



ANNUAL REPORT 2018-2019



MINISTRY OF EDUCATION,
HERITAGE & ARTS

Parliamentary Paper No. 62/23

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LETTER TO HONOURABLE MINISTER



MINISTRY OF EDUCATION, HERITAGE AND ARTS

**“Quality Education for Change,
Peace and Progress”**



Honourable Rosy Sofia Akbar
Minister for Education, Heritage and Arts
Senikau House
Suva

Dear Honourable Minister

ANNUAL REPORT FOR 2018-2019

I have the honour of submitting the Annual Report of the Ministry of Education, Heritage and Arts for the fiscal year ending July 31st, 2019.

The Report highlights the Ministry's performance and achievement in delivering services to the people of Fiji as mandated by the Fiji Government.

The Annual Report has been prepared in accordance with the Financial Management Act 2004 and Section 14 of the Civil Service Act, 1999.

We appreciate and thank you for your leadership and guidance and direction throughout the year.

We look forward to building on our achievements to consolidate the Government's mandate for the Education Sector.

Alison Burchell (Ms)
Permanent Secretary for Education, Heritage and Arts

FOREWORD FROM THE PERMANENT SECRETARY FOR EDUCATION, HERITAGE AND ARTS



We have a role in both shaping the education system and delivering services to achieve equitable and excellent outcomes. For the 2018 to 2019 Financial Year, that has involved maintaining and improving our core services while listening to and engaging the Ministry's stakeholders, on the Government's directions and extensive programmes towards education.

The Ministry continues to be assessed and analysed by the public at large with its operations, processes including its achievements. This presents a huge opportunity to consider how our system works as an integrated whole and to advise on strengthening its coherence and alignment.

The Ministry has led and supported unprecedented engagement with teachers, school management, communities and partners on all aspects. The results of that engagement is discussed in this annual reporting period.

While the education system settings are shifting, we have continued to improve core services while making capability improvements to ensure we can respond to future demands, including:

- The continuation of the various government initiatives to ensure improved access to education;
- Registration and establishment of new schools;
- Construction of new school facilities;
- Renovation and upgrading works for selected schools and Headquarters offices;
- Continued rehabilitation of schools affected by TC Winston;
- Provision of building grants assistance for teachers quarters;
- Schools assisted with lease renewals;
- Identified educationally disadvantage schools assisted with the construction of new building blocks;
- Schools assisted with WASH programmes;
- Teacher upskilling and training;
- New syllabi implementation;
- Amended curriculum resources;
- National Assessment for Years 6 to 13;
- Mainstreaming of Climate change and Anti-corruption education into the curriculum;
- Review of TEST curriculum and textbooks; and
- Distributions of library resources to schools including the setup of school and community libraries.

I acknowledge the great work that Ministry staff do every day and thank them and our partners for the results we have achieved this year.

Alison Burchell (Ms.)

Permanent Secretary for Education, Heritage and Arts

PART I: OVERVIEW

Our Vision, Mission and Values

Our Vision

Quality Education for Change, Peace and Progress

Our Mission

To provide a holistic, innovative, responsive, inclusive and empowering education system that enables all children to realize and appreciate their inheritance and potential contribution to a peaceful and sustainable Fiji.

Our Principal Goals

In education, the child is the centre of everything that we do. In all other services we provide, our customers are of high priority. The delivery of all services is guided by our commitment to:

- Recognize the importance of strong and healthy partnerships with all stakeholders;
- Maintain a high level of professionalism in all that we do;
- Ensure relevance and responsiveness as required characteristics of all endeavours;
- Maintain high levels of quality and excellence; and
- Improve access, equity, accountability and transparency in education and respect our constitutional rights and responsibilities.

Our Customers

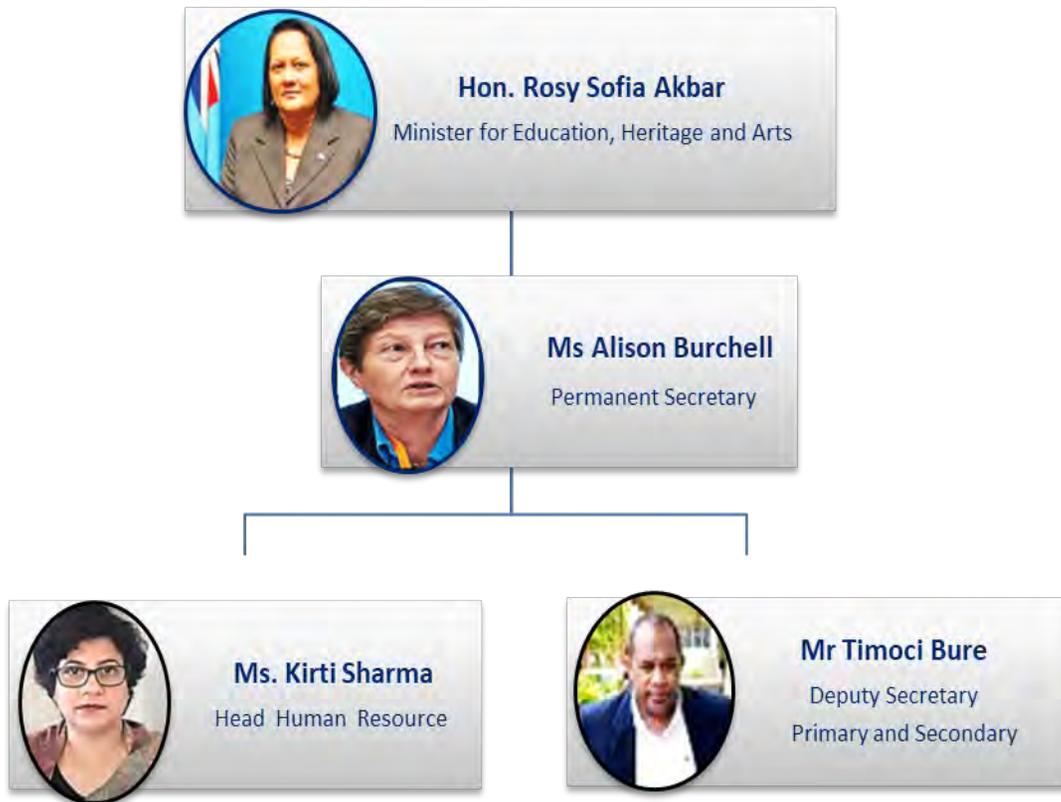
The scope of our customer base is extensive and it includes children in formal and non-formal education, teachers, school administrators, parents, faith-based organizations, private sector organizations, Ministries, cultural practitioners, heritage managers, resource owners, development partners and other educational organizations locally and abroad.

Our Values

The Ministry's values are derived from Fiji's 2013 Constitution and are relative to Administration, Citizenship and Character. These are: Accountability, Transparency, Fairness, Honesty, Integrity, Commitment, Impartiality, Loyalty, Teamwork, Patriotism, Peace, Perseverance, Compassion, Cooperation, Respect, Tolerance, Civic Pride and Environmental Ethics.

Our Portfolio

Ministry of Education, Heritage and Arts Portfolio as at 31 July 2019.



The Ministry of Education, Heritage and Arts is responsible for the design, implementation, monitoring and evaluation of educational legislation, policies and programs 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 services to the following:

- Early Childhood Education;
- Primary Education;
- Secondary Education;
- Special Schools and mainstreaming of children with special needs;
- students in the years of compulsory schooling (Year 1-Year 12) and those participating in Year 13 studies;
- Vocational Education and training programmes;
- Technical and Vocational Education through the Technical College of Fiji;
- professional development and training of teachers; and training for school managers, school management committees and controlling authorities.

Together with the above, the Ministry also looks after the:

- implementation of the Higher Education Act 2008 (through the Fiji Higher Education Commission);
- coordination of the Culture Sector in the country and responsible for the preservation and promotion of Fiji's cultural diversity and unique heritage;

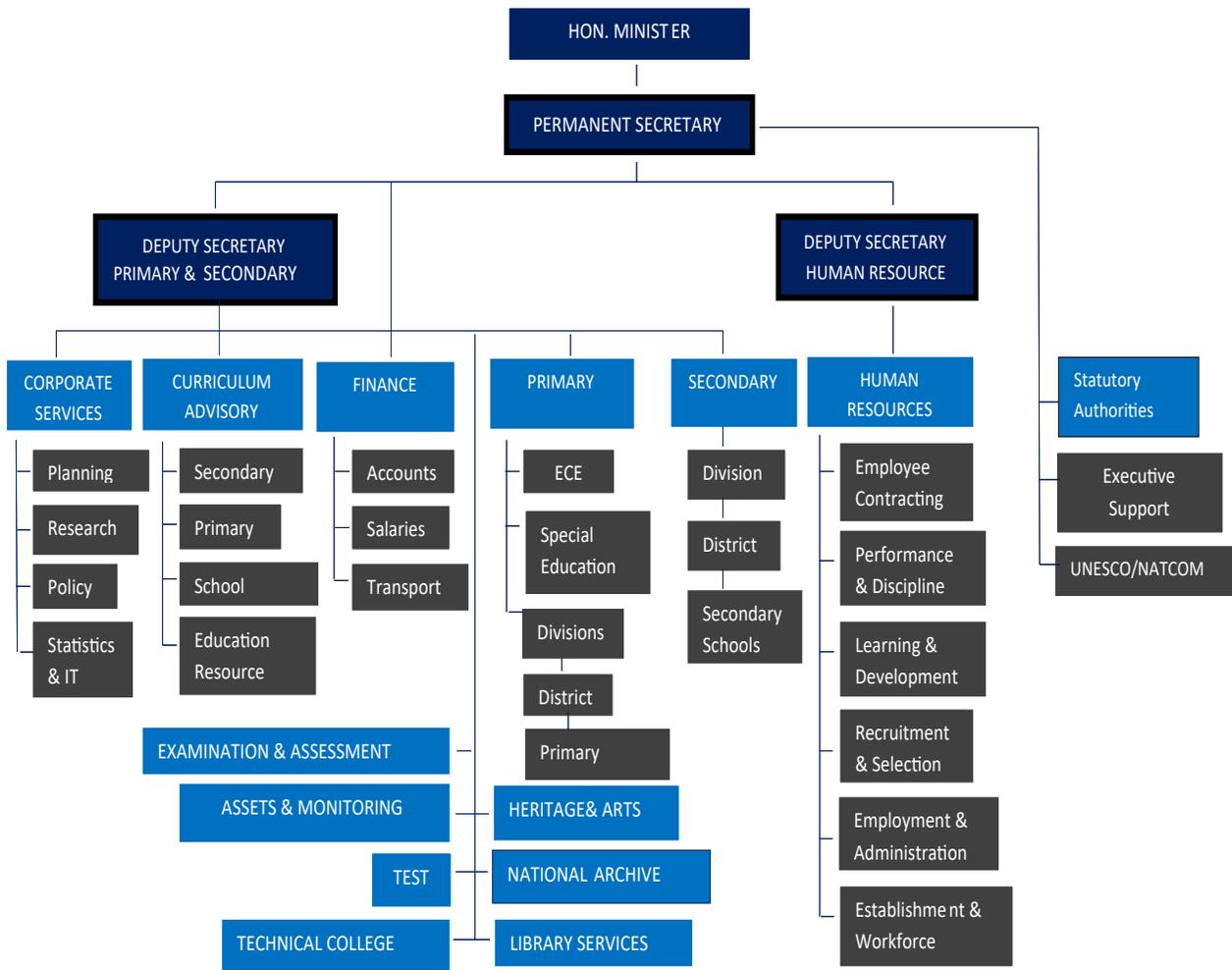
- identify and address issues arising out of drug and substance abuse (through the Substance Abuse Advisory Council);
- provision of library services to schools and communities; and
- modernization and provision of archival services to Government and the citizens of Fiji.

Our Legislative Framework

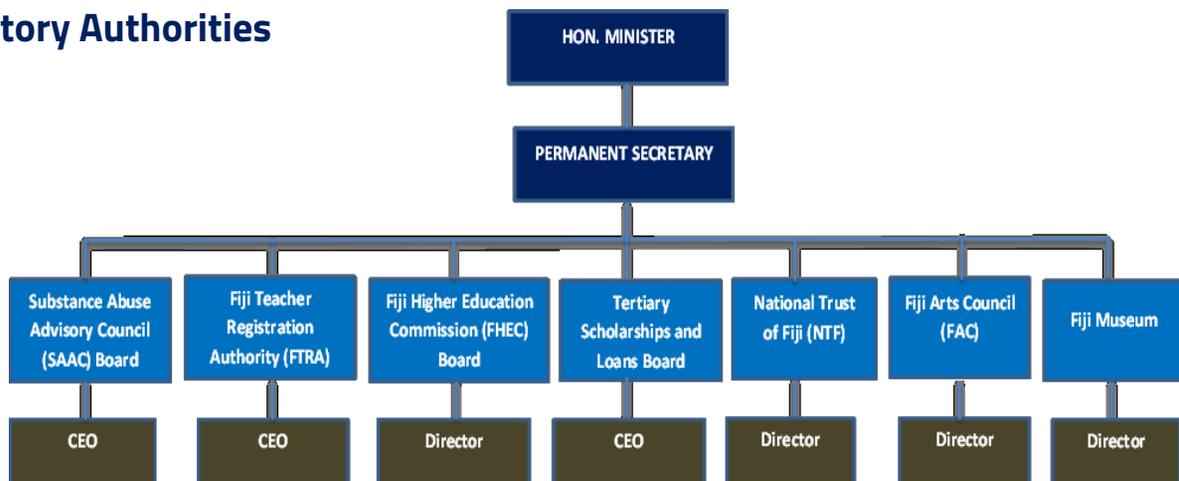
The Ministry of Education, Heritage and Arts is responsible for the following legislation and regulations:

- i. 2013 Constitution of Fiji
- ii. Education Act (Cap 262)
- iii. Examinations Act (Cap 262A)
- iv. Fiji Museum Act (Cap 263)
- v. Fiji National University Act 2009
- vi. Fiji Teacher's Registration Board Act 2008
- vii. Higher Education Act 2008
- viii. Legal Deposit Act (Cap 109)
- ix. Library Deposit Act 1971
- x. National Trust of Fiji Act (Cap 265) and National Trust of Fiji Amendment Act (1998)
- xi. Preservation of Objects or Archeological and Paleontological Act (Cap 264)
- xii. Public Records Act (Cap 108)
- xiii. Substance Abuse Advisory Council Act 1998
- xiv. Tertiary Scholarship and Loans Act 2014
- xv. University of Fiji Act 2011
- xvi. University of the South Pacific Charter (LN35) 1970

Our Structure



Statutory Authorities



Government Priorities

Goal: Quality education for all		
Policies	Strategies	National Documents
Improve quality education at all levels	<ul style="list-style-type: none"> Review and amend legislation and policies pertaining to quality education including the Education Act; Improve student to teacher ratio; Increase in-service training for teachers; Strengthen use of ICT, distance learning and e-learning in schools; Strengthen private and public partnerships; Expand school libraries with relevant resources; Increase awareness of, and capacity for education on social issues such as Drug Education, HIV/AIDS, Gender Based Violence, Respectful Relationships, Sex Education, NCD, Cyber Safety, and Mental Health at school; Increase number of teachers undergoing training on gender sensitisation, equality and child protection, including protective behaviours programs to detect any child sexual abuse; Increase counselling services for primary and secondary schools; Increase basic counselling skills training for teachers in schools; Enhance national and cultural education in schools; Implementation of Fiji Qualification Framework; and Strengthen assessment and learning through implementing critical skills such as Literacy and Numeracy assessment. 	<p>National Development Plan 2017</p> <p>Sustainable Development Goals</p> <p>(SDG) 2015 - 2030</p>
Ensure every Fijian Student has equal access to education at all levels	<ul style="list-style-type: none"> Continuation of free education initiative, bus fare subsidy, free textbooks, toppers scholarships and tertiary loan scheme; Improve infrastructure, facilities and learning materials for all schools; Timely provision of textbooks and building grants to schools; Provision of access for the physically challenged students; Updating of the Fiji Education Management Information System (FEMIS) to cover all aspects of school information; and Development of an e-library or virtual library for all citizens. 	<p>National Development Plan 2017</p> <p>Sustainable Development Goals</p> <p>(SDG) 2015 - 2030</p>
Enhance technical, vocational and lifelong skills training at all levels	<ul style="list-style-type: none"> Establish Technical Colleges; Recruit qualified and experienced TVET teachers; Establish TVET database; Revive apprenticeship scheme through the Training and Productivity Authority of Fiji (TPAF); Accelerate the development of National Qualification Framework in different trade areas; and Enhance students' understanding through lifelong skills training such as scouts and girl guides. 	<p>National Development Plan 2017</p> <p>Sustainable Development Goals</p> <p>(SDG) 2015 - 2030</p>
Enhance and strengthen the support for Higher Education Institutions	<ul style="list-style-type: none"> Expedite the number of registered institutions to be recognized under the Fiji Higher Education Commission (FHEC); Increase private and public partnership; Enhance the use of ICT for tertiary institutions; Strengthen incentives for higher education institutions; and Implement the National Accreditation Framework. 	<p>National Development Plan 2017</p> <p>Sustainable Development Goals</p> <p>(SDG) 2015 - 2030</p>

