A Smart Approach for students.	Year 9 & 10
Family Life Education	Year 9 & 10	HOPE: Teachers Resource Book	Year 9 & 10
Vosa Vakaviti	Year 9 & 10	Nanuma Lesu 3 ,Nanuma Lesu 4	Year 9 & 10
Hindi	Year 9 & 10	Hindi Text Book	Year 9 & 10
Urdu	Year 9 & 10	Urdu Text Book	Year 9 & 10
Rotuman Language	Year 9 & 10	FARAO 1	Year 9 & 10
Physical Education	Year 9 & 10	Teachers Guide	Year 9 & 10
Art and Craft	Year 9 & 10	Elements of Design – Colour	Year 9 & 10
Music	Year 9 & 10		Year 9 & 10
Economics	Year 11	Year 11 Economics Text Book	Year 11
History	Year 11	Year 11 History Text Book	
Physics	Year 11	Year 11 Physics Text Book	
Careers	Years 1-13	Careers Information Book	

Table 30: Overseas Workshops, trainings and meetings attended by officers:

Workshop/seminar/meeting	Officer attended	Venue/country	Duration
Mathematics Improvement Workshop (Lesson Study)	SEO(Maths)	LeLean Memorial School	1 Day
Training of Trainers	SEO (Maths)	Marela House	1 Day
Globe Meeting	SEO(Chemistry)	India	

Analysis of data collected from extrapolated marks.

Analysis of the data collected this year showed a slight increase in the number of students enrolled for each of the subjects. The total number of students taking the compulsory subjects varies and teachers are requested to verify the number.

Table 31 : Number of Schools and Students per subject (Form 4)

Subject	No of schools	
English	165	
Maths	165	
Basic Science	165	
Social Science	155	
Commercial Studies	165	
Vosa Vakaviti	99	
Hindi	59	
Rotuman	2	
Urdu	9	
Family Life Education	162	
Agricultural Science	121	
Home Economics	150	
Basic Technology	123	
Office Technology	51	



Table 32 : Number of Schools and Students per subject (Form 4)

Subject	No. of schools		Total no. of students	
	F6	F7	F6	F7
English	165	153	13748	7017
Vosa Vakaviti	68	na	882	na
Urdu	8	na	35	na
Hindi	31	na	155	na
Applied Technology	121	na	1429	na
Technical Drawing and Design	142	na	2384	na
Office Technology	22	na	278	na
Computer Studies	130	122	3034	1710
Agriculture Science	153	128		1076
Home Economics	135	112	1448	720
Introduction to Technology	NA	134	na	1019

TECHNOLOGY AND EMPLOYMENT SKILLS TRAINING (TEST)

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 the Ministry of Education in the formulation of its 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 the Ministry of Education in the preparation of 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, as they may 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 training 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 marker's meetings.

Monitoring of TEST Centers

- Visit TEST centers for feasibility studies, monitoring of programmes and for 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 schools.
- 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.

Achievements/New initiatives

Mainstreaming of vocational courses was introduced in 124 secondary schools

- In 2013, the Basic Employment Skills Training programmes were implemented for the second year, building on from its introduction in 2012.
- A total of 15 206 students took part in the programme which was offered to a total of 124 schools.
- 112 schools offered various programmes depending on resources available while 12 schools chose to send students to attend BEST programmes offered by FNU/ NTPC.

Table 33: Summary of BEST courses offered in 2013.

Form	No. of Schools	Number of students/Program								
		Carpentry	Welding	Automotive	B/Patisserie	C/Design	A/Science	O/Tech	KAB	Total
5	66 schools Modules 1,2 &3	1752	202	1005	2533	565	1468	1388	603	9516
6	46 schools Modules 4,5 &6	447	96	624	899	54	189	290	247	2846
Totals	112 schools	2199	298	1629	3432	619	1657	1678	850	12362



Table 34: Courses offered by FNU/NTPC

Form	No. of Schools	Automotive	Electrical	Electronics	Industrial Automation	Refrigeration & Air Con	Welding & Fabrication	Block Laying & Tiling	Plumbing	Furniture Construction	Carpentry	Computer Aided Design	Sea Faring	Clothes Design	Baking & Patisserie	Total
5	12 schools Modules 1,2 &3	267	188	138	17	63	43	6	51	27	34	134	235	24	363	1590
6	12 schools Modules 4,5 & 6	166	161	107	21	78	50	19	60	18	42	107	161	32	232	1254
Totals	12	433	349	245	38	141	93	25	111	45	76	241	396	56	595	2844

FIJI NATIONAL CURRICULUM FRAMEWORK (FNCF)

All officers of the TEST section were involved in the formulation of the FNCF document. In the formulation process, all curriculums were reviewed and aligned to the FNCF.

Curriculum revised/developed

- Kindergarten, Classes 1 to 8 and Forms 3 to 7 were aligned and are now referred to as Years K to 13.9 (Preschool is Year K, Primary Years 1 to 8 and Secondary Years 9 to 13)
- Prescriptions were reviewed and written in Syllabi Format.
- Student Learning Records were developed
- Text books were developed for Year 9 subjects and two Vocational courses
- Form Four Common Assessment Tasks (CATs) were reviewed.
- Modules were written for two Vocational Courses

Subject Area	Prescription to Syllabi	Student Learning Records	Text Books	Form 4 CAT	BEST Modules
Agricultural Science	2/2	1/1	2/2	1/1	3/3
Industrial Arts	2/2	1/1	2/2	1/1	
Home Economics	2/2	1/1	2/2	1/1	
Office Technology	2/2	1/1	2/2	1/1	3/3
Computer Science	2/2	1/1	2/2	N/A	
Automotive Engineering	N/A	N/A	N/A	N/A	
Catering and Tailoring	N/A	N/A	N/A	N/A	
Carpentry and Joinery	N/A	N/A	N/A	N/A	
Total	10/10	5/5	10/10	4/4	6/6

All documents were presented to the curriculum Council and endorsed for printing.

Examinations and assessment

- The Examiner's Report for the 2012 Fiji School Leaving Certificate and Fiji Seventh Form Certificate Examinations were vetted by the respective SEOs for their respective TEST subjects before the Examination and Assessment Unit (EAU) dispatched copies to schools.
- The panel of examiners for the 2012 National Examinations were selected and submitted to the 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 and CAT

- The Verification and Moderation workshop for Internal Assessment was held from 4th September to the 3rd October, 2013. Form 3 Class Based Assessment (CBA) Tasks were verified while Moderation was conducted for Forms 4, 5, 6 and 7 Common Assessment Tasks (CATs).

Table 35: Summary of the Verification and moderation of CBA and CAT workshop conducted

Division	No. of Schools In The Area	% Schools Attended
Central	72	100
West	53	100
East	13	100
North	38	100
Total	176	100

- The marks were processed (extrapolated), and the Form 4 processed marks were sent to schools for their Annual Reports while the Form 6 & 7 processed marks were forwarded to the MOE Examination Unit for further processing.

Tools and equipment

The table below summarises the number of Secondary and Vocational schools that were assisted with TVET tools and equipment:

Table 36: Number of Secondary and Vocational schools assisted with TVET tools and equipment:

Subject Area	No. of Primary	Amount (\$)	No. of Secondary	Amount (\$)	No. of Vocational	Amount (\$)	Total schools	Total Amount (\$)
Agricultural Science	27	19341.18	48	60568.91	2	4999.24	77	84 909.33
Industrial Arts			41	51 156.89			41	51 156.89
Home Economics			21	38 191.00			21	38 191.00
Catering and Tailoring					6	54 000.00	6	54 000.00
Carpentry and Joinery					9	77 000.00	9	77 000.00
Office Technology			11		2		13	
Automotive Engineering					7	56 675.80	7	56 675.80
Computer Science								
Total	27	19341.18	121	149916.80	26	192675.04	174	361933.02

School Visits

A total of 33 school visits were conducted for advisory, feasibility studies and counseling purposes. The table below summarises visits carried out.

Table 37: Summaries of the Visits conducted

Subject	Number of schools visited			
	Advisory	Feasibility Study	Counseling	Total
Agricultural Science	0	3	2	5
Industrial Arts	16	2	2	20
Home Economics	18	8	7	33
Computer Studies				
Office Technology				
Catering and Tailoring	1	4	3	8
Carpentry and Joinery	0	2	0	2
Automotive Engineering	0	3	0	3



Training Workshops Conducted

Workshops were conducted to up-skill TVET teachers and officers in specific areas. A total of 64 participants attended 7 workshops

Table 38a: TVET Workshop conducted

Officer/participants	Name of Seminar	Country	Dates
29 participants CPSC	Web based Teaching and Learning Systems in TVET	Fiji	8 to 12/4
M. Prasad	Seminar on Vocational Educations for Principals of Developing Countries	Fiji	23/05 to 12/06
29 Participants CPSC	Championship Leaders Development program on TVET Skills for Poverty ALleviation	Fiji	2 to 6/12
Mrs. R. Chand	TVET for Sustainable & Inclusive Development	India	27/05 to 1/06
H. Smith	Strengthening the Culture of Entrepreneurship in TVET	Thailand	15 to 19/7
M. Driu Mr. R. Chand	Micro-Policies in TVET	China	15/10 to 4/11
Ms. Alumeci Tuisawau	Green Growth and the TVET Response, GIFT, Incheon	Korea	11 – 20th Dec

Table 38b: Summary of TVET workshop conducted for teachers

Officer/ participants	Name of Workshop	Division / Dates			
		Central	Western	Northern	Eastern
32 teachers M. Driu	Up-skilling of Agricultural Science Teachers on Apiculture	20-24th Aug		3-6th Dec	
30 teachers A. Pene / R. Chand	Curriculum Implementation and Teaching Pedagogies; Auto Cad Training	11 -12th April	18-19th April	18-19th April	
50 teachers A Pene / R Chand	Application of Metalworking Joints and Joining Techniques [Soldering and Brazing]	29th April	29th April	29th April	
38 participants H. Smith	Know About Business Training for Trainers Workshop	29th April			
29 teachers S. Raile / V. Togavou	PC Maintenance, Repair and Networking Workshop	19-22nd Aug	26- 29th Aug	19-22nd Aug	
19 teachers M. Namosimalua / R. Chand	Basic Maintenance of Sewing Machines and operating of Industrial Sewing Machines and Over Lockers	19-22nd Aug			
64 teachers S. Rokolekai	Up-skilling Workshop on Practical Requirements in Internal Assessment: Home Economics.	20-22 May	8-10th April	15-17th April	

Advocacy and Awareness

- National Awareness workshop for teachers on the Fiji National Curriculum Framework was conducted for stakeholders throughout Fiji
- Hibiscus Festival – 17th to 24th August at Albert Park, manning of a TVET booth to disseminate information
- Agriculture Show – 3rd to 7th September - TVET booth disseminating information and organizing of various vocational schools to display projects
- Ministerial Expo
- Queen Victoria School Careers Expo



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 Form 6 & 7 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 TVET officers and teachers as members of various committees that develop standards for the different trades' areas that would eventually become national standards and qualifications.



A female student practicing how to adjust the gas welding flame during the BEST programme



Dudley school girl learning to bake



PC Maintenance workshop – Teachers re-assembling computer components.

CAREERS UNIT

Activities

The Careers Unit of the Ministry, in 2013 had to prioritise developing and improving the career resources for both the Primary and Secondary schools.

It also assisted and organised the rural and remote expositions as part of its community awareness program on the available opportunities for employment as well as strengthening its partnerships with the stakeholders. The exercise was a joint effort by the Careers Section together with the Eastern, Ra and Nausori Education Office, the Commissioner Eastern Office, Roko Tui Lau, Roko Tui Lomaiviti and the Fiji Police Force in ensuring students in these areas are able to acquire the relevant information on the career opportunities available.

The following Government Ministries and Private Institutions were part of the exposition team:

- Office of the Prime Minister- SFCCO
- Ministry of Justice- Registry of Births Deaths & Marriages Unit and Elections Office
- Public Service Commission /Multi Ethnic Scholarship
- iTaukei Affairs Scholarship
- Japanese Embassy- Education Unit
- Ministry of Defense- Fiji Military Forces and Fiji Police Force
- Ministry of Youth and Sports
- Ministry of Labour- National Employment Centre
- University of the South Pacific
- Fiji National University
- University of Fiji





- Servicepro International Tourism & Hospitality institute
- Papas Tutoring
- Ministry of Local Government-Town Planning Department
- Ministry of Finance- FIRCA
- Ministry of Agriculture
- Ministry of Forestry and Fisheries



Other community - based exhibitions the Unit participated in were the Agricultural Show, Hibiscus Expo, the MoE's exhibition and Fiji Day.

Targets

The Careers Section had following targets for 2013:

- Developing five careers resources for Primary Level,
- Developing four careers resources for Secondary Level
- Organising twelve careers activities including careers expositions.

A career workshop was conducted for teachers from the 26th to the 28th of February. The participants revised and developed career banners, posters, games and brochures during the workshop. A Career Teachers Curriculum working group was formed during the workshop whose role is to assist the Unit in revising and formulating the careers curriculum.

UWC nominee

The Unit also assisted the PDU in organising and conducting the student interview to select the UWC candidate to attend Lester B Pearson College in Canada. The successful candidate, Ms. Inayak Ali of Kamil College Ba, was sponsored by the overseas UWC host school and the Fiji Government through PSC. She was selected based on her academic performance as well as her knowledge and skills in Taekwondo.

She will undertake a two year Diploma in International Baccalaureates Studies in either the United Kingdom at the Atlantic College or in Canada at Lester Pearson College.

Career Talks

To assist students in choosing the appropriate subjects combinations to take in school, a Careers talk was organised and conducted for Class 8 and Year 10 students.

The facilitation of the programmes include power point presentations, dissemination of printed materials including the **"student package for successful career"** to assist the students in making the right choices.

Community Awareness Programmes

The programme involves letting the Parents aware and understand the importance of the various subjects that their children are taking in school and the role that they play in ensuring that their child succeeds later in life.

Challenges

The Unit experienced the following challenges during its awareness programmes:

- Many parents spend less time with their children to discuss the progress of their school work including the career path of their child;
- Parents selecting subject combinations for their children to meet their own expectations that does not go together with the child's subject choices, the child's ambitions later in life and his/her abilities
- Students do not have study timetables and do not have proper study spaces at home;
- Children lack the direction and the drive to take ownership of their future and often rely on parents to collect information and negotiate their future for them;
- Parents do not even know what subjects their children study;
- Parents still treat vocational programmes with less importance.



Way Forward

- Mainstreaming Careers education all subjects at all levels of primary and secondary education
- Use **Student Package** strategy in 2014 and beyond as it will assist students in:
 - ➡ having a clear pathway towards obtaining scholarships, attending higher education institutions and be able to find employment
 - ➡ instilling discipline upon themselves to be able to succeed
- More awareness campaigns to be conducted throughout involving other Government departments and relevant stakeholders
- To include workshop allocation in the Career budget
- Increase the number of Officers participating in any career expo

SCHOOL BROADCASTING UNIT

Role and Function

The Schools Broadcast Unit reinforces, supplement and complement the teaching and learning process in the classroom by closely relating and sequencing the programmes to the curriculum prescription. The total production of programmes is done at the unit's studio and CD's are sent to Fiji Broadcasting station for transmission.

- To research, produce and present educational radio programmes for students and teachers.
- To provide audio visual resources.
- To prepare and make available teachers guide on broadcast lessons.
- To make school visits to monitor transmission of programmes and obtain feedbacks from teachers and students.
- To network with government, non-government, regional and international organizations for the production of resources.

Vision: Resource Audio Visual Aid

Mission: Supplement curriculum with educational audio visual program and resources to enhance educational development of students and teachers.

Achievements

- Aired 560 programs (473 long term pre- recorded) (87 short term weekly recorded)
- Evaluated and monitored the aired program- Internal 560 programs.
- Evaluated 678 survey forms
- Recorded 31 inserts and interviews
- Visited 63 schools to observe aired program.
- Hibiscus Expo
- Lautoka Agriculture Show
- QVS
- Government Service Centre
- Facilitate dubbing of resource material CDs and DVDs upon request from stakeholders. (Headquarters CDU and schools)
- 997 CD's and DVD's dubbed and dispatched to schools on request.

EDUCATION RESOURCE CENTRE

Overview

This is the Report of the Education Resource Centre for 2013. The report will highlight the activities that this unit undertook in 2013.



The Education Resource Centers' activity is twofold, one is the printing of Education Resources and secondly it is the packing and dispatching of these resources to Secondary and Primary Schools throughout Fiji. This is a very demanding task and it was another year which was full of challenges because of the demands to meet deadlines because of the printing of Primary School Learning Records and also the dispatching of the Primary Schools Text Books to 50 Primary schools identified by AQEP. Unfortunately we were not able to adhere to the given deadlines because of various reasons which were beyond our control. However, we were able to complete the given tasks without much disruption.

As we all know that last year was the dawn of a new era in the education system in Fiji and that was the review of the National Curriculum Framework and likewise the changing of the Prescription to Syllabi. ERC was really appreciative of the fact that we were part of the process in the printing of both the documents for consultation work.

Role and Responsibilities

The role of the Resource Centre is to coordinate, develop and strengthen the overall process of timely printing and delivery of all educational materials as needed by CDU and the Ministry of Education as a whole for the purpose of improving and promoting quality education for students and teachers in Fiji.

Achievements

Highlighted below are the achievements of the Unit for 2013:

- Process requests received from CDU for Primary and Secondary School for teaching Resources.
 - ➡ Prepare stores issue voucher, check and dispatch to schools concerned through mail, self-collection at Centre.
 - ➡ Updates manual tally cards

Teaching resources received from CDU for school distribution

Book Name	No. of copies received
Early Child Education & Special Book	2,000
Biology For All	990

Primary School Learning Records

The following are primary school learning records received from the printing room for 2013 for the month of January and February

Learning Records Classes	Quantity To Print	Quantity Received	Balance
1	19,000	19,000	-
2	19,000	19,000	-
3	19,000	10,000	9,000
4	17,000	17,000	-
5	17,000	10,000	7,000
6	17,000	10,000	7,000
7	15,000	500	14,500
8	15,000	-	15,000

The dispatch for year 1 and 2 has been completed and is based on the school roll. The learning record dispatch for Year 3 has been done except for the schools in the following Districts: Nausori, Suva and Nadroga/Navosa. The dispatch for Year 4, 5 and 6 is ongoing. Eight distributors were engaged to provide service for the last quarter as per the list cost provided.



Service Provided Name	Total Quarterly Cost (\$)	Reason for the service
Janty Kanvan	26,337.70	Provide papers and printing materials for printing teaching resources.
Deoji's Food Ware	1,895.10	OHS Safety requirement for workers (Boots and Dust Coats)
S.N.P.Ltd	86.90	OHS Safety Requirements
Kasabias Ltd	2,602.90	Purchase of tools and mutton cloth for printing machines
Copier Marketing Ltd	7,202.00	Purchase of riso ink, master roll from Riso copy printer.
Suva Bookshop	1,226.00	Purchase of cello tape for packing.
Klear Water Chemical	945.00	Purchase of cleaning agents
Rajendra Mani	345.00	Service of printing machine.
Total	40,639.70	

Teaching resources for distribution awaiting CDU approval and school lists

Resource	No. of copies
ECE Education	2000
Biology For All	990

Secondary School Learning Records

Dispatching ongoing as per requests received from schools

Teaching resources for fifty schools funded by AQEP

Dispatching to all the 50 schools complete with the required no of copies sent:

Education Districts	No. of Schools
Ra	19
Suva	10
Lautoka/Yasawa	1
Macuata/Bua	9
Cakaudrove	5
Nausori	1
Eastern	1

Supply of teaching resources for cyclone Evans affected schools funded by AQEP

Orders placed with service provided

- Suva Book Shop: \$32,000.00
- Island Bookshop: \$93,000.00

Request for reprint from printing from printing section

Art/craft prescription for classes 6 & 8	Copies
Music 6,7,8	1,500
Math's class 1 – 8	1,500 copies

Science Kits

Sigatoka, Lautoka/Yawasa and Ba/Tavua received 5 science kits each while Nausori Education districts received 9. The total cost of packaging and posting of these kits amounted to \$35,839.62

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 Classes 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 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 involved and functions while ensuring compliance with the Ministry's policies, security regulations and to international best practice procedures.

Achievements

LANA and Literacy and Numeracy Strategies (LANS) Workshop

A total of 597/729 schools (82%) participated in the LANA/LANS Workshop 2013. A total of 615 teachers attended the workshop. There was a slight drop in the attendance of teachers last year. Initially, at the end of the workshop it was only 555 schools that attended the workshop. However, another session of workshop in late October and early November had to be conducted whereby another 42 schools and 45 teachers attended, which contributed to the above figure.

The aim and objectives of the workshop were as follows:

Workshop Aim:

To inform and train teachers on the administration of LANA to help improve its implementation and empower teachers with remedial strategies through the LANS program.

Workshop Outcomes:

By the end of the workshop participants will:

- Understand the new direction on assessment
- Use LANA as a diagnostic tool of assessment for learning
- Acquire skills on remedial strategies for remedial intervention at individual and school levels
- Know their roles as monitors and leaders in improving the effectiveness of LANA
- Be able to become trainers of how to administer LANA in their own schools

The table below summarises the two day LANA / LANS Workshop 2013.

Table 39: Summary of the LANA/LANS Workshop conducted

Date	Venue	Number of Schools	Schools Attended	Participants Attended
18/03-19/03	Koroinubu House - Ba		21	21
18/03 - 19/03	DISMAC Conference Rm - Ba	64	38	38
20/03 - 21/03	Penang Sangam School - Rakiraki	38	20	20
20/03 - 21/03	Ra Muslim Primary Sch - Rakiraki		10	10
25/03- 26/03	Nadi College - Lautoka/Yasawa	31	27	28
25/03-26/03	Natabua High School - Lautoka/Yasawa	59	40	43
27/03 -28/03	Sigatoka Special School - Nadroga/Navosa		17	16
27/03 -28/03	Sigatoka Methodist Pri Sch-Nadroga/Navosa	66	43	46
02/04- 05/04	EAU Conference Rm - Suva	59	38	39
04/04-05/04	Rampur Primary School - Suva	24	20	23
09/04-10/04	Malha'a - Rotuma (Eastern)	4	4	8
15/04 - 16/04	Vunimono Hall - Nausori	46	28	32
18/04-19/04	LDS Hall - Taveuni	17	17	21
22/04 - 23/04	Conference Rm - Labasa		50	50
22/04-23/04	Scouts Hall - Labasa	98	40	40
24/04 -25/04	PA's Conference Rm - Savusavu		28	28
24/04-25/04	Yaroi Hall - Savusavu	50	22	25
13/05-14/05	Vunimono Hall - Nausori	47	42	42
20/05-21/05	Adi Maopa Primary School - Vanuabalavu	10	8	8
23/05-24/05	Korovou Hotel	31	32	32
29/10-30/10	FTU Hall - Suva	28	22	23
31/10-01/11	MoF Level 2 -Nausori	19	20	22
Total		671	597	615



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.

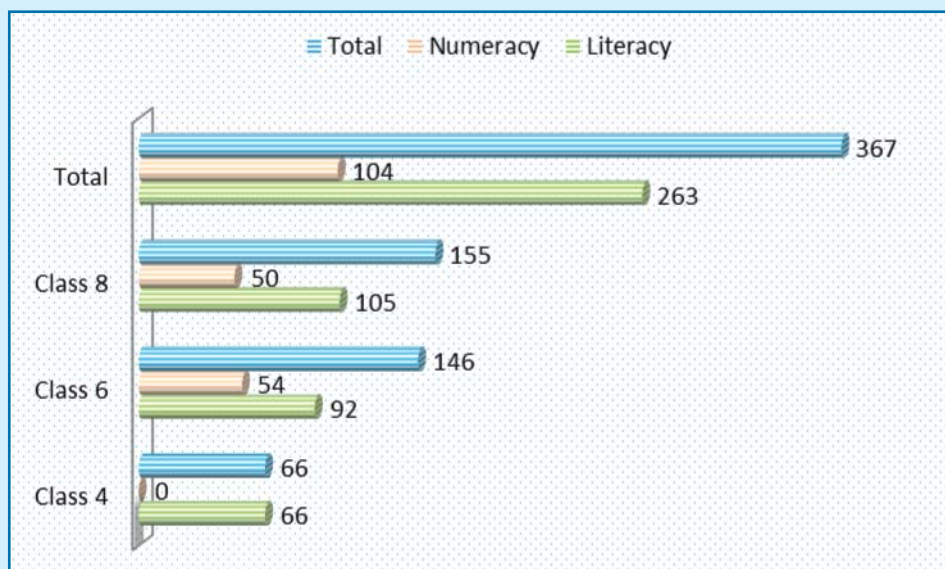
The 2013 LANA Item Writing Workshop was held on 6th and 7th August at Laucala Bay Secondary School Hall. Due to financial constraints it was decided to invite teachers from selected schools in Suva District only, and the workshop to last for 2 days.

Out of the 20 schools that were invited, only 12 schools attended. Head Teachers of respective schools were informed through phone if they could send a teacher for item writing. Then all schools were sent a formal written invitation through post. Schools were also sent invitation through email and fax except for those that did not have any email/fax. Majority of the schools that did not attend had other commitments such as Term 2 Examinations, excursions and other workshops, which resulted in shortage of staff in their schools.

Outcome of the Workshop

At the end of the workshop all items were collected and a stock take was done.

Graph 10: Total items written at the workshop.



LANA Trials 16th October, 2013

The LANA Trial Test was conducted on 16th October, 2013. The purpose of the trial was to determine whether the questions were appropriate/suitable for the level being assessed and also to determine whether they are good or bad items. After analysis of the good items are usually used in the LANA test the following year.

Eleven schools in the Suva district participated in the LANA Trial Test 2013. The table below shows the total number of the candidates that sat for the LANA Trial Tests in the different schools.



Table 40: Number of candidates that sat for the LANA trials in different schools

Schools	Class 4	Class 6	Class 8
Yat Sen Primary School	74	74	70
The Learning Centre	16	15	11
St. Annes Primary School	41	39	43
Suva Primary School	37	29	37
Suva Methodist School	232	223	-
Dudley Intermediate School	-	-	212
Draiba Primary School	33	51	39
Nabua Primary School	57	46	55
Lami Primary School	58	67	53
Pundit Vishnu Deo Memorial School	65	52	31
Tacirua Primary School	30	47	37
Total	643	643	588
Version 1	321	321	294
Version 2	322	322	294

A summary of the total number of items trialed in Literacy and Numeracy for 2013 is given below:

Literacy	315
Numeracy	317
Total Items Trialled	632

LANA Enrolment

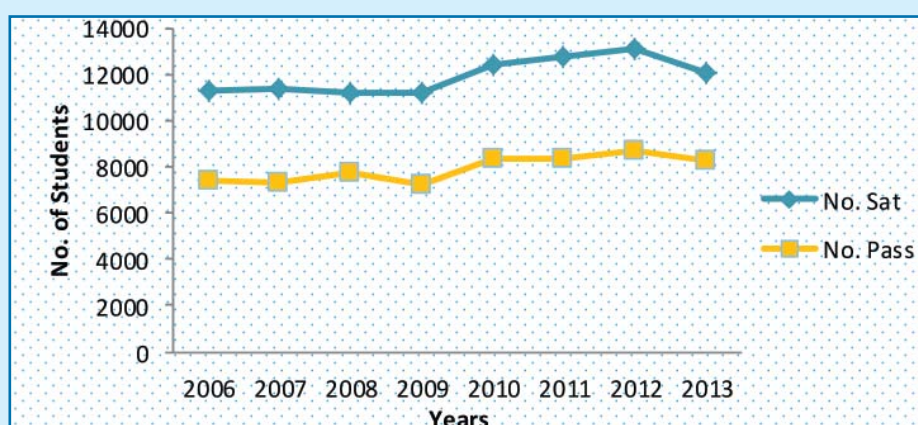
LANA reports were dispatched to schools that participated in the assessment on 23rd November 2013. Reports sent to schools include - Individual Results Report, Item Analysis Report and the Student Class Report.

External Examinations

The External Examinations administered in 2013 were the Fiji School Leaving Certificate Examination and the Fiji Seventh Form Examinations.