Goal: Protection and promotion of unique Fijian cultural heritage for sustainable development		
Protect Fiji's diverse cultural heritage	<ul style="list-style-type: none"> • Review, develop and implement new legislation; • Conservation of national relics, artistic creation, documentation and delineation of heritage spaces; • Strengthen data collection; • Establish a mechanism to capture traditional knowledge and skills of elderly citizens for future generations, such as the Cultural Mapping Programme; • Restoration and digitisation of analogue audio, audio-visual, photographs, microfilm, manuscripts and documents to safeguard cultural knowledge; • Develop a digital archival system to store and preserve sacred indigenous records (Vola-ni-Kawa-Bula) to safeguard the tribal knowledge and protocol of the iTaukei; • Facilitate the implementation of cultural impact assessments through archaeological impact assessments, built heritage assessments, historical monuments and structures survey); and • Build community partnerships through advocacy and awareness programmes. 	National Development Plan 2017
Promote cultural heritage for sustainable development	<ul style="list-style-type: none"> • Finalise an archives valuation exercise to determine the total monetary value of the heritage items at National Archives of Fiji (NAF); • Develop and upgrade capacities of institutions, programmes, and infrastructure that promote cultural heritage for sustainable development; • Strengthen participation of resource owners through the development of heritage places and monuments for tourism purposes; • Develop promotional materials and tools (film, literature, theatre) to enhance understanding and appreciation of the diversity of cultures in Fiji; • Enhance recognition of the unique values of Fijian cultural heritage, natural heritage, intangible heritage and documentary heritage at international level through nominations for world listings; • Revitalize promotional activities such as festivals, exhibitions, expos, and workshops to showcase the creativity of Fijians and also enhance economic opportunities; • Integrate culture, heritage and arts in formal education curricula at all levels through the Fiji cultural and education strategy as outlined in the Green Growth Framework for Fiji; and • Develop and maintain cultural sites, heritage spaces and associated infrastructure. 	National Development Plan 2017
Goal: Clean Water and Sanitation		
SDG 6 – Ensure availability and sustainable management of water and sanitation for all	<ul style="list-style-type: none"> ▪ Review , amend and implement policies and SOPs; ▪ Improved water resources, sanitation, hygiene and menstrual hygiene management in schools; ▪ Improve school ecosystems and cleanliness; ▪ Improved water quality, treatment and access in schools; and ▪ Educate school communities on WASH through cooperation and participation. 	Sustainable Development Goals (SDG) 2015 – 2030 National Development Plan 2017

Budget Allocation

The Fijian Government upholds education as the most effective pathway to growing the Fijian economy, enriching Fijian society, and advancing the upward mobility of the Fijian people. Over the past 11 years, Government's consistent and targeted investment in the education of Fijian students has led to the historic achievement of universal primary education, and given a record number of Fijian children's access to secondary and tertiary education.

The Ministry was allocated a budget of \$535,365,700.00 for the 2018-2019 financial year, an increase of 9.23% compared to the Ministry's budget for the 2017-2018 financial year.

The increase in the budget allocation will ensure the continuation of existing Government initiatives which will contribute to equitable access to quality education at all levels.

The graphs below show the Ministry's budget for the last five years.

Graph 1: Government Budget on Ministry of Education, Heritage and Arts

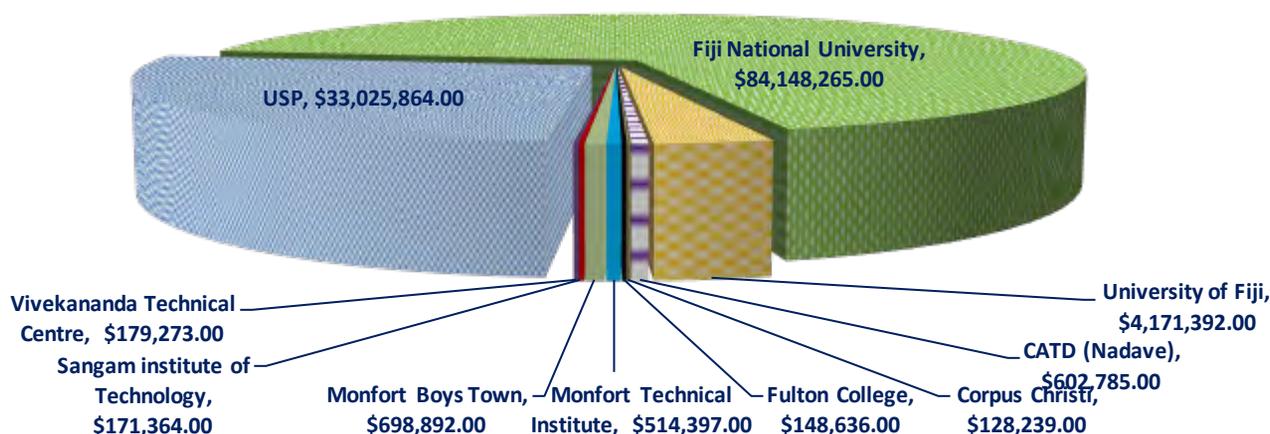


Higher Education Institutions Budget Allocation

The Higher Education Institutions were allocated a total of \$123,800,000.00 in the 2018-2019 financial year, 16.24% more than their budget allocation in the last financial year.

The graphs below summarises the budget allocation for the Higher Education Institutions.

Graph 2: 2018-2019 Government Budget on Higher Education Institutions



School Data

Summary of School Data for the financial year 2018-2019



EARLY CHILDHOOD EDUCATION

No. of registered Centres:	875
No. of students:	19,109
No. of teachers:	1,452



PRIMARY EDUCATION

No. of Schools:	737 (including 17 special schools)
No. of students:	
i. Primary:	150,640
ii. Special Schools:	1,898
No. of teachers	
i Primary:	6,135
ii. Special Schools	165



SECONDARY EDUCATION

No. of schools:	173
No. of students:	66127
No. of teachers:	5570



TECHNICAL COLLEGE

No. of TCF Campuses:	15
No. of students:	2,364
No. of teachers:	219
No. of Technical Centres:	36
No. of students:	1,191
No. of teachers:	396

Completion Rate for students in Primary and Secondary

The completion rate for Primary schools is more for girls than the boys. The trend is the same for Secondary schools. The percentage completion is more in primary than secondary schools due to the intake for Technical Colleges where there is usually high enrolment of male students compared to the females.

Table 1: The table below shows the proportion of male and female students completing Primary and Secondary Education

Year	School Type	Class Level	Enrolment number		Population		Percentage		Total
			Female	Male	Female	Male	Female	Male	
2019	Primary	Year 8	7552	7601	7879	8239	96%	92%	94%
	Secondary	Year 12	5227	4250	7189	7596	73%	56%	64%

Net Enrolment Rate (NER)

We have managed to attain universal primary education for the last five years. This is largely due to the continued support and commitment by the Government through the various initiatives in place. While we have consistently managed more than 80 per cent NER for secondary in the last five years, the Ministry through the existing Government initiatives will continue to ensure the provision of accessible, quality and equitable education to all students in Fiji.

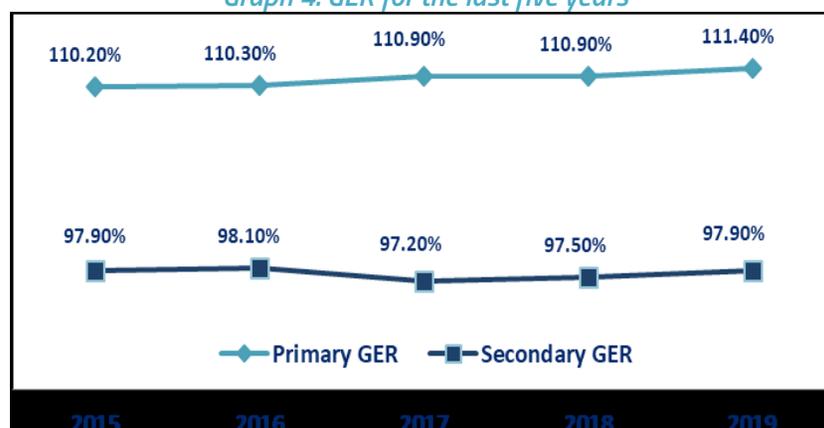
Graph 3: NER for the last five years



Gross Enrolment Rate (GER)

There is continuing improvement for students attending school. Our GER for primary is more than 100 per cent, while it is approximately 97 - 98 per cent for secondary for the last five years.

Graph 4: GER for the last five years



Government Initiatives



Free Tuition Grant

All Fijian students from 5 olds attending ECE and Year 1 to Year 13 students continued to receive this assistance during the 2017-2018 financial year.



Early Childhood Education

ECE Free Education Grant

\$2,830,500 was given as FEG to cover the tuition fees for the 5 year old attending ECE. This was disbursed on a termly basis for close to 18,560 ECE students from 876 registered ECE Centres.

ECE Building Grant

\$500,000 was allocated for ECE Centres as part of the school rehabilitation and school improvement program in selected ECE Centres.

Location Allowance

\$2,790,480 was allocated for ECE teachers in remote disadvantaged areas as location allowance.



Water Tanks

The Ministry assisted 6 ECE Centres, 230 Primary and 73 Secondary Schools with water tanks during the financial year.

The initiative will ensure a continued regular and safe water supply for drinking and other needs of the school community at all times.



Transport Assistance

A total of 110,045 students from primary and secondary schools including Technical College benefitted from the Free Transport Assistance Initiative.

A further 19 primary schools and 2 secondary schools were provided with boats and engine to assist students in travelling to school.



Free Milk

A total of 20,410 year 1 students benefitted from the Free Milk Initiative during the financial year.



Free Textbooks

The Ministry procured, printed, packed and dispatched the free textbooks for the 2019 school year to the 696 primary and 175 secondary schools that requested for the textbooks.



Library Resources

85 schools from ECE to secondary were assisted in the setting up of their school libraries.

\$18,375.08 was spent on purchasing library resources and distributed to 8 community libraries. Resources include wooden table and chairs, bean bags, charts, LRS books, donated books, rugs and book cart.

PART II: REPORT ON PERFORMANCE

Chapter 1: WORKFORCE

Our workforce is engaged and high performing. The Ministry recognises that developing and maintaining a sustainable, highly qualified workforce is crucial to ensuring children get the best start in life. It is focused on planning and coordinating professional development for all employees of the Ministry. Staff training and development in the Ministry has grown and diversified due to bi-lateral training agreements, international and regional organizations and other donor agencies.

The Ministry continues to work in partnership with Ministry of Civil Service, Civil Service Reform Management Unit (CSRMU), Fiji National University (FNU), University of the South Pacific, and other national, regional and international agencies to provide professional training that is practical, suitable and up to date thus, creating the need to establish proper procedures and guidelines in facilitating this partnership.

Under the Performance Management Framework, the training needs are identified through Part Six of the Learning & Development Plan. Employees are able to identify priority areas for qualification upgrades and up-skilling in the MEHA. The MEHA is currently developing and implementing other in-house training programmes through the Learning & development Unit established under the new HR Structure.

Highlights

- 13,852 employees, made up of 1,017 Senior Executives, Senior Managers and Support Officers.

- Approximately 93 per cent of workforce based in schools.

- 9504 Appointments and Transfers were processed. These include 3813 Contract Renewals; 3936 Acting positions, 1313 transfers, 251 Executive teachers and 191 Temporary relieving positions.

- 915 new teachers' appointments were processed. These include 449 ECE, 270 Primary and 196 secondary teaching positions.

- From the 284 staff exits during the year, there were 198 resignations, 83 retirements and 3 retirements on medical grounds.

Professional Development Highlights

Staff training and development in the MEHA has grown and diversified due to bi-lateral training agreements, international and regional organizations and other donor agencies.

The MEHA through its Learning & Development Unit works in partnership with Ministry of Civil Service, Civil Service Reform Management Unit (CSRMU), Fiji National University (FNU), University of the South Pacific, and other national, regional and international agencies to provide professional training that is practical, suitable and up to date thus creating the need to establish proper procedures and guidelines in facilitating this partnership.

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Output	Key Performance Indicators	Performance Story Budget	What did we do & how much?																
Improved opportunities for capacity building for teachers and MOE Administration staff by July 2019	209 teachers applied for in-service study leave in for FY 2018- 2019. The priority areas of the MEHA was Counselling, Mathematics, Physics, Industrial Arts, Information Systems, Early Childhood, Primary Education, Language and Literature and Special and Inclusive Education.	IST Allocation of \$700,000.00 69 Employees were given study leaves Females: 36 Males: 33 Study Leave With Pay – 19 Study Leave Without Pay – 18 Study Leave With Partial Pay- 27 Study Leave Assistance- 5	In Service Training Budget Spent \$699,912.34																
Number of teachers upgrading their qualification by gender: Pre-primary- 145 Primary Education-589 Lower Secondary (Yr. 9 – 11) Upper Secondary (Yr. 12 – 13)- 408 is for both upper and Lower Secondary.	<table border="1"> <thead> <tr> <th>Classification</th> <th>Female</th> <th>Male</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ECE</td> <td>145</td> <td></td> <td>145</td> </tr> <tr> <td>Primary</td> <td>369</td> <td>220</td> <td>589</td> </tr> <tr> <td>Secondary</td> <td>242</td> <td>166</td> <td>408</td> </tr> </tbody> </table> <p>The above table depicts by gender that had upgraded qualifications. For ECEs it was dominated by Females, same was seen for Primary and Secondary upgrades.</p>	Classification	Female	Male	Total	ECE	145		145	Primary	369	220	589	Secondary	242	166	408	Teachers paid their own cost for their education and their own time.	Support for registration of units for PD.
Classification	Female	Male	Total																
ECE	145		145																
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Identification and organization of Short Course – Local & Overseas Training for teachers and officers	Local training (MSC) – 134 Overseas Training- 6	The MCS training is free of cost as the training is for all the Civil Servants in Fiji. The staffs were trained on OMRS, Effective job Interview and Application, Procurement, IWP. GESI training was also conducted so that staffs understand about gender equality at the workplace.	Training which was initiated by MEHA through MCS was from LDU allocation. GESI work is funded by Fiji Program Support Facility																
Female officers provided with equal training opportunities in schools and at the central office	53 staffs including teachers and HQ Office staff attended training in priority need identified for the MEHA.	Study leave and up skilling of female staffs: 17 Females- Diploma in counselling 36 Females- In- service study leave	Supporting women's education and qualification.																