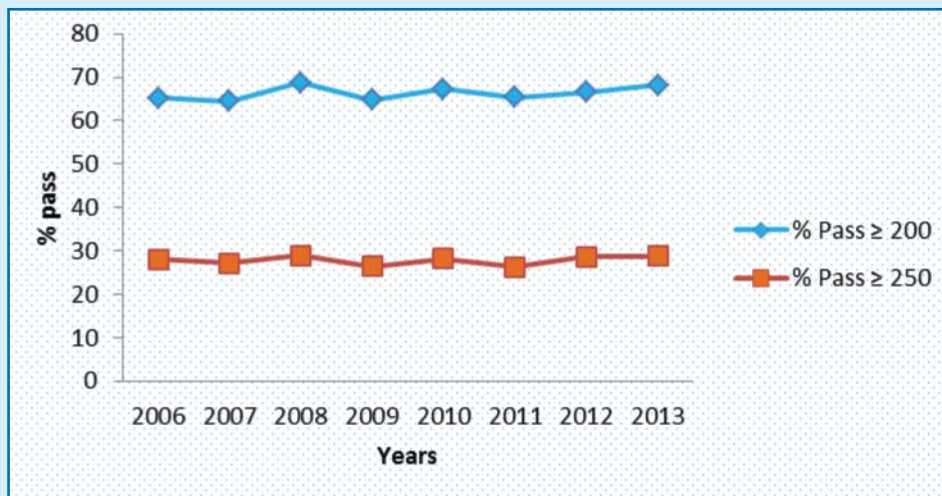
Examination Statistics

Graph 11: FSLCE, Year, No. Sat and No. Pass from 2006 – 2013

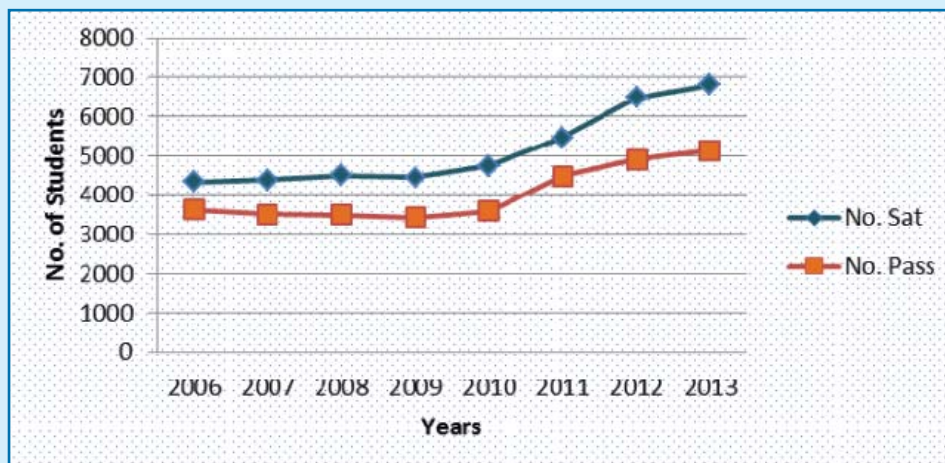




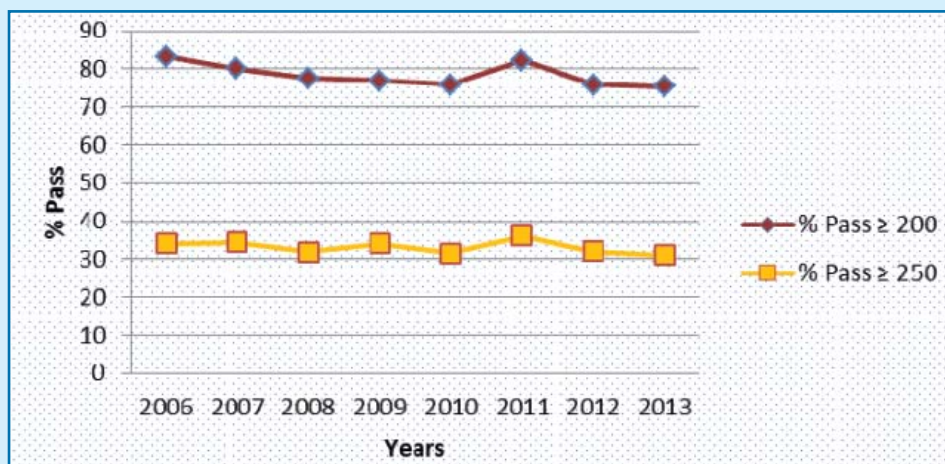
Graph 12: FSLC percentage pass



Graph 13: FSFCE, Year, No. Sat and No. Pass from 2006 – 2013



Graph 14: Percentage FSFCE Pass





Supervisors' Workshop and Training

The objective of the workshop was to educate Chief Supervisors on the important role they play in conducting National Examinations to ensure that the confidentiality and integrity of our National Examinations is upheld and enhanced.

In summary, the workshops were conducted in the 8 Education Districts in a time of six weeks before the Fiji Seventh Form Certificate Examination. Four officers from the Examinations unit were involved in these workshops. A total of 193 Chief Supervisors attended the workshops facilitated by the Examination and Assessment Unit officials with Suva recording the highest. The table below details the statistics for the workshops carried out.



Supervisor's workshop participants

District	Venue	Facilitators	No. of Supervisors attended
Nadroga/Navasa	Sigatoka Methodist Primary School	EO RSD, F6-Ex Cord	19
Macuata	Labasa Education Office	EO RSD, F6-Ex Cord	29
Savusavu	PA's Conference Room	EO RSD, F6-Ex Cord	14
Ra	Ra Education office	EO RSD, F6-Ex Cord	10
Nausori	Nausori Education Office	EO RSD, LANA Cord	14
Nadi	Nadi Special Education	EO RSD, F6-Ex Cord	19
Lautoka	Lautoka Central College	EO RSD, F6-Ex Cord	20
Ba/Tavua	Education Office	EO RSD, F6-Ex Cord	25
Suva	EAU conference Room	PEO, EO RSD, 2 Ex Cord	43

The Bua Education office and the Divisional Educations officer Northern are acknowledged for conducting the Chief Supervisors workshop in Bua and Taveuni respectively on behalf of the Examination and Assessment Unit

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)

The following assistances were provided by SPBEA during the year:

- 13th – 14th March 2013–Examiners Workshop: 65 Examiners and 20 EAU/CDU & TVET Officers attended.
- On-going technical assistance was provided on our current ATLAS software on some enhancement required and also during the processing of results.



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 (1998).

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

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



NSAAC Staff with their new Orange Uniform to show their support on the Elimination of Violence against Girls and Women that is commemorated on the 25th of every month known as Orange Day

The Chairperson of the Council is the Permanent Secretary for Education. There are two Committees of the Council, the Technical Committee and the Advisory Committee. Both have their 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
- deliberate 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, theses 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.



Shade Out, Tie Down & Boot Out
Drugs at the Nalovo Sangam
School



Drugs Free Naqali District School

Regulatory Function

To:

- make recommendations to the Minister or any other person as the Council thinks fit with respect to the advertising of liquor, whether generally or through any particular media, and the need to regulate or in any way restrict any such advertising;
- make regulations to carry into effect the provisions of 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.

In 2013 the Secretariat achieved the following under the key output areas;

Legislation and Policy

- Approval given by the Minister for Education for the implementation of the Policy in National Management of HIV & AIDS at the Ministry of Education Fiji Schools in order safeguard the lives of children through ensuring effective prevention of the HIV & AIDS and the appropriate care, treatment of students and school personnel living with HIV & AIDS. It is to also ensure the provision of a systematic and consistent information and educational material on HIV & AIDS





throughout the educational system. The Policy was publicized in the 3rd Term Education Gazette and also printed for distribution to all schools.

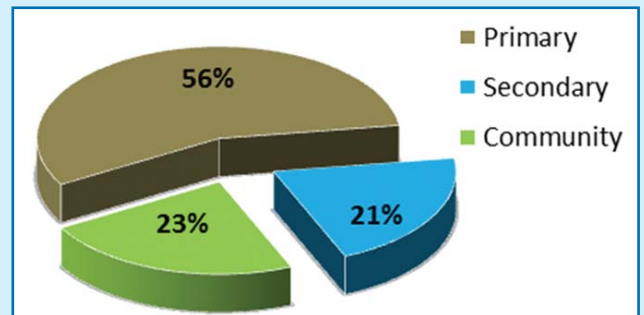
- Conducted Public Consultation for the Draft Volatile Substance Abuse Control Decree from 1st of August to 23rd September throughout various centres (22). The purpose of the decree is to provide a legal framework for the prevention of volatile substance abuse and protection of persons, particularly children, from harm resulting from volatile substance abuse.
- NSAAC is currently developing a Policy on the Installation of Any Mobile Telecommunication Facilities on or near schools in order to safeguard the lives of children from any potential health risk caused by the radiation emanating from mobile phone transmitting masts.

Education and Training

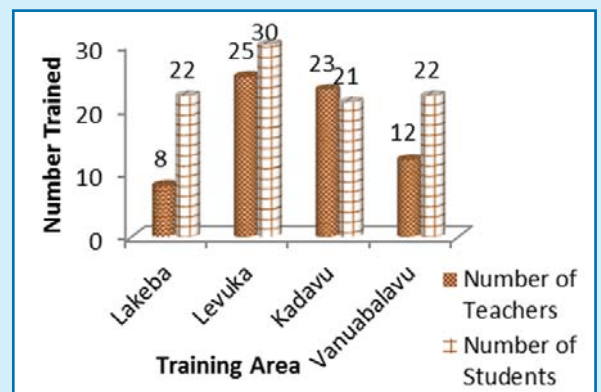
NSAAC also conducted training and education awareness to the school and community in order to educate and create awareness on issues such as teenage pregnancy, drugs and substances abuse, violence against girls and women. In 2013, NSAAC staffs conducted the following:

- Four (4) Training of Trainers for Teachers on Drugs, Substance Abuse, HIV & AIDS, elimination of child abuse and violence against girls in the Eastern Division and counseling skills. The trained teachers are required to train other teachers, as well as create awareness to the students in schools.
- training to a total of 91 Trainers of which 70 were teachers in 54 schools (6 Secondary & 48 Primary Schools), 3 School Management 10 Community Leaders and 9 Stakeholders
- 4 Peer Education Trainings were conducted in the Eastern Division. A Total of 95 Peer Educators were trained in 7 schools. The peer educators were trained to develop and conduct an ongoing series of presentations to the students in their own schools and communities on the key health-related issues confronting them and the employment of a variety of strategies to engage their peers and encourage healthy behaviours and attitudes.
- 100 Quick Response Presentations (QRP) were conducted to raise awareness on issues that are affecting the lives of children in schools and in communities. A total of 28 QRP in primary schools, 27 in secondary schools and 45 in the communities were conducted.
- On the 23rd of August, NSAAC was able to complete the first ever training on Basic Counselling for teachers and counselors in the Central Division. The training was held in Nadave from the 19th to the 23rd of August and a total of 41 teachers and counselors from the 13 Secondary Schools and 28 Primary Schools successfully completed it.

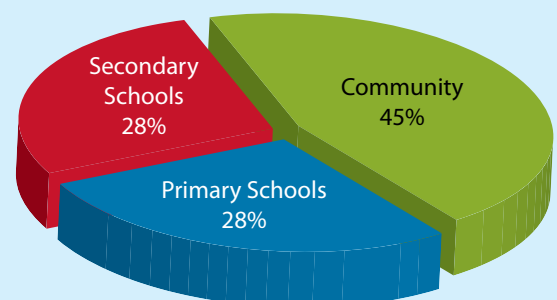
Graph 15: Percentage TOT summaries



Graph 16: Number of teachers and students trained by NSAAC



Graph 17: QRP by Communities



Research

NSAAC analyzed the report from the Fiji Education Management Information System and used the result for presentation, awareness and recommendation to the Ministry of Education for training, policy implementation and research.

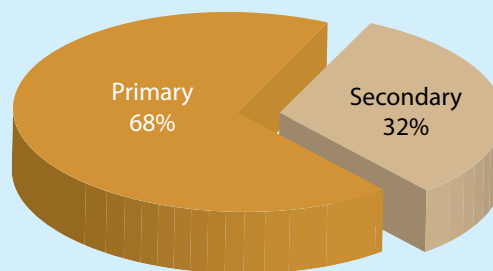


Production Of and Dissemination of Drugs & HIV AIDS, Child Abuse IEC Materials and Media Coverage

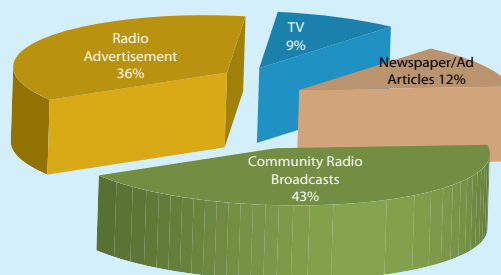
NSAAC also utilizes the power of IEC materials and Media Coverage in the dissemination of valuable information in order to educate children and youth regarding issues that prevents them from achieving their goals. To protect the children from the above issues, NSAAC conducted the following;

- Disseminating more than 10,000 IEC materials to various organizations, schools communities and to the public.
- NSAAC conducted a total of 5 public awareness programmes in the Navosa Road Show, Hibiscus Career Expo, Ra Careers Expo, QVS Careers Expo and Nadarivatu Roadshow
- A total of 146 Community Radio Broadcasts, 122 Radio Advertisement, 32 TV and 39 Newspaper Advertisement/ Articles were conducted.
- A total of 400 copies of NSAAC News were Distributed to the schools and other organizations.

Graph 18: Summary of Basic Counselling Training



Graph 19: Percent summary of advertisement carried out



Overseas Trainings & Meetings

There were three NSAAC officers that represented the Ministry of Education in overseas meetings and trainings. Mr. Josua Naisele, Senior Advisor Health attended the training on Life Style Related Disease which was held in Japan and sponsored by JICA from the 25th of October to the 25th of November.

Ms. Katherine Devi attended an Asia-Pacific Roundtable Meeting on School-related Gender-based Violence. this was sponsored by UNESCO and was held in Bangkok from the 11th to the 13th of November. Mr. Laisenia Raloka, Senior Advisor HIV was also in Bangkok to facilitate a Y-Peer Training from the 11th – 17th November.

International Day Against Drug Abuse and Illicit Trafficking (IDADAIT)

This report serves to fully inform the Ministry of Education, Head Teachers and School Principals on the school responses based on the 2013 International Day Against Drug Abuse and Illicit Trafficking which was held from June 24 – June 28, 2013. Schools were informed of the campaign via the NSAAC Circular 1/12 dated 12th February 2013 and the Education Gazette Term One 2013. Due to the increase in Sexual Offences in the country this year, the 2013 local theme was similar to that of 2012:

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.**



Vanuabalavu TOT & Peer Education

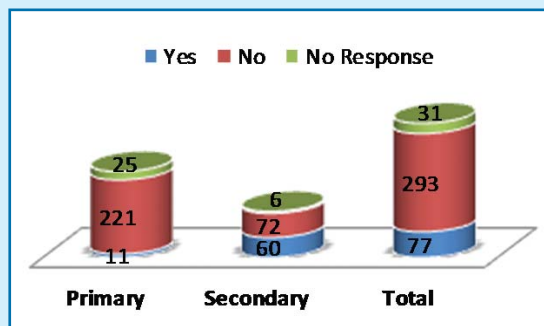


Sports and Drugs don't mix at the Saraswati Primary School, Nausori



A total of 258 Primary Schools and 138 Secondary Schools had their evaluation forms analyzed. The graph below summarises the analysis of the evaluation forms and reports received from schools around the country:

Graph 20: Summary of the no. of schools with drug offences

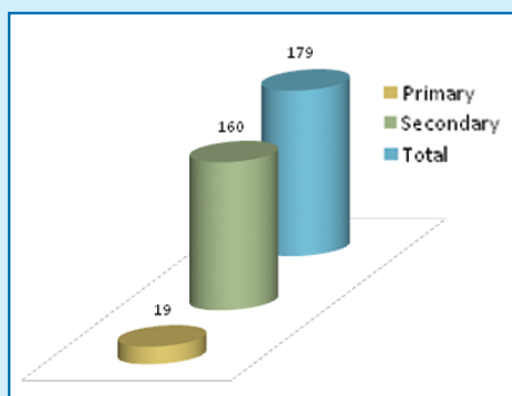


From the total number of Schools that have had their Evaluation Forms and Reports analyzed a total 221 Primary Schools and 72 Secondary Schools did not record any drug offence since the beginning of the 2013 School year. On the other hand a total of 11 Primary Schools and 60 Secondary Schools had cases of Drugs, Substance and Teenage Pregnancy.



"Shade Out Drugs" at the Uciwai Sangam Primary School in Nadi

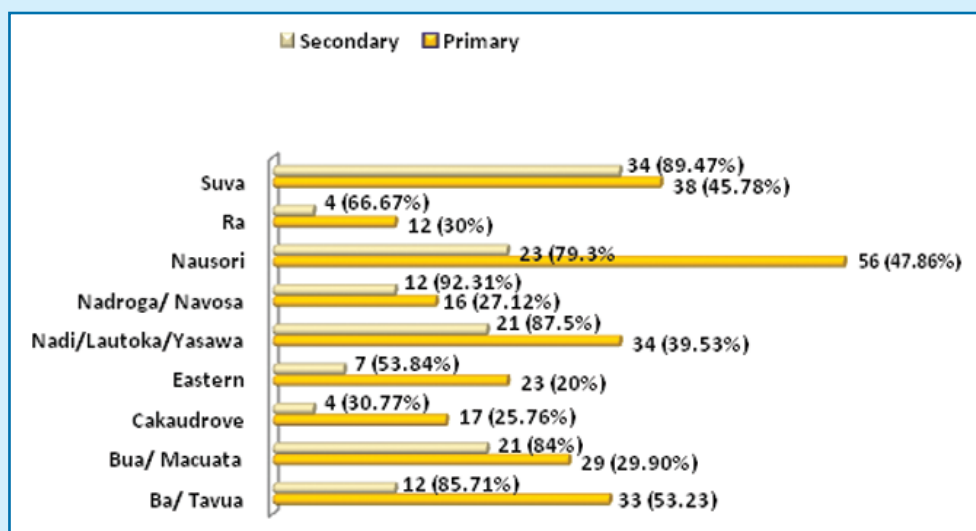
Graph 21: Summary of the no. of schools with drug offences



A total of 179 Drug Cases were reported from all schools inclusive of four pregnancy cases. Of these ,19 were cases reported from Primary Schools whilst the remaining 160 were from the Secondary Schools.



Graph 22: No. of Schools that commemorated the 2013 IDADAIT



The graph shows the number of schools per Education District that commemorated IDADAIT. The percentage is the ratio between the Reports/ Evaluation forms received by the total number of schools per Education District.

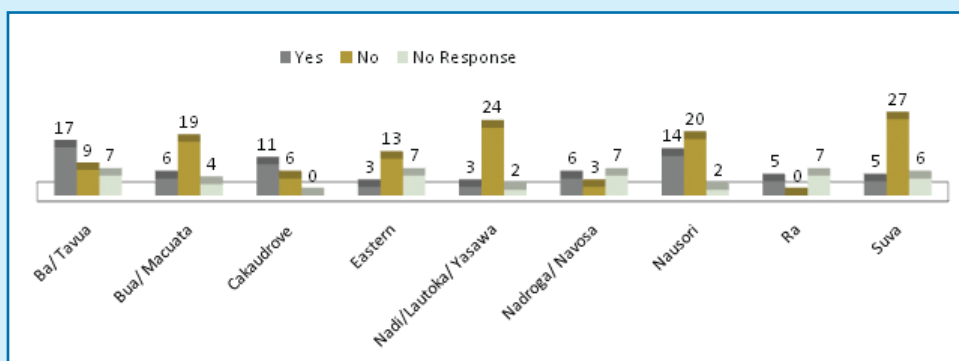
Summary reports of the IDADAIT activities from schools around the country

- 🎓 Involvement of the Labour Officers, Social Welfare, Fiji Women Crisis Centre and the Ministry of Health Officials during the week. Officers talk about the consequences and the effects of drugs to the life of a person.
- 🎓 Students participated in organised marches as part of the awareness in saying no to drugs and substance abuse.
- 🎓 Schools observing the days through activities like songs and designing flags and a banners in sending out our stand in ending violence against children, drug abuse and substance abuse.
- 🎓 Involvement of Police Officers who presented on drug related topics and its effects
- 🎓 Students took part in drama, speech and drawings related to the effects of drug and substance abuse
- 🎓 Blue and red Ribbons displayed in front of the doors. Drug Vision, Mission and Anti-Drug Pledge created for the school
- 🎓 We organized a march to protest against drugs.
- 🎓 Students prepared banners and placards relevant to the theme and the use of floats processions during the organised march organised by several schools in Tavua
- 🎓 The involvement of the communities in the week long celebrations
- 🎓 Students wear headbands and sunglasses to reflect the shading out of drugs, create posters on the theme and march through town
- 🎓 The inclusion of the drug free mural painting on the wall of the buildings with the drug free sign to promote drug free environments.
- 🎓 Class based activity on the "Banning of Tobacco in Childrens' Daily Living" - classes came out with their own presentation on how they should refrain from the making of tobacco in their communities e.g. collecting of pandanus leaves for suki, buying tobacco and getting burning woods and husks for drying suki
- 🎓 Head Teachers enlightened the children of the danger of drugs especially yaqona, smoking, marijuana and sniffing glue. Schools were declared drug free zones.
- 🎓 Face paintings, short speeches and poems in both the English and iTaukei language
- 🎓 Organized a Book Markers Competition, a Jabber Drama competition and organized morning talk throughout the week
- 🎓 Classes given topics to talk about (Class 1 & 2 - Child Abuse, Class 3 & 4, Drug Abuse, Class 5 & 6 Violence, Class 7 & 8 HIV/AIDS & Teenage Pregnancy)
- 🎓 Dramas and poster competitions
- 🎓 The display by the Police Drug Unit followed by sports session for each class
- 🎓 Students wearing blue t-shirts to mark World NO Drugs Day



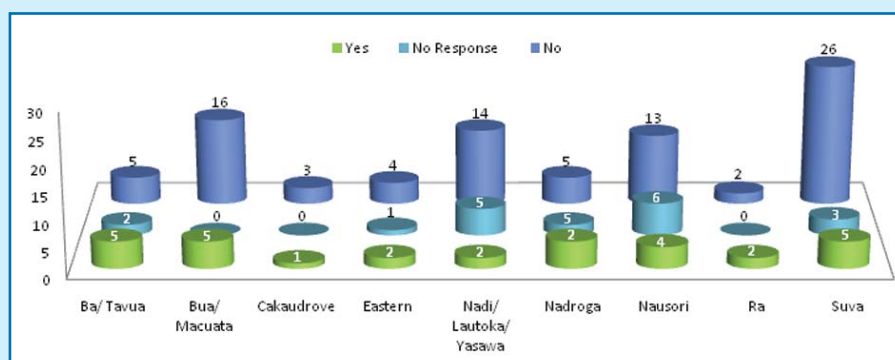
- Inclusion of the ECE students in making Hi5 Signs at our School Programme
- The presence of the NSAAC representatives
- The involvement of sports personnel like overseas based rugby player Mr. Timoci Matanavou who talked on the advantages of being drug free in rugby
- The involvement of 30 Officers from the Fiji Police K9 and Drug Unit who visited schools to create awareness as well the display by the police dogs
- Students created a "Hands off Drugs Tree" with blue and red handprints of students committee to being drug free (A real BAKA tree was used), A school banner which read "KAMIL - DRUG FREE ENVIRONMENT"
- The creation of a banner with the national theme, as well as the school theme "Band Together Against Drugs and Child Abuse"
- Student's participation in the "Amazing Race Against Drugs" was organized where students were divided into groups and there were 8 pit stops - which had no drugs activities. Students had to compete before being handed their next clue. Students really enjoyed the Amazing Race as it was something different from previous year's activities. There were also prizes for the winning teams
- School on mufti with color theme Red & Blue and organised sports competition titled "an Play Sports Instead of Drugs"
- Launching of the schools Child Protection Policy

Graph 23: Summary of Primary schools that have signed a drug free certificate



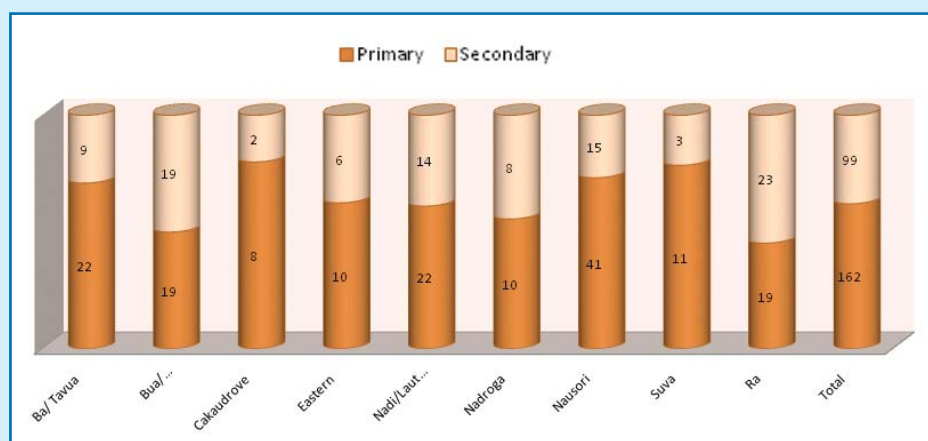
It is evident that quite a number of schools in the Primary Division have not signed the DFS certificate. This is the same case for secondary schools as indicated in the graph below.

Graph 24: Summary of secondary schools that have signed a drug free certificate



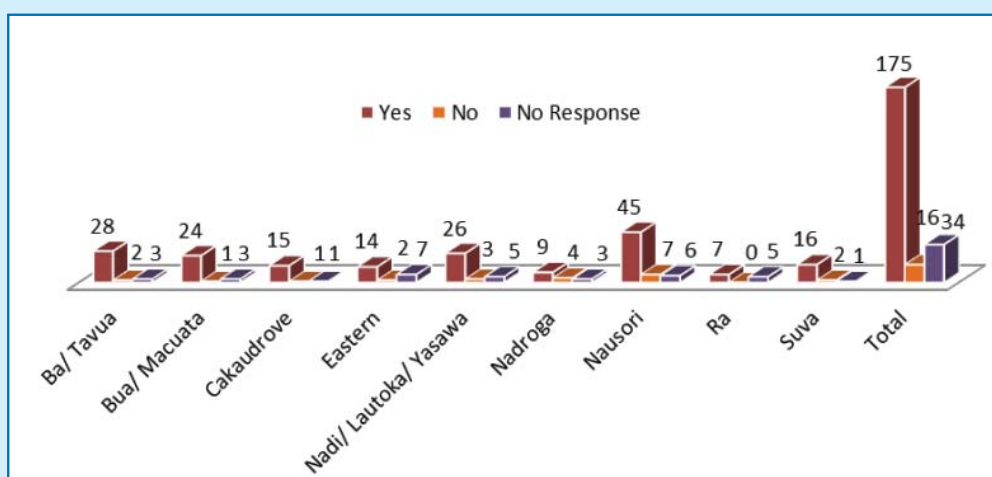


Graph 25: No. of schools that have a drug committee coordinators

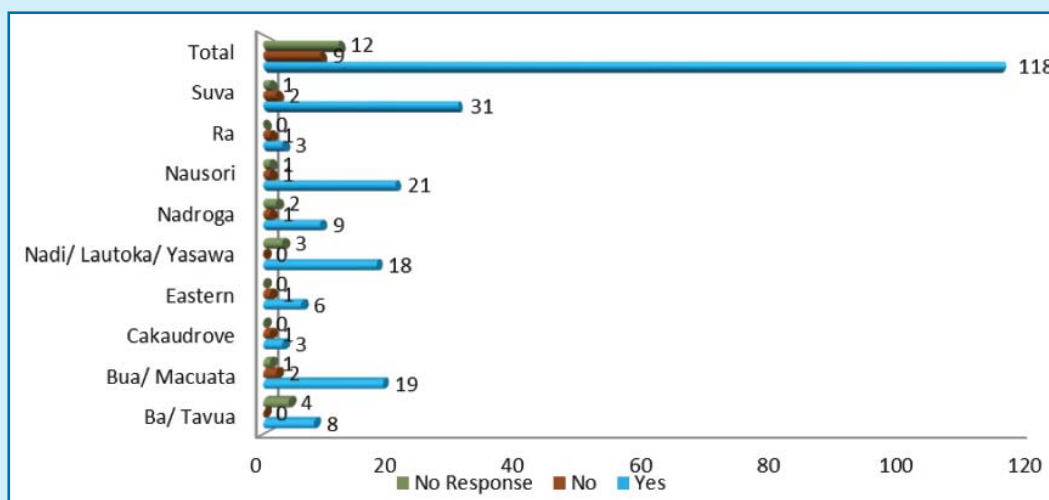


The Graph above shows the number of schools per Education District that have Drug Committee Coordinator.