<p>Number of teachers that upgrade skills and knowledge through PD sessions</p>	<table border="1"> <thead> <tr> <th colspan="2">2018</th> </tr> </thead> <tbody> <tr> <td>Aug- Dec</td> <td>822</td> </tr> <tr> <th colspan="2">2019</th> </tr> <tr> <td>January</td> <td>235</td> </tr> <tr> <td>February</td> <td>144</td> </tr> <tr> <td>March</td> <td>152</td> </tr> <tr> <td>April- May</td> <td>365</td> </tr> <tr> <td>June</td> <td>117</td> </tr> <tr> <td>July</td> <td>108</td> </tr> <tr> <td>Total</td> <td>2048</td> </tr> </tbody> </table> <p>Total number of PDs received from schools August 2018-July 2019 was 2048</p>	2018		Aug- Dec	822	2019		January	235	February	144	March	152	April- May	365	June	117	July	108	Total	2048	<table border="1"> <thead> <tr> <th>2018</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Aug- Dec</td> <td>297</td> <td>525</td> </tr> <tr> <th colspan="3">2019</th> </tr> <tr> <td>January</td> <td>132</td> <td>103</td> </tr> <tr> <td>February</td> <td>94</td> <td>50</td> </tr> <tr> <td>March</td> <td>59</td> <td>93</td> </tr> <tr> <td>April- May</td> <td>162</td> <td>203</td> </tr> <tr> <td>June</td> <td>84</td> <td>33</td> </tr> <tr> <td>July</td> <td>62</td> <td>46</td> </tr> </tbody> </table>	2018	Male	Female	Aug- Dec	297	525	2019			January	132	103	February	94	50	March	59	93	April- May	162	203	June	84	33	July	62	46	
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<p>Professional development for teachers support better educational service delivery and management of schools.</p>	<table border="1"> <thead> <tr> <th>School Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>3104</td> </tr> <tr> <td>Secondary</td> <td>1373</td> </tr> <tr> <td>MOE Funded</td> <td>5817</td> </tr> </tbody> </table>	School Type	Total	Primary	3104	Secondary	1373	MOE Funded	5817	<table border="1"> <thead> <tr> <th>School Type</th> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>1480</td> <td>1624</td> <td>3104</td> </tr> <tr> <td>Secondary</td> <td>650</td> <td>723</td> <td>1373</td> </tr> <tr> <td>MOE Funded</td> <td>2580</td> <td>3237</td> <td>5817</td> </tr> </tbody> </table>	School Type	Male	Female	Total	Primary	1480	1624	3104	Secondary	650	723	1373	MOE Funded	2580	3237	5817																								
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<p>SLLDP is one of the tools which has been developed to enhance the skills and knowledge of Heads of Schools (currently employed in the position or aspirants for the role) in Fiji. The SLLDP is made of 10 Modules with the first Module: <i>Leading the Teaching Team to Education Success</i> offered to a group of participants as part of a pilot group this year 2019.</p>	<table border="1"> <thead> <tr> <th>No. of HOS Medium Enrolled</th> <th>No. met the Benchmark</th> <th>No. of 2nd Attempt</th> <th>No. Did not Complete</th> <th>No. Currently Enrolled</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>36</td> <td>41</td> <td>5</td> <td>1</td> </tr> </tbody> </table>	No. of HOS Medium Enrolled	No. met the Benchmark	No. of 2 nd Attempt	No. Did not Complete	No. Currently Enrolled	83	36	41	5	1		<p>The SLLDP team is made up of highly qualified assessors to assess the participants. All assessors have successfully completed Module 1 themselves and also attended two day training work-shop in July 2019 before becoming part of SLLDP team</p>																																					
No. of HOS Medium Enrolled	No. met the Benchmark	No. of 2 nd Attempt	No. Did not Complete	No. Currently Enrolled																																														
83	36	41	5	1																																														

Chapter 2: ACCESS, RETENTION AND COMPLETION



The Fiji Government has time and again announced that one of its greatest investments is education. It has continued to prioritise the provision of inclusive and quality education for all Fijians. Education is seen as one of its greatest investments where everyone must be given equal opportunities and accessibility to get themselves educated. A lot of emphasis is placed on an educated society which will in future inject the much needed empowerment, skills and knowledge in all Fijians to progress productively.

The government has also devised policies and avenues such as free education, transport assistance, Weetbix and milk, TELS scheme, free text books, revised curriculum, competent and quality teachers, upgraded infrastructure and continued initiatives and reforms to make education accessible for all.

Early Childhood Education

The Early Childhood Education Unit supports the Ministry's mission of providing total inclusive 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 every 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 of the Unit

The ECE Unit 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.

Key activities of the Unit included:

- providing professional and administrative assistance to pre-school teachers through visits to ECE Centres;
- providing advisory services to ECE management committees, teachers, Head of Schools, parents and the public;
- investigating ECE Centres on issues, concerns and complaints raised by the parents and the public and providing feedback to immediate supervisors;
- facilitating ECE Centre establishments and registrations;
- facilitating the disbursement of the Free Education Grant to registered kindergartens;
- assisting in the facilitation of Divisional ECE conference for ECE teachers;
- facilitating the launch of the ECE Week at Levuka;
- assisting in the facilitation of Finance Management Training for stand-alone ECE Centres;
- liaising and assisting other ministries and Non-Government Organizations on ECE matters; and
- attending workshops and forums conducted nationally and abroad.

ECE Budget

In the 2018-2019 financial year, the budgetary provision for ECE was \$2.1million. Teachers and children continued to be assisted through the location allowance and Free Fee Grant respectively. Some ECE Centres received assistance in the form of water tanks, renovation and maintenance of classrooms, walkways and school buildings, including the construction of new classrooms and restrooms.

The extension of FEG for students attending registered ECE Centres in their final year before advancing to Primary Schools, is indicative of the Government's commitment in ensuring free and accessible education at all levels of education. This is key to becoming a smarter and skilled Fiji.

ECE Budgetary Allocation

The table below summarises the ECE budgetary allocation for the financial year.

Table 2: ECE budget allocation

Year	Salary Grant for Teachers	Location Allowance	Building Grant	Free Education Grant	Total
2018	n/a	\$2,790,480	\$500,000	\$2,830,500	\$61,209,80
2019	n/a	\$2,790,480	\$500,000	\$2,830,500	\$61,209,80

Water Tanks

A total of 6 ECE Centres received assistance from the Asset Monitoring Unit. The table below summarises the Centres that received water tanks.

Table 3: Water Tank Assistance

District	ECE Centres	Size
Bua Macuata	Korokadi Kindergarten	1 x 5 – 200L
	Nawaca Kindergarten	1 x 5 – 200L
	Nawaido Play Centre	1 x 5 – 200L
	Immaculate Conception Kindergarten	1 x 5 – 200L
	Nagadoa Kindergarten	1 x 5 – 200L
	Koronisolo Kindergarten	1 x 5 – 200L

Established and Registered ECE Centres

There were a total of 8 new ECE Centres established and registered during the 2018-2019 financial year. The table below provides a summary of the ECE Centres that were newly established and registered.

Table 4: Newly Established and Registered ECE Centres

District	ECE Centres	Attached Primary
Nausori	Jack Berry Memorial Kindergarten	Naqia SDA Primary School
	Dravuni District Kindergarten	Dravuni District School
	Namena Kindergarten	Namena District School
Cakaudrove	Nabua Primary Kindergarten	Nabua Primary School
	Tunuloa Catholic Kindergarten	Tunuloa Catholic School
Bua/Macuata	Duavata Kindergarten	Duavata District School
	Nadi District School Kindergarten	Nadi District School
Eastern	Yale District Kindergarten	Yale District School

ECE Upgrading Free Education Grant (FEG)

\$2,830,500 was given as FEG to cover tuition fees for 5 year old kindergarten students. This was disbursed on a termly basis to about 18,560 ECE students in 876 registered ECE centres.

FEG Allocation

The School/Kindergarten Management, as the constituted controlling authority, was tasked to ensure proper utilization of the FEG under the specified allocation below:

- | | |
|----------------------------------------|-----|
| 1. Administration and Office Operation | 45% |
| 2. Building and Maintenance | 10% |
| 3. Learning Resources & Furniture | 20% |
| 4. Health & Nutrition | 10% |
| 5. Outdoor Recreational Equipment | 15% |

The District Education Officers were responsible for monitoring their respective ECE Centres roll and the usage of the grant to ensure proper utilisation of the grants. A condition of the release of the grant is the submission of the AGM Minutes with the Audited Financial Report of each ECE Centre for the previous financial year.

Table 5: ECE Centres for 5 year olds by Education District

Education District	Registered ECE Centres	Number of Students
Suva	106	4117
Nausori	140	3316
Eastern	118	1132
Lautoka/Nadi/Yasawa	111	3606
Nadroga/Navosa	68	1287
Ba Tavua	67	1314
Ra	67	857
Cakaudrove	76	1143
Bua/Macuata	123	1788
Total	876	18,560

Asia Pacific Regional Early Childhood Development Conference

The three-day conference was attended by the Senior Education Officer, Mr. Rohitesh Chand in Nepal on the 5-7 June, 2018. This regional conference was convened jointly with the 3rd High Level Policy Forum on ECE, led by UNESCO Bangkok. Under the theme "Towards achieving the Sustainable Development Goals: what is a successful multi-sectoral approach to ECD?" The Government of Nepal hosted the 3rd Regional Policy Forum on ECE and the Regional ECD conference in order to continue the sharing and exchange of knowledge and experiences among countries and discuss innovative strategies to improve the equity and quality of ECE within the region.

2018 ECE Divisional Workshop

A one day workshop was organized for all Early Childhood Education teachers from the different education divisions to enhance capacity building. The theme for the workshop was "Empowering ECE Teachers to Adopt Multi-Sectorial Approach within their Community for Early Childhood Development" to ensure that ECE teachers are empowered to be competent in delivering Early Childhood Education by working collaboratively with all partners available within their community.



The workshops were organized as follows:

Divisions	Date	Venue
Northern	28 th November, 2018	Labasa Sangam College - Labasa
Central/ & Eastern	30 th November, 2018	Dilkusha Girls Primary – Nausori
Western	03 rd December, 2018	Xavier College – Ba

Speakers who spoke on the theme and facilitated the opening of the workshop were:

Ms Iliseva Volai – DEO Northern
 Mr Parvin Nath – DEO Central
 Mr Hem Chand - DPE

The workshop focused on addressing existing ECE issues and strengthening the ECE platform through a multi-sectorial approach to ensure our ECE stakeholders were involved in the ECE developments. The workshop was participatory with group works, presentations by teachers and an open forum where teachers participated actively. Topics covered include:

- discussion on the theme itself “Empowering ECE Teachers to Adopt Multi-Sectorial Approach within their Community for Early Childhood Development”;
- sharing Experiences on the need for a multi-sectorial approach relating to ECE;
- Individual Work Plan, My APA & Performance Management Framework including Child Protection Policy;
- early intervention;
- planning and pedagogies in the delivery of ECE curriculum. (Na Noda Mataniciva) – focusing on Literacy & Numeracy; and
- FEMIS.

The one-day workshop was well attended by many teachers who traveled from afar to participate. The number of attendees by Division is as follows:

- Northern - 210
- Central/ Eastern - 510
- Western - 465

Early Childhood Education National Conference

A three-day conference was organized for all ECE teachers in Fiji from 11 -13 December 2018 to enhance capacity building. The conference theme was “Early Childhood Care and Education: An Agent of Transformation in Climate Change”.

2019 ECE Week Celebration – 24/6 – 28/6/2019

The ECE Week Celebration is an annual event which was organized and celebrated by all ECE Centres around Fiji with the theme: “Holistic and Inclusive Early Childhood Care and Education – Last a Lifetime”. There was a National Launch which set the platform for the week-long celebration with ECE Centres organising their own program for the week.

The official launch of the ECE week was done by the Commissioner Eastern, Mr Luke Moroivalu at Nasau on 22 June 2019. The Nasau Park was a hive of activity on the day with students, teachers, parents, guardians, managements, reps from other Ministries, Non-Government Organizations and other well-wishers attending.



The event was a success and its contribution over the years was towards strengthening the multi-sectorial approach resulting in an increased enrolment of ECE age students.

Special and Inclusive Education

The core function of the Ministry's 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 Unit works collaboratively with the District Education Officers in ensuring the effective implementation of inclusive education policy and support for students with special needs in both special and mainstream schools.

The main characteristics of special schools and institutions in Fiji are their distinctive structures and facilities to accommodate learners of diverse needs, and their typical locations in major cities and towns.



Roles and Responsibilities

Key responsibilities of the Unit include the following:

- Advise the Ministry on Special and Inclusive Education matters;
- Coordinate and monitor special education activities in special schools;
- The development, implementation and evaluation of special and inclusive education policies, programs 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 special needs students;
- Consult with donor agencies, special and mainstream schools on matters related to the implementation, enhancement and evaluation of special and inclusive education services;
- Provide weekly, monthly, quarterly and annual reports to the Ministry on activities and progress of special/ inclusive education services; and
- Promote disability-awareness and the implementation of special and inclusive education in the community at large.



Special Schools Statistics

There are 17 Special schools. The number include 2 vocational training centres for students with special needs.

Table 6: Special Schools by Controlling Authority

Education District	Special School	Controlling Authority
Suva	The Hilton Early Intervention Centre	Fiji Crippled Children's Society-Suva Branch
	Fiji School for the Blind	Fiji Society for the Blind
	Hilton Special School	Fiji Crippled Children's Society-Suva
	Suva Special School	Suva Society for the Handicapped
	Gospel School for the Deaf	Gospel Board of Education
	Fiji Vocational Training Centre	Fiji National Council for the Disabled
Nausori	Nausori Special School	Fiji Crippled Children's Society
Eastern	Norah Frazier Levuka Special School	Levuka Society for the Handicapped
Nadroga/Navosa	Sigatoka Special School	Sigatoka Crippled Children's Society

Lautoka/ Yasawa	Nadi Special School	Nadi Society for the Handicapped
	Lautoka Special	Fiji Crippled Children's Society-Lautoka
	Sunshine Special School	Intellectually Handicapped Society
Ba/Tavua	Ba School for Special Education	Fiji Crippled Children's Society-Ba
	Veilomani Vocational & Technical Training Centre.	Methodist Church of Fiji
Ra	Rakiraki Special School	Ra Society for Handicapped
Macuata/Bua	Labasa Special School	Fiji Crippled Children's Society-Labasa
Cakaudrove	Nasavusavu Special School	Intellectually Handicapped Society

Inclusive Schools by Education Divisions

The Ministry of Education, Heritage and Arts has continued to support mainstreaming inclusive education in its education plan and program. This is in line with the provisions outlined in the 2013 Constitution of the Republic of Fiji which clearly states the right to education for all from early childhood to further education and which mandates the State to take reasonable measures to progressively comply with the provisions. In total, there are 51 inclusive schools from ECE to secondary schools around the country.

Table 7: Inclusive Schools by Education Districts

Western	Central	Northern	Eastern
Ba Muslim Primary School	Annesly Methodist Infant School	Labasa Primary School	Adi Maopa Primary School
Lautoka Zhong Hua Primary School	Arya Samaj Primary School	Navakawau Catholic School	Christ the King Primary School
Lautoka Central Primary School	Gospel High School	South Taveuni Primary School	Levuka Public Primary School
Lomawai Secondary School	Mahatma Gandhi Memorial School	Tabia SD Primary School	Mabula District School
Magodro District School	Makoi Muslim Kindergarten		Moce Secondary School
Malamala Public School	Makoi Muslim Primary School		Namara District School
Nacaci Hindu Kindergarten	Ratu Latianara Memorial School		Narocake District School Kindergarten
Nacaci Hindu School	Ratu Latianara Memorial School		Saint John's College
Nadi SKM College	Rukua Raviravi Primary School		Tabutoga Village School
Nailuva District School	St. Joseph Secondary School		Uluiqalau District School
Namosau Methodist School	Suva Sangam College		Waciwaci District School
Nawaicoba Public School	Tacirua Primary School		
Ratu Filise Memorial School	Vashist Muni Memorial School		
Sabeto Central School	Waiqanake District School		
Salvation Army Nadi Kindergarten			
Shri AD Patel Memorial School			
Sudha Primary School			
Tavua District School			
Tavua Primary School			
Uciwai Sangam School			
Vatukoula Primary School			

Table 8: Summary of Inclusive School Enrolment for ECE, Primary and Secondary Schools

Division	Education District	ECE	Primary	Secondary	Total
Western	Nadroga /Navosa		9	1	10
	Lautoka/ Nadi /Yasawa	1	6	2	9
	Ba/Tavua	1	8		9
	Ra		3		3
Northern	Macuata/Bua		3		3
	Cakaudrove		4	1	5
Central	Suva	3	10	7	20
	Nausori		3	1	4
Eastern	Eastern	1	12	2	15

Achievements

KPIs	Progress
Increased Grant Allocation for Special Education Grant (SEG)	SEG allocation was \$550,000.00. In 2018 SIE made a submission and it increased to 1.3 million. SEG per child is \$500.per year.
Develop Resource Materials for Mainstreaming/Inclusive Education	With the financial assistance of AQEP, SIE has developed the Disability-Inclusive Education Toolkit. The Toolkit has resource materials such as the Handbook for Teachers, Fact Sheets, Referral Directory, etc.
Established Positions for Teacher Assistants and Classroom Assistants	Total number of established positions in the special/inclusive schools is 154. Trained personnel in the positions is 47.
Inclusive Education & FEMIS Training	SIE has trained 222 schools in the Eastern Division. Training breakdown: Kadavu-29, Koro-20, Gau-25, Ovalau-42, Vanuabalavu-20, Lakeba-14, Cicia-34, Rotuma-19, Moala-19.
Securing Volunteers to work on Individualized Education Programs (IEP)	The Ministry had recruited 6 volunteers, under the Advancement via Individual Determination (AVIDP) program to work on the IEP.
Provision of Reasonable Accommodations for LANA & Year 6 and Year 8 exams	Reasonable accommodations for LANA has been provided to Fiji School of the Blind, Tavua District, Viro Primary, Arya Samaj Primary and Dilkusha Girls School.
Training of Teachers of children with Albinism	53 teachers of children with Albinism were trained in skin care and classroom strategies.
Training of School Management on SEG utilisation	SIE has successfully trained all the managements of the 17 special schools and 23 inclusive schools.
Training of Specialised Teachers	SIE has plans to professionally upgrade existing teachers in December 2019.
Awareness and Advocacy	A series of awareness programs was organised and celebrated in schools These include: White Cane Day - 15 October 2018; International Day for People with Disability - 3 December 2018; and Down Syndrome Day – 21 March 2019
Sports and recreational activities	Students participation at the: 2018 National Games for children with special needs; 2019 Westcose Games; 2019 Cecosie Games; and 2019 Special Olympics (Abu-Dhabi).