Graph 26: No. of primary schools currently promoting drug free environment



Graph 27: No. of secondary schools currently promoting drug free environment





It is very encouraging to note that a good number of schools are promoting the school's No Drug Policy.

Other activities conducted by schools to address the Drug Free School Program, HIV & AIDS, Elimination of Child Abuse and the Elimination of Violence Against Girls and Women.

- Moral Value Education conducted by teachers as well as a Guest speaker from the Fiji Red Cross to talk on drugs, HIV/AIDS and EVAW. Posters and articles on drugs posted on school noticeboards.
- The school invited the Red Cross and officials from the Ba Health Center
- Guest speakers from Health Centers – Reproductive Health [HIV AIDS], Invited Youth Volunteers from Australia and USA to address students on Drug Abuse and Child Abuse
- Schools having drug related theme every week and inclusion of Friday counseling sessions for half an hour on a weekly basis in schools.
- Visitation and HIV Awareness talk delivered by His Excellency the President Ratu Epeli Nailatikau.
- School organised gender meetings to address the issue of drugs and violence. Guest speakers were invited from time to time to talk and create awareness on HIV/AIDS
- Holding an HIV Virgil Night followed by presentations of the Crime Prevention committee. Awareness programs conducted by the Human Rights Commission.
- Inclusion of drugs related topics in Family Life Classes
- Oratory competition organized by Save the Children Fund on the Topic (i) Elimination of Child Abuse, (ii) STI's
- Student Leaders led workshops/ Activities "Be Clean School Dance".
- Essay competition for the elimination of Child Abuse and EVAGW organised by Westpac
- A nine day seminar organized for all Marist Schools on Child Protection and gender Violence
- Newsletters on the effects of drugs and child abuse published and distributed

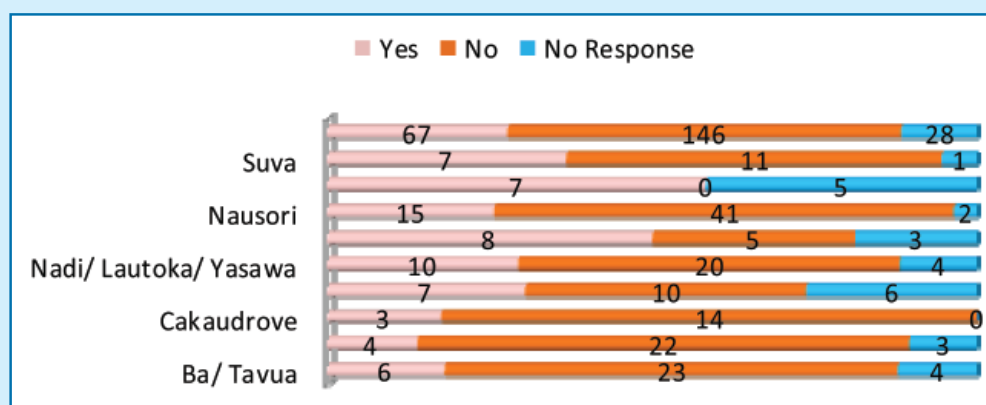


The Red Sea of St Johns Primary School, Wailoku



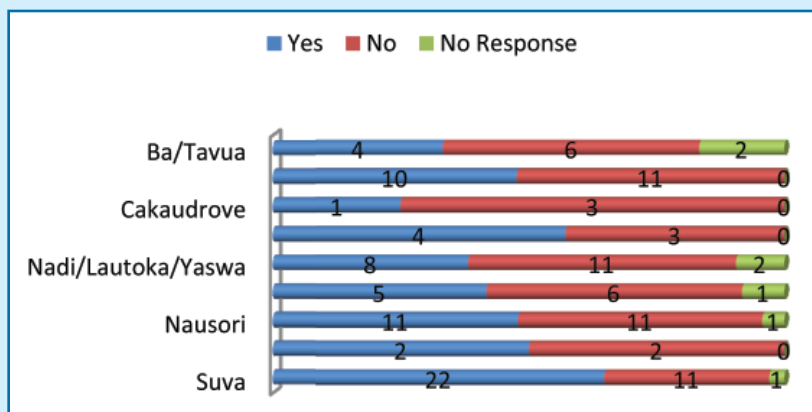
Celebration at the Bulabula Sanatan Dharam School

Graph 28: No of teachers in primary schools trained by NSAAC on drugs and substance abuse, elimination of child abuse and elimination of violence against girls and women.



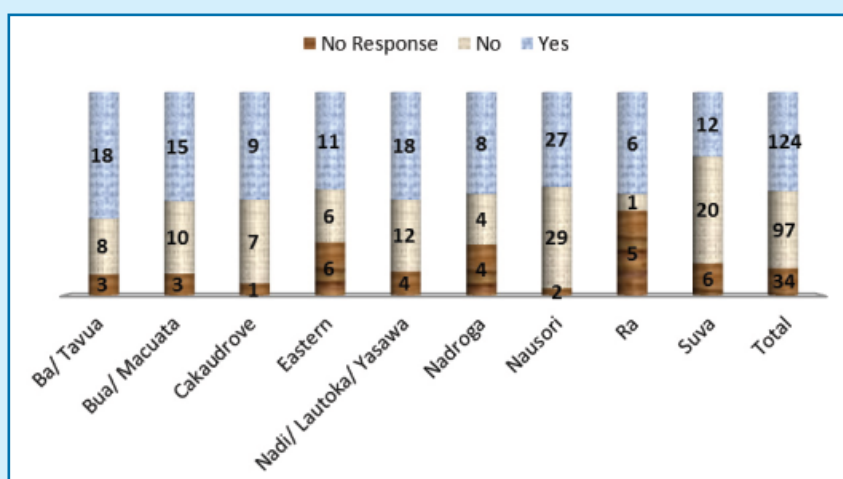


Graph 29: No. of teachers and Peer educators in the Secondary division trained by NSAAC on drugs and substance abuse, elimination of child abuse and elimination of violence against women

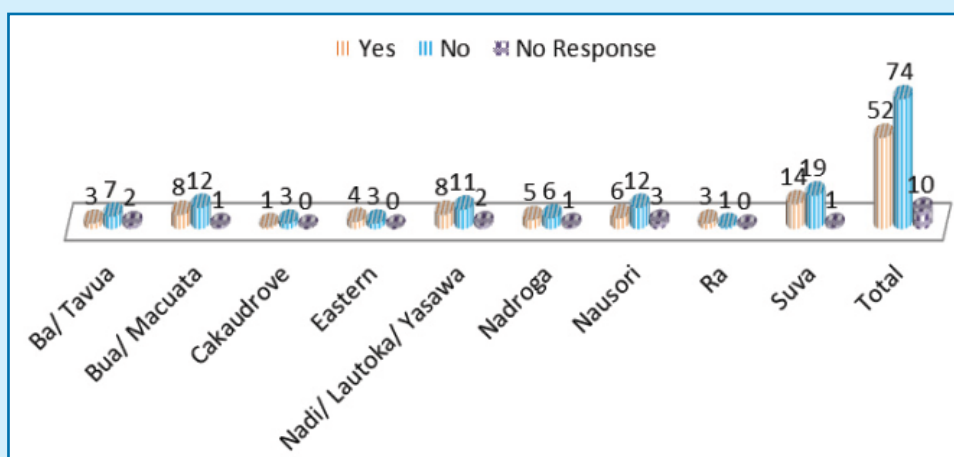


The two graphs indicate that many schools do not have any teacher(s) or student(s) that are Peer Educators.

Graph 30: Primary schools that conducted community based programmes to reduce incidents of drugs and substance abuse, HIV/AIDS, child abuse and elimination of violence against women



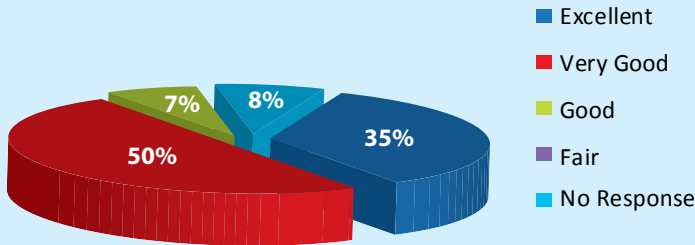
Graph 31: No of teachers in primary schools trained by NSAAC on drugs and substance abuse, elimination of child abuse and elimination of violence against girls and women.



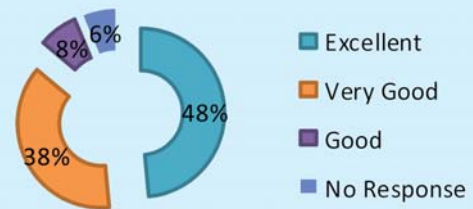


School teachers and Administrators are commended for reaching out to the Community and creating awareness on the issues relating to drugs, HIV/AIDS as well child abuse. More work though needs to be done to fully prepare and equip the students.

Graph 32: IEC Yellow Booklet ratings

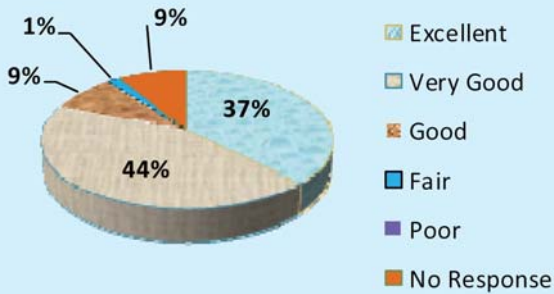


Graph 33: Supplement Booklet ratings

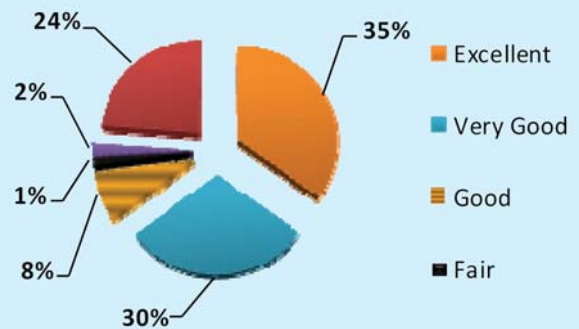


From the 8% of the schools with no response, they may either have sent in their reports but not the evaluation forms or they have sent in their evaluation forms but may have misplaced the Booklet.

Graph 34: Activity Booklet ratings



Graph 35: DVD ratings



Recommendations

- 🎬 NSAAC to conduct Awareness Program in schools and to be celebrated on a large scale.
- 🎬 NSAAC to train teachers in all schools on Drugs & Substance Abuse, HIV/AIDS, & EVAGW to minimize drug offences.
- 🎬 DVD movies to show the impact of drugs on an individual.
- 🎬 The provision of more IEC materials distributed
- 🎬 A NSAAC open day at the district level to ensure that schools have access to the information that they normally shared.
- 🎬 Incentives to be given to schools to acknowledge their contributions towards the elimination of drugs and child abuse
- 🎬 NSAAC to provide a program for the IDADAIT day, guest speakers, financial assistance as well as a live TV program for the nation
- 🎬 More counselors to be trained
- 🎬 Increased awareness in the media and the dailies.
- 🎬 Inclusion of drug and substance abuse awareness in the syllabus for all class levels
- 🎬 Monthly Newsletter on activities related to the IDADAIT programmes in schools



The 2013 IDADAIT programme was a success. Schools took ownership of the program by conducting their own awareness programs to the communities on the effects of drugs and substance abuse, HIV & AIDS, child abuse, violence against girls and women.



There is however a need to improve the responses in terms of the feedback from the schools on the effectiveness of the IDADAIT programs.

The limited number of NSAAC staff remains a challenge in the work that we do, however, we are confident that with the new restructure, there should be more degree of autonomy and efficiency in terms of decision making and the administering of the Act.

Annual Excellence Award

Having a Service Excellence Award for the staff of NSAAC is a way of recognizing, motivating and rewarding staff's performance which will in turn, support and encourage the staff to improve their performance. 2013 is the third year since the inception of the Director NSAAC Excellence Award. There were 5 trophies at stake in the following categories.

1. Exemplary
2. Health and Punctuality
3. Loyalty/ Character
4. Quality and Impact
5. Most Progressive



Table 41: Director NSAAC Excellence Award 2013 recipients

	Award	Winner
1	Health And Punctuality	Josua Naisele
2	Loyal Employee	Sheik Haidar, Simon Cheer, Katherine Devi
3	Most Progressive Employee	Vinai Tualau, Miliana Nalu, Sheik Haidar
4	Media And Communication	Sikeli Qounadovu
5	Quality And Impact Employee	Josua Naisele, Laisenia Raloka, Miliana Nalu
6	Exemplary Employee	Josua Naisele, Laisenia Raloka, Miliana Nalu

Conclusion

NSAAC continued with its training and awareness programme of training in schools and the communities. The QRP programme continued, as we visited many schools and community groups. Our main focus for the QRP programme was the Eastern Education Division as they reported the third highest in drugs and substance abuse from the 2011 SIMS. The training now also includes the Basic Counseling for schools in the Suva and Nausori Education District. This is all part of trying to improve teacher's skills in dealing with indiscipline issues in schools. The Peer Education Training programme will further be expanded next year through the inclusion of the primary school students.

NSAAC being a statutory body under the MoE is in the process of divesting. The new organization structure should further enhance the department's emphasis in trying to achieve its roles and responsibilities as outlined in the NSAAC Act of 1998.

The IDADAIT programme this year was celebrated in most schools around the country. This is important as teachers need to continue to raise awareness in their schools of the dangers of substances abuse. NSAAC managed to further strengthen its relationships with media organizations as there was a noted high number of media coverage in the Television, Radio and the dailies.

Lastly, NSAAC was also a recipient of the MoE internal SEA awards. This was the result of the hard work, perseverance and teamwork amongst the staff.

CHAPTER 6: DEPARTMENT OF NATIONAL HERITAGE, CULTURE AND ARTS

THE DEPARTMENT IN PERSPECTIVE

The Department of National Heritage Culture and Arts formerly known as Culture and Heritage was established in 2000 to spearhead coordination of the culture sector in Fiji. It is the premier government institution responsible for policy and legislative responses necessary to preserve (conserve) protect and promote Fiji's cultural diversity and unique heritages.

The Department in its humble beginning began with two staff, increased to three and now has emerged in the new millennium with a total of 17 employees. The increase is indicative of the:



- (a) Enormous work that the Department is involved in as far as linking global agendas to grassroots cultural initiatives so that the livelihood of Fiji's populace is enhanced;
- (b) The demand to find alternative well-being and livelihood industries to cater for increasing unemployment figures in the country – the cultural industries serves as a force to reckon with in as far as economic growth is concerned;
- (c) Increasing international recognition and appreciation of the rich heritages that Fiji has such as the recent world heritage listing of the Historical Port Town of Levuka as one of the unique heritage features of humanity!
- (d) Global pressures, unusual natural calamities and occurrences, societal problems and others have been on the rise. Scientists, academia and researchers have resorted to indigenous or traditional knowledge systems to address climatic challenges we face including the decrease in world's food resources, sea level rises amongst others. Hence local and traditional measures are needed to solve global problems.
- (e) New areas of work that the culture sector in Fiji has dwell into in response to continuing global trends. These include cultural statistics, cultural education, safeguarding intangible cultural heritage, development of the cultural industries etc.

The Department also deals with community based organisations, national, regional and international stakeholders from non-governmental organisation, statutory bodies (Fiji Museum, Fiji Arts Council, National Trust of Fiji, 6 Multi-Cultural Centres), Regional bodies (PIFS, PIMA, USP, SPC etc.) and international organisations (UNESCO, UN, UNDP, MINISTRY OF CULTURE - CHINA, INDONESIAN CULTURE EXCHANGE SCHOLARSHIP UNIT, ICHCAP, CRRIHAP).

The Department has four units that contribute to its implementation of core deliverables in 2013:

- (a) Policy, Project and Convention; (b) Grants Administrations, Cultural Industries and Cultural Statistics; (c) Planning, Training, Culture and Education; and (d) Management and Finance.

The achievements and challenges of each of the thematic areas above will be highlighted in the sections that follow.

Governance & Advisories

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

International

1. 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, Chairperson (Director)

National

1. Fiji Arts Council Board Ex-officio Member (Director)
2. Fiji Museum Board of Trustees Ex-officio Member (Director)
3. National Trust of Fiji Council Ex-officio Member (Director)
4. Fiji National Commission for UNESCO (NATCOM) Culture & Heritage Focal Point (Director/Principal Policy & Conventions Officer)
5. Fiji National World Heritage Committee Secretariat (Principal Policy & Conventions Officer/SPOL)
6. Levuka World Heritage Interagency Committee Member (Director) Secretariat (SPOL)

Ministerial and Departmental Secretariats

1. Minister for Education, National Heritage, Culture & Arts Forum Member (Director)
2. Permanent Secretary & Senior Management Meeting Member (Director)
3. Department Cultural Grants Committee Chairperson (Director), Member (PPCO), Secretary (SCEO)
4. Fiji Culture and Education Interagency Committee (Director, SCEO, A/SCDO)
5. Minister for Culture China State Visit Steering Committee (PPCO, SCEO, A/SCDO)
6. UNESCO Category 2 Centre ICHCAP (Republic of Korea) Director General State Visit Organising Committee (PPCO, SCEO, A/SCDO, A/CDO, EO)
7. National Consultation on the 2005 UNESCO Convention for the Protection and Promotion of Cultural Diversity Secretariat (Director, SCEO)
8. 5th Pacific World Heritage Workshop for State Parties to the 1972 World Heritage Convention Secretariat (PPCO, SCEO, SPOL, A/SCDO)



Technical and Professional Advisories

The Department coordinated and participated in the following forums in 2013:

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.	7 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



Technical & Professional Advisory	Purpose	Number Of Sitting
District Schools Management Board	Northern DSMB Central Eastern DSMB Eastern DSMB Western DSMB	12 meetings
Agencies Board/ Council/ Committee Meetings	Fiji Arts Council Board Meeting Fiji Museum Board of Trustees Meeting National Trust of Fiji Council Meeting Ba Multi-Cultural Centre Committee Meetings Labasa Multi-Cultural Centre Committee Meetings Nadi Multi-Cultural Centre Committee Meetings Nausori Multi-Cultural Centre Committee Meetings Savusavu Multi-Cultural Centre Committee Meetings Suva Multi-Cultural Centre Committee Meetings	6 sittings 5 sittings 2 sittings 1 8 NIL 2 5 1
Pacific Heritage Hub	Steering Committee Meeting	2
World Heritage	Fiji National World Heritage Committee Meeting	1
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 2013
MSG Subcommittee on Culture & Arts	Director was Chair of the Sub-committee and met regularly to discuss matters pertinent to culture and heritage issues of MSG nations. Make recommendations to MSG Leaders Forum for endorsement.	2

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

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





Soon after the announcement, the Director hosted the 4 Chiefs of Ovalau (Tui Wailevu, Ratu mai Bureta, Roko Takala and Tui Levuka) to a Forum conveying to them the successful inscription of Levuka as a World Heritage Site. This is an obligation that the Director has made certain in his capacity to facilitate the important role the vanua has in terms of the inscription.

The Department is currently working towards the State Celebration to commemorate the inscription of Levuka. This will materialise in 2014.

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: (a) Fiji Heritage Decree promulgated; (b) medium term plan for conservation set in place; (c) archaeological sites inventoried in the Levuka Heritage Register; (d) keeping maximum building height to current building levels, heritage impact assessment integrated into tourism development plans in the nominated and buffer zone properties; and (e) 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.

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

Activity	Responsibility	Partners
Levuka/ Ovalau Heritage Register	Elizabeth Niumataiwalu Vaciseva Kuli	National Trust of Fiji Fiji Museum
Levuka Way Forward Roadmap Plan	Sipiriano Nemani Anaseini Kalougata	Commissioner Eastern Division Levuka Town Council National Trust of Fiji
Levuka Heritage Park Plans	Aca Baleiwai Viliame Sekiseki	Levuka Town Council Suva City Council Landscaper
Lomaiviti Provincial Bure Plans	Aca Baleiwai	Lomaiviti Provincial Council
Fire Hydrants Installed	Aca Baleiwai	National Fire Authority
DNHCA Levuka Office Plans	Aca Baleiwai	
Review of Levuka Town Planning Scheme	Masilina Hawea Anaseini Kalougata	Department of Town & Country Planning Levuka Town Council
Levuka World Heritage Commemoration Plaque Plans	Anaseini Kalougata Aca Baleiwai	
Levuka Fire Protection Committee established	Aca Baleiwai	National Fire Authority Water Authority of Fiji Levuka Town Council
Installation of Concrete Slabs to cover Drainage ways in Town	Aca Baleiwai	National Roads Authority Levuka Town Council
Levuka World Heritage Information Panel Plans	Elizabeth Niumataiwalu Vaciseva Kuli	National Trust of Fiji
Priority Projects Catalogue Book –draft	Anaseini Kalougata Vaciseva Kuli	



Activity	Responsibility	Partners
Levuka Town Council Infrastructure Building Plans completed: *Levuka Town Public Toilet *Upgrade Nasau Park Pavilion *Upgrade Levuka Town Market *Upgrade Bowling Club Lawn *Residential – successful issue of grants – house plans developed.	Aca Baleiwai	Levuka Town Council Independent Contractors
Survey Levuka Building Wiring	Aca Baleiwai	FEA and the National Fire Authority
Assessment of Heritage Schools supported through MOE grants	Aca Baleiwai	Levuka Town Council
Revision of Promotional Materials for Levuka Listing.	Anaseini Kalougata Vaciseva Kuli	MOE-AMU
Completion and submission of Final ICOMOS questions regarding the nomination of Levuka.	Sipiriano Nemani	Dr. Anita Smith (Advisor)

Project 2: ICHCAP (Korea) Manuscript on Traditional Wisdom of the Pacific

Project Team Advisors:	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Project Team Advisors:	Mr. Simione Tuimalega Mrs. Kula Saro Mr. Eroni Waqairagata	Community Development Officer Executive Officer (Multi-cultural Centres) NHCA-ICHCAP Project Assistant

The Department received funding in 2013 to commence work on the production of a publication regarding Traditional wisdom or Traditional Knowledge of the indigenous people of Fiji. The purpose of funding was to promote the intangible cultural heritage of the itaukei and to showcase the uniqueness of diverse cultural elements that the indigenous community possesses. The funding was received from ICHCAP – a UNESCO category 2 Centre responsible for promoting the 2003 UNESCO Convention for the intangible cultural heritage in the Asia-Pacific Region.

An Editor who has published widely was recruited and a total of 5 writers from different background writing on different topics which include:

- The rising and scooping of the Balolo (sea worms) in Vuna, Taveuni.
- The skills and migration of the Lemaki Clan from Samoa to the Lau Group.
- Articulating the intricacies of the Tako-Lavo relationship between inner Viti Levu tribes of Fiji.
- The epistemology of indigenous governance and vanua management: Verata as case study.
- Demarcating the valenivanua as a cultural space envisaging conflict management and social cohesion in the itaukei setting – the case of Malomalo in Nadroga.

It is envisaged that the manuscript will be published as an international book on traditional wisdom and the Department will take time to translate these in the vosa-vakaviti so that our schools may have access to these research as well. This will materialise in 2014.

Convention 1: implementing the 1972 UNESCO world heritage convention

Team Leader:	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Support:	Mrs. Anaseini Kalougata Mrs. Alumita Romanu Ms. Vaciseva Kuli	Senior Project Officer_Levuka TRT (Unit Assistant) World Heritage Database Operator

Fiji ratified the 1972 UNESCO World Heritage Convention in 1990. As a state party it is obligated to implement measures that will enhance the visibility of the convention in the communities and at the national level.

The Department is currently the national focal point in as far as implementing the 1972 Convention is concerned. Some of the implementation measures it had pursued in 2013 include the following:



Measure	Explanation
37th World Heritage Committee Meeting in Phnom Penh, Cambodia.	Facilitated the travel of the Fiji Delegation to the World Heritage Meeting to bid for Levuka's inscription as a world heritage site.
Annual Convention Periodical Payment to UNESCO	Processing of obligatory payment by state party to the WH Secretariat in Paris – FJ\$500
World Heritage in the Sea Publication Series	Sipiriano Nemani and Anaseini Kalougata wrote a Chapter in the "World Heritage in the Sea – Pacific" UNESCO Publication articulating work on the nomination of Levuka as a World Heritage Site.
Draft Fiji Heritage Decree	An implementation measure of the Convention is to see through that appropriate protection mechanisms are put in place. The draft decree is in its final stages and will be submitted to cabinet soon. It looks at the overall bigger picture of heritage management at the national level and implementing the world heritage convention.
Finalisation of Inscription work on Levuka Historical Port Town	An implementation measures involves preparatory work towards inscription of a site from a state party. The unit assisted greatly in the facilitation of final queries from ICOMOS who were accessing Fiji's nomination. This was successfully pursued resulting in Levuka's inscription.
National World Heritage Committee Meeting	The Committee chaired by the Permanent Secretary for Education, National Heritage, Culture & Arts looks at world heritage matters at the national level. It decides on pertinent matters relevant to the various clauses of the convention. The Department is Secretariat to the committee – the committee sat 5 times this year.
Culture Sector Capacity Building	The unit assisted in the travel of Mrs. Elizabeth Niumataiwalu of National Trust of Fiji for training on nominating heritage sites for world heritage sites in Hiroshima, Japan.
5th Pacific World Heritage Workshop, Suva Fiji.	The Department hosted the Pacific Island nations who have ratified the 1972 World Heritage Convention at USP in November 2013. The workshop which at the outset tries to be practical as possible resulted in the development of a resolution that will set the basis for the revision of the Pacific World Heritage Action Plan and provide direction to Pacific Island states that have yet to prepare nominations.
International Assistance	Secured US\$30,000 from world heritage Centre for the implementation of the 5th Pacific World Heritage Workshop

Convention 2: Implementing the 2003 Intangible Cultural Heritage Convention

Team Leader:	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Support:	Mr. Simone Tuimalaga Mrs. Alumita Romanu Mr. Eroni Waqairagata	Community Development Officer TRT Assistant 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. Some of the activities the unit has achieved in 2013 inculcate the following:

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.



Measure	Explanation
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.
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

Convention 3: Ratification of 2005 Cultural Diversity Convention

Convention Advisors:	Mr. Peni Cavuilagi Mr. Sipiriano Nemani	Director Principal Policy Conventions Officer
Implementing Unit Members	Mrs. Maraia Vakasilimiratu Mr. Meli Tokaibai Ms. Alumita Romanu Ms. Sereana Tadrau Ms. Ulamila Liku	Senior Cultural Enterprises Officer Cultural Statistics Officer TRT [Policy Assistant] CO [Cultural Statistics] Cultural Industries Assistant

Fiji has yet to ratify the 2005 UNESCO Convention on the Protection and Promotion of Diversity of Cultural Expressions. The Convention deals with diverse cultural expressions of cultural groups in societies transmitted and expressed through 'different modes of artistic creation, production, dissemination, distribution and enjoyment, whatever means and technologies used.' (UNESCO 2005 Convention).

In relation to the convention, Government through the Department had had implemented the following activities in 2013:

Measure	Explanation
National consultation on the 2005 Convention for Diversity of Cultural Expressions	With UNESCO's kind assistance, the Department spearheaded national consultation on the need to ratify the 2005 UNESCO Convention. Mrs. Maraia Vakasilimiratu (SCEO) is working towards the facilitation of this process.
Drafting of National Cultural Policy for Fiji	An implementation measure of the Convention, the Department is working towards the development of a National Cultural Policy for Fiji.
Drafting of Cultural Industries Strategy for Fiji	Similarly, cultural industries form a greater part of the Convention. The Department through its Cultural Industries Unit is working towards the development of this strategy.
Drafting of Cultural Statistics Framework for Fiji	Furthermore, the newly established Statistics Unit of the Department is working towards the development of a framing for the collection of cultural data to facilitate proper decision making for policy makers and government.
Culture in Sustainable Development	The Permanent Secretary for iTaukei Affairs (Mr. Kaunisela), Principal Policy Officer (Mr. Nemani), Senior Cultural Enterprises Officer (Mrs. Vakasilimiratu) and Fiji Policy Consultant (Dr. Frances Vakauta) presented Fiji's report at the Preparatory SIDS (Samoa) Meeting 2014 on Culture and Sustainable Development (Nadi, 2013) resulting in the adoption of a Thematic Brief for the inclusion of culture in the SIDS 2014 Agenda. Publication developed to this effect.



Measure	Explanation
International Cooperation	The Minister for Culture-China made an official state visit to Fiji resulting in the signing of a Bilateral Culture Agreement between the Chinese Minister and Fiji's Minister for Education, National Heritage, Culture & Arts.
International Assistance	*Secured US\$8,000 from UNESCO for implementation of National Consultation on the 2005 Convention for Cultural Diversity in Fiji. *Secured US\$10,000 from SPC on the development of a National Cultural Policy for Fiji. *Partnership with SPC, PIFS and 2 other Pacific Island Nations securing EURO\$500,000 for cultural industries development projects in Fiji and 2 other Pacific Nations.

Policies, Guidelines and Strategies Developed for the Culture Sector

Policy Advisor	Mr. Peni Cavuilagi	Director
Implementing unit Members	Mr. Sipiriano Nemani Mrs. Alumita Romanu	Principal Policy Officer 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. Progress in this area inculcates the following:

Policy/Strategy	Explanation
Cultural Enhancement Guidelines	Continued work on Skeleton and framework for guideline – 30%
Review of Levuka World Heritage Nomination Dossier	100% completed.
Review of Levuka Management Plan	100% completed.
National Cultural Policy for Fiji	10% completed. Policy consultant recruited to conduct consultations and policy writing
National Framework for the implementation of the 2003 Convention on ICH in Fiji	50% completed. Working Group established to draft framing.
National Culture & Education Strategy	30% 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)	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.
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.
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	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

Legislative Advisor	Mr. Peni Cavuilagi	Director
Implementing unit Members	Mr. Sipiriano Nemani Mrs. Alumita Romanu	Principal Policy Officer 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.

In 2013, the following activities transpired:

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

Desk Officer for FAC/FM/NTF	Mrs. Maraia Vakasilimiratu	Senior Cultural Enterprises Officer
Desk Officer for MCCs	Mrs. Kula Baleikasavu	Executive Officer (MCC)
Cultural Grants Secretariat	Mrs. Maraia Vakasilimiratu Mr. Simone Tuimalaga	Senior Cultural Enterprises Officer Cultural Development Officer (AO)

Grants disbursed by the Department are in two forms:

- Annual Grants disbursed to cultural agencies that come under the Department – Fiji Arts Council, Fiji Museum, National Trust of Fiji and the 6 Multi-Cultural Centres. Sometimes, in addition to the above, Department also disburse funds to these institutions to support the implementation of their individual projects;
- Through the Cultural Grants Assistance, the Department funds the implementation of cultural projects and initiatives at the community and national level.

Agency Grants

The Department is responsible for the disbursement of grants to 3 agencies, including the 6 Multi-cultural Centres in 2013. Each quarter, agencies have to submit a quarterly achievement report, quarterly acquittals and financial statement and, a financial forecast for the forthcoming quarter. This determines the disbursement of funds to each agency.

Table 42: Departments grant for 2013

Grants	Fiji Arts Council	Fiji Museum	National Trust of Fiji	6 Multi-Cultural Centres
Annual allocation	\$250,000	\$278,400	\$250,000	\$161,500
AIA and mapping		\$20,000		
Fiji Heritage Foundation			\$52,000	
Environmental Education Centre (SSNDP)			\$388,965	
Momi Gun Site			\$3,400	
Total	\$250,000	\$298,400	\$694,365	\$161,500



Boards/ Councils Members Sitting Allowances

MOA with Agencies – To activate the effective disbursement of funds to Agencies, their respective Chairpersons signed MOAs with the Minister for Education at the beginning of 2013. A total of 8 Memorandum of Agreements (MOAs) were signed between Government and our agency Boards and Committees. The Minister and Permanent Secretary for Education signed on behalf of Government while the respective chairpersons signed on behalf of their councils, board and committees

Agency	Signatory	No. of Moas
Fiji Arts Council Board	Chairperson	1
Fiji Museum Board of Trustees	Chairperson	1
National Trust of Fiji Council	Chairperson	2
Ba Cultural Centre Committee	Chairperson	1
Labasa Cultural Centre Committee	Chairperson	1
Nadi Cultural Centre Committee	Chairperson	1
Nausori Cultural Centre Committee	Chairperson	1
Savusavu Cultural Centre Committee	Chairperson	1
Suva Cultural Centre Committee	Chairperson	1

Sitting Allowances – The Chairpersons and Members of the Fiji Arts Council Board, Fiji Museum Board and National Trust of Fiji Council receive sitting allowances as approved by the former Higher Salaries Commission. Boards/Councils have to submit “action oriented” Board Meeting Minutes (signed by chairperson) to ensure remuneration. The MCC Committee Chairpersons and Members are voluntary members hence do not receive any sitting allowances.

Agency	Total Meetings	Sitting Allowance
Fiji Arts Council Board	6	100% disbursement of allowance to members.
Fiji Museum Board of Trustees	5	100% disbursement of allowance to chairperson only. Rest ex-officio
National Trust of Fiji Council	2	100% disbursement of allowance to board mbs.
Total Meetings	13	Minutes of meetings submitted by all council/ Boards to Department.

Renewal and new appointments of Boards , Councils and Committee Members – Desk Officers review annually membership of Boards, Council and Committee Chairpersons and Members depending on their tenure of appointment. In 2013, 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 Cultural Centre Committee
- Labasa Cultural Centre Committee
- Nadi Cultural Centre Committee
- Nausori Cultural Centre Committee
- Savusavu Cultural Centre Committee
- Suva Cultural Centre Committee

Cultural Grants

The Department has an allotment of \$100,000 used 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; Program5: Performing Arts Touring; Program 6 - Visual Arts and Craft; and Program 7: Capital Infrastructures.



Cultural Grants Committee – It is the prerogative of the CGC to deliberate and debate on the viability of projects to be supported under the Cultural Grants Scheme. The decision and approval vests with the Committee. In 2013 members of the Committee include:

- Mr. Peni Cavuilagi , Director, National Heritage, Culture & Arts as **(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 iTaukei Language and Culture **(Member 3)**
- Mr. Sipiriano Nemani, Principal Policy and Convention Officer **(Member 4)**
- Mrs. Maraia Vasilimiratu , Senior Cultural Enterprises Officer **(Secretary)**

Committee Sitting:

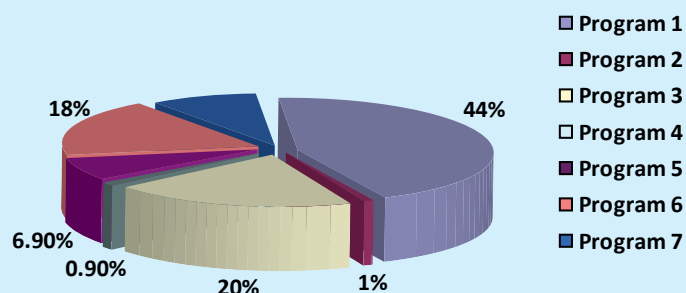
No.	Date Of Meeting	Comments
01/2013	27/03/2013	Agenda 1 for meeting disbursed.
02/2012	13/06/2013	Agenda 2 for meeting disbursed.
03/2012	19/09/2013	Agenda 3 for meeting disbursed.

Table 43: Projects Supported in 2013

Name Of Project	Project Applicants
Community Cultural Development	
Matuku in Nakorotubu Ra -iTaukei Bure revitalisation workshop	Mr. Malakai Savuru
Stone Bowl - iTaukei Bure Building Workshop	Mr. Narisia Tuinamo
Sanasana Handicraft Dev. Wksp S	Fiji Arts Council
Gusurubu Handicraft Development Workshop	Gusurubu Women's Association
UNESCO 2005 Convention Consult	DNHCA
MaLomaLo iTaukei Bure revitalisation workshop	Mr. Eku Ratumainaceva
Rewa Provincial Youth Council Symposium	Rewa Provincial Youth Council
2013 FIPRA Copyright Workshop	FIPRA
Caqalai iTaukei revitalisation wksp	Mr. Viliame Koyamaibole
Dance/Meke	
Lomaiviti Provincial Council Arts Competition	Lomaiviti Provincial Council
Literature & History	
Fiji Museum AIA	Fiji Museum
Music	
Iri -Buli Kei Nasawa (Recording)	Mr. Jale Cagica
Performing Arts Touring	
Children's Festival Turkey Tour	Ministry of Education
Boomerang Festival Tour	Rako Pacifica
Visual Art & Craft	
Pacific Voices Exhibition	Mr. Josua Toganivalu
Fiji Fashion Week Ltd-Emerging Designers Sponsorship	Fiji Fashion Wk Ltd
Kula Film Awards - Film Fiji	Film Fiji
Suva Primary School Festival	Suva Primary Sch Assoc.
FAC- Macuata Satellite Workshop	Fiji Arts Council
MaketiPles Exhibition	Alivereti Malai
Capital Infrastructure	
Saiweke Capital Project	Mr. Sevanaia Lewanvanua



Graph 36: Cultural Grants Analysis:



Percentage distribution of funds amongst the 7 CGC programs the Community Cultural Development program which recorded the highest with 44%. This was followed by the Literature and History program with 20% of funds disbursed, followed by Visual Arts and Craft Program which recorded 18% and Capital Infrastructure Program at 9.2% of the total Cultural Grants funds disbursed. Music Program and the Dance and Meke Program recorded 1% and 0.9% respectively.

In summary the Department has assisted the communities at the grass root level tremendously. In terms of the Music program there has been 1 group funded for iTaukei Music recording as the other applicant's preferred programmed music which the Cultural Grant Funding does not encourage. The second highest program that the grant was allotted to was the Literature and History Program which recorded a 20% of the total grant. This however was only provided to the Fiji Museum. It would be opportune if researchers and other applicants who could document Fiji's rich culture and heritage can be encouraged to access funds under the Cultural Grants program. Although the actual funds that are disbursed will be determined by the availability of funds, the Community Development Unit and the Road show team need to market the availability of funding for programs that have low % grant approval by the CGC.

Table 44: Cultural Grants Acquittals and Reporting

No:	Name Of Project	Project Applicants
Community Cultural Development		
1	Matuku in Nakorotubu Ra -iTaukei Bure revitalisation workshop	Mr. Malakai Savuru
2	Stone Bowl - iTaukei Bure Building Workshop	Mr. Narisia Tuinamo
3	Sanasana Handicraft Development Workshop Sanasana	Fiji Arts Council
4	Gusurubu Handicraft Development Workshop	Gusurubu Women's Association
5	UNESCO 2005 Convention workshop	DNHCA
6	Malomalo iTaukei Bure revitalisation workshop	Mr. Eku Ratumainaceva
7	Rewa Provincial Youth Council Symposium	Rewa Provincial Youth Council
8	2013 FIPRA Copyright Workshop	FIPRA
9	Caqalai iTaukei revitalisation workshop	Mr. Viliama Koyamaibole
Dance/Meke		
10	Lomaiviti Provincial Council Arts Competition	Lomaiviti Provincial Council
Literature & History		
11	Fiji Museum AIA	Fiji Museum
Music		
12	Iri -Buli Kei Nasawa (Recording)	Mr. Jale Cagica
Performing Arts Touring		
13	Children's Festival Turkey Tour	Ministry of Education
14	Boomerang Festival Tour	Rako Pacifica
Visual Art & Craft		
15	Fiji Fashion Week Ltd-Emerging Designers Sponsorship	Fiji Fashion Wk Ltd
16	Kula Film Awards - Film Fiji	Film Fiji
17	Suva Primary School Festival	Suva Primary Schools Association
18	FAC- Macuata Satellite Workshop	Fiji Arts Council
19	MaketiPles Exhibition	Mr. Aliveriti Malai
Capital Infrastructure		
20	Saiweke Capital Project	Mr. Sevanaia Lewanvanua



Cultural Industries

The Community Development Unit of the Department is tasked with liaising with grant recipient is tasked with liaising with grant recipients in terms of collecting required reports.

Team Leader	Mrs. Maraia Vakasilimiratu	Senior Cultural Enterprises Officer
Support	Ms. Ulamila Liku	Cultural Industries Assistant

The cultural Industries Unit are currently working towards the Drafting a National Cultural Industries Strategy for the Culture Sector in Fiji. The Unit has been active with the Fiji Arts Council in the registration of competent crafts people under the Fijian crafted banner with the Ministry of Trade and Commerce.



The successful implementation of the National Consultation on the 2005 UNESCO 2005 Convention for the Protection and Promotion of Diversity of Cultural Expressions is the highlight of the unit's activity in 2013. Key stakeholders to be members of the Working Group to facilitate the development of the National Strategy on Cultural Industries were identified through the Forum.



Archaeological assessment and Mapping of Traditional Heritage Sites

The Department of National Heritage allocates as a separate special grant to the Fiji Museum \$20,000 to help its archaeologists carry out the colossal amount of requests that have been pending over the years relating to the mapping and archaeological assessment of traditional sites.



Culture and Heritage Spaces Developed

The Department continued to fund heritage infrastructure in order to safeguard some of the cultural skills, areas of heritage sanctity, traditional infrastructure that can serve as other means for community sustainability including knowledge transmission avenues for the younger generation. The following heritage infrastructures were the focus of the Cultural Development Unit:

- Burebasaga Bure building
- Nabagata Bure Building
- Lawaki Bure Building
- Naevuevu Bure Building
- Nawaikama Capital Project – Hot Spring buffer

Government in 2013 funded the extension of the Sigatoka Sand Dunes Environmental Education Centre totalling (\$388,965). This complemented an initial funding released in 2012 to assist the Sigatoka Sand Dunes rebuilt its office which was destroyed through arson.





Cultural Statistics

Cultural Statistics is a relatively new phenomenon. In Fiji, stakeholders collect cultural statistics but not in a coordinated manner, unknowingly seeing the relevance.

Unit Advisor	Mrs. Maraia Vakasilimiratu	Senior Cultural Enterprises Officer
Support	Mr. Meli Tokaibai Ms. Sereana Tadrau	Cultural Statistics Officer (A0) CO (Cultural Statistics)

The biggest achievement of the unit is its establishment with specific functions accorded. Similarly officers were assigned, particularly the appointment of an Administrative Officer (Project) focusing on cultural statistics and a Clerical Officer assigned to assist the latter in the implementation of unit activities.

Other Achievements of the Unit for 2013 includes:

Activity	Particulars
Regional consultation on the Cultural Statistics Framing (SPC-DNHCA)	SPC together with the Department organised a national stakeholder consultation on cultural statistics framing in Fiji. Participants shared the type and level of data gathering institutions have pursued and all resolved for the establishment of a technical working group to ensure sharing of data and information and working towards domain.
Towards a Cultural Statistics Framework (CSF) for Fiji.	*Skeleton of CSF presented to Working Group *Completion of desk top studies for the CSF; *Formulation of conceptual draft National CSF; *Data collection from flagship agencies on heritage sites visitation, craft sales and exhibitions attendance, museum visitors and AIA conducted etc.
Government Funding	Government provided \$60,000 in the Department's annual budget to facilitate work on cultural statistics.
Working Group	The Department and Bureau of Statistics continue to meet to discuss way forward for Cultural statistics in Fiji.
Cultural Infrastructure Handbook	Concept Paper for the CIH has been developed and currently being utilised. Questionnaire also developed and currently piloted.
Artists Directory	Concept Paper for AD developed. Advertisement placed in papers for response. Artist's questionnaire template distributed.
MSG Alternative Well-Being Indicators	Concept piloted by MSG in member countries. Fiji is piloting the initiative. Unit has developed a Fiji well-being questionnaire. Questionnaire translated into iTaukei language. Awaiting Bureau of Statistics to carry out training for Enumerators to pilot the initiative in Fiji.

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

Unit Advisor	Mr. Peni Cavuilagi	Director
Support	Mr. Vereniki Nalio Ms. Rosalia Muavesi	Acting Senior Cultural Development Officer 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 45: Major Achievements of the unit in 2013

Activity	Particulars	Achievement Status
National Culture And Education Strategy	Strategy maps out the link between cultural elements and activities and how these can be facilitated as part of school activities.	Draft National Culture and Education framing compiled in 2013
Caramaka Workshops – Art & Craft Workshops for PEMAC Teachers	There were four genre of arts introduced in that meeting. Pottery, Weaving, Magimagi Plaiting, Masi Designs.	There were about 50 PEMAC Teachers that participates in the training. Teachers from the Western and Northern schools enjoyed a weeklong workshop on those 4 genre of Heritage Crafts.
Culture and Education Steering Committee Meetings	The Committee was chaired by Director (NHCA) and Director (CAS/TEST) to discuss issues pertinent to Culture and Education. Meetings were held with CAS and TEST Advisors whereby Culture and Education Issues were discussed	Proposed Curriculum Mapping Program to be implemented in 2014. The Survey of 486/804 schools showed the need to have established cultural programmes in schools for the betterment of the children.
Suva Primary Schools Cultural Festivals	The Director National Heritage Culture and Arts officiated the opening ceremony where 23 primary schools from Suva – Nausori corridor participated in a 1 day festival including a private school (The Learning Centre) which presented their meke, drama, art and craft at the National Gymnasium in November 2013.	These 23 schools were successfully assessed using a standard template prepared by the DNHCA and EO (Art & Craft) to ensure the creativity, originality and readiness of students' art and craft work are captured well.
Suva Primary School Cultural Association Audit.	EO Art and AO (CS) assessed 23 out of the 25 schools to be part of the Suva Craft Exhibition	These 23 schools were successfully assessed using a standard template prepared by the DNHCA and EO (Art & Craft) to ensure the creativity, originality and readiness of students' art and craft work are captured well.

Planning for the Culture Sector

Team Leader	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
Support	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.





Table 46: Some major deliverables of the unit in 2013

Activity	Particulars
Submission of 2013 Monthly Reports	12 reports 100 % completed and submitted
Submission of SFCCO Quarterly Reports & Evidence	4 SFCCO reports and 100% Completed
Draft ACP 2014 Submission (NHCA input)	100% Completed
Draft BP 2014 Submission (NHCA input)	100% Completed
Department Planning Exercises	100% Completed
Position Descriptions reviewed 2013	100% Completed
IWP Reviewed 2013	100% Completed
Service Excellence Activities	3 NHCA Meetings 2 Mock MOE SEA Review 1 Pearl Hotel Writing Workshop
Community Service Activities undertaken by Department Staff with MOE	1 Community Visit Contribution (Old Peoples Home)
Standard Operating Procedures Developed/ Reviewed	10 SOP reviewed in a re-designed template

Capacity Building, Awareness and Communications

Desk Officer for Training	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
Desk Officer for Awareness	Mr. Simone Tuimalaga	Cultural Development Officer (AO)
Training, Awareness Support	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. Some of the trainings and capacity building sessions pursued in 2013 include the following:



Name	Institution	Course / Conference	Course / Conference
Kelera Adikakua	Ministry of ITaukei Affairs	Camera and Photography Skills	Korea
Elizabeth Niumataiwalu	National Trust of Fiji	World Heritage Management	Hiroshima, Japan
Sagale Buadromo	Fiji Museum	Preservation of Tapa Materials	Smithsonian Institute , USA
Mereia Luvunakoro	Fiji Museum	Preservation of Tapa Materials	Smithsonian Institute , USA
PEMAC TEACHERS	Western Secondary Schools	Revival of Heritage Craft	Lautoka Fiji
PEMAC TEACHERS	Northern Secondary Schools	Revival of Heritage Craft	Labasa, Fiji
PEMAC TEACHERS	Western Secondary Schools	Revival of Heritage Craft	Savusavu, Fiji
Maraia Vakasilimiratu	Department of National Heritage Culture and Arts	Diplomacy Induction Course	Suva Fiji
Mrs. Anaseini Kalougata	UNESCO	Pacific World Heritage Workshop	Suva, Fiji

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

Name	Organised By	Type	Officer Attended
Suva Grammar Cultural Week 2013	Suva Grammar School	Exhibition Cultural Show	Mr. Sipiriano Nemani was the Chief Guest at opening
Rewa Youth Day 2013	Rewa Youth Group Public Service Commission	Cultural Exhibition	Ms. Rosa Muavesi and Mrs. Alumita Romanu exhibited at the Rewa Day. Simione Tuimalaga was a guest speaker at the Rewa Youth Day Celebration
Public Service Commission Day 2013		Cultural Exhibitions	Rosa Muavesi and Ulamila Liku present an exhibition at the Government Service Centre.



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. Kula Baleikasavu Mrs. Laia Vuto Mr. Fereti Sosefo	Executive Officer (AF) CO (Registry) Driver

Ministerial and Cabinet Papers

The Unit prepared 1 Annual Budget draft Cabinet Papers and 2 Minister's Papers for 2013.

Department Staffing

Table 47: Summary of staff movements, new appointments and review of appointment

Name	Position	Remarks
Mr. Peni Cavuilagi	Director	New Contract Issued
Mr. Sipiriano Nemani	Acting Principal Policy & Conventions Officer	Acting Appointment extended
Mr. Vereniki Nalio	Acting Senior Cultural Development Officer	Acting Appointment extended
Mr. Aca Baleiwai	Heritage Advisor	Project appointment extended
Mrs. Anaseini Kalougata	Senior Project Officer Levuka	Project appointment extended
Mr. Meli Tokaibai	Administrative Officer	New project Assistant
Mr. Eroni Waqairagata	Trainee	New Project Assistant
Mrs. Ulamila Liku	Trainee	New Project Assistant
Mrs. Alumita Roomanu	TRCO	New Policy Assistant



CHAPTER 7: FIJI HIGHER EDUCATION COMMISSION

Overview

Being the second year in the implementation of the Commission's current four-year Strategic Development Plan, 2013 was particularly challenging as the Commission strived to make significant progress in fulfilling its obligations under the five major outcomes of the Plan. This was in the achievement of set targets under each strategic output in the Commission's 2013 Annual Business Plan.

With an operating budget of \$800,000, the Commission and its three committees namely the Fiji Qualifications Council, Recognition Committee and Registration Committee together with several Industry Standards Advisory Committees (ISACs) and a 19-member secretariat made notable advances in a number of key development areas. These included the finalization of the approach to be used in the implementation of a new funding system for higher education institutions and the establishment of a Committee for the Accreditation of University Qualifications (CAUQ).

Roles and Responsibilities

The Commission's responsibilities are consistent with its mandated functions under section 7 of the Higher Education Promulgation 2008. These include:

- register and regulate higher education institutions according to the provisions of the Promulgation;
- foster and safeguard the national interest, the interests of students and parents, and also of local higher education providers;
- (iii) Establish national standards for different qualifications;
- oversee review process of higher education institutions;
- provide assurances that the programmes developed by the institutions meet national standards;
- promote the development of Fiji as a knowledge based society;
- allocate government funds marked for higher education annually to higher education institutions according to a transparent and well-publicized criteria for allocation;
- foster cooperation among higher education institutions and linkages between higher education institutions and industry;
- maintain a database of higher education information;
- develop or cause to be developed an academic broadband facility for use by higher education institutions;
- and make recommendations to the Minister with respect to issues consistent with its functions including special projects.



2013 Highlights and Accomplishments

- 9 HEI² registered including the USP and 2 HEIs recognized FNU's and UoF's registration process in progress
- 2 HEIs ordered to close due to illegal operation
- Attended to complaints received and issues raised by students, parents and institutions
- 5 new National Qualifications developed in Bus Driving, Tour Guide, Beauty and Spa Therapy, Mining and Security
- National Qualifications initial uptake by Vivekananda Technical Centre and Montfort Boys Town
- First provider qualification³ registered on the Fiji Qualifications Framework
- Competency Based Training (CBT) format implemented for National Qualifications





- Trial of Quality Assurance (QA) and EER (External Evaluation and Review) with registered institutions
- Launch of the Committee for the Accreditation of University Qualifications (CAUQ) by Minister for Education
- Approval by the Cabinet of the implementation of the new funding system for higher education institutions in 2014
- Participation in regional and national forums to promote higher education and position FHEC suitably in relation to other sectors of the economy to enhance its contribution to sustainable development
- Address issues with expansion of broadband facility at the USP in progress
- Participation in regional and international QA network conferences namely APQN⁴ and INQAAHE⁵
- Approval by Government of an increase in operating grant for the Commission and similarly for the funding of higher education institutions



Challenges

- Limited funding leading to limited human and physical resources
- Need for HR capacity building in areas of QA and managing the new funding system
- The need to strengthen areas like compliance, QA, ICT, accreditation of programmes and the evaluation of foreign qualifications through training and proper staffing and facilities
- Maintenance of the currency of the legislations governing the operation of the Commission

Way Forward

Apart from addressing its challenges, the Commission will focus its attention on:

- the implementation of its Quality Assurance Framework
- the piloting of national qualifications
- the completion of the first round of registration of institutions
- the accreditation of programmes for registration on the Fiji Qualifications Framework
- the implementation of the new funding model for higher education institutions and
- the processes of the new Committee for the Accreditation of University Qualifications (CAUQ).

²Higher Education Institutions

³Certificate Level 3 in Applied Community and Development Studies of the Community Education Training Centre of the Secretariat of the Pacific Community

⁴Asia Pacific Quality Network

⁵International Network of Quality Assurance Agencies in Higher Education



CHAPTER 8: FIJI NATIONAL COMMISSION FOR UNESCO

Overview

The Fiji National Commission for UNESCO is chaired by the Minister of Education, Ambassador Filipe Bole and its Deputy Chair is the Permanent Secretary for Education, Dr. Brij Lal. Its 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.