Primary Education

The Primary Section of the Ministry of Education, Heritage and Arts is responsible to conduct and deliver education services to the following:

- Early Childhood Education;
- Special and inclusive Education for children with special needs; and
- Primary school students in the years of compulsory schooling (Year 1 to Year 8).

The Section's specific functions include the following:

- Administration and monitoring of ECE, SIE and Primary Education;
- Administration and monitoring of Grants and Funds;
- Provision of advisory services; and
- Students' enrolment.

The administration of Primary Education include:

- Liaison with funding agencies for school Improvement and Monitoring;
- Identifying schools for upgrading and downgrading;
- Upgrading of boarding schools;
- Review of the capacity of teacher inputs;
- Provision of Primary School Teachers;
- Status and Forecast of teacher wastage, recruitment on Temporary, Temporary Relieving (Maternity Relieving) and Contract Conditions;
- Assisting in identifying appropriate staff in all ECE, Special and Primary Schools;
- Assisting the Human Resource Section in advertising and processing of the Head and Assistant Head Teacher positions; and
- Establishment and staffing of Infant schools, new Primary schools and ECE Centres.



Number of Primary Schools

Table 9: The table below summarises the number of Primary Schools by Education District

Education Districts	Number of Schools
Ra	43
Nadroga/Navosa	63
Lautoka/Nadi/Yasawa	86
Ba/Tavua	62
Macuata/Bua	100
Suva	83
Cakaudrove	66
Eastern	115
Nausori	118
Total	737

Student Enrolment

Table 10: Number of students enrolled by each Education District

Education Districts	Number of Students	
	2018 (from August)	2019 (until July)
Ra	5,641	5,708
Nadroga/Navosa	10,220	10,451
Lautoka/Nadi/Yasawa	27,406	27,468
Ba/Tavua	10,466	10,777
Macuata/Bua	14,339	14,928
Suva	37,173	37,584
Cakaudrove	9,984	10,079
Eastern	8,069	8,230
Nausori	23,750	24,383
Total	147,048	149,608

Number of Teachers

Table 11: The table below provides a summary of Teachers by Education District

Education Districts	Number of Schools
Ra	287
Nadroga/Navosa	444
Lautoka/Nadi/Yasawa	986
Ba/Tavua	518
Macuata/Bua	813
Suva	1,144
Cakaudrove	457
Eastern	557
Nausori	930
Total	6,136

Secondary Education

The Section underwent a major restructure where one of its major roles of facilitating the transfer and appointment of secondary school teachers was shifted to the newly established Human Resources Unit of the Ministry. The Section is now more engaged in other core roles and responsibilities as listed below.



Roles and Responsibilities

The Section engages in:

- Promoting excellence by supporting schools, through their school leadership teams and teaching staff to achieve continuous improvement in teaching and learning through effective instructional leadership;
- Formally evaluating school principals' and teachers' performance, defining areas for improvement and supporting principals to make the necessary improvements;
- Assisting schools to be culturally and socially responsive to their staff, student body and the wider community they serve;
- Liaising between the central Ministry and schools to inform and engage them in the Ministry's vision, policies and strategies to support student learning;
- Promoting excellence in the administration and management of secondary education, including the secondary teacher training institutions, in accordance with the Ministry's policy and guidelines;
- Facilitating the distribution of the Free Education Grants (FEG) for all the 173/172 secondary schools and distribution of the remission of fees and Boarding per capita grant for the secondary boarding schools;
- Facilitating the process of the travelling and transfer allowances for the secondary school teachers;
- Monitoring and evaluating the management of committees, divisional and district offices; and
- Building and sustaining strong professional relationships within the organization with the Permanent Secretary, Deputy Permanent Secretaries and the Minister's Office across the Public Service and with a diverse range of stakeholders.



The Section has a Director Secondary (DSE), a Principal Education Officer, a Senior Education Officer, two Education Officers, an Assistant Accounts Officer, and a Clerical Officer. The School Principals report to the DSE, who in turns report to the Deputy Secretary Primary and Secondary.

In 2018, there were 173 public secondary schools and 11 private schools; in early 2019, Navesau Adventist High School was privatized, reducing the number of public schools to 172.

A major change that occurred for both Primary and Secondary schools was the classification of schools. Previously, the schools were categorized according to the school roll and/or the total number of students per school, which determined the grade of the school. As a result of the ongoing restructure within the Ministry, schools are categorised as either Small, Medium or Large based on the number of teachers a school has.



Table 12: The table below shows the classification of Public Secondary Schools before and after 2016.

Before 2016		2016 to 2019	
Grade	School Roll	Category	Number of Teachers per School
4C	10 to 180	Small	1 to 25
3C	181 to 270		
2B	271 to 390	Medium	26 to 50
2D	391 to 520		
1A	521 to 720	Large	51 +
1C	721 to 940		
1D	941 +		

Number of Secondary Schools and Categories

There are 15 large, 78 medium and 80 small Public Secondary Schools in Fiji.

Table 13: The table below summarises the number of Public Secondary Schools by Education District in Fiji

Education District	Large	Medium	Small	Total number of Schools
Suva	4	20	13	37
Nausori	3	13	11	27
Macuata/Bua	1	11	12	24
Lautoka/Nadi/Yasawa	6	10	7	23
Ba/Tavua	1	7	6	14
Eastern	0	4	10	14
Nadroga/Navosa	0	4	9	13
Cakaudrove	0	5	8	13
Ra	0	4	4	8
Total = 173	15	78	80	173

Table 14: Secondary School Type by Controlling Authorities

Education District	Government Schools	Faith Based Schools	Community Managed Schools	Number of Boarding Schools
Suva	2	22	13	7
Nausori	4	8	15	8
Macuata/Bua	1	13	10	9
Lautoka/Nadi/Yasawa	1	11	11	7
Ba/Tavua	0	10	4	3
Eastern	2	4	8	12
Nadroga/Navosa	0	6	7	6
Cakaudrove	1	6	6	9
Ra	0	3	5	3
Total	11	83	79	64

Secondary schools in Fiji are predominantly co-educational with the single sex schools comprising about 4.6% of all the secondary public schools.

Table 15: The table below provides a summary of the types of Secondary Schools in Fiji

Education District	Co-educational Schools	All Boys School	All- Girls school
Suva	33	1	3
Nausori	24	2	1
Macuata/Bua	24	0	0
Lautoka/Nadi/Yasawa	22	0	1
Ba/Tavua	14	0	0
Eastern	14	0	0
Nadroga/Navosa	13	0	0
Cakaudrove	13	0	0
Ra	8	0	0
Total	165	3	5

Table 16: Secondary Student enrollment from 2014 to 2019

Year	2014	2015	2016	2017	2018	2019
Numbers enrolled	68 063	67 447	67 947	65 915	66 127	67 651

Asset Monitoring

The Assets Monitoring Unit (AMU) of the Ministry Unit manages and monitors all capital projects including the establishments, registrations and recognitions of schools. It supports quality schools performance through Standard Monitoring and Inspection; monitoring and evaluations of school plans; enhancing capacities of school management and teachers on Education in Emergencies/ Safer Schools. It vigorously monitors school development grants. The AMU's Disaster Management Unit works closely with relevant Ministries and Donor Agencies to proactively address and manage disaster issues as well as mitigating adversities affecting schools in times of emergencies and disasters. It also ensures effective coordination of the Ministry's Emergency Operation Centres in emergencies and disasters.

Roles and Responsibilities

Assets Development and Capital Project

The Asset Development and Capital Project Section is responsible for the continuous improvement strategies and monitoring of all the schools from ECE to Secondary through the provision of funds to assist in the improvement of physical facilities and equipment to ensure the realization of the Ministry's goal.

The Unit also facilitates and pays lease premiums of new leases and renewal of leases in consultation with lessees, TLTB and Department of Lands. It expedites on the disaster rehabilitation through infrastructure upgrading and improvement. Part of the Unit's role also is the facilitation of water tanks to schools to ensure sustainability of water supplies well as the facilitation the construction of new schools and/or new school infrastructures.

Education in Emergency

The EIE Team in collaboration with relevant agencies and donor partners is responsible for the following:

- training and awareness in times of disaster;
- collaborate with Donor Partners in the school rehabilitation program through the supply of Temporary Learning Spaces, school stationaries, school bags, School in the Box, Early Childhood Development Kits (ECE), Recreational Unit and School Feeding;
- provide capacity building programs for teachers and stakeholders on Disaster Preparedness;

- provides awareness and facilitate Disaster Management and Disaster Education with school infrastructure improvement in terms of the School Disaster Risk Reduction (DRR);
- provides psychosocial support and activities;
- conducts safer schools against Disaster in Education training to management and Heads of Schools whilst encouraging disaster risk education into the school curriculum; and
- coordinate the Ministry's Emergency Operation Centres during emergencies and disasters.

The Unit's Outputs in line with the Ministry's Strategic Plan revolves mainly around:

- Access and Retention;
- Safety and Care of Students; and
- Community Empowerment and Partnership.

New ECE Centres (Established and Registered) attached to Primary Schools

8 new ECE Centres were newly established and registered by the Ministry during the financial year. Each of these ECE Centres was attached to a nearby primary school.

Table 17: The table below shows the list of the newly established and registered ECE Centres

ECE Centres
1. Dravuni District School Kindergarten
2. Nabua Primary School kindergarten
3. Namena District School Kindergarten
4. Yale District School Kindergarten
5. Jack Berry Memorial Kindergarten
6. Duavata District School Kindergarten
7. Tunuloa Catholic Kindergarten
8. Nadi District School Kindergarten

ECE Upgrading

The Ministry provided upgrading works for 16 ECE Centres with a cost of \$41,915.51 during the 2018-2019 financial year.

Table 18: The table below shows the 16 ECE Centres that benefitted from this assistance

ECE Centres	
• Nasomo Community ECE	• Naitavuni Catholic ECE
• Lautoka Methodist ECE	• Qoma ECE
• Lololo ECE	• Nasolo ECE
• Kese ECE	• Cobo SD Primary School Kindergarten
• Somosomo ECE	• Korotolutolu Kindergarten
• Kamal Kishori ECE	• Nadralla Sangam ECE
• Bau ECE	• Raunitogo ECE
• Nakorosule ECE	• Rukua Raviravi Kindergarten

New Facilities for ECE Centres

Nailou Infant School received a total of \$4,056.00 as part of the Ministry's School Improvement Program to build new facilities for the school.

TC Winston Rehabilitation Building Grants (Direct Deposit and below \$50k)

42 schools received Building Grants from the Ministry as part of the TC Winston School Rehabilitation Program. The grant will ensure a more improved, safe, secure and resilient school infrastructure in times of natural disaster.

Table 19: The table below provides the list of schools that benefitted from this assistance

Schools	
• Ba School for Special Education	▪ Navurevure Primary School
• Karavi Public School	▪ Naseva Village School
• Tagitagi Sangam School	▪ Wailotua District School
• Tavua Primary School	▪ Ratu Filimoni Loco Memorial School
• Rarawai Muslim School	▪ Rokotuivatu District School
• Varavu Muslim Primary School	▪ Naitavuni Catholic School Kindergarten
• Navala Catholic Primary school	▪ Tau Primary School
• Rarawai FSC School	▪ Tavua District School
• Namara Village School	▪ Wainimakutu Secondary School
• Jasper William School	▪ Wainiyavu primary School
• Nadele Public School	▪ Wairuku Primary School
• Kесе Kindergarten	▪ Vuda District School
• Lololo Primary School Kindergarten	▪ Korociriciri Primary School
• Muanivatu Primary School-	▪ Naleba College
• Saint Teresa of Lisieux Secondary	▪ Seaqaqa Muslim Primary School
• Nasikawa District School	▪ Vunimoli Islamia College
• Ratu Nemani Memorial School	▪ Vanuavatu District School
• Nalovo Sangam School	▪ Moce Secondary School
• Natutale Primary School	▪ Naqaqa SDA Primary School
• Nasavusavu Special School	▪ Nasau Central Secondary School
• Ratu Emeri Catholic School	○ Yasawa North Secondary School

New Facilities for Non-Government Schools

1 primary school and 3 secondary schools received Grant Assistance from the Ministry for the construction of new schools facilities during the 2018–2019 financial year.

Table 20: The table below summarises the Grant Assistance provided to the Non-Government Schools for the construction of new school facilities

Amount	Schools
\$22,294.00	Korociriciri Primary School
	Jeremiah Raibevu College
\$22,294.00	Davuilevu Methodist Secondary School
	Ratu Lalabalavu Secondary School

Upgrade & Maintenance (Non-Government Secondary Schools)

Three secondary schools benefitted from the Building Grant Assistance with a sum of \$24,993.85 for the upgrade and maintenance of school buildings. The schools include:

- Jeremiah Raibeve College;
- Wainimala Secondary School; and
- Naleba College

Building Grant Assistance for Teachers Quarters

7 Non-Government Primary and Secondary Schools benefitted from an amount of \$289,265.11 sourced from the Ministry's Building Grant Assistance for the construction of teachers quarters. The schools that benefitted from this initiative include:

- Seaqaqa Muslim School;
- Vunimoli Islamia College;
- Vanuavatu District School;
- Moce Secondary School;
- Naqaqa SDA Primary School;
- Nasau Central Secondary School; and
- Yasawa North Secondary School.

In addition, 3 Government Secondary Schools also received \$317,052.97 for the maintenance and upgrading works to their teachers' quarters. The schools include:

- Adi Cakobau School;
- Ratu Kadavulevu School; and
- Natabua High School.

The above is all part of the Government's investment in the security and comfort of the teachers, who have been entrusted with nurturing our students.

Renovation Works

A sum of \$182,335.29 was allocated for the renovation of 4 Government Schools. In addition, \$250,740.43 was allocated for office renovation at various Sections of the Ministry.

Table 21: Summary of renovation work at the Ministry's Offices and Government Schools

Amount	Work Progress
\$182,335.29	<ul style="list-style-type: none"> • Bucalevu Secondary (Girls hostel) Project completed. Payment 1, 2, 3, 4 & Retention 1 Paid. Retention 2 to be released in the next financial year. • Natabua Primary (Ablution Block) Repair and maintenance of ablution block for girls and boys toilet. Project will be carried out in next financial year. • Sila Central Project completed. Payment 1, 2, 3, 4 & Retention 1 paid. Retention 2 to be released in the next financial year. • Suva Grammar School Maintenance & upgrading works to the administration block and the school hall completed.

\$250,740.43	<p>Exams Office</p> <ul style="list-style-type: none"> Renovation and upgrading works. Deuba Points Ltd already commenced work at Gohill Building for the refurbishment and upgrading works. Payments 1, 2, 3 & 4 paid. Payment 5, Retention 1 & 2 to be released in the next financial year. Supply and Installation of Wall Port (Structured Cabling] at Gohil Building. Work completed and all payments released Supply & installation of Wall PABX IT System at Gohil Building, Suva. Work complete and all payments released. <p>Minister's Office (Senikau House)</p> <ul style="list-style-type: none"> Refurbishment and upgrading works in progress. Payment 1 released.
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Rehabilitation Work of Non-Government Schools

10 Primary Schools benefitted from \$1,356,671.41 while \$109,509.59 was given to Tavua College as part of the rehabilitation work program by the Ministry.