Roles & Responsibilities

The Secretariat of the Fiji National Commission for UNESCO continued to function as a Focal Point within the Ministry of Education. Its roles include:

- ensure proper co-ordination and consultation between the Commission and other line ministries, institutions, agencies, NGOs and civil societies
- follow up to ensure the execution of UNESCO programmes and maintain proper records of the same
- facilitate UNESCO-funded projects and programmes
- organize in-country workshops/meetings with line ministries, institutions, agencies, NGOs and civil societies
- maintain proper records
- ensure the efficient day-to-day running of the office

Highlights

UNESCO funded Trainings & Courses

A total of 20 participants attended the UNESCO-funded training workshops and seminars. They represented different ministries and departments. These included:

- Mr. Apisalome Movono Deputy Secretary, Corporate Services attended the 13th Regional Meeting of National EFA Coordinators from 26th to 27th February and the Post 2015 Development Agenda Regional Thematic Consultation in the Asia-Pacific from 28th to 1st of March held in Bangkok, Thailand funded by UNESCO & Ministry.
- Mrs. Kelera Taloga, Deputy Secretary, Professional attended the Sub-Regional Seminars for Asia-Pacific National Commissions in Honiara, Solomon from 14th to 18th May, 2013; funded by Ministry.
- Mrs. Kelera Taloga and Mr. Amani Cirikisuva attended the Sub-Regional Seminar for Asia-Pacific National Commission for UNESCO from 14th to 18th May held in Honiara, Solomon Islands
- Mr. Tevita Logavatu attended the workshop on Website Development from the 16th – 17th May, 2013 held in Honiara Solomon Islands sponsored by the Korean National Commission for UNESCO.
- Mr. Eci Naisele of the Fiji Higher Education Commission attended the 12th Session of Regional Convention on Recognition of Qualifications from the 22nd – 23rd May, 2013 in Bangkok,
- Fiji was invited to attend the 5th International Conference of Ministers & senior Officials Responsible for Sports & Physical Education (MINEPS) from the 28th – 30th May, 2013 in Berlin, Germany.
- Mrs. Basundra Kumar, Deputy Secretary, Primary & Secondary Education attended the Empowerment of Women for a Culture of Peace & Non-Violence from 13th to 15th June, 2013 at the Novotel, Nadi – funded by UNESCO.
- Mr. Peni Cavuilagi, Mr. Sipiriano Nemani of the Department of Culture & Heritage, Mr. Peceli Vocea, Fiji's Ambassador to the European Union and Mr. Robin Yarrow, Fiji's former Ambassador, attended the 37th Session of the World Heritage Committee Meeting (for non-members) from the 16th – 27th June, 2013 in Phenon Penh, Cambodia.
- Mrs. Ledua Waqailiti of Lecturer, School of Education, USP attended the 13th Asia-Pacific Training Workshop on Education for International Understanding from the 8th – 17th July, 2013 in Seoul, Korea. It was organized by Asia-Pacific Centre for Education in International Understanding (APCEIU) in Seoul, Korea.
- Dr. Brij Lal, Permanent Secretary for Education, National Heritage, Culture & Arts attended the Pacific Heads of Education Systems meeting from the 23rd – 24th October, 2013 in Nuku a'lofa, Tonga.
- Mr. Lorima Voravora attended the International Forum on the 60th Anniversary for ASP Network from the 7 - 9th September, 2013 in Seoul, Korea. All costs borne by UNESCO and the Ministry of Education.



- Mr. Tomasi Raiyawa attended the Asia-Pacific Regional Policy Forum on ECCE from the 10th - 12th September, 2013 in Seoul, Korea. All costs fully borne by UNICEF and UNESCO.
- Mr. Sakiusa Katawai of the Fiji Museum was nominated to attend the Training Course on Preservation and Restoration of Wooden Structures from 3rd September to 3rd October; held in Japan
- Mr. Samisoni Mateyawa, Youth Officer of the Ministry of Youth & Sports was nominated to attend the UNESCO Youth Forum Looking Beyond Disaster from the 7th – 11th October, 2013 in Padang, Indonesia.
- Mr. Rajesh Krishna attended the 4th Asia-Pacific Leadership Academy for Schools Principals in Korea from 15/10/13 – 23/10/13; funded by APCEIU (UNESCO).
- Mr. Amini Tudrau of Ministry of Youth and Sports attended the 8th UNESCO Youth Forum in UNESCO HQ in Paris, France from 20/10/13 – 21/10/13; funded by UNESCO.
- Mr. Apisalome Movono and Mr. Metuisela Gauna attended the Regional Technical Workshop on the EFA 2015 Review in Thailand from 20/11/13 – 22/11/13; funded by UNESCO and APRBE.
- Mr. Peceli Vocea, Fiji's Ambassador to the European Union and Mr. Amani Cirikisuva, Secretary General of the Fiji National Commission for UNESCO attended the 37th General Conference for UNESCO from the 5th – 20th November, 2013 in Paris, France.
- Mr. Jim Bentley attended the Memory of the World (MOW) Training Workshop in Cambodia in November last year.
- Mrs. Lanieta Veibataki and Mr. Marika Baleca attended the Training Workshop on the Canoe is the People from the 3rd – 6th December, 2013 in Cook Islands funded by UNESCO.

World Higher Education Database (WHED)

This was completed by Fiji Higher Education Commission (FHEC) and sent to UNESCO before its due date on 31/3/14. The database requires FHEC to complete the following:

- A pre-prepared questionnaire with the data that is currently held on higher education systems in Fiji.
- A list of credentials and their definition as entered in the current database.
- A list of recognized accredited university-level higher education institutions.

Annual Survey on Education Statistics

This was completed and sent to UNESCO's Institute of Statistics on 29th April, 2013.

Fiji was also invited to conduct the Cultural Labour Force Statistics Survey Development: Metadata Questionnaire. Its correspondence was sent to the Government Statistician at the Bureau of Statistics for compilation before 7th March, 2013.

National Education for All 2015 Review

Several meetings were held last year by the Steering Committee to compile the Fiji's National EFA 2015 Review.

Its main aim was to assess the progress made towards achieving EFA since 2000 and the extent to which countries have kept their commitments.

It also should spell out the major challenges faced by each country in developing the post-2015 agenda. It is hoped that the review process will help countries accelerate the EFA actions in the last 'Big Push' to 2015.

More specifically, the report was and will be based on the following:

- Status of the EFA progress which clearly states where the country stand vis-a' – vis the EFA goals.
- Best practices on accelerating EFA progress at country level.
- Identification of key areas for the future within the framework of the post-2015 Agenda.
- Identification of bottlenecks, prioritized actions and feasible interventions.

The National Coordinator for EFA and Deputy Secretary Corporate Services, Mr. Apisalome Movono, SEO Statistics/IT Mr. Metuisela Gauna and the UNESCO Natcom office assisted in the compilation of the relevant data.

The final report is due with UNESCO on 30th April, 2014. An international conference will be held in 2015 to establish the post-2015 global education agenda.



Global Citizenship Survey

This was completed by the Ministry's Curriculum Advisory Services and sent to UNESCO's Asia Pacific Centre for Education for International Understanding (APCEIU), Korea on 7th August, 2013.

Education for Sustainable Development Survey (ESDS)

This was completed by stakeholders and sent to UNESCO last year.

Climate Change & the Law Workshop

This was conducted by UNESCO & its partners on 5th August, 2013 in Suva. Relevant stakeholders were invited to attend.

Learning to Live Together

Fiji was invited by UNESCO Bangkok to submit photos, drawings and paintings which portray "Learning to Live Together". The invitation was for youths of 15 – 36 years of age. The Ministry of Youth & Sports and all schools were notified.

Associated Schools Project Network (ASP Net)

Fiji's National Coordinator, Mr. Lorima Voravora conducted awareness workshops on the revitalization of the ASP Net in 14 schools in the Western division. Plans are in place to include other schools.

Women Empowerment: A Culture of Peace & Non-Violence Workshop

The Permanent Secretary for Education, Dr. Brij Lal officially opened the Women Empowerment: A Culture of Peace & Non-Violence Training workshop on 12 December, 2013 at the Hexagon Hotel, Nadi. The participants comprised of teachers and students. The main objective of the 2-day training workshop was to address gender inequality and violence against women & children. The workshop focused on:

1. **Representation and Participation of Women in Decision-Making**
 - Formal Sector Employment and Livelihood
 - Elimination of Violence Against Women
 - Women in Decision Making
 - Access to Basic Services
 - Women and the Law
2. **Gender, Intangible Cultural Heritage and Violence Against Women & Children**
3. **Situation Analysis Of Violence Against Women And Children In Fiji**
 - Restriction Order
 - Yellow Ribbon Project
 - Advocating to Parents
 - Duavata Approach
 - The need to work together
4. **Combating Violence Against Women through the Law**
 - Procedures in Reporting to Police
 - Domestic Violence Restraining Orders – its purpose and powers
 - Police No-Drop Policy
 - Court procedures
 - Family Court Orders – its purpose and procedures of obtaining one.
5. **Drugs & Violence in Schools**
6. **Capacity Building in Women through Sustainable Development and Peace**



Students proudly displays their certificates after the workshop



Outcome of the Workshop

The workshop is a stride by UNESCO in collaboration with the Ministry of Education to conceive policies that will address the issue of gender inequality at national level.

- the culture of peace and non-violence is a commitment to peace building and mediation;
- to conflict prevention and resolution;
- to peace education and education for non-violence; and
- tolerance, acceptance, mutual respect, intercultural and interfaith dialogue and reconciliation.

SPARCK Project

An initiative of the UNESCO Office for the Pacific States in Apia, the University of Melbourne and the Apidae Development Innovations based in Australia, the Sharing Perceptions of Adaptation, Resilience and Climate Knowledge (SPARCK), a Survey on Climate Change in the Pacific was conducted in Fiji in May, 2013 using the mobile network. The Fiji National Commission for UNESCO facilitated this survey. A total of 15 senior science teachers from the greater Suva area attended its training workshop held at the UNDP in Suva. Suva Education the Office provided its support. Its purpose was allow more opportunities for the participants to better understand the gaps in climate change knowledge which in turn will inform capacity building activities to create community – level synergies. Ultimately its outcome was to increase climate literacy and resilience in the Pacific.

The project was similarly carried out in Samoa and Vanuatu.

Report of the UNESCO's Chair for Teacher Education and Culture

Professor Konai HeluThaman, UNESCO's Chair for Teacher Education and Culture based at the University of the South Pacific (USP) presented her Annual Report to the Fiji National Commission for UNESCO detailing her activities undertaken in 2013. These included:

- Providing teaching to undergraduates, post graduates
- Post-graduate research supervision
- Thesis examination
- Research work
- Presenting Papers at international and regional conferences
- Membership of professional organization

Pacific Heritage Hub Report

The Pacific Heritage Hub ("**PHH**") was launched in Suva, Fiji in February 2013 following a decision made by Pacific Island states at the 4th Pacific World Heritage Workshop held in Apia, Samoa in September 2011.

PHH was funded for the first 18 months of its establishment by the Australian Government Department of Environment and is hosted at the University of the South Pacific, Oceania Centre for Arts, Culture and Pacific Studies, Suva, Fiji. PHH is a regional facility with the mandate for knowledge management, capacity building and partnership establishment among Pacific Island governments, institutions, organizations and indigenous communities, and contributes to the promotion and implementation of the World Heritage Convention in the Pacific region.

Two capacity building workshops funded by the Australian Government have been hosted by the PHH with partners Fiji Government, USP and Secretariat of the Pacific Community namely the 5th UNESCO Pacific World Heritage workshop held 27th - 30th November 2013 organised to examine the progress on its activities following two PHH Steering Committee meetings. The Steering comprises representative's state parties from Australia, Fiji, Palau, Solomon Islands, ICOMOS, IUCN, SPC, SPREP, UNESCO and USP and advisors from PIMA, ICOMOS Pasifika IUCN Oceania.

This was followed by 1st Pacific Regional Training held for **Pacific Heritage Management Plan development** at SPC, Suva in February 2014. And subsequently participation in a Micronesia workshop for Management plan development in held in Yap, Federated States of Micronesia from 14th to 19th April 2014. A Sustainable Heritage Tourism framework workshop was also held in Palau funded by UNESCO Small Island Developing states program from 11th to 13 March towards developing a training module on Heritage Tourism.



The PHH and partners are now developing a training module on Pacific Heritage plan development based on the two activities for use at future capacity building activities in the Pacific and with plans for an online web based course for the Pacific through the University of the South Pacific.

Year	Province	Total number of villages mapped
2004	Piloted 2 villages: i. Coloisuva (Naitasiri) ii. Nakavu (Namosi)	
2005	Namosi	26 villages
2005	Serua	24 villages
2006	Rewa	54 villages
2007-2009	Tailevu	139/141 villages
2008-2009	Lomaiviti	72/73 villages
2010	Ra	93 villages
2011	Bua	54 villages
2011-2012	Naitasiri	86 villages
2012-2013	Macuata	105 villages
2013-2014	Cakaudrove	105 villages

The PHH is looking towards its future development as a proposed UNESCO Category II centre for the Pacific in the short to medium term once sustainable funding for the PHH is secured.

Cultural Mapping Project: 2004 - 2010

Table 48: Summary of the training workshop on Revitalizing of Traditional Artifacts

2010	2011	2012	2013	2014
1st workshop on Tuli Kuro Vakaviti at Qelekura, Namena, Tailevu Date: [24- 26 February, 2010]	1st Workshop on " Tali Ibe Somovolavola" at Vagadaci, Ovalau, Lomaiviti. Date: [29 – 30 June, 2011]	1st Workshop on Tuli Kuro Vakaviti at Malake, Rakiraki, Ra. Date: [27 – 29 March, 2012]	1ST Workshop: "Lagavucu" Venue: Nawaidina Date: 28-30/05/13	1st Workshop: -Preliminary visit to Natewa on : Tali iri ni Natewa" Venue: Vusasivo Date: 15-17 April, 2014
2nd Workshop on "Tali Ibe Batiwa" at Mataveikai, Tokaimalo, Ra. Date: [12 –15 October, 2010]	2nd Workshop on "Tali Ibe Vakadraunidamanu" at Vunisea, Tokaimalo, Ra. Date: [27 -29 September, 2011]	2nd Workshop on Tali Ibe Sasa at Nativi, Tokaimalo, Ra. [11-13/09/12] 3rd Workshop on "Tali Wame" in Savu,Vugalei, Tailevu. Date:[23 July – 27 August 2010		2nd workshop: Preliminary visit to Serua on "Ibe Draudrekwa". Venue: Navutulevu Date: 17 April, 2014

Work plan on Revitalization of Traditional Artifacts

1st workshop will be conducted on the "Iri ni Natewa" in May, 2014 at Natewa.

2nd workshop will be conducted on the "Ibe draudrekwa" in June, 2014 at Navutulevu village, Serua.

Verification Visits

Year	Province	Villages
2013-2014	Namosi	26 villages
2014	Serua	24 villages



Fiji Hibiscus Festival

Fiji National Commission for UNESCO co-sponsored students 700 bookmarks in all subject areas & 700 book labels worth \$3,100. UNESCO & Fiji National Commission logos were factored into these labels and distributed to students and teachers during the Hibiscus Festival. The Fiji Natcom also co-sponsored a Ministry of Education banner and returned fares and meals for CDU Officers & TVET students from Ballantine Memorial School (BMS), Monfort Boys, Ratu Kadavulevu School (RKS) and Suva Vocational Centre during the festival.

National Heritage and Culture & Arts

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

A project of the Department of National Heritage, Culture & Arts since 2006, the initiative took more than 20 years to materialise. At the announcement during the 37th World Heritage Committee Meeting in Phnom Penh, Cambodia, the 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.

Soon after the announcement, the Director hosted the 4 Chiefs of Ovalau (Tui Wailevu, Ratu mai Bureta, Roko Takala and Tui Levuka) to a Forum conveying to them the successful inscription of Levuka as a World Heritage Site. This is an obligation that the Director has made certain in his capacity to facilitate the important role the vanua has in terms of the inscription. The Department is currently working towards the State Celebration to commemorate the inscription of Levuka. This will materialise in 2014.

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: (a) Fiji Heritage Decree promulgated; (b) medium term plan for conservation set in place; (c) archaeological sites inventoried in the Levuka Heritage Register; (d) keeping maximum building height to current building levels, heritage impact assessment integrated into tourism development plans in the nominated and buffer zone properties; and (e) 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.

PROJECT 2: ICHCAP (KOREA) MANUSCRIPT ON TRADITIONAL WISDOM OF THE PACIFIC

The Department received funding in 2013 to commence work on the production of a publication regarding Traditional wisdom or Traditional Knowledge of the indigenous people of Fiji. The purpose of funding was to promote the intangible cultural heritage of the itaukei and to showcase the uniqueness of diverse cultural elements that the indigenous community possesses. The funding was received from ICHCAP – a UNESCO category 2 Centre responsible for promoting the 2003 UNESCO Convention for the intangible cultural heritage in the Asia-Pacific Region.

An Editor who has published widely was recruited and a total of 5 writers from different background writing on different topics which include:

- The rising and scooping of the Balolo (sea worms) in Vuna, Taveuni.
- The skills and migration of the Lemaki Clan from Samoa to the Lau Group.
- Articulating the intricacies of the Tako-Lavo relationship between inner Viti Levu tribes of Fiji.
- The epistemology of indigenous governance and vanua management: Verata as case study.
- Demarcating the valenivanua as a cultural space envisaging conflict management and social cohesion in the itaukei setting – the case of Malomalo in Nadroga.



It is envisaged that the manuscript will be published as an international book on traditional wisdom and the Department will take time to translate these in the vosa-vakaviti so that our schools may have access to these research as well. This will materialise in 2014.

2005 Convention on Diversity of Protection and Promotion of Diversity of Cultural Expressions



National Consultation on the UNESCO 2005 Convention of the Protection and Promotion of the Diversity of Cultural Expressions: from the 28th – 29th May, 2013 in Suva.

The Minister for Education, National Heritage, Culture & Arts, Ambassador Mr. Filipe Bole with resource persons and participants after the official opening

With the theme **“Cultural Diversity-Impetus For A Dynamic And Sustainable Development”**, the Ministry of Education’s Department of National Heritage, Culture and Arts and UNESCO Apia conducted a two day National Consultation on the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of the Cultural Expressions from the 29-30th May 2013. The overall objective of the workshop was to enlighten participants of the UNESCO 2005 Convention; funding opportunity under the International Fund for Cultural Diversity and to learn from other participants in the Culture and Heritage Sector.

The Honorable Minister for Education, National Heritage Culture and Arts in his opening speech to the 40 participants from Fiji stated that there is a strong recognition that culture is a vector for development and that it needs to be taken seriously as a potential contributor to our economy. He also highlighted the importance of the link between culture and education and its role in enhancing our identity and creativity. He stated that there needed to be a consolidated effort to ensure that opportunities are capitalized and not missed through a lack of accessibility or effective information sharing.

To complement the sentiments raised by the Minister, speakers at the national consultation consisted of the UNESCO Programme Specialist for Culture Expert Dr. Akatsuki Takahasi and UNESCO 2005 Convention Technical Expert Ms. Helene George and the General Secretary International Federation of Coalitions for Cultural Diversity (IFCCD) Mr. Charles Vallerand. Other speakers included govt and NGOs

At the end of the workshop, the participants were able to:

- i. Understand the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions;
- ii. Share their knowledge on how their respective organisations are protecting and promoting diversity of cultural expressions and identify the various challenges experienced and offer



solutions or probable solutions to these challengers;

- iii. Familiarise themselves with the International Fund for Cultural Diversity application; and
- iv. Move that Fiji to ratify the UNESCO 2005 Convention.

Currently, the Department is working towards ratifying the UNESCO 2005 Convention.

Cultural Grants Committee

The Fiji National Commission for UNESCO through its Secretary General continues its membership to the Cultural Grants Committee (CGC). The grants targets community-based projects. It is facilitated by the Department of National Heritage, Culture & Arts. The objectives of the grants are to:

- Revive traditional artifacts and music as a means of sustaining the community's livelihood.
- Elevate the artistic and creative talents of participants at national events such as the Fiji Fashion Week, Film industry, Tadra Kahani etc.





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 A\$50 million to the Fiji education sector over five years. 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:

- **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;
- **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
- **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 seven Education Outcomes identified in the MoE's 2012-2014 *Education Sector Strategic Development Plan*, namely:

- a) All students, especially those in kindergartens, disadvantaged and those with special needs will have equitable access to an improving and inclusive education that contributes to the alleviation of poverty.
- b) All children, especially those in kindergartens, disadvantaged students and those with special needs will acquire knowledge, develop lifelong skills, religious values and good citizenship through a relevant, responsive and innovative curriculum.
- c) The welfare of students is promoted and protected through school improvement that builds character and brings about social cohesion in an environment that is clean and secure.
- d) A productive workforce that reflects gender and equality, who are appropriately qualified, competent and committed to deliver quality education services with integrity and transparency.
- e) Strengthened partnerships with communities, stakeholders and donors to ensure that education programs are responsive and sustainable.
- f) Improved delivery of education services at all levels through reforms in internal processes and systems and the Public Sector.

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.

Principles Underpinning Program Implementation

There are six principles which guide program implementation. These principles underpin the interventions to support children from the poorest families, including those with a disability, to attend schools more regularly; and at the same time to strengthen the poorest schools with knowledge and skills to enable them to (a) provide effective long-term social protection measures for the most deserving primary-aged children (b) provide qualitative improvements at school and classroom levels.

The principles include:

1. Recognition that rural and urban poverty are experienced differently by disadvantaged children and their parents/guardians and development of a school targeting methodology that is sensitive to these differences.
2. Fair and transparent decision-making involving the Australian Aid Program, MoE and Ministry of Rural and Maritime Development and the development of school lists utilising data from a range of sources including the 2008/09 Household Income and Expenditure Survey, the 2007 Census, the poverty mapping report (World Bank, 2011) and relevant research findings from AQEP (including squatter and informal settlement data, small-scale case studies, rapid school assessment surveys) and other relevant studies.
3. A focus on children in the formative years including children with special needs and high levels of disadvantage: primary schools, early childhood education (ECE) centres attached to primary schools and primary schools with boarding facilities. Children with disabilities in mainstream schools are a key focus. Primary aged children who are out-of-school, including those with a disability, are also targeted in addition to children with chronic truancy – those children who are absent for 10% or more of the academic year.
4. Adopting a holistic 'total package' multi-pronged approach for maximum impact by: providing assistance through grants for school-based management that can assist poor children directly and that can be used by schools to plan qualitative improvements to teaching and learning; renovating buildings and improving water supply and sanitation in eligible schools; provision of quality teaching and learning resources and materials for all selected schools; and capacity development and ongoing training activities for School Management Committees (SMCs), Head Teachers, teachers and support staff.
5. Providing support for school based management will develop the capacity of schools to determine for themselves the most effective use of the block grants in line with annual plans that address not just qualitative school improvements but also poverty constraints facing families and households that fall within a school's catchment area.
6. Sustainability of interventions will be addressed through AQEP's support for forward planning with SMCs. The Program will have ongoing discussions with relevant stakeholders and school communities to identify possible modalities that can contribute to improved sustainability of Program activities.

2013 Highlights and Achievements

Tables 49 and 50 provide a summary of the scope of AQEP activities and outputs from January to June and from July to December 2013.



Table 49: Summary of AQEP activities and outputs 1 January – 30 June 2013

ACTIVITIES	OUTPUTS
Component 1: Social Protection	
Access and Quality Training – Planning	Training Modules and training materials developed <ul style="list-style-type: none"> • 4 training session (3 days Suva, Labasa, Ra, Lau) completed • 205 people in 50 Schools trained (36% Female) consisting of: <ul style="list-style-type: none"> o 50 Head Teachers (28% Female) o 50 School Managers (4% Female) o 49 School Treasurers (22% Female) o 44 Female School leaders⁶ o 12 Teachers (3% Female)
Access And Quality Activity Design and Finance	<ul style="list-style-type: none"> • Training Modules and training Materials developed • 6 training session (3 days 2x Suva, Labasa,, Taveuni, 2 x Ra) completed • 45 Schools trained • 211 people trained consisting of: <ul style="list-style-type: none"> o 50 Head Teachers (32% Female) o 50 School Managers (4% Female) o 50 School Treasurer (24% Female) o 51 Female School Leaders o 11 Teachers (27% female)
50 school communities participating in the access and quality planning process	<ul style="list-style-type: none"> • 50 schools Resource Maps developed • 2 new Mothers' Clubs formed • Surveys of out of School children underway in over 70 communities • No cost activities commenced in 50 schools
• Mentoring visits	• 50 school visits (1/2day session each with 2 SCC and 1 DEO) completed 2086 Participants (41% Female) mentored
• Cycle 1 Access and Quality Grants calculated for Cohort A	• Data collected and verified
• Development of concept for Education Outreach Centres	<ul style="list-style-type: none"> • Partner identified • Proposal and budget developed
• MoE Consultation Workshop	<ul style="list-style-type: none"> • 22 Ministry of Education officials (3 Female) consulted • 8 plans for addressing access and quality developed
• Appointment of Social Protection Counterpart at MoE	<ul style="list-style-type: none"> • 12 Coordination Meetings • Mentoring strategy for LANA developed
• Development and printing of acquittal files for schools	<ul style="list-style-type: none"> • Acquittal System and forms developed • 100 acquittal files printed for distribution to schools
• Special Needs Identification Form	<ul style="list-style-type: none"> • System developed • AQEP staff trained
Component 1: Disability Inclusion	
• Provision of disability equipment to 5 Disability Inclusive Demonstration schools	• Each school has two Braille machines, Braille paper, a desktop computer installed with JAWS Software, white canes and sign language dictionaries in preparation for inclusion of special needs students.
• Inclusive Education Teacher Aides Workshop	• 5 Teacher Aides trained
• Increased enrolment in 5 disability inclusive demonstration schools	<ul style="list-style-type: none"> • 30 students with special needs (20 Males; 10 Females) newly enrolled by June • Two Teacher Aides in each inclusive education demonstration schools recruited
• In-house Professional Development on Disabilities	• Once-a-month professional development sessions conducted for teachers in all the 5 Disability Inclusive schools on Disability Topics
• Vision screening in 5 disability inclusive demonstration schools	<ul style="list-style-type: none"> • 1,788 students screened for vision • 254 students (14%) have trachoma (145 Males; 109 Females) • 38 students have low vision (23 Males; 15 Females)

⁶The female school leaders are community members who are active in the school. These women were targeted for training as a way to address the gender imbalance in school management. The women selected are the leaders of the Mothers Club, or in the case of schools that do not have a Mothers Club, they are women from the community who are already actively involved in the school.



ACTIVITIES	OUTPUTS
Component 1: Disability Inclusion (cont'd)	
<ul style="list-style-type: none"> Community consultation program on disability inclusion 	<ul style="list-style-type: none"> 10 Community awareness programs conducted in catchment areas of the five Disability Inclusive Demonstration schools by teachers Community consultations with the School Management Committees and parents conducted
Component 2: Infrastructure	
<ul style="list-style-type: none"> Hygiene Training and Monitoring Development and printing of school maintenance manual 	<ul style="list-style-type: none"> Significant preparatory work with FTA to develop the work plan and budget completed Draft school maintenance manual completed
<ul style="list-style-type: none"> Year 2 Infrastructure component implemented and school learning environments improved in 19 primary schools 	<ul style="list-style-type: none"> Total 4,925 students (2,334 girls and 2,591 boys) have improved learning environments through improvements to: <ul style="list-style-type: none"> 188 new/repared classrooms (3.2% of national total) 14 library buildings 7 kitchen and dining facilities 23 teachers' offices/staff rooms 13 early childhood rooms/buildings 38 teacher housing units 7 generators 25 school toilet blocks (3.53% of national total) 2 staff toilet blocks 18 water tanks 8 water harvesting systems installation 4 new septic tanks 2 water pumps Ramps and special toilets in two (2) schools
Component 3: Research and Quality Improvement	
<ul style="list-style-type: none"> FEMIS development 	<ul style="list-style-type: none"> 28,794 students registered nationally which is approximately 15% of the entire student primary and secondary school population.
<ul style="list-style-type: none"> School Planning, Financial Management and Safer Schools Workshop for Heads of Schools 	<ul style="list-style-type: none"> 238 school heads including 171 Head Teachers and 67 Principals trained (79% Men; 21% women).
<ul style="list-style-type: none"> Literacy and Numeracy Strategy Workshops 	<ul style="list-style-type: none"> 570 participants from 547 primary schools trained (60% Men; 40% Women).
Emergency Response	
<ul style="list-style-type: none"> Revised Social Protection Response to emergency 	<ul style="list-style-type: none"> Manual and guidelines developed 25 schools trained Acquittal packages delivered to 25 schools
<ul style="list-style-type: none"> Social Protection Emergency Grants for TC Evan 	<ul style="list-style-type: none"> 25 schools assisted 3,949 children beneficiaries: <ul style="list-style-type: none"> 1,887 Girls 2,062 Boys (This included 38 students with a disability (16 Girls, 22 Boys)) 191 Teachers (95 Women; 96 Men) Number of children supplied with: <ul style="list-style-type: none"> School Uniform 2,521 (47% Girls) Food 2,496 (48% Girls) School Kits 3,344 (47% Girls)



ACTIVITIES	OUTPUTS
	Emergency Response (cont'd)
<ul style="list-style-type: none"> Completion of infrastructure assistance to 17 schools affected by TC Evan 	<ul style="list-style-type: none"> These improvements have benefited a total of 3,484 students: 1,794 Girls and 1,690 Boys Beneficiary school learning environment have been improved through improvement to: <ul style="list-style-type: none"> 37 classrooms 15 teacher's quarters 7 ECE rooms 4 teachers' offices 1 school hall 2 boarding halls 6 toilet blocks 10 water tanks 1 water pump 2 library rooms Provision of school furniture for 1 school in Ba

Table 50: Summary of AQEP Activities and Outputs 1 July – 31 December 2013

ACTIVITIES	OUTPUTS
	Component 1: Social Protection
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 104 activities in Term 3 to improve access for disadvantaged children
Quality Activities	50 schools designed and implemented 93 activities in Term 3 to improve student learning outcomes
Cycle 1 Access and Quality Grants distributed to 50 Cohort A schools	F\$562,022 distributed in grants to primary schools in disadvantaged areas
Out of Schools Children reintegrated back at school	85 out of 136 (47% Girls) out-of-school children re-enrolled in AQEP schools
Mentoring visits	50 school visits (half a day session each with 2 School Community Coordinators (SCCs) and 1 District Education Officer) completed 2,086 participants (41% Female) mentored
Education Outreach Centre established and running	Homework Centre established and open 6 days per week (during the school term) Tutor and Community Facilitator hired 65 students attending regularly Women's Club volunteering at centre
Cluster activities	4 Cluster activities <ul style="list-style-type: none"> 87 (98% Female) teachers trained in Synthetic Phonics (19 schools in Ra and 8 schools in Labasa) 230 students, 15 School Management Committee (SMC) members and 11 teachers in 5 AQEP schools participated in a Spell Well competition in Lau
Boarding school improvement	<ul style="list-style-type: none"> 2 pilot schools selected Partnership established with Ministry of Agriculture F\$26,250 disbursed to 2 pilot schools
Revision of Finance Procedures	<ul style="list-style-type: none"> Manual revised based on lessons learnt in Term 3
District Resource Centre	<ul style="list-style-type: none"> 1 District Resource Centre established in Ra with 5 computers and related office equipment.
	Component 1: Disability Inclusion
Inclusive Education 3-day Follow Up Training	65 teachers, 10 teacher aides, 5 Early Childhood Education (ECE) teachers, 4 Principal Education Officers (Ba/Tavua, Cakaudrove, Eastern and Suva), and Senior Education Officer-Special/Inclusive Education trained.
Increased enrolment in 5 Inclusive Education Demonstration Schools	6 newly enrolled students with disability (totaling 36 over the year: 24 Male; 12 Female)



ACTIVITIES	OUTPUTS
Component 1: Disability Inclusion (cont'd)	
Rapid Assessment of Disability data collectors training	30 fieldworkers received five-day training in data collection in workshops conducted in 3 locations; including 5 Community Rehabilitation Assistants, 3 Ministry of Health peer educators, 5 village health nurses, 3 persons with disability, 8 community workers (volunteers) and 5 teachers
Early Childhood Development and Education strategy development	Draft strategy for inclusive early childhood development and education completed
Disability Caravan consultation meeting	Tentative schedule and objectives for the “Disability Caravan” in 2014 developed, Disabled People’s Organisation representatives now consulting their respective boards and Fiji National Council for Disabled Persons developing a budget.
Component 2: Infrastructure	
Hygiene Training and Monitoring	Final draft of the Hygiene Education Handbook for teachers and students completed
Technical working group on school maintenance manual	Final draft of School Maintenance Manual completed and submitted to AQEP
Implementation of school infrastructure planning workshop for 20 Cohort A schools	<ul style="list-style-type: none"> • 20 schools rehabilitation plan/scope of work formalised and agreed by the Schools, Ministry of Education and AQEP • 20 Memorandums of Understanding signed by the schools, MoE, and AQEP
Procurement of contractor for 20 Cohort A schools	10 contractors selected for rehabilitation works in 20 Cohort A schools and contract agreements signed
Implementation of school improvement work in 20 Cohort A schools	<p>Total 4,073 student beneficiaries (1,923 girls and 2,150 boys) have improved learning environments through improvements to:</p> <ul style="list-style-type: none"> • 155 repaired classrooms (2.6% of national total) • 18 library buildings • 7 kitchen and dining facilities • 20 teachers’ offices/staff rooms • 12 early childhood rooms/buildings • 21 teacher housing units • 3 generators • 22 school toilet blocks – 82 girl pan and 75 boy pan (3.1% of national total) • 23 staff toilet unit • 21 water tanks • 19 water harvesting systems installation • 3 water pumps • Ramps and special toilets in 18 schools.
Component 3: Research and Quality Improvement	
Fiji Education Management Information System (FEMIS) development	<ul style="list-style-type: none"> • Approximately 147,000 student records now in FEMIS (approximately 75% of the total number of students) • 627 schools (70%) have now logged in and set up classes • Training the trainer programs designed and implemented in more than 30 schools in each district currently serving as trainers to clusters of schools in the respective districts • All schools in Fiji trained on FEMIS by the end of the calendar year • District officers in each of the 9 education districts trained in obtaining staffing issues reported by the schools in FEMIS and addressing the issues in Fiji Education Staff Appointment (FESA) database • Tools in place to assist schools, districts and MoE in invoicing, acquittals and overall financial management for the 2014 budget allocations to schools • Key education indicators and reports at all levels incorporated into FEMIS • National FEMIS policy drafted, undergone consultation by schools and districts and now awaiting final MoE approval
Intervention workshop for measuring educational interventions to enhance learning outcomes	<ul style="list-style-type: none"> • 12 AQEP staff trained in effect size methodologies for measuring learning gains from educational interventions



ACTIVITIES	OUTPUTS
Component 3: Research and Quality Improvement (cont'd)	
Upgrading of RUMM Software and training of MoE officers in using RUMM software to manage Literacy and Numeracy Assessment (LANA) process	<ul style="list-style-type: none"> • 2 EAU staff trained on using RUMM software to construct and analyse LANA data • 12 participants from EAU, CDU and AQEP (QLST) trained on reporting on LANA outcomes
Workshops on outcomes for LANA reporting with Curriculum Development Unit (CDU), Examination and Assessment Unit (EAU) and AQEP Quality Learning Support Team (QLST)	
Establishment of AQEP research and research ethics committee to promote ethical research	<ul style="list-style-type: none"> • Two research projects developed and following research and ethics committee guidelines
MoE 2014 Annual Corporate Planning Workshop	<ul style="list-style-type: none"> • 51 (27% Females) MoE Senior Staff beneficiaries
Training for Future Leaders in the MoE Leadership and Management Program	<ul style="list-style-type: none"> • 250 Assistant Head Teachers and Vice Principals were identified and trained as future school leaders (36% Females)
Training for ECE Teachers and Management in Stand-Alone Schools in School Planning, Financial Management and Safer Schools	<ul style="list-style-type: none"> • 163 teachers and school management committee members (83% female) from 102 ECE centres from 6 districts in the Central and Western Divisions participated in workshop
Financial Management Training for School Heads and their Management to better manage the Free Education grant to schools	<ul style="list-style-type: none"> • 1,719 Head Teachers, Principals, Managers and Treasurers (32% Females) were trained on Financial Management in 34 clusters in all 9 education districts.
Emergency Response	
Completion of infrastructure assistance to 7 schools affected by TC Evan	<p>These improvements have benefited a total of 538 students: 251 Girls and 287 Boys</p> <p>Learning environments of 7 beneficiary schools have been improved through improvement/construction of:</p> <ul style="list-style-type: none"> • 6 new classrooms • 3 new teacher's quarters • 1 renovated boarding facility • 2 new toilet blocks (6 girl pan and 5 boy pan) • provision of 195 sets of student desk and chairs.

Highlights and Achievements in 2013: Component 1 – Social Protection

The Access and Quality approach in Cohort A schools was rolled out at the beginning of 2013 where 50 schools across Fiji were mobilised and asked to refocus the way they think about their school and community. The key activities in this reporting period have included:

- (a) Training in the Access and Quality Planning approach.
- (b) Training in the Access and Quality Activity Design and Finance.
- (c) 50 School communities participating in the access and quality planning process.
- (d) Mentoring visits.
- (e) Cycle 1 Access and Quality Grants calculated for Cohort A.
- (f) Development of concept for Education Outreach Centres.
- (g) MoE consultation workshop.
- (h) Appointment of Social Protection Counterpart at MoE.
- (i) Development and printing of acquittal files for schools.
- (j) Formulation of Special Needs Identification Form.





Out of School Children

A total of 136 (40% girls and 7 children with a disability) out of school children have been identified by the Access and Quality schools. Of these, 85 (47% girls) have been reintegrated back in primary school. A further 7 children have been referred to High School as they were too old for primary schooling. The children were identified by teams from each school consisting of School Management, Teachers, Parents and Community Members.

This was an informal exercise by the schools, particularly for urban areas. The data is indicative only of children the teams identified and are not actual numbers of out of school children.



Remedial Literacy Class Naviivi Primary School

Access and Quality Grant Disbursed

A total of F\$562,022 was distributed in grants to 50 primary schools in disadvantaged areas for the development of activities to improve access and quality. The grants provide the means and motivation for people to support objectives of increasing access for all children to the school and improving the quality of education that the children receive.

Access and Quality Activities

The release of the grants allowed the activities planned by the schools to commence. As a result in Term 3, 50 schools implemented:

- 104 activities to improve access
- 93 activities to improve student learning outcomes.

Change Observed in the schools

In some schools change became evident from the first training but the release of the funds has allowed the schools to put their planning into action and change has been observed in key areas. The change observed in schools is based on a comparison with the situation of the school from when they first started working with AQEP. In some schools no change was observed because they were already doing well in this area, whereas some schools were struggling to meet basic tasks.

The areas where the most change has been observed are:

- Active participation by School Management Committees (31 Schools) – School Management Committees have increased their participation in the schools. In some cases it is only a few members but for other schools the whole management committee is actively involved.
- Active participation by the women's groups in school (35 Schools). 2 schools activated women's groups for the first time. Other schools that had operational women's groups have seen the groups activate more community members to participate and move into non-traditional areas. Traditional areas include cooking and compound clean up but women are now running the school library, helping with homework centres and reading groups.
- Adequate supply of Teaching and Learning materials (42 Schools) – With the focus on improving quality schools have purchased teaching and learning materials using their AQEP grant to run their quality activities. The School Community Coordinators (SCCs) also played a key role in connecting the schools to suppliers of educational equipment because schools do not know what resources are available outside of Suva.
- Improved support and participation is seen in all 50 school and occurs as people are interested in that AQEP is working in the schools, but 33 schools increase community support beyond what would be expected, and have used their resource mapping to use the existing talents and resources of the school community, for example, involved retired teachers quality activities, finding retired policemen to run the cadets, involving youth in the village to support access activities.



Highlights and Achievements in 2013: Component 1 – Disability Inclusion

The achievements of the disability inclusion strategy have included:

- Number of students with disabilities enrolled increased from 16 in Term One of 2013 to 36 in Term 3 of 2013 as seen in Table 3 below.
- Vision screening in the five schools identified 254 students with trachoma and 38 students with low vision see Table 4. Three students have already received proper eye glasses, students have been trained on how to wash their face properly and students diagnosed with trachoma have received medical treatment.
- All the students have received some form of assistance such as payment of school levies, provision of school uniforms, bags, shoes and other educational needs.
- There is increased participation of students with special needs in school activities and excursions.
- Arya Samaj Primary School has received full infrastructural support with disability access (including ramps).
- Training of 85 teachers on inclusive Education completed. This included 65 teachers, 10 teacher aides, 5 ECE Teachers, 5 MoE Officers (4 Principal Education Officers + 1 Senior Education Officer).
- Increased community awareness on the education of CWD.

Table 51: Enrolment of Children with Disability in AQEP Demonstration Schools in 2013

School	Term One		Term Three	
	Male	Female	Male	Female
Adi Maopa Primary School	1	2	3	4
Arya Samaj Primary School	1	2	4	3
Ratu Latianara Primary School	3	0	9	0
South Taveuni Primary School	3	0	5	0
Tavua District School	2	2	3	5

Table 52: Vision Screening Results in AQEP Demonstration Schools in

School	School Roll	Trachoma			Low Vision		
		Total	M	F	Total	M	F
Adi Maopa Primary School	110	28	14	14	1	0	1
Arya Samaj Primary School	557	21	9	12	17	7	10
Ratu Latianara Primary School	323	78	49	29	4	4	0
South Taveuni Primary School	412	109	63	46	11	10	1
Tavua District School	386	18	10	8	5	2	3

Community Awareness

Before the actual roll out of inclusive education in the five demonstration schools, community awareness on inclusive education was carried for parents and the community at large.

Support for Students in Schools – Disability Grant

Support for students with disabilities in the five demonstration schools has included provision of a disability grant to meet the needs of individual students. Three of the students who were identified with vision problems now have prescribed spectacles. This has greatly improved their vision and their overall performance in class.



Community Awareness meetings in Serua and Vanuabalavu.

Highlights and Achievements in 2013: Component 2 – Infrastructure

Component 2 has made significant achievements during the reporting period which include:

- Rehabilitation works in 20 Cohort A schools commenced in early October 2013 and the progress of work at the end of December 2013 ranged from 50%-75%. The details below show the total commitment on the repair works and new installations through infrastructure interventions in the 20 Cohort A schools:
 - 155 classrooms, 18 library buildings, 7 kitchen and dining facilities, 20 teachers offices, 12 ECE rooms/buildings, 21 teachers quarters, 4 boarding facilities, 3 generators, 22 school toilet blocks, 23 staff toilet units, 21 water tanks, 19 water harvest systems, 3 water pumps, 23 staff toilets and 23 septic tanks
 - A total of 4,073 (1,923 girls and 2,150 boys) have benefitted from this infrastructure assistance.

Hygiene Education Training for AQEP's Beneficiary Schools

AQEP has engaged the Fiji Teachers Association (FTA) to provide hygiene and sanitation training and monitoring assistance for AQEP beneficiary schools.

Hygiene education for AQEP's beneficiary school

10 draft manuals – five for Students and five for Teachers - have been printed ready for distribution and use by primary schools in Term 1 2014.

Highlights and Achievements in 2013: Component 3 – Research and Quality Improvement

Component 3 consists of activities aimed at:

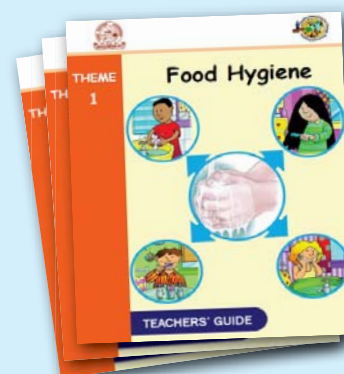
- supporting Component 1 by assisting schools to implement school based quality learning interventions and activities
- research studies to better inform the Program and the provision of flexible support for MoE priorities.

Key achievements of Component 3 have included:

- Analysis of 160 school based access and quality activities and interventions
- Development of support plans by experienced literacy and numeracy specialists to make these access and quality interventions more effective
- Development of teaching and learning resources to make these access and quality interventions more effective
- Development of professional development and professional learning modules for literacy and numeracy access and quality interventions to assist schools to implement these school based activities
- Development of cutting edge measuring and evaluation systems designed to identify learning gains from intervention using effect size procedures
- Improvement of research process through developing support protocols to support the development of research projects and research ethics applications
- Improvements to LANA procedures and processes
- 51 (27% Females) MoE Senior Staff attended a workshop on the development of its 2014 Annual Corporate Plan and the Monitoring and Evaluation Template for its Annual and Business Plans in 2014
- 250 potential leaders were trained through the Leadership and Management Workshops of which 36% were females
- 163 teachers and school management committee members (83% female) from 102 ECE centres from 6 districts in the Central and Western Divisions participated in the School Planning, Financial Management and Safer Schools Workshops
- 1,719 Head Teachers, Principals, Managers and Treasurers (32% Females) were trained on Financial Management - the training took place in 34 clusters in all 9 education districts
- Approximately 147,000 student records now in the system (approximately 75% of the total number of students)
- 627 schools (70%) have now logged in and set up classes
- Training the trainer programs designed and implemented to more than 30 schools in each district currently serving as trainers to clusters of schools in the respective districts
- All schools in Fiji trained by the end of the calendar year
- District officers in each of the 9 education districts trained in obtaining staffing issues reported by the schools in FEMIS and addressing the issues in FESA
- Tools to assist schools, districts and MoE in invoicing, acquittals and overall financial management for the 2014 budget allocations to schools



Repair Works at Narere Primary School on the 11th December 2013



Sample of Hygiene Education Teachers' Guide



- Key education indicators and reports at all levels incorporated into FEMIS
- National FEMIS policy drafted, undergone consultation and approval by schools and districts. Now passing through final MoE approval stages.

Support for MoE priorities

MoE priorities funded by AQEP, but managed and implemented by the MoE, include:

- Improvement of the MoE Fiji Education Management Information Management System (FEMIS)
- School planning, financial management and safer schools workshop
- Literacy and Numeracy Strategy (LANS) workshop
- Leadership and management training workshop
- LANA development
- Procurement of an industrial printer.

FEMIS

A key achievement in the FEMIS development project is that since FEMIS went live in February 2013, a total of 28,794 students have been registered nationally as shown at Table 5. This is approximately 15% of the entire student primary and secondary school population. Interestingly schools appear to have recorded substantial attendance data even though the system currently has limited capacity to report on attendance. Also, schools are using the system to effectively report staffing issues directly to districts.

Table 53: Student Registration in FEMIS at early July 2013

	Primary	Secondary	National
Students Enrolled in FEMIS	20934	7548	28794
Student Absences ⁷ in FEMIS	27834	11494	39339
Total Students From Previous	131622	68425	200047

School Planning, Financial Management and Safer Schools Training

13 follow up trainings were completed with 238 participants comprising 171 Head Teachers and 67 Principals. 28 District Education Officers also attended the follow up training.

Literacy and Numeracy Strategy workshop

In March 2013, the EAU and CDU with AQEP funding rolled out the second year of LANA & LANS two-day training workshops. The focus of the training was to empower teachers of primary schools to better equip them with strategies to teach literacy and numeracy. The target groups were Class 6 teachers and those from schools that did not attend the workshops in 2012.

Quality Learning Support Team

The AQEP Quality Learning Support Team (QLST) was established at the end of September 2013 with the appointment of four officers to work with the AQEP schools to improve the quality of teaching and learning.

The Quality Learning Support Team consists of two literacy and two numeracy specialists who support numeracy and literacy interventions undertaken by AQEP Schools. The QLST specialists assist schools, the AQEP team and the MoE on all aspects of literacy, teaching and learning and system level quality improvements.

The QLST is responsible for developing practical literacy and numeracy strategies for direct application in AQEP schools; they monitor the implementation of literacy activities and provide an evidence base for measuring the impact of literacy and numeracy strategies and activities in the AQEP support schools; and they work with the SCCs and MoE district staff to support the implementation of quality learning initiatives in AQEP-supported schools.

In particular, the QLST team support school based remedial interventions and activities that aim to promote literacy

⁷ The number 39339 is the total number of student absences recorded in FEMIS for 2013 to date. A single student absence is either am or pm. Thus, a student absent for the entire day will record two absence events. AQEP will probably change the wording to Days Absent (not absences) and divide the number by 2 in the near future.



and numeracy achievement for students. They also write and prepare special materials to support school interventions and activities for literacy and numeracy and provide teacher professional development and support to assist teachers to promote student learning.

LANA development

AQEP engaged a short term psychometrician with clear terms of references to further develop the quality and operation of LANA for six weeks in October/November. This helped improve LANA systems and processes through upgrading Rasch software to RUMM 30 software, item development, testing and reporting as well as training for MOE officers.

Purchase of industrial commercial quality printer

AQEP funded the purchase of an industrial printer to allow the MoE to develop and produce high quality textbooks and teaching and learning materials to support the implementation of the new Fiji curriculum in 2014. The printer is expected to arrive in mid-January 2014.

Capacity Development/Training

AQEP also funded four training workshops organised by the MoE. The details for each are provided below.

- 51 (27% Females) MoE Senior Staff attended a workshop on the development of its 2014 Annual Corporate Plan and the Monitoring and Evaluation Template for its Annual and Business Plans in 2014. It provided the Senior Staff a final platform to discuss and finalise their Corporate Plan with contributions from all sections and districts of the MoE.

The workshop also involved the development of the MoE Business Plan and put in place clear reporting guidelines on its deliverables for the year and to improve the MoE's officers' understanding of their contributions to the achievement of the National Goals and Outcomes.

- AQEP supported MoE in its Leadership and Management Training for the Future Leaders Programme where potential school leaders are identified and trained prior to taking up leadership roles in the schools. Table 6 below shows that 250 potential leaders were trained of which 36% were females.

Table 54: Leadership and Management Training

FUTURE LEADERS – PHASE 1				
Division	Primary	Secondary	Total	Female
Western	32	23	55	21
Central Suva	30	35	65	18
Eastern & Central Nausori	42	33	75	31
Northern	39	16	55	20
Total	143	107	250	90 [36%]

The funding also enabled the MoE to revise the training modules to be used for both the training of Current and Future Schools Leaders. The modules were on Leadership in the 21st Century, School Planning, Financial Management, Change Management, Fiji Assessment Framework and the School Leaders Handbook.

- AQEP funded the training of ECE Teachers and Management in Stand-Alone Schools in School Planning, Financial Management and Safer Schools. The training for the 163 teachers and school management committee members (83% female) from 102 ECE centres from 6 districts in the Central and Western Divisions also covered Safer School practices.
- In response to the emergent priority of the MoE to train all the primary and secondary schools in Fiji on the use of the government Free Education grants announced in the November 2013 Fiji Government budget, AQEP funded a one-day training for school Head Teachers, Principals, Managers and Treasurers on Financial Management. The training took place in 34 clusters in all 9 education districts and benefitted 1,719



participants (32% Females) as shown in Table 7 below. The training will ensure proper accountability in the utilisation of the increased government grants. Capacity was first built into the districts by training all district officers who then conducted the training for the schools with the assistance of staff from central office.

Table 55: Free Education Grant Training on Financial Management, December 2013

District	Secondary	Primary	Management	Gender Breakdown		Total Participants
				Male	Female	
Lautoka/ Yasawa	21	75	126	141	81 [36%]	126
Ba/ Tavua	14	60	86	81	79 [49%]	86
Ra	7	40	66	76	37 [33%]	66
Macuata/ Bua	24	89	120	166	67 [29%]	120
Cakaudrove	13	63	105	144	37 [20%]	105
Nausori	26	99	91	160	56 [26%]	91
Suva	35	78	126	166	73 [31%]	126
Eastern	13	100	92	168	37 [18%]	92
Nadroga/ Navosa	11	57	82	72	78 [52%]	82
Total	164	661	894	1174	545 [32%]	894

Emergency Response

AQEP was asked by AusAID to re-direct F\$2m of the Year 2 budget in response to TC Evan which had adversely affected the Western and Northern Divisions on 16-17 December 2012. 44 schools have benefited from AQEP's emergency assistance. AusAID provided an additional F\$495,500 for TC Evan rehabilitation in late June 2013.

AQEP's support for cyclone rehabilitation in 44 cyclone-affected schools is in three areas:

- A social protection grant to 25 primary schools
- Building renovations to 17 primary schools
- Textbooks to 22 schools

TC Evan Emergency Response: Social Protection

25 schools were supported by the AQEP Social Protection Component in response to TC Evan and received at total of \$559,200.00 in emergency grants. The schools were selected by AQEP and MoE based on locations where food supply and income generation activities were badly affected. These schools were approved by the Education Cluster. AQEP focussed social protection assistance in:

- Yasawa Group - 11 schools
- Lautoka Urban & Ra - 8 schools
- Bua - 6 schools.

The Head Teachers and School Management Committee members were trained in the use of the grant and funds were placed in the school accounts before the start of the new 2013 school year. The schools were provided with 3 priority areas and a timeline for expenditure. They could adjust the priorities to best meet the needs of their communities.

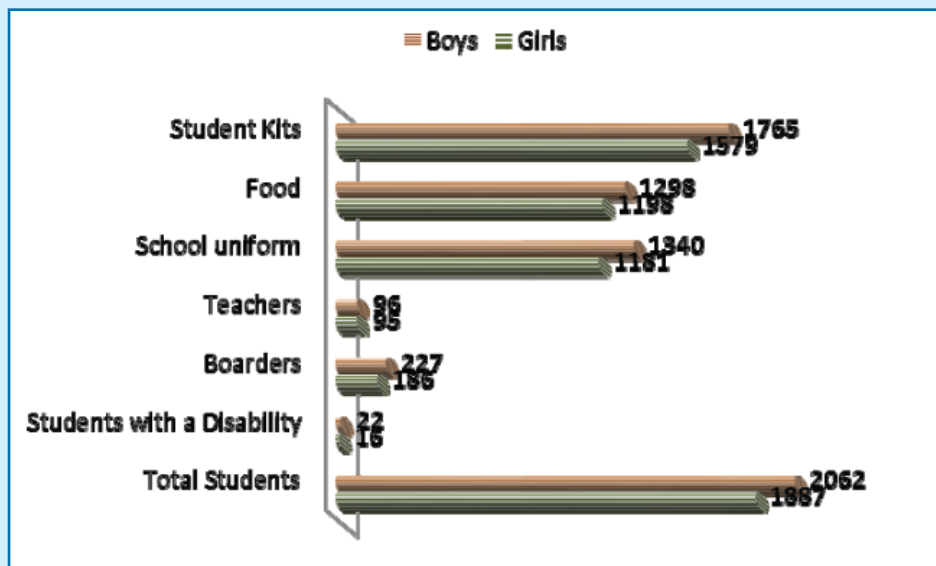
Emergency assistance in action at the school level

Overall 3,949 children from ECE to Class 8 benefited from Social Protection Emergency Grants - which included 48% girls and 38 children with a disability. Of these children 2,521 received schools uniforms, however, the schools had different approaches to the provision of the uniforms. Some schools provided two full sets, including underwear and wet weather gear while other schools provided only essential items for students.

Due to the destruction of food crops by TC Evan, schools commenced feeding programs with a total of 2,496 children receiving lunch and 413 boarders receiving three meals a day. An additional 3,344 children benefited from students kits and were able to attend school with new bags and the stationery they required to participate in class and complete their homework. The graph below provides further details of beneficiaries.



Graph 37: Number of Beneficiaries of Social Protection Assistance



The breakdown of the main areas where schools directed their spending is shown in Table 9. The largest category was 30% for student kits that were immediately passed to the students. Also at 30% was school improvement - this included improving the condition of dormitories such as mattresses, beds, mosquito nets, toys and games, and improving cooking equipment. 25% of the grants were spent on Teaching and Learning Materials for items that were kept in the classrooms, classroom stationery kits, supplementary reading materials and textbooks. All the schools were able to acquit the grants within a 3 month period.

Table 56: Primary Categories of Expenditure – Social Protection

Finance Category	OUTPUTS	Percentage [%]
Amount Disbursed to Schools	The total amount dispersed to schools	100
Student Kits	Items for that went directly to students included, school uniforms – shirts skirts, shorts, underwear, belts, stockings, handkerchiefs, hats, rain coats, umbrellas, sports uniforms, shoes, school bags, workbooks, exercise books.	30
School Improvement	Items for the schools, water purifiers, cooking equipment stoves, fishing nets, gardening equipment, minor repairs to infrastructure, Dormitory equipment – beds, linen, mosquito nets, mattress and pillows, cleaning equipment, electrical equipment.	30
Teaching and Learning	Items for the classroom, supplementary reading materials, big books, textbooks, science equipment, sports equipment, games, early learning toys, geometry sets, clocks, vanguard sheets, paper, photocopy toner, art materials and musical instruments.	25
Food for Students	Food for students' lunches, or three meals for boarders, morning tea for ECE students.	10
Transport and Fuel	Freight costs, boat fares for people and goods, fuel for transportation and generators.	5%

Schools also reported a range of impacts as a result of the grants:

- Increased attendance, especially for the first weeks of school when children generally do not attend.
- Families in remote areas that were going to relocate due to lost income stayed in the village due to the assistance offered by the school.
- Increased community support for the school.





- Families that were not going to send all of their children to school because of the impact on their income were able to send all children to school.

AQEP Infrastructure Support for TC Evan

Building rehabilitation for TC Evan schools was completed in 16 of 17 cyclone-affected schools. The schools were selected by AQEP and the MoE after a joint scoping of infrastructure damage. The schools were approved by the Education in Emergency Cluster.