Table 22: Summary of schools assisted through rehabilitation works

Amount	Work Progress
\$1,356,671.41	<p>Naivicula District School.</p> <ul style="list-style-type: none"> Project Completed. Payment 4, 5 & Retention 1 paid. Retention 2 to be released in the next financial year. <p>Delainakaikai Primary School</p> <ul style="list-style-type: none"> Construction under progress. Payment 3 paid. Payment 4, 5, Retention 1 & 2 to be released in the next financial year. <p>Viria District School</p> <ul style="list-style-type: none"> Project Completed. Payment 2, 3, 4, 5, Retention 1 & Variation costs paid. Retention 2 to be released in the next financial year. <p>Nawaqavesi District School</p> <ul style="list-style-type: none"> Project Completed. Payment 4, 5, Variation costs & Retention 1p. Retention 2 to be released in the next financial year. <p>Vatukoula Arya Primary</p> <ul style="list-style-type: none"> Construction completed. Payment 1, 2, 3, 4 paid. Retention 1 & 2 to be released in the next financial year. <p>Navoli Sangam Primary</p> <ul style="list-style-type: none"> Construction under progress. Payment 1, 2 & 3 paid. Payment 4, 5, Retention 1 & Retention 2 to be released in the next financial year. <p>Waibogi Wainadiro Primary School</p> <ul style="list-style-type: none"> Project Completed. Payment 4, 5 & Retention 1 paid. Retention 2 to be released in the next financial year. <p>Sabeto District School</p> <ul style="list-style-type: none"> Project Completed and all payments released. <p>Ro Camaisala Memorial School</p> <ul style="list-style-type: none"> Project Completed and all payments released. <p>Nawaka Primary School</p> <ul style="list-style-type: none"> Project Completed and all payments released.
\$109,509.59	<p>Tavua College</p> <ul style="list-style-type: none"> Project Completed. Payment 5, 6 & Retention 1 Paid, Retention 2 to be released in the next financial year.

Rehabilitation of Resilience in Schools

A sum of \$537,397.25 was given to 3 schools as part of the rehabilitation of Resilient Schools Program. The table below outlines the work progress for the 3 schools.

Table 23: Work progress

Schools and work progress
<p>Laucala District School Submitted to Fiji Procurement Office (FPO) for the Government Tender Board approval. FPO responded as the budget allocated this year is less than the actual bided price. Consultation with Director Finance, Ministry of Economy and FPO will be carried out to clarify the issue.</p>
<p>Yadua Village School Construction completed. Payment 4, 5 & Retention 1 paid. Retention 2 to be released in the next financial year.</p>
<p>Gau Secondary School Construction completed. Payment 1, 2, 3, 4, 5 & Retention 1 paid. Retention 2 to be released in the next financial year.</p>

Schools Assisted with Lease Renewal

A sum of \$54,500.00 was allocated to 21 schools for lease renewals. This is part of the Ministry's commitment in ensuring minimum disruption to the learning and teaching program in schools. While the Ministry is responsible for the payment of the premium lease of new schools, those that have their lease expired, the management of these schools are responsible for the payment of the annual rent of the lease twice a year.

Table 24: Summary of schools receiving lease renewal assistance

Costs	Comments
\$54,500.00	1. Nailega District (\$6,558.50) – Processed for Payment to iTLTB.
	2. Lomary Catholic School (\$6,054.00) – Processed for payment to iTLTB.
	3. Nasau Central Secondary School (\$3,027.00) - Submitted to Lands Department on 29/8/18 and awaiting confirmation.
	4. Ratu Peni Neumi Memorial Infant School (\$9,135.00) - Submitted to Lands Department on 13/7/15 and awaiting confirmation.
	5. Nausori District School - Submitted to Lands Department on 21/5/14 (\$15,281.25) and awaiting confirmation.
	6. Kocoma Village School (\$2,030.00) - Submitted to Lands Department on 12/1/15 and awaiting confirmation.
	7. Namamanuca Primary School (\$4,060.00) - Submitted to Lands Department on 24/6/15 and awaiting confirmation
	8. Lavena Primary School - Submitted to Lands Department on 5/7/10 and awaiting confirmation.
	9. Ratu Simione Matanitobua Memorial School (\$15,375.00) - Confirmation received. Reconsideration of lease site
	10. Nabau District School(\$3,027) - Processed for Payment to iTLTB
	11. Nasavusavu Public School (\$15, 135.00) - Confirmation received. Reconsideration of lease premium.
	12. Cakova Village School (\$2, 825.00) - Submitted to Lands Department on 25/7/18 and awaiting confirmation.
	13. Kabu kei Nailoca (\$5,450.00) - Submitted to Lands Dep on 16/9/19 and awaiting confirmation.
	14. Jeremiah Raibeve College (\$8,072.00) - Submitted to Lands Department Dep on 8/1/19 and awaiting confirmation.
	15. Namata Primary School - Submitted to Lands Department on 6/2/19 (\$17909.75) and awaiting confirmation.
	16. Duavata Primary School (\$3,027.00) - Submitted to Lands Department on 3/4/19 and awaiting confirmation.
	17. Amichandra Memorial School (\$19,675.50) - Submitted to Lands Department on 8/5/19 and awaiting confirmation.
	18. Nasesevia Secondary School (\$13,117.00) - Submitted to Lands Department on 15/7/19 and awaiting confirmation.
	19. Ratu Meli Memorial Primary School (\$9,081.00) - Submitted to Lands Department on 11/7/19 and awaiting confirmation.

EDA Schools Assisted

A total of 6 schools were identified from Educationally Disadvantaged Areas and were assisted in the construction of new building blocks. A summary of the selected schools and work progress is provided below:

Ballantine Memorial School

1x4 Double Storey Bldg - Engineers report received from the School Head. MEHA to consult MOIT regarding the tender documents.

Yasawa North Secondary

Construction of 1x3 classroom, admin block, 1x7 pan ablution block, 1x2 classroom block, 1 new dormitory and 1 grade 6 teachers quarters. Tender document soft copy for advertisements by MOIT

Jeremiah Raibeve College (cont) -

Project Completed. Payments 4, Retention 1 & 2 paid and MOA vetted by the SG's office.

Davuilevu Methodist Secondary School

Project Completed. Payments 1, 2, 3, 4 & Retention 1 paid and Retention 2 to be released in the next financial year.

Bau Central College

Electrical Upgrade - 3 Phase completed. Double storey concrete building completed and awaiting Retention 2 including final Inspection and payment certificate from MOIT

Noco Secondary School

1x3 classroom, 1x7 ablution block and 2 teacher's quarters. Awaiting tender documents and Engineers estimate from MOIT.

Ratu Lalabalavu Secondary School

Construction completed. Payment 5, Retention 1 & 2 paid.

Education in Emergencies (EIE) and Safer School

Part of the Asset Monitoring Unit role is the provision of School Safety & Care Program through training and awareness of teachers and school management on EIE and Safer School.

The AMU carried out the following activities as part of the program:

- **Fiji Stakeholder Meeting for School Disaster Risk Reduction (DRR) Handbook Review Workshop**
Participants include officers from MEHA Head Quarters, Divisional and Districts, Teachers and other stakeholders. There were 40 participants in total with 8 trainers for the 1 day workshop.
- **Fiji National Training of Trainers Workshop on DRR**
The AMU in collaboration with UNICEF conducted a 3 day TOT workshop in Suva for 16 Officers. Topics covered during the three days include:
 - understanding the concept of School Disaster Management Plan;
 - awareness raising on DRR and operationalizing a School Disaster Risk Management and Response Committee;
 - developing SOPs for School Emergency Responses;
 - getting ready for District level ;
 - understanding the different aspects of Multi Hazard Risk Assessment; and
 - conducting drills and simulation.



- **DRR Workshop for Ra Education District**

As part of its ongoing awareness training program on Disaster Risk Reduction, the Asset Monitoring Unit also conducted training to 70 participants at the Ra Education District. Participants include teachers from primary and secondary schools including school management representatives. There were 8 trainers that facilitated the 2 days' workshop.

Schools Disaster Risk Plans

As a result of the DRR training and awareness workshop conducted by the Ministry, majority of the schools around the country have developed their DRR plans and started implementing DRR practices to ensure school readiness in times of disaster.

Table 25: Summary of Schools by Education District Developing and implementing their DRR plans

Education Districts	No. of schools
Ba/Tavua	76
Cakaudrove	78
Eastern	130
Macuata/Bua	124
Nausori	147
Nadroga/Navosa	78
Lautoka/Nadi/Yasawa	110
Ra/Rakiraki	51
Suva	115

ECE Centres complying with Safer School Standards

It is encouraging to note that majority of the ECE Centres inspected were found to be in compliance with the DRR and Safer School Standards.

Table 26: The table below summarises the number of ECE Centres complying with DRR and Safer School Standards by Education District

Education District	No. of ECE Centres complying
Macuata/Bua	81
Cakaudrove	68
Eastern	91
Ra	29
Ba/Tavua	71
Lautoka/Nadi/Yasawa	195
Nadroga/Navosa	65
Suva	181
Nausori	116

Evacuation Centres

Schools have been used mainly as evacuation centres in times of disaster. The schools are identified and selected as evacuation centres on the advice of the Disaster Management Office and the Ministry of Health and Medical Services.

Table 27: The table below provides a summary of the number of schools by Education District selected as Evacuation Centres.

Education District	No. of Schools
Ba/Tavua	42
Cakaudrove	61
Lautoka/Nadi/Yasawa	57
Nadroga	37
Macuata/Bua	32
Ra	23
Nausori	49
Suva	16
Eastern	100

Schools Assisted Through WASH Programs

The Ministry in collaboration with UNICEF and SPC, assisted 76 schools with WASH facilities. UNICEF assisted 42 schools while SPC assisted 34 schools.

WASH Training

Hygiene and sanitation are essential to good health. The Ministry is working closely with donor partners to ensure adequate water supply and adequate toilet and proper hand-washing facilities are available in all our schools to ensure good hygiene and sanitation amongst our children in schools. However, the mere presence of these facilities is not enough to achieve better hygiene and sanitation among the vulnerable children in our schools. The Ministry and its donor partners have been conducting training awareness to Heads of Schools and School Managers in an effort to institutionalize good health and hygiene practices among students. A total of 76 Head of Schools and 76 School Managers from ECE to Secondary school were trained on WASH Programs during the year.

Community Empowerment

The Ministry through the Asset Monitoring Unit also has been involved in community empowerment through information sessions conducted on WASH, EIE and School Safety. A total of 45 different sessions.

Technical College of Fiji Roles and Responsibilities

The Technical College of Fiji is responsible for the following:

Managing the TCF Campuses and Technical Centres

- Manage the operations of the Technical College and its Campuses, including the Technical Centres, its staff and programmes.

Delivery of Training Programmes at TCF Campuses

- Provide National Qualification (Level 2) at TCF Campuses in areas of Engineering, Construction, Hospitality and Agriculture.
- Assist in securing industrial attachment.

Provide Quality Infrastructure

- Provide conducive teaching and learning environment for trainers and students.
- Provide workshops for Engineering and Construction practical.
- Provide kitchens for Hospitality practical.
- Provide computer labs for IT lessons.
- Provide land for Agriculture practical.

Provide Advocacy for Staff

- Provide staff orientation and teaching aids.
- Plan and conduct professional development for campus staff.
- Assist trainers acquire further training to upgrade skills.

Provision and Management of Resources

- Purchase (through tender) and issue of tools, equipment and other teaching and learning resources to campuses.
- Managing and updating the fixed asset register (FAR).

Full Time Enrolment by Campus

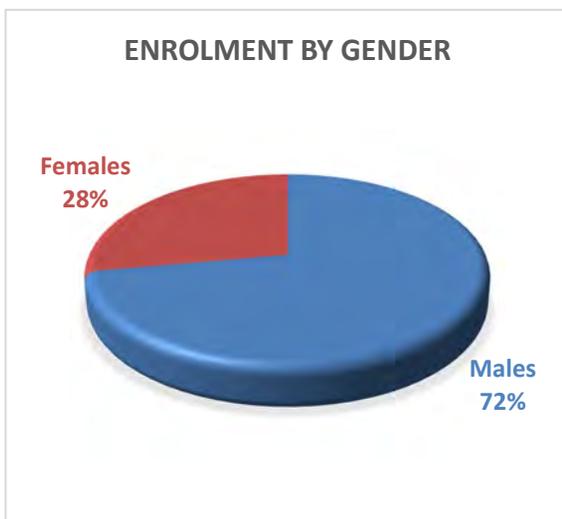
Enrolment is done every trimester at TCF campuses. Each campus has an awareness and marketing plan which is undertaken by campus staff during enrolment period. Anyone who is above 15 years of age with sufficient level of understanding in English and Mathematics is eligible to enrol at any TCF Campus. Since all programmes are competency based, many people who can not progress to higher education prefer to join TCF. This however, does not stop other people who have an inclination for technical education from enrolling.

Table 28: TCF Campus enrolment by Divisions

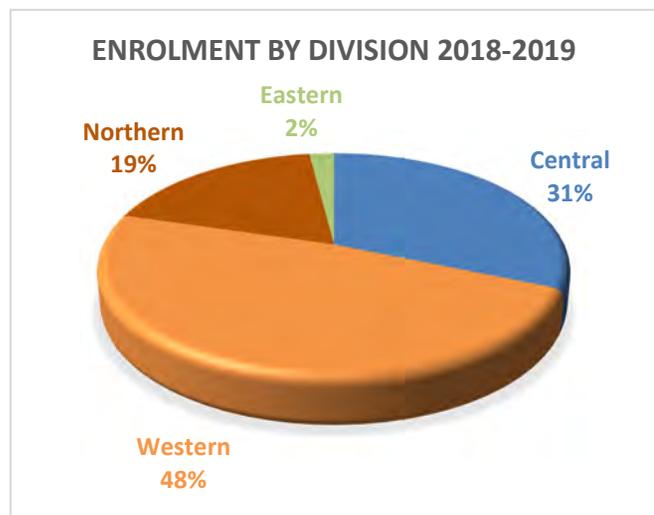
Division	Campus	Males	Females	Total	Total by Division
Central	C. P. Singh Campus	66	5	66	740
	Suva Hospitality & Textiles Training Campus	49	96	150	
	Nabua Sanatan Campus	154	16	170	
	Anjuman Hidayat-ul-Islam Campus	189	61	250	
	Tailevu North Campus	60	44	104	

Western	TISI Sangam Sadhu Kuppuswamy Campus	124	16	140	1141
	Tagitagi Campus	127	75	202	
	Nukuloa Campus	111	25	136	
	Lautoka Sanatan Campus	111	15	126	
	Dr. Shaukat Ali Sahib Campus	193	92	285	
	Nadroga/Navosa Provincial Campus	184	68	252	
Northern	Ratu Epeli Ravoka Campus	76	12	88	435
	Vanua Levu Arya Campus	171	117	288	
	Macuata-i-Cake Campus	48	11	59	
Eastern	Ratu Sir Kamisese Mara Campus	44	4	48	48
Total		1707	657	2364	2364

Graph 5: Percentage enrolment by gender



Graph 6: Percentage enrolment by Divisions



2019 Graduation

Graduation is conducted yearly for those students who have successfully completed their programmes of study.