Improved dormitory conditions and a hot school lunch

Summary of Infrastructure Assistance Provided

A total of FJD \$ 1,224,615 worth of assistance was given to the affected schools. Through this assistance a total of 37 classrooms, 7 ECE rooms, 6 school toilet blocks, 2 boarding facilities, 2 Library rooms, 1 school hall, 4 teachers offices and 15 teachers quarters were renovated and an additional 10 water tanks and 1 water pump were provided for the beneficiary schools. These improvements have benefited a total of 3,411 students: 1,794 girls and 1,690 boys.

Impact of Infrastructure Assistance

- Like AQEP's selected schools, AQEP has adopted the concept of build back better and disaster risk reduction for the school renovation works in emergency schools. This approach is reflected in the use of high quality building material and good construction practices following the local authority requirements. Buildings that have received structural repair through this project are expected to be able to withstand future disasters and have a prolonged life span of up to 10 years before requiring any major renovation work.
- AQEP's initiative in introducing light steel structure for the termite-affected schools is welcomed by school heads and school management. Gandhi Bhawan Primary is planning to replicate this approach to fix other buildings still infested by termites.
- Beneficiary schools are able to operate normally and several schools that have undergone significant repair works are looking much better than before.

Teaching and Learning Resources

F\$140,000 was provided directly to the Ministry of Education to purchase textbooks and other teaching and learning materials for 22 schools. The MoE is still to fully procure all the materials for distribution to these schools and this is expected to be completed in January 2014.

Key Program Results

AQEP has made some notable achievements. Key results for the Program are provided below and cover the Phase 1 period from 15 August 2011 to 30 June 2013.

Beneficiaries in Selected Schools

The Program assisted 76 schools in Phase 1 which comprises 10% of all primary schools in Fiji. A total of 19,619 students (10,147 Boys and 9,472 Girls) benefited from AQEP assistance as shown at Table 10. This comprises approximately 16% of all primary school students.

Table 57: Free Education Grant Training on Financial Management, December 2013

Assistance	No of Schools	Total Boys	Total Girls	Total
Year 1	24	4,386	4,004	8,390
Cohort A	50	5,533	5,211	10,744
Disability	5	885	902	1,787
	76	10,147	9,472	19,619

Beneficiaries in Emergency Schools

A total of 85 schools were assisted through AQEP's emergency response. A total of 21,382 students were assisted comprising 10,792 boys and 10,589 girls as shown in the table.

Table 58: AQEP Emergency Beneficiaries

Assistance	No of Schools	Total Boys	Total Girls	Total
January 2012 flood	20	2,564	2,431	4,995
March 2012 flood	36	6,592	6,574	13,166
Fire	1	43	34	77
TC Evan	39	3,472	3,346	6,818
AusAID Emergency	3	130	84	214

Other Key Program Results

Total number of schools assisted – 155 (excludes 11 schools which benefited two or more times from AQEP assistance)

- Total number of students assisted – 38,986
- Total number of girls assisted – 19,059
- Total number of boys assisted – 19,926

Training

- 139 teachers (81 male and 58 females) and 183 School Management Committee members (110 males and 73 females) were directly trained by AQEP officials
- 709 teachers and MOE staff (448 male and 261 female) were trained through AQEP funding.

Textbooks provided

- 68,780 textbooks, 50 science kit sets and 50 sports equipment sets provided to 50 selected schools
- 21,776 textbooks procured for Emergency assistance.

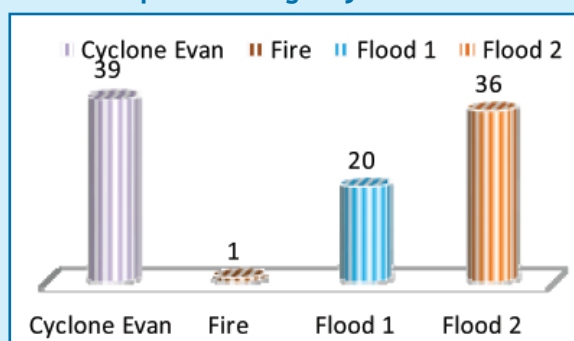
Number of classrooms upgraded

- 685 classrooms upgraded which is 11% of primary school classrooms
- 483 classrooms in 43 selected schools benefiting 13941 students (7203 boys and 6738 girls)
- 202 classrooms in 56 emergency schools benefiting 17,251 students (8731 boys and 8520 girls).

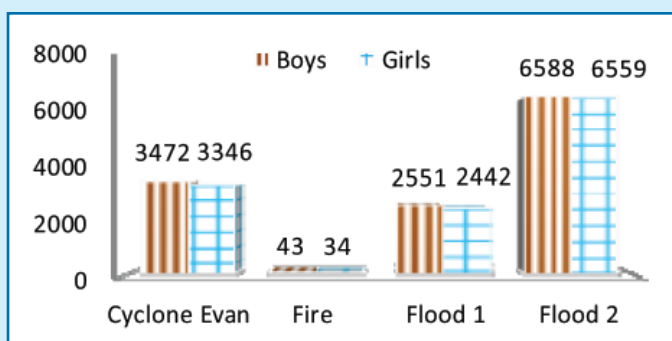
Number of children attending more accessible schools

- 2,054 children (1,037 boys and 1,017 girls) from 8 schools attend schools which have been made more accessible after AQEP funded infrastructural improvements.

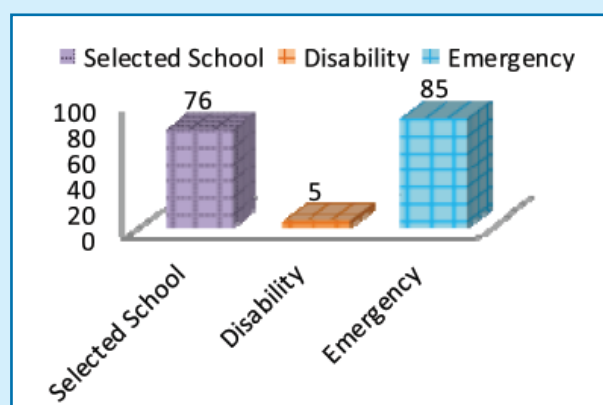
Graph 38: Emergency Assistance



Graph 39: Students benefiting from Emergency Assistance



Graph 40: AQEP Assisted Schools





Number of Children with Disability enrolled in mainstream schools

- 30 students in 5 pilot schools (20 Boys; 10 Girls).

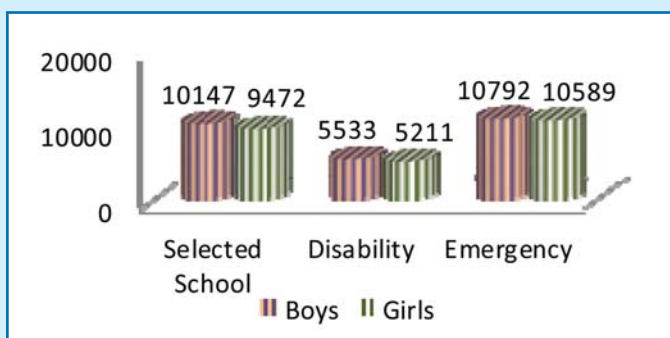
Number of students registered in FEMIS

28,794 students have been registered nationally (approximately 15% of the total number of students enrolled in both primary and secondary schools)

Number of students provided with nutritional support

- 4,165 students (2,209 Boys and 1,956 Girls) from 36 schools benefited from school feeding programs in emergency assistance.

Graph 41: AQEP Students Beneficiaries



Conclusion

The key hallmarks of AQEP's success since Program inception include the following:

1. AQEP has demonstrated how flexible and responsive it can be in times of disasters while still making clear progress towards Program objectives. This can be seen in its timely response to three national emergencies in 85 schools while at the same time working in 55 targeted schools.
2. AQEP has a very close and trusted relationship with the Ministry of Education which has been strengthened through:
 - ➔ Regular dialogue and consultations with designated counterparts at senior executive staff levels – both at managerial and technical levels;
 - ➔ Participation of AQEP at the policy level through the Team Leader's membership on the monthly Senior Staff meeting forum;
 - ➔ Inclusion of relevant MoE staff in AQEP activity implementation in schools; and
 - ➔ Provision of monthly progress updates to the executive, senior staff, four divisional education offices and nine education districts.
3. The team has been expanded and there is now a balance of expertise in both national and international staff.
4. The disability strategy is showing Ministry and key stakeholders what can be achieved and is likely to become a model program in the region.
5. Key stakeholders – other relevant Government Ministries, faith based organisations, NGOs, professional associations, tertiary institutions, regional and international organisations have been kept abreast of Program developments through stakeholder consultations held every six months.



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TABLE I: MEMBERS OF THE DIVISIONAL SCHOOL MANAGEMENT BOARD

NORTHERN DIVISION	EASTERN DIVISION	CENTRAL DIVISION	WESTERN DIVISION
Mohammed Idris	George O'Connor	Mrs. Vilomena Koroi	Mr. Waisake Manako
Rama	Josevata Natuwawa	Mr. Murari Lal	Mikaele Mataka
Filise Tikoimalaya	Adi Lavenia Yavala	Ratu Isoa Baleinaivalu	Mr. Arvind Sewram
SuliasiSaraqia	Peni Verebasaga	Mr. Tomasi Tui	Mr. Praveen Kapadia Narsey
Pardip Kumar	Nacanielei Vuli	Mr. Vijay Nair	Mr. Masued Mohammed
Feroz Khan	Inoke Raivalita	Mr Claude Fongtoy	Mr. Kamalesh Arya
Rt Kinijojo Ramasima	Eroni Tadu	Mr Latchman Singh	Mr. Dalabar Singh
Lakhan Kumar	Karavaki K. Tuiwai	Mr Vijay Nath	Mr. Keshwa Prasad Sharma
Solomone Naqoli	Noa Sukanasau	Mr Pita Tagicakiverata	Mr. Jagathnath Sami
Loganathan Ramanna	Eroni Vakasisikakala	Mr Abdul Khan	Rev. Manasa Saraqia
Nemani Bikaca	Theresa Yee Shaw	Mr Samuela Nasagavale	Vilisoni Dakuna [Pastor]
Bobby Singh	Suliana Sandy	Mr Sat Narayan	Mr. Kamal Kumar
Kamlesh Reddy	Kolinio Tawake	Mr Tomasi Gonelevu	Faiaaz Ali [JP]
Mrs. D. Robison	Marika Mataitoga	Mr Sakiusa Ravatu	Commissioner's Office
Mr. Solomone Seruiratu	Kava Mamfanoa	Ratu Lepani Tagicakibau	Ratu Enoke Tasere
Mr. I Rainibogi			Ratu Meli Bolobolo
Mrs. Selina Leewah			
Mr. Mohammed Rafiq			

TABLE II: MEMBERS OF THE EDUCATION FORUM

Name of Member	Organisation/Division
Mr. Brij Lal	Ministry of Education- Chairperson / Permanent Secretary for Education
Mr. Apisalome Movono	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. Kishore Lal	Fiji Principals Association President
Mrs. Merewairita Moci	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)
Swami Tadananda	Fiji Rama Krishna Mission Western (Nadi)
Mr. Govind Singh	School Management Association of Fiji
Dr. Akanisi Kedrayate	Tertiary Education in Fiji
Mr. Bal Ram	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
Mr. Remesio Rogovakalali	Catholic Education
Rev Joseva Katonibau	Methodist Church of Fiji
Mrs. Sheela Venkataiya	TISI Sangam
Mr. Aleem 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]
Mr. Tevita Ba	Central



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
AryaPratinidhiSabha	17	6		26
Assemblies of God	1	1		3
Catholic Archdiocese	38	16		57
Chinese Education Society	2	1		3
Church of Latter Day Saints	1	1		2
Committee	562	80	4	675
Crippled Children's Society			7	8
Dakshina Indian Andhra Sangam	5	2		8
Fiji Blind Society			1	1
Fiji Gospel Churches	2	1	1	4
Fiji Muslim League	17	5		24
Fiji Sugar Cooperation	2			2
I Taukei Affairs		1		2
Gujrat Education Society	5	3		8
Macuata Muslim League	5	3		11
Methodist Church of Fiji	15	13		32
Ministry of Education	2	12		21
Private	10	9		17
Rabi Council		1		1
Rotuma Council		1		1
Sanatan Dharam PratinidhiSabha	8	8		20
Sathya Sai Organisation	1			1
Seventh Day Adventist Church	11	2		13
Sikh Community	2	2		5
Society of Disabled			4	5
TISI Sangam	16	5		22
Total	729	177	17	923

TABLE IV: SCHOOL TYPE SUMMARY

District	Primary				Secondary				Secondary & Vocational				Total Sec & Sec/Voc	Special Schools				Vocational				Grand Total
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total		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		9		9	1	3		4	13		1		1			1	1	81
Eastern		115		115	1	7		8	1	4		5	13				1			1	1	130
Lautoka/ Yasawa	1	82	3	86	1	13	2	16		7		7	23		3		3				0	112
Macuata/ Bua		96	1	97		15		15	1	9		10	25		1		1				0	123
Nadroga/ Navosa		59		59		9		9		5		5	14		1		1			1	1	75
Nausori		115	3	118	2	19	2	23	2	4		6	29		1		1				0	147
Ra		40	0	40		4		4		3		3	7		1		1				0	49
Suva	1	77	8	86	3	24	3	30		8	1	9	39		6		6		2	1	3	134
Total	2	712	15	729	7	107	7	121	5	50	1	56	177	17	17		17	3	3	6	6	929

TABLE V: PRIMARY EDUCATION ENROLMENT BY EDUCATION LEVEL, AGE AND GENDER AS AT 30TH JUNE, 2013

Total	CLASS 1		CLASS 2		CLASS 3		CLASS 4		CLASS 5		CLASS 6		CLASS 7		CLASS 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	858	968	25	17	0	0	0	0	0	0	0	0	0	0	0	0	883	985	1868
6	6187	6211	953	965	43	47	0	0	0	0	0	0	0	0	0	0	7183	7223	14406
7	2004	1693	5629	5495	665	711	30	37	0	0	0	0	0	0	0	0	8328	7936	16264
8	345	281	2114	1828	4947	4949	853	819	50	58	0	0	0	0	0	0	8309	7935	16244
9	92	85	439	368	2576	2159	4466	4510	654	676	74	99	0	0	0	0	8301	7897	16198
10	15	9	140	109	679	450	2698	2347	4394	4336	804	932	31	45	16	6	8777	8234	17011
11	5	6	38	24	123	127	807	625	2670	2331	3911	3910	857	913	50	56	8461	7992	16453
12	3	3	3	4	23	13	127	103	704	523	2609	2215	3925	3951	649	695	8043	7507	15550
13	2	0	4	0	11	8	23	11	172	106	799	553	2355	2180	3527	3571	6893	6429	13322
14	2	1	2	1	2	0	7	10	34	14	222	134	706	520	2421	1998	3396	2678	6074
15	0	0	1	2	3	0	1	0	5	3	35	34	178	120	719	537	942	696	1638
16 and Over	0	0	1	0	1	4	7	6	1	1	7	7	33	30	245	155	295	203	498
TOTAL	9513	9257	9349	8813	9073	8468	9019	8468	8684	8048	8461	7884	8085	7759	7627	7018	69811	65715	135526
Total by Class	18770		18162		17541		17487		16732		16345		15844		14645		135526		

TABLE VI: SECONDARY EDUCATION ENROLMENT BY EDUCATION LEVEL, AGE AND GENDER AS AT 30TH

Total	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		FORM 7		TOTAL		GRAND TOTAL
AGE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
UnUnder 13	94	102	36	37	60	72	0	1	0	0	0	0	0	0	190	212	402
13	38	38	230	262	850	1022	46	83	0	0	0	0	0	0	1164	1405	2569
14	58	66	195	184	3716	3834	1118	1313	16	11	1	0	0	0	5104	5408	10512
15	62	43	110	95	2361	2031	3202	3553	727	836	34	114	18	0	6514	6672	13186
16	14	10	63	59	821	623	2144	2005	3254	3704	854	939	46	20	7196	7360	14556
17	0	0	12	9	223	198	778	546	2279	2230	2743	3295	425	660	6460	6938	13398
18	1	0	3	0	42	34	157	111	744	706	1579	1717	1422	2008	3948	4576	8524
19 and over	0	0	0	0	8	5	21	18	229	198	822	789	1001	1393	2081	2403	4484
TOTAL	267	259	649	646	8081	7819	7466	7630	7249	7685	6033	6854	2912	4081	32657	34974	67631
Total by Form	526		1295		15900		15096		14934		12887		6993		67631		

TABLE VII: TEACHER CLASSIFICATION BY QUALIFICATION

Qualification	Primary		Secondary		Vocational		Special Education		TOTAL		Overall Total
	M	F	M	F	M	F	M	F	M	F	
Doctorate			1	1					1	1	2
Masters	40	26	34	50	1				75	76	151
Post Graduate	62	63	156	170	1	1	1	3	220	237	457
Degree	288	366	1064	1258	8	5	6	6	1366	1635	3001
Diploma	789	1079	894	903	77	39	18	25	1778	2046	3824
Certificate	1225	1440	72	47	46	4	24	37	1367	1528	2895
Total	2404	2974	2221	2429	133	49	49	71	4807	5523	10330
Total by School Type	5378		4650		182		120		10330		



TABLE VIII: EDUCATION BUDGET AS A PERCENTAGE OF THE NATIONAL BUDGET (2011 – 2013)

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	\$248,629,175	\$25m	\$36,597,202	\$3m	15.97	\$252,314,670
2011	Dept. of Youth & Sports Budget	\$3,360,600					
2012	\$2,077,929,300	\$257,341,900	\$28m	\$36,597,202	\$3m	15.64	\$257,341,900
2013	\$2,327,385,300	\$268,490,100	\$28m	\$36,597,202	\$3m	14.44	\$268,490,100

TABLE IX: EDUCATION BUDGET ANALYSIS BY PROGRAMME FOR 2013

Head 21	Programme	Amount (\$)	% of Ministry of Education budget
		\$ 24,157,900	9.00
Programme 2	Primary Education	\$119,104,500	44.36
Programme 3	Secondary Education	\$112,891,500	42.04
Programme 4	Curriculum Development	\$3,679,600	1.37
Programme 5	Tertiary Technical Education	\$3,361,400	1.25
Programme 6	Research, Development and Training	\$982,100	0.36
Programme 7	Asset Monitoring Unit	\$279,200	0.10
Programme 8	Examinations	\$1,996,500	0.75
Programme 9	Culture & Heritage	\$2,037,400	0.77
Total		\$268,490,100	100%

TABLE X: MOE BUDGET ANALYSIS BY STANDARD EXPENDITURE GROUP (SEG)

SEG	DESCRIPTION	AMOUNT (\$)	% of Ministry of Education budget
1	Established Staff	\$208,538,900	77.67
2	Government Wage Earners	\$2,050,100	0.76
3	Travel and Communications	\$880,700	0.33
4	Maintenance and Operations	\$1,243,300	0.46
5	Purchase of Goods and Services	\$6,677,100	2.49
6	Operating Grants and Transfers	\$39,044,400	14.54
7	Special Expenditures	\$2,513,400	0.94
8	Capital Constructions	\$2,740,900	1.03
9	Capital Purchases	\$800,000	0.29
10	Capital Grants and Transfers	\$2,009,800	0.75
13	Value Added Tax	\$1,991,600	0.74
Total Budget by SEGs		\$268,490,100	100%

TABLE XI: FILNA/LANA ENROLMENT FIGURES 2007 – 2013

Year	2007	2008	2009	2010	2011	2012	2013
No. of Students	24 288	25 203	22 561	42 994	47582	48178	49115
No. of Schools	433	472	456	710	725	728	727



TABLE XII: LANA ENROLMENT FIGURES BY DISTRICT AND GENDER FOR EACH CLASS – 2013

District	No. of Schools	Class 4		Class 6		Class 8		Total
		Female	Male	Female	Male	Female	Male	
Ba/Tavua	62	597	675	576	609	450	547	3454
Cakaudrove	66	578	674	590	624	572	648	3686
Eastern	115	513	563	480	502	479	474	3011
Lautoka/Yasawa	83	1495	1616	1361	1496	1306	1418	8692
Macuata-Bua	97	877	887	837	947	799	853	5200
Nadroga/Navosa	62	590	630	533	602	518	579	3452
Nausori	117	1340	1482	1304	1383	1152	1225	7886
Ra	40	322	325	297	286	328	339	1897
Suva	85	2054	2189	1958	2104	1733	1799	11837
Total	727	8366	9041	7936	8553	7337	7882	49115

TABLE XIII: SUMMARY OF THE TOTAL NUMBER OF SCRIPTS RECEIVED FOR EACH VERSION/LEVEL/SUBJECT DURING THE LANA TRIAL 2013.

Schools	4LV1	4LV2	6LV1	6LV2	8LV1	8LV2	4NV1	4NV2	6NV1	6NV2	8NV1	8NV2	Total
Draiba Primary School	16	13	24	21	18	17	16	13	22	23	17	18	218
Dudley Intermediate	0	0	0	0	102	91	0	0	0	0	101	93	387
Lami Primary School	24	25	31	26	25	25	25	24	29	30	25	25	314
Nabua Primary School	23	24	22	24	27	28	24	23	23	23	27	28	296
Pundit Vishnu DeoMem	29	29	22	22	14	14	28	28	24	23	14	14	261
St. Annes Primary School	20	21	19	19	21	22	20	21	19	19	21	22	244
Suva Methodist	106	92	96	94	0	0	106	90	96	93	0	0	773
Suva Primary School	18	18	14	15	18	17	18	18	14	15	17	18	200
Tacirua Primary School	14	12	23	24	18	18	13	13	25	22	18	18	218
The Learning Centre	8	8	8	8	4	4	8	8	7	8	4	4	79
Yat Sen Primary School	37	36	37	33	30	37	37	37	36	33	34	35	422
Total	295	278	296	286	277	273	295	275	295	289	278	275	3412

TABLE XIV: 2013 FIJI SCHOOL LEAVING CERTIFICATE ENROLMENT REPORT BY DISTRICT

District	No. of Schools	No of Candidates
Ba/Tavua	14	1036
Eastern	13	469
Cakaudrove	10	503
Lautoka/Yasawa	21	2383
Macuata/Bua	25	1414
Nadroga/Navosa	13	674
Ra	6	356
Nausori	27	2109
Suva	37	3425
Total	166	12369

TABLE XV: 2013 FSLCE SUBJECT ENROLMENT BY GENDER AND GEOGRAPHICAL LOCATION

District	Gender		Geographical Location			
	Female	Male	Remote	Rural	Semi-Urban	Urban
English	6836	5864	1961	2424	1095	7181
Mathematics	6781	5855	1958	2416	1091	7132
Biology	3002	1219	643	768	366	2440
Chemistry	2831	1746	637	890	388	2651
Physics	955	2164	389	526	261	1935
Geography	2167	1409	703	635	270	1950
History	1236	762	455	266	128	1136
Accounting	2132	1187	344	684	326	1951
Economics	2563	1565	475	842	376	2421
Office Technology	220	60	36	50	20	174
Agricultural Science	1168	1235	441	559	210	1189
Computer Studies	1555	1547	340	537	311	1904
Home Economics	1287	131	210	283	138	787
Applied Technology	43	1440	260	279	133	811
Technical Drawing and Design	165	2388	399	506	219	1422
Fijian	1074	571	495	328	109	699
Hindi	125	34	11	69	2	77
Urdu	17	18		2	4	29
French	2					2



TABLE XVI: FSLCE, YEAR, No. SAT, No. PASS, % PASS FROM 2006 – 2013

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2006	11294	7359	65.2	28.0
2007	11332	7311	64.5	27.2
2008	11234	7726	68.8	28.9
2009	11 209	7247	64.7	26.4
2010	12 413	8360	67.3	28.2
2011	12783	8345	65.3	26.3
2012	13110	8712	66.5	28.6
2013	12 091	8243	68.2	28.7

TABLE XVII: 2013 FIJI SEVENTH FORM EXAMINATION ENROLMENT REPORT BY DISTRICT

District	No of Schools	No of Candidates
Ba/Tavua	14	628
Eastern	13	287
Cakaudrove	10	348
Lautoka/Yasawa	21	1283
Macuata/Bua	24	975
Nadroga/Navosa	12	391
Ra	6	227
Nausori	25	1067
Suva	32	1689
Total	158	6895

TABLE XVIII: 2013 FSFCE SUBJECT ENROLMENT BY GENDER AND GEOGRAPHICAL LOCATION

District	Gender		Geographical Location			
	Female	Male	Remote	Rural	Semi-Urban	Urban
English	4076	2847	1081	1324	534	3984
Mathematics	4008	2824	1060	1320	533	3919
Biology	1860	676	382	487	195	1472
Chemistry	1768	1011	377	535	195	1672
Physics	717	1112	225	327	133	1144
Geography	1167	714	435	318	161	967
History	597	340	259	103	63	512
Accounting	1382	764	236	438	180	1292
Economics	1576	888	300	477	206	1481
Agricultural Science	633	515	245	265	96	542
Introduction To Technology	75	963	141	202	83	612
Computer Studies	970	775	159	344	115	1127
Home Economics	679	52	71	158	56	446
Fijian	605	350	311	197	61	386
Hindi	74	16	5	40		45
Urdu	7	7				14

TABLE: XIX: TOTAL FSFCE CANDIDATURE 2013

Examination	No. of Schools	No. Enrolled		Total	No. Sat		Total
		Female	Male		Female	Male	
FSLCE	166	6666	5703	13 369	6524	5567	12091
FSFCE	158	4068	2827	6895	4021	2782	6803
Total	324	10734	8530	20 264	9545	8349	18894

TABLE XX: FSFCE, YEAR, No. SAT, No. PASS, % PASS FROM 2006 – 2013

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
	4347	3620	83.3	34.0
2007	4382	3509	80.1	34.3
2008	4497	3487	77.5	31.9
2009	4460	3424	76.8	34.0
2010	4745	3596	75.8	31.6
2011	5457	4487	82.2	36.0
2012	6483	4915	75.8	32.0
2013	6803	5131	75.4	31.1

TABLE XXI: NUMBER OF PERSONNEL USED IN THE 2013 EXTERNAL NATIONAL EXAMINATIONS.