Table 29: The table below summarises the number of successful candidates who graduated in 2019

Graduation Date	Venue	Location	No. Graduated
30 April 2019	SVC Hall	Nadi	437
3 May 2019	Xavier College Hall	Ba	343
7 May 2019	FMF Gymnasium	Suva	500
10 May 2019	AOG Church Hall	Labasa	204

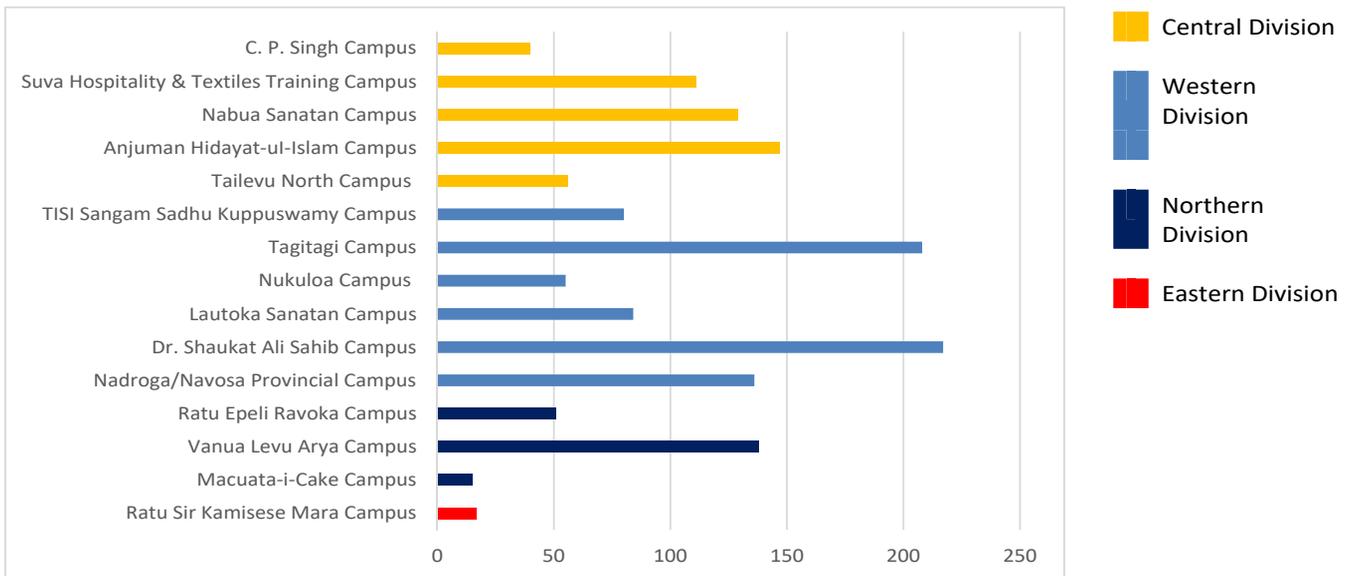
Table 30: Graduands number by Programs by Campus

Campus Name	Program	Males	Females	Total per Programme per Campus	Total per Campus
C. P. Singh Campus	National Certificate in Automotive Mechanic (Level 2)	25	0	25	40
	National Certificate in Carpentry (Level 2)	14	1	15	
Suva Hospitality & Textiles Training Campus	National Certificate in Cookery (Level 2)	29	44	73	111
	National Certificate in Baking & Patisserie (Level 2)	6	32	38	
Nabua Sanatan Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	28	1	29	129
	National Certificate in Automotive Mechanic (Level 2)	39	0	39	
	National Certificate in Fabrication and Welding (Level 2)	14	0	14	
	National Certificate in Painting and Decoration (Level 2)	5	6	11	
	National Certificate in Carpentry (Level 2)	19	0	19	
	National Certificate in Agriculture (Level 2)	1	16	17	
Anjuman Hidayat-ul-Islam Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	15	0	15	147
	National Certificate in Automotive Mechanic (Level 2)	26	0	26	
	National Certificate in Electrical Fitter Mechanic (Level 2)	14	0	14	
	National Certificate in Cabinet Making and Joinery (Level 2)	9	0	9	
	National Certificate in Carpentry (Level 2)	10	0	10	
	National Certificate in Cookery (Level 2)	26	36	62	
	National Certificate in Agriculture (Level 2)	4	7	11	
Tailevu North Campus	National Certificate in Automotive Mechanic (Level 2)	11	1	12	56
	National Certificate in Carpentry (Level 2)	13	0	13	
	National Certificate in Cookery (Level 2)	3	16	19	
	National Certificate in Agriculture (Level 2)	8	4	12	
TISI Sangam Sadhu Kuppuswamy Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	31	7	38	80
	National Certificate in Automotive Mechanic (Level 2)	20	2	22	
	National Certificate in Carpentry (Level 2)	19	1	20	

Campus Name	Program	Males	Females	Total per Programme per Campus	Total per Campus
Tagitagi Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	17	2	19	208
	National Certificate in Automotive Mechanic (Level 2)	25	0	25	
	National Certificate in Electrical Fitter Mechanic (Level 2)	34	11	45	
	National Certificate in Carpentry (Level 2)	12	0	12	
	National Certificate in Cabinet Making and Joinery (Level 2)	10	0	10	
	National Certificate in Cookery (Level 2)	14	51	65	
	National Certificate in Baking and Patisserie (Level 2)	5	27	32	
Nukuloa Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	11	0	11	55
	National Certificate in Automotive Mechanical (Level 2)	15	0	15	
	National Certificate in Carpentry (Level 2)	8	0	8	
	National Certificate in Plumbing & Sheet Metal (Level 2)	12	0	12	
	National Certificate in Agriculture (Level 2)	4	5	9	
Lautoka Sanatan Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	15	1	16	84
	National Certificate in Automotive Mechanic (Level 2)	19	0	19	
	National Certificate in Fabrication and Welding (Level 2)	9	2	11	
	National Certificate in Electrical Fitter Mechanic (Level 2)	6	2	8	
	National Certificate in Carpentry (Level 2)	19	1	20	
	National Certificate in Body Works and Spay Painting (Level 2)	8	2	10	
Dr. Shaukat Ali Sahib Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	23	0	23	217
	National Certificate in Automotive Mechanic (Level 2)	13	0	13	
	National Certificate in Electrical Fitter Mechanic (Level 2)	18	0	18	
	National Certificate in Body Works and Spray Painting (Level 2)	6	1	7	
	National Certificate in Fabrication and Welding (Level 2)	7	0	7	
	National Certificate in Refrigeration, heat ventilation and air condition (Level 2)	21	0	21	
	National Certificate in Cabinet Making and Joinery (Level 2)	10	0	10	
	National Certificate in Carpentry (Level 2)	6	0	6	
	National Certificate in Plumbing and Sheet Metal (Level 2)	25	0	25	
	National Certificate in Cookery (Level 2)	17	32	49	
	National Certificate in Baking & Patisserie (Level 2)	17	21	38	

Campus Name	Program	Males	Females	Total per Programme per Campus	Total per Campus
Nadroga/Navosa Provincial Campus	National Certificate in Automotive Mechanic (Level 2)	25	1	26	36
	National Certificate in Electrical Fitter Mechanic (Level 2)	14	3	17	
	National Certificate in Fabrication and Welding (Level 2)	7	3	10	
	National Certificate in Cabinet making & Joinery (Level 2)	4	0	4	
	National Certificate in Carpentry (Level 2)	14	0	14	
	National Certificate in Cookery (Level 2)	11	29	40	
	National Certificate in Baking & Patisserie (Level 2)	5	20	25	
Ratu Epeli Ravoka Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	2	5	7	51
	National Certificate in Automotive Mechanic (Level 2)	16	1	17	
	National Certificate in Carpentry (Level 2)	23	0	23	
	National Certificate in Cabinet Making and Joinery (Level 2)	4	0	4	
Vanua Levu Arya Campus	National Certificate in Automotive Electrical and Electronics (Level 2)	9	0	9	138
	National Certificate in Automotive Mechanic (Level 2)	13	0	13	
	National Certificate in Fabrication and Welding (Level 2)	8	0	8	
	National Certificate in Electrical Fitter Mechanic (Level 2)	13	2	15	
	National Certificate in Body Works and Spray Painting (Level 2)	3	0	3	
	National Certificate in Cabinet Making and Joinery (Level 2)	2	0	2	
	National Certificate in Carpentry (Level 2)	14	1	15	
	National Certificate in Plumbing and Sheet Metal (Level 2)	4	1	5	
	National Certificate in Cookery (Level 2)	9	38	47	
	National Certificate in Baking & Patisserie (Level 2)	1	10	11	
	National Certificate in Agriculture (Level 2)	3	7	10	
Macuata-i-Cake Campus	National Certificate in Automotive Mechanic (Level 2)	5	1	6	15
	National Certificate in Carpentry (Level 2)	9	0	9	
Ratu Sir Kamisesse Mara Campus	National Certificate in Automotive Electrical and Electronic (Level 2)	5	0	5	17
	National Certificate in Automotive Mechanic (Level 2)	5	0	5	
	National Certificate in Cabinet Making and Joinery (Level 2)	1	0	1	
	National Certificate in Carpentry (Level 2)	4	2	6	
Total		1028	456	1484	1484

Graph 7: Graduation Number by TCF Campuses



Graph 8: Percentage Graduation by Gender



In 2019, 31% females and 69% males graduated compared to 28% females 72% males graduands in 2018. The trend shows an increase of 3% in the number of female graduands in 2019 while there was a 3% decrease for male graduands.

TCF will continue to strategize to ensure increase in the number of female enrolment and graduation. TCF will continue to identify, invest and offer more programmes of interest to females. More awareness will be conducted to ensure females can overcome the gender barrier, enrol in male dominated programmes and build careers in these fields.

Tertiary Scholarship Loans Board (TSLB)

TSLB continues to provide student loans to eligible students of TCF. The table below shows the number of students studying at TCF under the TSLB students' loan scheme in 2018 and 2019.

Table 31: Number of full time students who benefitted from the TSLB

Full time students on TSLB		
Campus Names	2018	2019
Lautoka Sanatan Campus	105	94
Nadroga / Navosa Provincial Campus	149	63
Anjuman Hidayat -ul- Islam Campus	183	169
Macuata – I – Cake Campus	20	44
Ratu Epeli Ravoka Campus	66	50
TISI Sangam Sadhu Kuppuswamy Campus	77	114
Tagitagi Campus	264	197
C. P. Singh Campus	49	61
Dr. Shaukat Ali Sahib Campus	230	168
Vanua Levu Arya Campus	226	248
Nabua Sanatan Campus / Suva Hospitality and Textiles Training campus	357	260
Ratu Sir Kamisesse Mara Campus	72	15
Nukuloa Campus	52	113
Tailevu North Campus	101	46
Total	1951	1642

TCF Staffing

Table 32: The below summarises the number of TCF staff by Education Divisions

Education Division	TCF Campus	No. of Males	No. of Females	Total
Central	C. P. Singh Campus	14	2	16
Central	Suva Hospitality & Textiles Training Campus	5	14	19
Central	Nabua Sanatan Campus	20	6	26
Central	Anjuman Hidayat-ul-Islam Campus	17	12	29
Central	Tailevu North Campus	9	4	13
Western	TISI Sangam Sadhu Kuppuswamy Campus	14	3	17
Western	Tagitagi Campus	18	7	25
Western	Nukuloa Campus	5	1	6
Western	Lautoka Sanatan Campus	22	4	26
Western	Dr. Shaukat Ali Sahib Campus	27	11	38
Western	Nadroga/Navosa Provincial Campus	21	14	35
Northern	Ratu Epeli Ravoka Campus	11	6	17
Northern	Vanua Levu Arya Campus	28	13	41
Northern	Macuata-i-cake Campus	13	4	17
Eastern	Ratu Sir Kamisese Mara Campus	12	4	17
	Total	236	105	342

Table 33: TCF Staff employment status

Employment Status	No. of Staff
TCF Established Staff	219
TCF Ancillary Staff	123
Vocational Teachers	73
Vocational Teachers in Special School	10
New Appointments -TCS	5
Study Leave With Pay	9
Study Leave Without Pay	1
Temporary Reliever Appointment	0
Resignation	5
Deemed Resignation	-
Retirement	-
Termination	-
Death	-

Technical/Vocational Centre

Table 34: The table below shows the operation Technical Centres with the staff and enrolment numbers

Division	Technical Centre	Teachers		2018 Enrolment			2019 Enrolment		
		Female	Male	Female	Male	Total	Female	Male	Total
Central	Chevalier Training Centre	Private School			60	60		53	53
	Ballantine Memorial School	1	1	25		25	25		25
	Kadavu Provincial Secondary School	-	1	-	12	12	-	9	9
	Lomaivuna High School	-	1	-	11	11		10	10
	Lomary Secondary School	1		21		21	18	6	24
	Naitasiri Secondary School	1	1	9	12	21	21	34	55
	Namosi Secondary School	-	1	-	15	15	-	19	19
	Navuso Agriculture School	-	2	-	68	68	-	36	36
	Ratu Kadavulevu School	-	9	-	172	172	-	151	151
	Ratu Latianara Secondary School	1	1	15	7	22	11	11	22
	Waidina Secondary School	-	1	-	19	19	-	18	18
	Wainimakutu Secondary School	-	1	-	12	12	-	1	1
Wainimala Secondary School	-	1	-	9	9	-	7	7	
Eastern	Adi Maopa Secondary School	-	1	-	4	4	-	6	6
	Gau Secondary School	1	1	11	9	20	16	9	25
	Richmond High School	1	1	4	2	6	1	4	5
	Rotuma High School	1	2	4	6	10	4	8	12
	Vunisea Secondary School	-	1	2	5	7	-	8	8
	Yasayasa Moala College	-	1	-	5	5	-	3	3
Northern	Bucalevu Secondary	1	2	12	20	32	9	9	18
	Dreketi High	2	1	6	18	24	-	26	26
	Nasavusavu Secondary School	1		15	-	15	18	8	26
	Saqani High School	-	1	-	2	2	-	3	3
	Seaqaqa Central College	-	2	-	26	26	-	27	27
Western	Ba Methodist High School	1		19		19	10		10
	Ba Provincial Free Bird Institute	1	2	-	25	25	-	35	35
	Drasa Secondary	2	3	41	69	110	62	93	155
	Kamil Muslim College	-	1	9	-	9	6	9	15
	Nakauvadra High School	2		25	12	37	24	11	35
	Navosa Central College	1	1	5	7	12	5	3	8
	Ra High School	-	4	12	31	43	12	36	48
	Ratu Navula College	4	2	93	29	122	61	60	121
	Tavua College	-		57	34	91	57	47	104
	Veilomani Rehabilitation and Vocational College	-	3	-	28	28	-	45	45
	Votualevu College	-	1	-	-	-	-	8	8
	Yasawa High School	-	1	11	8	19	8	10	18
Total		22	51	396	737	1133	358	823	1191

Qualification Upgrading for Staff

As part of TCF continuous review of its operations to streamline and strengthen the delivery of its programmes, staff qualification upgrading is essential. Well qualified trainers are crucial to provide Fiji and the region with highly skilled and competent TVET Training graduates that meet the current and future demands of the workforce. As such, TCF Trainers have continuously upgraded their qualification to ensure that they are well qualified.

Table 35: The table below provide the number of trainers who upgraded their qualification from APTC in 2018-2019

Programme	No. of Males	No. of Females	Total
Automotive Electrical	2	-	2
Automotive Mechanical	4	-	4
Carpentry & Joinery	1	-	1
Cookery	-	1	1
National Certificate in Teaching TVET	22	10	32
Total	29	11	40

Table 36: Number of Trainers currently upgrading their qualification

Programme	No. of Males	No. Of Females	Total	Institution
Automotive Mechanical	1	-	1	APTC
Carpentry & Joinery	1	-	1	APTC
National Certificate in Teaching TVET	14	5	19	Fulton College
Total	16	5	21	

Overseas Training/PD

A staff from Dr Shaukat Ali Sahib Campus, Nadi also attended a training at the Enhancement of Managing Vocational Training Institutions from 20 June 2019 to 27 July 2019 in Yokohama, Japan.

TCF Staff ongoing professional development

To ensure the TCF staff keep their knowledge and skills current so that they can deliver high quality service that safeguards and meets the expectations of the public and the requirements of being a TCF trainers, TCF has been engaging its staff in various professional development program sessions.

Table 37: The table below summarises the details of the PD session conducted by TCF for its staff

No. of Males	No. of Females	Programme	Date	No. of Day (s)	Venue
1	1	Unpacking National Qualification	18 September 2018	1	Tanoa Plaza Conference room
25	10	Monitoring & Evaluation, Unpacking and E-Commerce	22 and 23 October 2018	2	Vanua Levu Arya Campus
5	2	Monitoring & Evaluation, Unpacking and E-Commerce	24 and 25 October 2018	2	Ratu Epeli Ravoka Campus
7	1	Monitoring & Evaluation, Unpacking and E-Commerce	30 and 31 October 2018	2	TISI Sangam Sadhu Kuppusswamy Campus
13	1	Monitoring & Evaluation, Unpacking and E-Commerce	1 st and 2 nd November 2018	2	Tagitagi Campus

19	10	Monitoring & Evaluation, Unpacking and E-Commerce	8 th and 9 th November 2018	2	Anjuman Hidayat-ul-Islam Campus
14	9	Monitoring & Evaluation	12 th November 2018	1	SHTT Campus
20	6	Monitoring & Evaluation	21 st November 2018	1	Dr. Shaukat Ali Sahib Campus
13	5	Monitoring & Evaluation	22 nd November 2018	1	Nadroga/ Navosa Provincial Campus
33	19	Recognition of Prior Learning	12 th December 2018	1	Anjuman Hidayat-ul-Islam Campus
1	3	Industry Standard Advisory Committee	20 th February 2019	1/2	FHEC Conference room
1	1	Recognition of Prior Learning	1 st and 2 nd August 2019	2	Tanoa Plaza Conference room

TCF Upgrading Works

Due to the demand, TCF has been continuously expanding its services in terms of what it offers. This has resulted in the continuous expansion of its existing setups through upgrading works to its infrastructure.

Table 38: The table below provides the details of upgrading works at TCF

Description	Amount (\$)	Comments
Structured Cabling	\$ 277,750.00	TFL has completed works at 9 sites. Waiting for completion report from TFL after which a final inspection will be carried out. GEM IT contract has been signed and LPO for 3 sites will be issued in the new financial year.
Mechanical Engineering Tools	\$ 216,393.00	Approval for final payment to RC Manubhai and withdrawal of 1 item has been submitted. Amount of item withdrawn is \$4,254.60 and \$5,269.45 to be paid off to the company. Delay damage charges of \$21,650 will be levied upon approval.
Construction Tools	\$ 319,046.25	Approval for final payment to RC Manubhai and withdrawal of 5 items has been submitted. Amount of item withdrawn is \$54,159.00 and \$91,575.46 to be paid off to the company. Delay damage charges of \$21,650 will be levied upon approval.
Welding and Fabrication Tools	\$ 132,437.00	Approval for final payment to RC Manubhai and withdrawal of 1 item has been submitted. Amount of item withdrawn is \$1,140.00 and \$43,091.80 to be paid off to the company. Delay damage charges of \$9,150 will be levied upon approval.
Wheel Alignment	\$ 520,000.00	Waiting commissioning of machines at 8 different sites.
Static Machines for Engineering		Tender has been withdrawn
Static Machines for Construction		Tender has been withdrawn
Transformer Upgrade works for 3 phase power supply		Upgrade works are under way at the 4 different locations.
Construction of Mechanical Workshop Nadroga Campus	\$ 271,558.02	Work has been completed. Practical completion certificate has been received from MOIT.
Construction of Mechanical Workshop Navua Campus	\$ 277,226.02	Work has been completed. Practical completion certificate has been received from MOIT.
Construction of Mechanical Workshop Nausori Campus	\$ 263,692.82	Contract has been terminated.
Construction of Mechanical Workshop Nabua Campus	\$ 263,692.82	Contract has been terminated.

Construction of Mechanical Workshop Nawaca Campus	\$ 258,000.00	Completed
Construction of Mechanical Workshop Wainikoro Campus	\$ 258,000.00	completed
Construction of Mechanical Workshop Tagitagi campus	\$ 292,759.80	Work has been completed. Practical completion certificate has been received from MOIT.
Construction of Mechanical Workshop Rakiraki Campus	\$ 272,087.00	Works have been completed, waiting for practical completion certificate.
Construction of Mechanical Workshop Lautoka Campus	\$ 305,176.84	Withdrawal of Tender submitted to FPO.
Construction of Mechanical Workshop Nadi Campus	\$ 304,370.25	Withdrawal of Tender submitted to FPO.

All Mechanical Workshop construction involves consultation works with the Ministry of Infrastructure and Transport (MoIT) and goes through the tender process. MoIT supervises these capital projects in order to maintain Government standards and quality.

Table 39: Work progress at TCF Campuses

Campus Name	Location	Contractor	Construction Status	Project Cost
Nadroga Navosa Campus	Nadroga	Deuba Point Limited	Completed (Practical Completion Certificate given by MOIT).	\$271,558.02
C.P Singh Campus	Navua	Deuba Point Limited	Completed waiting for the completion report from the contractor.	\$277,226.02
TISI Sangam Sadhu Kuppuswamy Campus	Rakiraki	Super construction	Completed waiting for the completion report from the contractor.	\$296,574.83
Ratu Epeli Ravoka Campus	Bua	Advance Drafting and Construction	Completed (Practical Completion Certificate given by MOIT).	\$258,000.00
Macuata-i-Cake Campus	Nadogo	Advance Drafting and Construction	Completed (Practical Completion Certificate given by MOIT).	\$258,000.00
Tagitagi Campus	Tavua	Super construction	Completed (Practical Completion Certificate given by MOIT).	\$272,759.00
Nabua Sanatan Campus	Nabua	Skaffsworks Construction Limited	Under termination process due to non-performance by the contractor (waiting for GTBs Approval).	\$263,692.82
Anjuman Hidayat-ul-Islam Campus	Nausori	Skaffsworks Construction Limited	Under termination process due to non-performance by the contractor (waiting for GTBs Approval).	\$263,692.82
Dr. Shaukat Ali Sahib Campus	Nadi	MJF works construction limited	Under termination process due to Variation claim from contractor and contractor fails to provide justification of the variation. (Waiting for GTBs Approval).	\$304,370.25
Lautoka Sanatan Campus	Lautoka	MJF works construction limited	Under termination process due to Variation claim from contractor and contractor fails to provide justification of the variation. (Waiting for GTBs Approval).	\$ 305,176.84

3 Phase Transformer Upgrade

Electrical upgrade work was carried out at various campuses. Due to 3 phase power supply, there is higher demand for electricity at the campuses. In order to have a stable supply of electricity, EFL recommended to upgrade the transformer at the following locations:

- Macuata-i-Cake Campus, Wainikoro;
- Tagitagi Campus, Tavua;
- Vanua Levu Arya Campus, Naduna, Labasa;
- C. P. Singh Campus, Navua; and

All the upgrading work has been completed by EFL.

Library Services of Fiji

The School Library Services Unit within the Department of Library Services of Fiji is responsible to oversee the development of school libraries in all different types of schools in Fiji, from ECCE, Primary, Secondary and Special Schools. Its roles and responsibility is to ensure that all schools have School Library Standards and is fully functional, serving its purposes in the school community. However, the following services are provided to the schools in Fiji:

- school library set up / re-organization of library as per library standard;
- school library advisory services;
- school / teacher librarian training on school library operation and services;
- oversee the implementation of the National School Library Policy; and
- school /teacher librarian attachment to LSF.



The functions of school libraries differ from other types of libraries such as academic, special and public libraries. Although they have the same mission of providing access to information and knowledge to its users, the difference is in the information it provides to its users. School libraries role include:

- offer quality programs that support the curriculum;
- help teachers integrate information literacy skills into learning activities;
- promote information literacy by helping students develop skills to find, evaluate, use, create and share information and knowledge;
- enrich students' reading experiences and develop independent reading skills;
- support teaching and learning strategies;
- provide teachers with professional support;
- source and deliver suitable and current resources in multiple formats;
- maintain collections that meet the needs of the school community;
- use current technologies to provide easy access to information (optional depending on infrastructure);
- offer stimulating teaching and learning environments; and
- reflect and support the social and cultural profile of the school community.

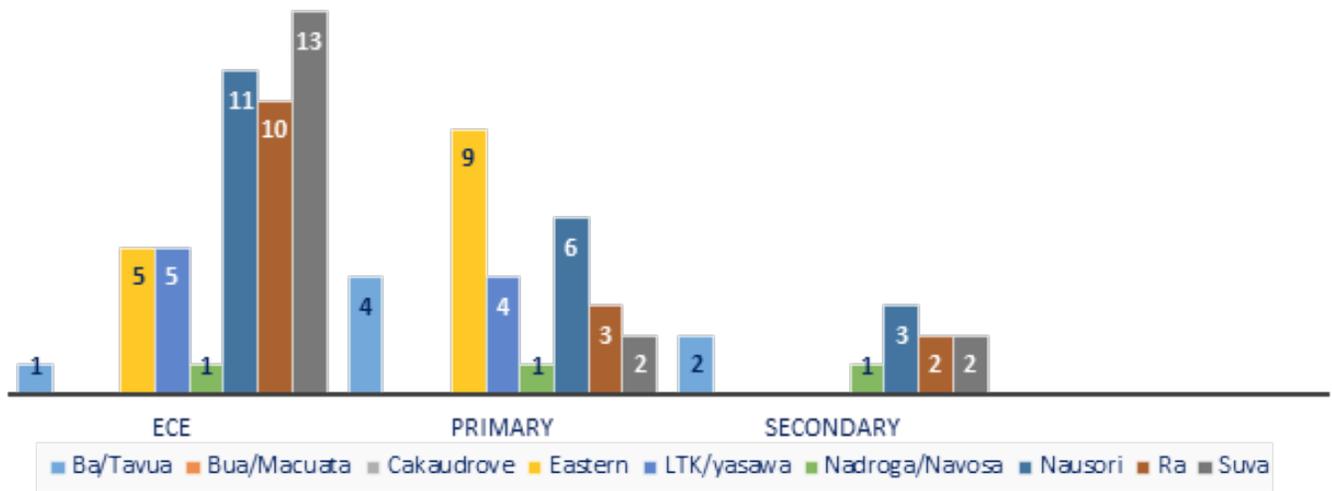


School Library Set Up / Re-Organization

This fiscal year the Department assisted schools such as ECE, Primary and Secondary for school library set up /proper organization as per standards.



Graph 9: Library Set Up by Education District summary



School Library Survey and School Library Set-Up Feedback Form

School library survey are usually carried out with the use of evaluation form [feedback form] and face to face interview questions used in such a way to collate the needed information from teacher/school librarian in order to enable us to provide the service that best suit the need of the school libraries, in the provision of access to relevant and appropriate information that supplement the school curriculum.

The component of the questionnaire is intended to help us learn the following:

- collection – the present collection of the school library;
- opening hours of the school library;
- how students were introduced to the library;
- whether it's a reference or circulation library; and
- most importantly if they have a full time librarian or a teacher librarian.

This will help the Department to seek constructive process of bridging gaps on what the school library has and what assistance can LSF provide.

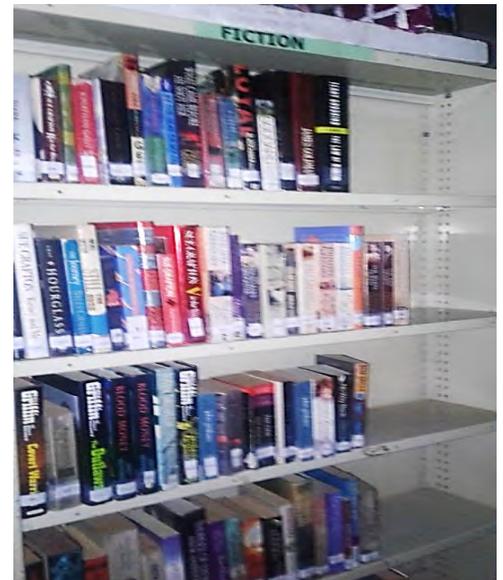
According to the information collected so far, it is clear that school that have a full time librarian provide 'help' in dynamic ways that appear to have a transformative effect on student learning. School libraries and librarians were viewed as having an active role in the learning process.

An important area that the department needs to take into account is the students' comments and experiences on the importance of the school library. Students and teachers are the customers and continuous improvement needs to focus on their needs. However, the feedback form is always given to Heads of Schools to fill, in order to obtain any critical comments that can help the department for improvement of the Library set up processes.

Public Library Services

Public libraries varied contexts in which they operate inevitably resulting in the different services they provide and the way those services are delivered.

Public libraries are established, supported and funded by community, either through local, regional or national government or through some other form of community organization. It provides access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community.



In Fiji, public library services are provided, supported and fully funded by the Government. They come under the Ministry of Education, Heritage and Arts through the Department of Library Services, while other public libraries are funded by the municipality or councils. Although they are governed by different bodies, they play the same role to the different communities they serve. They provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development, including recreation and leisure. Public libraries also play an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions.

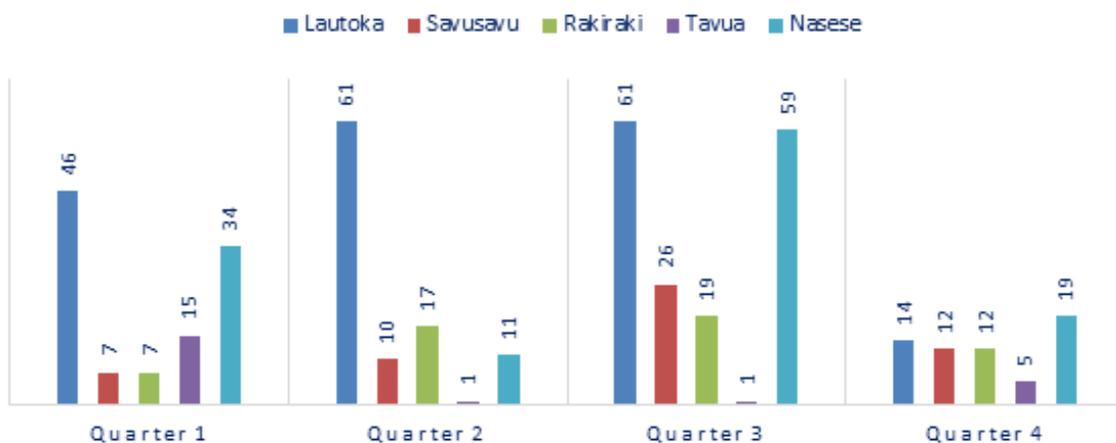
The Department of Library Services of Fiji, have 5 branch libraries around the country and they are as follows:

- i. Western Regional Library;
- ii. Savusavu Public Library;
- iii. Tavua Public library;
- iv. Rakiraki Public library; and
- v. Nasese Public library.

New Membership

Every year, the branch libraries are encouraged to carry out membership drive in terms of awareness of their services.

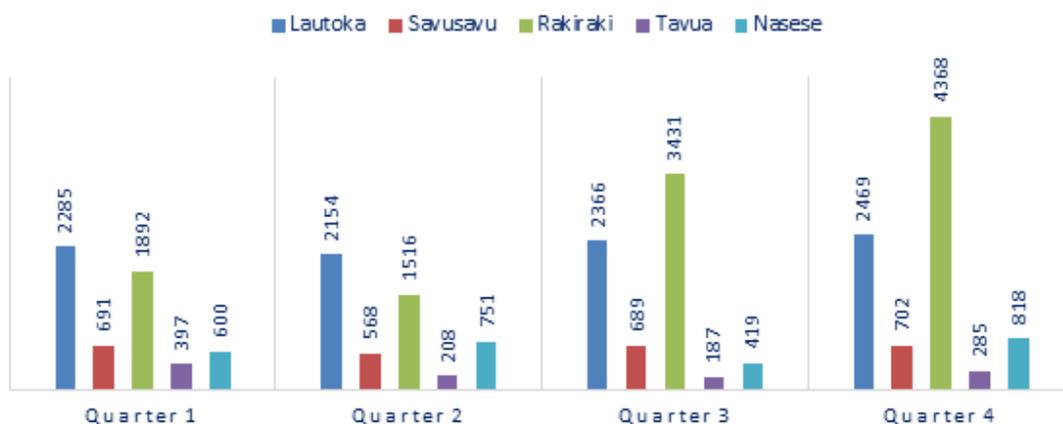
Graph 10: Quarterly statistics on new membership from each libraries during the fiscal year



Loans Management

Tabulated below are the quarterly issued and/or loans of library resources from our five public libraries. The total number of library resources issued and/or taken on loan for the year was 26,796. Adult loans include, fiction, non-fiction, Hindi books and magazines while junior loans have fiction and non-fiction, whereas the easy loans are mostly easy readers, both fiction and non-fiction.

Graph 11: Number of library resources issued and/or taken on loans from our Public Libraries



Public Branch Library Services Activities

Western Regional Library

The Western Regional Library is located in Lautoka where the Library Services of Fiji started in 1964. The library has an American Resource Corner to provide access to information about America. The Lautoka branch works in collaboration with Rotary Club in carrying out various activities every Saturday in which students participate. Some events that were hosted at the American Corner include:

- STEAM Programme;
- Women in Business;
- US Independence Day; and
- US Coast Guard Stratton Visit.



SEEP (Social Empowerment and Education Programme) Volunteers

The Western Regional Library was also part of the SEEP programme piloted in the Western Division during Term I 2018 holidays. Ten students under the programme were attached at the library and carried out the following duties:

- Counter Services;
- Holiday Activities;
- ACF;
- End Processing; and
- School Library set-up.