Examination	Examiners	Markers	Supervisors	Packers	Check-markers
FSFCE	30	115	490	10	25
FSLCE	35	212	719	10	25
Total	65	327	1209	20	50

TABLE XXII: RECEIVED/DISPATCH BOOKS PURCHASED THROUGH AMU (SECONDARY SCHOOLS)

Suppliers	Text Book	Quantity	School Dispatch To	S.I.V
Pacific Book Shop	Form 6 Physics	2	Navatu Secondary School	571345
	Biology Iglse	2		
	Geography Iglse	2		
	Summer Maths	2		
	Theta Maths	2		
	Fiji's Natural Heritage	1		
	Accounting Concepts And Application	1		
	Form 7 Accounting	1		
	Form 7 Chemistry	2		
	Physics (Level 1)	2		
Pacific Book Shop	Accounting Concept & Application	3	Nadarivatu Secondary School	571346
	Senior Economic	3		
	Form 7 Biology	3		
	Year 13 Physics	3		
	Advance Maths	6		
	The Wider World	4		
	Target 7	12		
	Hamlet	12		
	Senior Language	4		
	A i Tukuni	10		
	A i Lakovi	10		
Pacific Book Shop	Iglse Geography	2	Saqani High School	
	Iglse Biology	2		
	Iglse Physics	2		
	Iglse Chemistry	1		
	Accounting Concepts & Application	2		
	Study Maths	10		
	Form 6 Maths Text	15		
	Form 7 Maths	5		
	River Between	10		
	Physics Study Guide	2		
Pacific Bookshop	Accounting Concept & Application	3	Waidina Secondary School	
	Senior Economic	3		
	Form 7 Biology	3		
	Year 13 Physics	3		



TABLE XXII: RECEIVED/DISPATCH BOOKS PURCHASED THROUGH AMU (SECONDARY SCHOOLS) cont'd

Suppliers	Text Book	Quantity	School Dispatch To	S.I.V
Pacific Book Shop	Advanced Maths	8	Waidina Secondary School	
	Maths Stats	6		
	New Wider World	4		
	Target 7	12		
	Hamlet	12		
	Senior Language	5		
	A i Tukuni	10		
	A i Lakovi	10		
Pacific Book Shop	Senior Language	4	Yasayasa Moala College	
	Hamlet	15		
	Target 7	15		
	Advance Maths	4		
	Accounting Concept & Application	3		
	Senior Economics	2		
	New Wider World	2		
	Form 7 Biology	4		
Pacific Book Shop	Senior Language	4	Duavata Secondary School	
	Hamlet	10		
	Target 7	10		
	A i Tukuni	5		
	Na Bula I Taukei	5		
	Advanced Maths	4		
	NCEA Stat Module	4		
	Accounting Concept Application	3		
	Senior Economics	4		

TABLE XXIII: LEASE PREMIUM PAYMENT UPDATES FROM AMU FOR 2013

School	Premium (VIP)	Status	Re-Assessed Premium With VIP	Date Paid to NLTB	NLTB Receipt No.	Balance 50,000	Remarks
Primary							
Tai District School	2,037.50	Re-assessed	2,037.50	18/01/13	336548	50,000	Paid to TLTB
Muaira District School	10,225.00	Re-assessed	7,500.00	21/6/13	342727	47,962.50	Paid to TLTB
Tacirua Primary	3,578.75	Re-assessed	5,578.75	21/6/13	342727	40,462.50	Paid to TLTB
Lavena Primary	1,018.75	Counter Offer				34,883.75	LANDS/TLTB
Vugalei District	3,565.60	Lands					Awaiting Lands confirmation
Nasasa District	1,018.75	Lands					Awaiting Lands confirmation
Loreto Primary	2,030.00	Lands					Awaiting Lands confirmation
Nasivikoso Village School	2,037.50	Lands					Awaiting Lands confirmation
Nakoroboya Primary	29,435.00	Lands					Awaiting Lands confirmation
Nalagi Public School	5,093.75	Lands					Awaiting Lands confirmation
Nabukelevuira Village School	5,603.13	Counter Offer	3,045.00	27/12/13	349411	31,838.75	Paid to TLTB
Total	65,643.73						
Secondary							
Seaqaqa Central Coll.	19,356.25	Counter Offer					LANDS/TLTB
Nakauvadra High School	7,157.50	Re-assessed	7,157.50	11/2/2013	199936	24,681.25	Paid to TLTB
Wainimala Secondary	14,262.50						Awaiting Lands confirmation
Total	40,776.25						
G/Total	106,419.98				Balance	24,681.25	



APPENDIX II: ABBREVIATIONS AND ACRONYMS

ACP	Annual Corporate Plan	MAR	Monthly Absence Return
AMU	Asset Management Unit	MOA	Memorandum of Agreement
AQEP	Access to Quality Education Programme	MoE	Ministry of Education
BCF	Boxing Commission of Fiji	MSB	Ministry's Staff Board
CA	Community Awareness	NGO	Non-Government Organisation
CAS	Curriculum Advisory Services Unit	NSAAC	National Substance Abuse Advisory Council
CBA	Classroom Based Assessment	NYD	National Youth Development
CAT	Common Assessment Tasks	NSO	National Sporting Organisation
CBT	Competency Base Training	NYTC	National Youth Training Centre
CCTC	Corpus Christi Teachers College	NYSS	National Youth Service Scheme
CDM	Commission Delegate Meeting	NZAID	New Zealand Aid
CDU	Curriculum Development Unit	PDU	Professional Development Unit
CSB	Central Staff Board	PEO	Principal Education Officer
CE	Citizenship Education	PPU	Post Processing Unit
DEAP	Duke of Edinburgh Award Program	PEMAC	Physical Education, Music, Art and Craft
DEL	Distance Education Learning	PRIDE	Pacific Regional Initiative for the Development of Education
DS	Deputy Secretary	PSC	Public Service Commission
DYS	Department of Youth and Sports	RDSSSED	Roadmap for Democracy and Sustainable Socio-Economic Development
EAU	Examinations and Assessment Unit	PRIDE	Pacific Regional Initiative for the Development of Education
ECE	Early Childhood Education	PSC	Public Service Commission
EFA	Education for All	RDSSSED	Roadmap for Democracy and Sustainable Socio-Economic Development
ESRI	External School Review Inspectorate	SIMS	Schools Information Management System
ESU	Executive Support Unit	SFL	Skills for Life
EU	European Union	SFCCO	Strategic Framework for Change Coordinating Office
FCAE	Fiji College of Advanced Education	SLWOP	Study Leave without Pay
FESA	Fiji Education Staffing Appointment database	SLWP	Study Leave with Pay
LANA	Fiji Island Literacy and Numeracy Assessment	SPC	Secretariat of the Pacific Community
FIAF	Fiji Island Assessment Framework	SPBEA	South Pacific Board of Educational Assessment
FNCDP	Fiji National Council of Disabled Persons	SME	Small Micro Enterprise
FSFE	Fiji Seventh Form Examination	TVET	Technical Vocational Education and Training
FNU	Fiji National University	ToT	Training of Trainers
FQF	Fiji Qualification Framework	TOR	Terms of Reference
FSLC	Fiji School Leaving Certificate Examination	TRCO	Temporary Relieving Clerical Officer
FTRB	Fiji Teachers Registration Board	TRT	Temporary Relieving Typist
GIA	Grant In-Aid	UN	United Nations
GIRC	Government Information Referral Centre	UNDP	United Nations Development Programme
HDP	Human Development Programme	UNESCO	United Nations Educational, Scientific and Cultural Organisation
HEC	Higher Education Commission	UNICEF	United Nations Children's Fund
HT	Head Teachers	USP	University of the South Pacific
IA	Internal Assessment	VYOTG	Voluntary Youth Organisation Training Grant
ICEVI	International Council for Education of Visually Impaired		
IHRDP	Integrated Human Resource Development		
IT	Information Technology		
IPSP	Improvement Performance School Programme		
JICA	Japanese International Corporation Agency		
LANA	Language and Numeracy Assessment		



INDEPENDENT AUDIT REPORT



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4 April 2014

Filipe Bole
Minister for Education, National Heritage, Culture and Arts
Ministry of Education, National Heritage, Culture and Arts
Marela House
Suva

Dear Mr. Bole

Audited Financial Statements – Ministry of Education, National Heritage, Culture and Arts for the Year Ended 31 December 2013

Audited Financial Statements for the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2013 together with my audit report on them are enclosed.

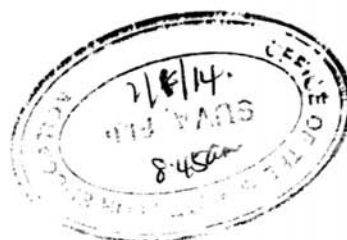
Particulars of errors and omissions arising from the audit have been forwarded to the management of the Ministry for its action.

Yours sincerely

Tevita Bolanavanua
Auditor General

cc: Dr. Brij Lal – Permanent Secretary for Education, National Heritage, Culture and Arts

Encl.





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

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013**



**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2013**

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**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013**

INDEPENDENT AUDIT 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 2013, as set out on pages 9 to 13. The 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 Fiji 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 accounting 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 2013.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In my opinion:

- a) the financial statements present fairly, in accordance with the government 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 2013.
- b) the financial statements give the information required by the Financial Management Act 2004 in the manner so required.

Without qualifying the accounts, attention is drawn to the following:

- The correctness of the Statement of Losses submitted by the Ministry of Education, National Heritage, Culture and Arts could not be verified as the Board of Survey was not completed for the



whole Ministry and the Statement of Losses did not state whether there was any losses other than cash.

- The Ministry did not reconcile the expenditure in the FMIS general ledger as no expenditure ledger was maintained. The Ministry prepared its financial statements from the FMIS general ledger. As a result I was not able to ascertain the accuracy of the amounts stated in the statement of Receipts and Expenditure

I have obtained all the information and explanations which, to the best of my knowledge and belief, were necessary for the purpose of my audit.

Tevita Bolanavanua
AUDITOR GENERAL

Suva, Fiji
4 April 2014






MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
MANAGEMENT CERTIFICATE
FOR THE YEAR ENDED 31 DECEMBER 2013

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 2013; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004, Finance Instructions 2010 and Finance Circular 16/2006.



Dr. Brij Lal

Permanent Secretary

Date: 31.03.14



Ms. Makarita Fuata

Principal Accounts Officer

Date: 3/4/2014



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	2013 (\$)	2012 (\$)
RECEIPTS			
State Revenue			
Fees - Examination		4,925	27,887
Fees – Government Day School		23,682	22,901
Fees – Government Boarding Schools		350,587	434,268
Registration – Teacher Registration Board		160,030	577,646
Registration – Higher Education Commission		12,300	28,645
Rent for Official Quarters		70,689	850
Commission		1,731	2,451
OPR in Previous Years		31,743	55,831
Total State Revenue	3(a)	655,687	1,150,479
Agency Revenue			
Miscellaneous Revenue		138,379	281,551
Sale of School Farm Produce Surplus		3,245	8,198
Total Agency Revenue		141,624	289,749
TOTAL RECEIPTS	3(b)	797,311	1,440,228
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (c)	214,024,425	210,730,757
Government Wage Earners	3 (d)	2,508,682	2,157,366
Travel & Communications	3 (e)	1,253,770	1,174,940
Maintenance & Operations	3 (f)	1,844,415	1,223,504
Purchase of Goods & Services	3 (g)	6,927,296	5,723,724
Operating Grants & Transfers	3 (h)	43,615,805	44,538,571
Special Expenditure	3 (i)	1,757,687	1,927,034
Total Operating Expenditure		271,932,080	267,475,896
Capital Expenditure			
Construction	3 (j)	2,050,290	583,826
Purchases		123,173	0
Grants & Transfers	3(k)	1,659,910	587,884
Total Capital Expenditure		3,833,373	1,171,710
Value Added Tax	3(l)	1,718,592	1,614,281
TOTAL EXPENDITURE		277,484,045	270,261,887



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2013

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$)	Revised Estimate (\$)	Actual Expenditure (\$)	Carry- Over (\$)	Lapsed Appropriation (\$)
1	Established Staff	208,538,864	(7,074,462)	201,464,402	214,024,425		(12,560,023)
2	Government Wage Earners	2,050,106	---	2,050,106	2,508,682		(458,576)
3	Travel & Communications	880,725	448,526	1,329,251	1,253,770		75,481
4	Maintenance & Operations	1,243,284	702,361	1,945,645	1,844,415		101,230
5	Purchase of Goods & Services	6,677,060	306,311	6,983,371	6,927,296		56,075
6	Operating Grants & Transfers	39,044,400	4,663,964	43,708,364	43,615,805		92,559
7	Special Expenditure	2,513,400	855,974	3,369,374	1,757,687		1,611,687
	Total Operating Costs	260,947,839	(97,326)	260,850,513	271,932,080		(11,081,567)
	Capital Expenditure						
8	Construction	2,740,869	(432,630)	2,308,239	2,050,290		257,949
9	Purchases	800,000	(655,691)	144,309	123,173		21,136
10	Grants & Transfers	2,009,820	(16,237)	1,993,583	1,659,910		333,673
	Total Capital Expenditure	5,550,689	(1,104,558)	4,446,131	3,833,373		612,758
13	Value Added Tax	1,991,600	(163,247)	1,828,353	1,718,592		109,761
	TOTAL EXPENDITURE	268,490,128	(1,365,131)	267,124,997	277,484,045		(10,359,048)



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
STATEMENT OF LOSSES FOR THE YEAR ENDED 31 DECEMBER 2013

Loss of Money

A total of \$62,835 was lost by the Ministry in 2013 through embezzlement by the Ministry's staff.



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

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 GOVERNMENT 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.

(d) Revenue Recognition

Revenue is recognised when actual cash are received by the Ministry.



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

NOTE 3: SIGNIFICANT VARIATIONS

- (a) The state revenue decreased by \$494,792 or 43% in 2013 compared to 2012. The decrease was due to:
- decrease in request for recount and recheck of examination fees;
 - decrease in Boarding roll for Government Boarding Schools;
 - decrease in teachers paying registration fees as most teachers have paid registration fees for 3 years;
 - decrease in Tertiary Institutions registration under the new fees; and
 - decrease in recoveries to be made for overpayment of salaries as officers have left the service.
- (b) The agency revenue decreased by \$148,125 or 51.2% in 2013 compared to 2012. The decrease was due to request for recount/recheck and certified copies of the exam results and decrease in the sale of school farm produce.
- (c) The Established Staff costs increased by \$3,293,668 or 1.6% in 2013 compared to 2012. This was mainly due to the incorrect budget provided as per Person to Person (P2P). Other allowances including Remote/Rural allowances and Boarding allowances were not accurately calculated during the preparation of the person to post listing. The virement of \$7m to the Transport Assistance Scheme was also sourced internally to cover the shortfall.
- (d) The Government Wage Earners' costs increased by \$351,316 or 16.3% in 2013 compared to 2012. 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.
- (e) The Travel and Communications costs increased by \$78,830 or 6.7% in 2013 compared to 2012. The increase was due to the payment of meals and subsistence for officers working overtime. The increase was also due to the visits to schools and districts by the Minister and Permanent Secretary and increase in payment of telecom charges.
- (f) The Maintenance and operations costs increased by \$620,911 or 50.7% in 2013 compared to 2012 due to increase in electricity charges, repair of Ministry's vehicles and payment of fuel.
- (g) The Purchase of Goods and Services costs increased by \$1,203,572 or 21% in 2013 compared to 2012. The increase in cost of goods and services from food ration suppliers resulted in the increase in food and ration expenses for Government Secondary Boarding schools.
- (h) The Operating Grants and Transfers decreased by \$922,766 or 2.1% in 2013 compared to 2012. The decrease was due to cost cutting measures implemented to minimise wastage.



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

- (i) The Special Expenditure decreased by \$169,347 or 8.9% in 2013 compared to 2012. This was due to Donor Funding not released for Projects as reflected in the Budget Estimates.
- (j) The Capital Construction increased by \$1,466,464 or 251.2% in 2013 compared to 2012. The increase was due to upgrading and maintenance of Government schools and Institutional Quarters. The deteriorating state of Boarding Schools Hostels, Dining Halls and Dormitory which was against OHS Compliance.
- (k) The Capital Purchase increased by \$123,173 or 100% in 2013 compared to 2012. The increase was due to purchase of Laptops under the One Laptop per Child Programme.
- (l) The Capital Grants and Transfers increased by \$1,072,026 or 182.4% in 2013 compared to 2012. The increase was due to grants provided for the 3 infant schools construction in 2013.
- (m) The Value added Tax increased by \$104,311 or 6.5% in 2013 compared to 2012. The increase was due to increase in expenditure in other operating SEGs.

NOTE 4: DETAILS OF APPROPRIATION CHANGES

The Permanent Secretary approved the following virements.

Virement Number	From	To	Amount (\$)
V 21001/13	SEG 1	SEG 1	42,340.22
DV 21 01	SEG 1	SEG 7	50,000.00
DV 21 01	SEG 4	SEG 7	800.00
DV 21 01	SEG 5	SEG 7	111,830.95
DV 21 01	SEG 6	SEG 7	645,000.00
DV 21 02	SEG 7	SEG 7	60,000.00
DV 21 02	SEG 13	SEG 13	6,000.00
DV 21 03	SEG 1	SEG 6	200,000.00
DV 21 04	SEG 3	SEG 5	9,900.00
DV 21 05	SEG 6	SEG 3	30,000.00
DV 21 05	SEG 6	SEG 5	100,000.00
DV 21 05	SEG 6	SEG 6	20,000.00
DV 21 06	SEG 7	SEG 5	15,000.00
DV 21 07	SEG 7	SEG 7	3,500.00
DV 21 08	SEG 6	SEG 3	50,000.00
DV 21 09	SEG 6	SEG 3	50,000.00
DV 21 10	SEG 7	SEG 4	4,000.00
DV 21 10	SEG 7	SEG 7	5,000.00
DV 21 10	SEG 13	SEG 13	1,350.00
DV 21 11	SEG 5	SEG 4	4,158.00
DV 21 12	SEG 7	SEG 4	6,419.00
DV 21 12	SEG 13	SEG 13	962.85
DV 21 13	SEG 6	SEG 4	30,000.00
DV 21 14	SEG 1	SEG 3	80,000.00
DV 21 15	SEG 1	SEG 6	505,000.00



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

NOTE 4: DETAILS OF APPROPRIATION CHANGES (con't)

Virement Number	From	To	Amount (\$)
DV 21 16	SEG 7	SEG 4	20,000.00
DV 21 17	SEG 6	SEG 3	40,000.00
DV 21 18	SEG 6	SEG 3	5,000.00
DV 21 19	SEG 7	SEG 5	10,000.00
DV 21 20	SEG 6	SEG 3	30,000.00
DV 21 21	SEG 5	SEG 5	100,000.00
DV 21 22	SEG 6	SEG 5	20,000.00
DV 21 23	SEG 6	SEG 5	50,000.00
DV 21 24	SEG 6	SEG 5	20,000.00
DV 21 25	SEG 7	SEG 3	6,000.00
DV 21 26	SEG 5	SEG 3	30,000.00
DV 21 27	SEG 5	SEG 5	20,000.00
DV 21 28	SEG 1	SEG 7	39,462.00
DV 21 29	SEG 1	SEG 6	3,000,000.00
DV 21 30	SEG 1	SEG 6	3,000,000.00
DV 21 31	SEG 1	SEG 5	200,000.00
DV 21 32	SEG 6	SEG 3	8,000.00
DV 21 33	SEG 3	SEG 5	3,000.00
DV 21 34	SEG 3	SEG 6	1,000.00
DV 21 35	SEG 3	SEG 6	531.00
DV 21 36	SEG 5	SEG 6	1,617.00
DV 21 37	SEG 5	SEG 6	2,638.00
DV 21 38	SEG 5	SEG 3	1,706.00
DV 21 39	SEG 5	SEG 3	579.00
DV 21 40	SEG 5	SEG 5	29,325.00
DV 21 42	SEG 4	SEG 3	600.00
DV 21 43	SEG 6	SEG 3	1,100.00
DV 21 44	SEG 4	SEG 3	940.00
DV 21 45	SEG 6	SEG 3	5,300.00
DV 21 46	SEG 4	SEG 3	570.00
DV 21 47	SEG 4	SEG 3	12,900.00
DV 21 48	SEG 3	SEG 3	370.00
DV 21 49	SEG 6	SEG 5	16,540.00
DV 21 50	SEG 6	SEG 4	8,676.00
DV 21 51	SEG 6	SEG 3	140,262.00
DV 21 51	SEG 6	SEG 7	60,924.00
DV 21 51	SEG 6	SEG 4	614,918.00
DV 21 51	SEG 6	SEG 5	19,175.00
DV 21 52	SEG 13	SEG 13	72,219.00
DV 21 53	SEG 3	SEG 3	907.00
DV 21 53	SEG 4	SEG 4	1,781.00
DV 21 53	SEG 5	SEG 5	25,086.00
DV 21 53	SEG 5	SEG 7	4,776.00
DV 21 53	SEG 6	SEG 7	4,600.00



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

NOTE 4: DETAILS OF APPROPRIATION CHANGES (con't)

In addition, Cabinet approved the redeployment of \$1,365,132 from the Ministry's 2013 Budget to fund the unforeseen commitments of the Government.

Item	Project Name	Amount (\$)
Capital Construction	Maintenance Of Schools & Institutional Quarters	127,901
	Construction Of New Ablution Block - ACS	72,740
	Construction Of New Hostel - LPS	231,989
Capital Purchase	One Laptop Per Child	655,691
Operating Grants & Transfers	Salary Grant For Pre-School Teachers	97,327
Capital Grants & Transfers	Building Grant - ECE	16,237
Value Added Tax	Value Added Tax Payment	64,894
	Value Added Tax Payment	98,353
Total		1,365,132

NOTE 5: OPERATING TRUST

As a 31 December 2013, the operating fund account had a balance of \$1,140,199 (CR). This relates to various employee deductions.

NOTE 6: REVOLVING FUND ACCOUNT – MISCELLANEOUS

As a 31 December 2013, there were funds amounting to \$532,476 under the Revolving Fund Account. Most of the balances in this account relate to accountable advance and prepaid expenses, dishonoured cheques and surcharges.

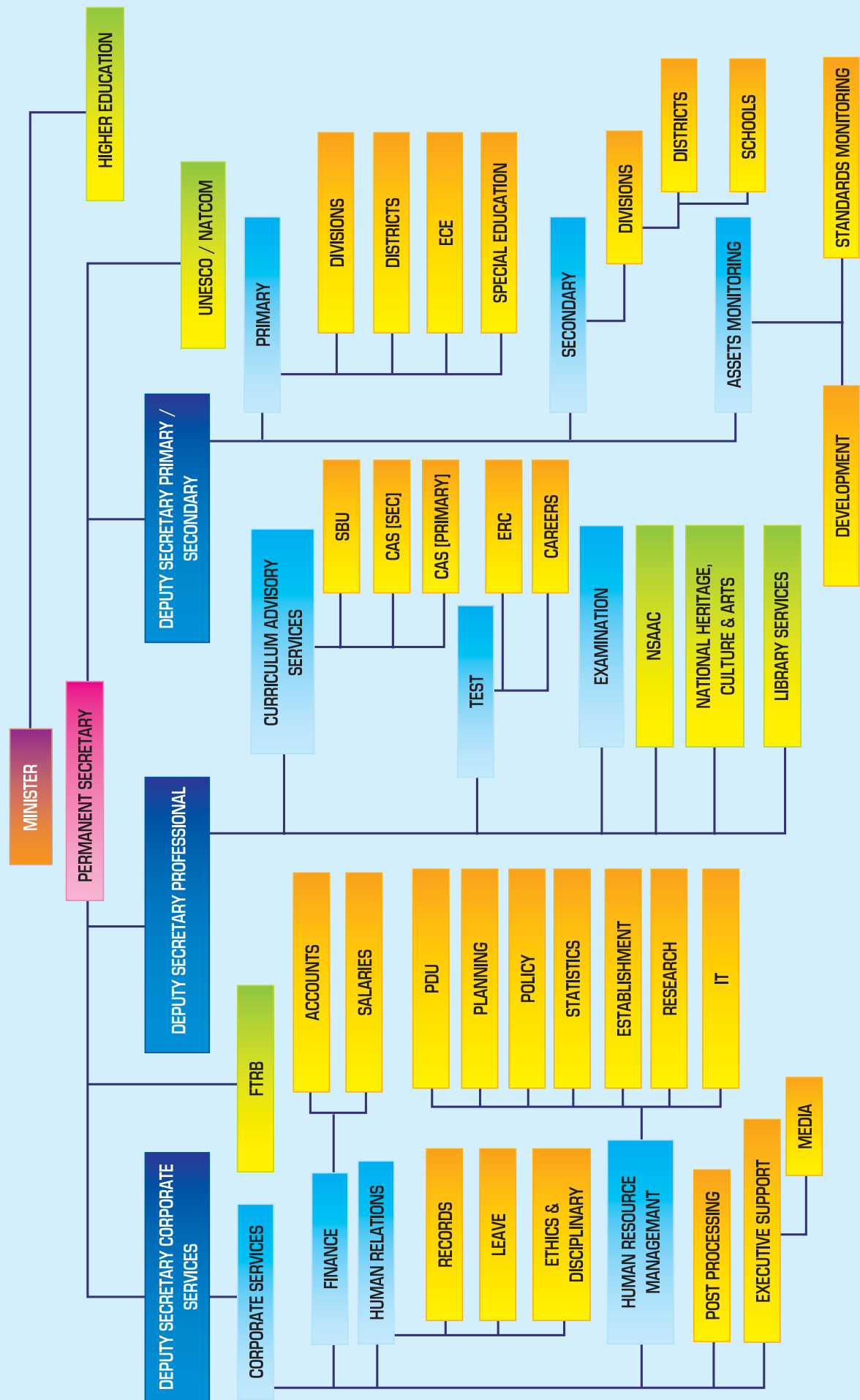
NOTE 7: DRAWINGS ACCOUNT

As a 31 December 2013, Drawings Account balance amount to \$1,309,511 (CR). These monies were related to cheques written by the Ministry that were yet to be presented to the bank.

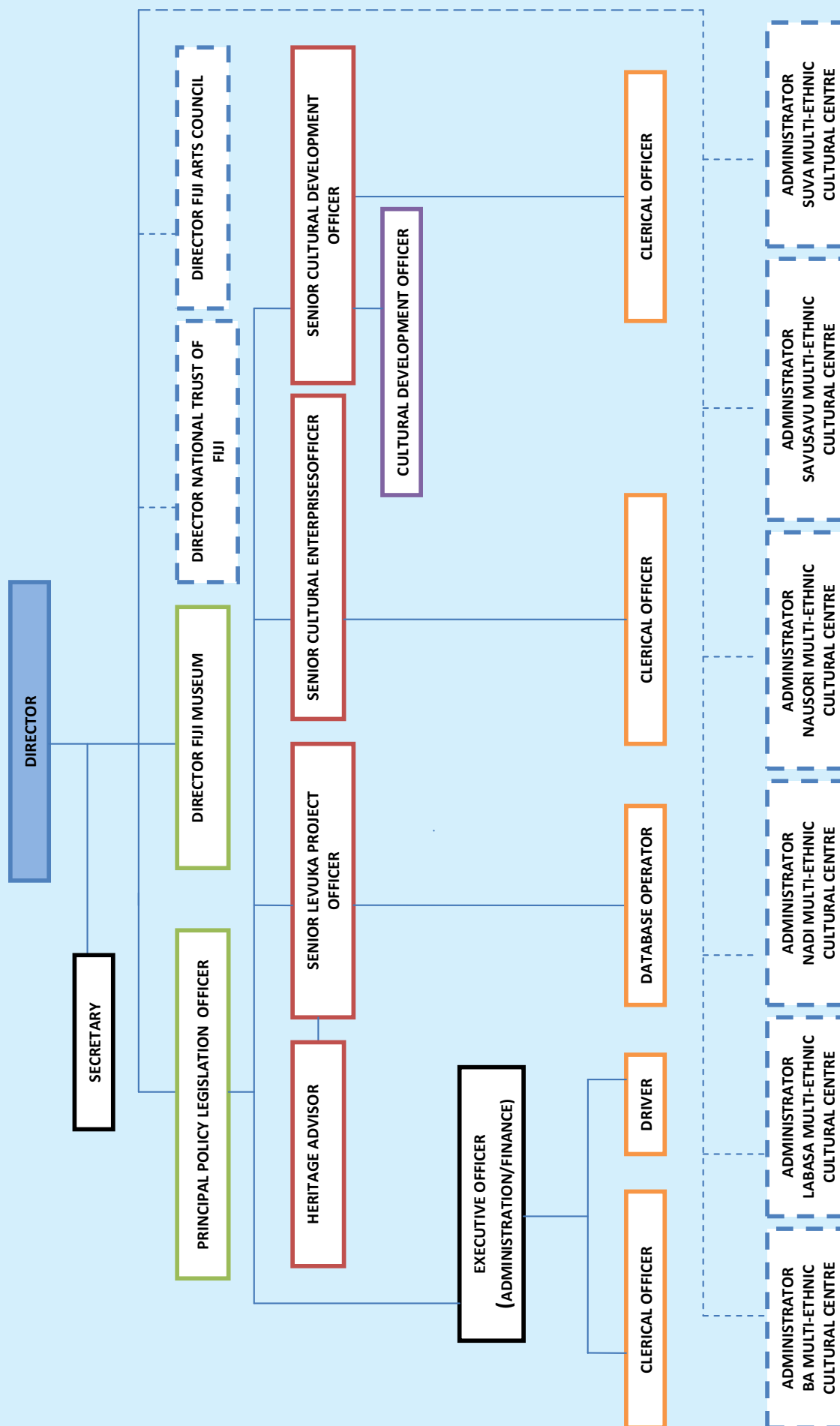


ORGANISATION STRUCTURE

MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE & ARTS



DEPARTMENT OF NATIONAL HERITAGE, CULTURE AND ARTS ORGANISATIONAL STRUCTURE







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