Savusavu Public Library

Situated in the main town, Savusavu Branch Library is a recreation centre for the community with the community members actively using the library resources. Tourists who came to Savusavu have also been donating books to the public library.

Related activities have been organized in the library where the events coincide with the important international dates or national events. Library holiday programmes for students were also organised during school holidays to keep them occupied.



Tavua Public Library

Tavua Branch Library continued to strive for excellence in providing free information and services to the members of Tavua community. The branch collaborated well with other government departments and non-government organizations to ensure that the community members have access and enjoy the services provided by the Library.



Rakiraki Public Library

The branch has one staff who manages the operation of the library throughout the year. The Library also provides literacy activities with school children who frequent the library every afternoon.

Nasese Public Library

Nasese Public Library opened its doors to the public in 2009, and has continued to develop with changes in creating spaces for members of the public. Although it is located in the outskirts of the city, it is accessible by book lovers who frequent the library due to its collection and the comfortable spaces provided for our users. The Nasese Public Library is fully automated where issuance of the library materials are done using the automated library systems. This fiscal year also marks the opening of the China Corner which provides access to Chinese books and bilingual books (Chinese and English) and 20,000 Chinese e-books available only in a local computer in the library donated by the Zhengzhou library, from the Henan Province in China.

This year, the Nasese branch reached out to help the early literacy with ECE in the following ECE Centres:

- Muanivatu ECE;
- Military Forces ECE;
- Wailea Community ECE;
- Lotoloto ECE; and
- Hilton Early Intervention.

Nasese branch also have the opportunity to assist in the provision of information access to the students of Navesau Adventist Secondary School, carrying out their research for their school project.

Community Library Unit

Children and the community as a whole need library for life-long learning. Unfortunately, due to the challenges faced by many, some children only have access to library books while in schools. Extending library services to communities is essential for life - long learning purposes. In schools, this is where the teachers and the students come into contact with the world and acquire general knowledge to assist them to understand and improve their learning.

Two of Library Services of Fiji primary objectives are to allow accessibility of information to the community as a whole and secondly, to provide homework study centres for children in the rural areas. Library Services of Fiji carried out six community libraries set up around the country as part of their roles. For the recent set ups, there were two community libraries each for the Central and the Eastern division while one each in the North and the Western division. As part of the criteria for Community Library Set up, a written request is required by the community with a follow up visit done to assess and determine the needs, followed by a report with the recommendation prior to the preparation of resources for the setting up.



There are five community libraries which are located in remote and maritime while one is located outside the town area. The villagers and community members provided the library spaces for the setting up of the community library by the Library Service of Fiji.

Request for Community Library

There were nine Community Library requests received this year with only six meeting the criteria. After the requests from the communities, survey were carried out and the village headman, together with the Education Committee, was advised on the compliance standard and criteria required in-terms of Community Library Space.

Table 40: Summarized below are the requests received from the communities.

Community	District	Request mode received	Tasks Executed	Result	Progress
Nananu, Tailevu	Central	e-mail	Surveyed	Not met criteria	Renovation to be done, once complete they will inform LSF
Nanoko, Navosa	Western	Government Roadshow Outreach	Interview through phone	Not met Criteria	Renovation to be done. Once complete, they will inform LSF
Home of Hope	Central	Letter of request	Surveyed	Met Criteria	Set up executed
Sorokoba, Ba	Western	e-mail	Surveyed	Met Criteria	Setup executed
Matasawalevu, Kadavu	Eastern	Written Request photos of the space attached	Interview through phone	Met Criteria	Set up executed
Waisomo, Kadavu	Eastern	Written Request	Interview through phone	Met Criteria	Setup executed
Naqaravatu, Cakaudrove	North	Written Request	Surveyed	Met Criteria	Setup executed
Lutu, Wainimala	Central	Written Request	Surveyed	Met Criteria	Setup executed

Community library set up

Tabulated below are the Community library set up for the fiscal year

Table 4 1: Community Library Set Up.

Community Library	Division
Home of Hope	Central
Sorokoba, Ba	Western
Matasawalevu	Eastern
Waisomo	Eastern
Naqaravutu	Northern
Lutu, Wainimala, Naitasiri	Central

Resources Distribution

Tabulated below are the resources distributed to all the community assisted in this fiscal year, those community library that were newly set up and those that were already set up, but need additional resources.

Table 42: Resource Distribution

Resources Distributed	Home of Hope		Sorokoba		Matasawalevu		Waisomo		Naqaravatu		Lutu		Taulevu		Nameka	
	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)
Wooden tables			1	480.00			1	480.00	1	480.	1	480				
Wooden chars			6	360.00			6	360.00	6	360.	6	360				
Shelves			3	555.00	3	555.00	3	555.00	3	555.	3	555.				
Bean bags			2	190.00	2	190.00	1	95.00					2	190.00	2	190
Charts	5	52.63	8	59.87	8	105.90	11	77.37		8		90.13	5	51.98		
LRS Books	39	507.55	91	3426.24	87	1150.23	83	982.00	60	767.13	93	1295.10				
Donated Books	169	338.00	155	308.00	87	261.00	165	330.00	163	332.	180	360.	113	226.00	154	308.
Rug			1	80.00	1	80.00							1	12.95		
Book Cart			1	175.00												
Total	213	898.18	268	5634.11	188	2342.13	270	2879.37	233	2502.13	283	3140.23	121	480.93	156	498.

The distribution of library resources and materials depends entirely on the spaces available and the resources community library already have. Some communities were issued with rugs only instead of tables and chairs due to the space available.

Impact assessment on Community Library

Impact assessments is usually carried out on Community Libraries after 2 -3 years of their operation. The assessment was done to observe the impact of the library on the lives of community members, including the children's academic progression.

Table 43: Summary of the assessment carried out

Community	Achievements
Kasavu CIC	<ul style="list-style-type: none"> • More passes compared to previous years. • From non – performance to one of the best performing school in Nausori. • Children sent to other schools due to under – performance were brought back to Kasavu by parents in 2019 (increased roll). • All Year 13 students passed in 2017 & 2018 and are now in Tertiary. Unlike the previous years, children do not even reach up to Form 7. • 2 young community librarians have furthered their education and are now working as Civil Servants (boosted and motivated by Library activities). • Good passes for Year 6 and Year 8 compared to previous years. • Increase in reading abilities by the children.
Lomainasau CIC	<ul style="list-style-type: none"> • Toppers' recipient in 2019 (first time in village). • Each category from year 1 to Year 8 from the village had been awarded prizes during prize presentation at the end of the year. (5 villages attend the district school). • For the last two years 2017 & 2018, all Year 13 students have passed. This has not happened before. • Reading by the lower levels gradually improved.
Taulevu CIC	<ul style="list-style-type: none"> • Children having good pass rate in Year 12 and Year 13. • An increase in the number of children progressing to upper secondary level compared to the previous years. Many used to drop out of school at Year 10. • Gradual improvement in children's reading.
Koroivonu	<ul style="list-style-type: none"> • Notable improvements in external examinations for Years 10, 11 and 12. • Good passes for external examinations. • Parents getting to appreciate and support the library and very supportive during study times in the library.

crucial as all the different types of libraries have standards to follow.

There were a few purchases done for the whole year due to the lengthy government tender process with the Procurement Office. This was also a blessing in disguise as the Unit was able to successfully complete all the backlogs of purchases from previous years. In addition to the normal technical duties, the staff also assisted with the school library set ups and the Ministry's Careers exposition around the nation.

Acquisition of monographs

The reading resources procured from local vendors were done in accordance with the government tender process. The titles acquired were chosen with the belief that they will supplement the curriculum in schools, are of good quality and able to meet the quantity of titles and copies required.

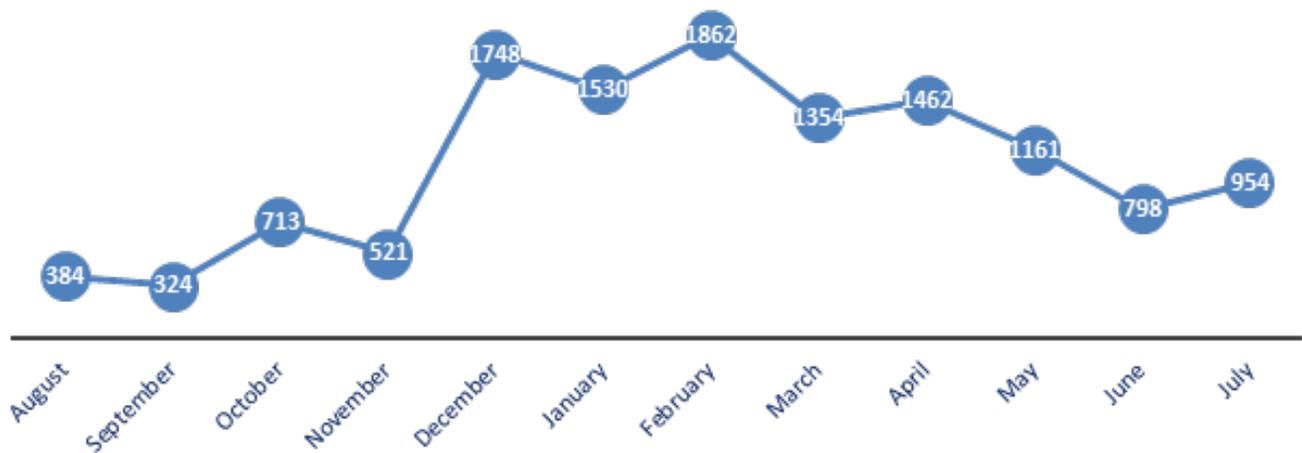
Table 44: Summary of title /copies purchased from local vendors

Supplier	No. of titles	No. of copies	Total Cost
Clarke Bookmasters	669	6344	\$110,938.97
Bulk Direct Wholesalers	170	1,700	\$39,507.00
Textbook Wholesalers	412	4570	\$100,271.50
Chapters	3	250	\$196,750.00
Clarke Bookmasters	151	965	\$23,682.00
Total	1,405	12,829	\$274,596.22

Cataloguing Statistics

Cataloguing and processing of newly acquired resources are the main work done in the Unit. Books are processed and classified with the right classification numbers for easy storage and retrieval by the users.

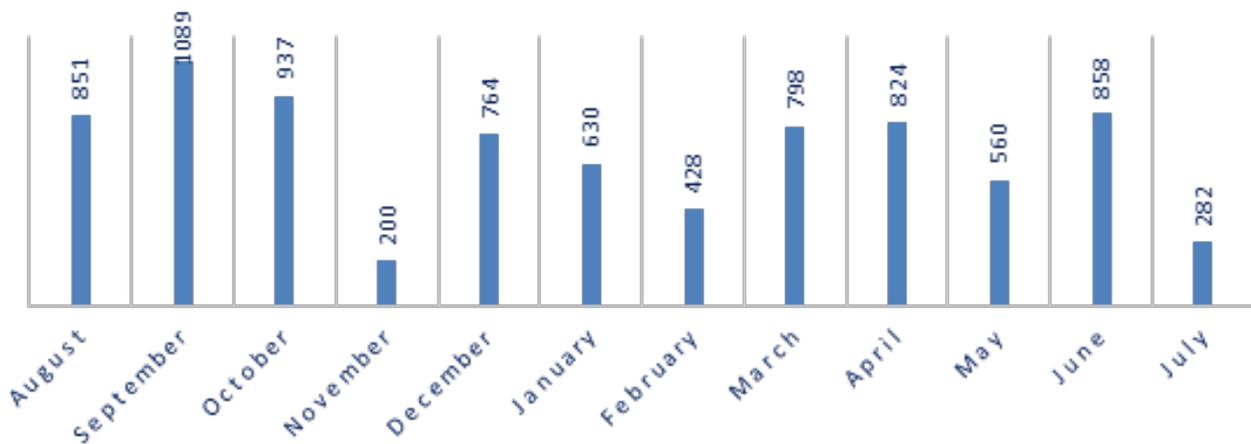
Graph 12: Number of copies catalogued during the year



Books Accessioned

New materials received are checked against the invoice to ensure that the quantity of books supplied is correct.

Graph 13: Number of Titles Accessioned



Community Outreach and Expo

The Department actively participated in the careers expo and also in the government roadshow organized by the Commissioner's office.

Careers Exposition

The Suva staff attended to the Central and Eastern careers exposition, whilst the Lautoka staff participated in the Western Division and our Savusavu branch participated for the Northern Division Careers Exposition.

Table 45: Summary of Library Services Participation in Careers Expo in the 4 Division

Term 1			
Week	Day/Date	Venue For Exposition	Chief Guest
4	8/2/18	Naiyala Secondary School	Permanent Secretary for Education
7	8/3/18	Lelean Memorial School	Director Heritage and Arts
9	22/3/18	Nabua Secondary School	DEO Central
11	5/4/18	Rampur College	CEO NSAAC
12	12/4/18	Cuvu College	Director Secondary
Term 2			
2	17/5/18	Gau Secondary School	Director Library Services Fiji
4	7/6/18	Koro High School	Director Library Services Fiji
6	21/6/18	Rev. Thomas Baker Sec. School	Deputy Secondary and Primary Education
8	5/7/18	Tavua College	Director Curriculum
10	19/7/18	Rotuma High School	Director TEST

Government Roadshow

The Department participated in the Government Roadshows through showcasing a mini ECE and Community Library set up. Demand for assistance for ECE and Community Library set up during the roadshow has increased as community members are more aware of the importance of reading and having access to information and knowledge.



Peace Corp Fair

The Department always participated into the annual Peace Corp Fair to assist the peace corp volunteer to better understand the services provided by the government agencies and stakeholders to help them with their volunteer work in communities and schools.

National Event

The Department coordinated two National Event during the year. This include the National Library Week which coincide with International Literacy Day and the World Book Day.

This year, the National Library Week was celebrated nationally with a National Committee formed and comprised the following stakeholders:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • University of the South Pacific • Fiji National University • Fiji Museum • National Archives • Suva City Library • Primary Education Department • Secondary Education Department | <ul style="list-style-type: none"> • Reserve Bank of Fiji • TBClarke • Textbook Wholesalers • Brij Raj • BooksRUs • International School Librarian • Fiji School Librarian Association • Fiji Library Association |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The Library Week this year was launched by the Permanent Secretary of Education, Heritage and Arts at the Fiji Museum. The launching was attended by the members of the Diplomatic Quos and their families, Head of Schools from nearby schools and the National Committee members. It was one of its kind celebration with the dressing code for the launch being Book Characters.

The National Library Week theme for the year was **“Libraries Lead: Building bridges making a difference in the community”**.

The week-long celebration started with a march from the Flea market to Ratu Sukuna Park and the celebration highlights included a week-long library celebration of reading, activities and information sharing and dissemination at the Park.

Schools throughout the country also participation in the week-long celebration by having schools school based programme on World Book Day with a theme **“Share a Story”**.



Chapter 3: CURRICULUM AND ASSESSMENT

Curriculum Advisory Services

The main functions of the Curriculum Advisory Services is to provide, facilitate and promote quality in the curriculum and excellence in the learning and teaching of the subjects offered at Early Childhood Education, Special and Inclusive Education, Primary and Secondary levels. In addition, it also ensures the provision of quality, responsive and relevant curriculums for all the children in Fiji.

Key responsibilities of the Section include:

- reviewing and developing Early Childhood, Special and Inclusive Education, Primary and Secondary education curriculum and syllabi;
- developing learning and teaching learning resources for schools;
- conduct in-service training for teachers on curriculum implementation and pedagogies;
- providing professional advice on learning and teaching to School Heads and teachers through school visitations;
- developing external assessments for Years 6, 8, 10, 12 & 13 and final assessments for Years 7, 9 & 11 levels;
- developing Literacy and Numeracy Assessment (LANA);
- developing strategies and train teachers to support literacy and numeracy education in Primary schools;
- developing internal assessment guidelines and relevant materials for schools;
- developing audio/visual educational materials to support learning and teaching;
- procure, print and dispatch textbooks, syllabi and supplementary educational resources to all schools; and
- monitor learning and teaching in schools and assist with school improvements.

Free Textbook Scheme

The Education Resource Centre successfully procured, printed, packed and dispatched the free textbooks for the 2019 school year to the 696 primary and 175 secondary schools that requested for the textbooks.

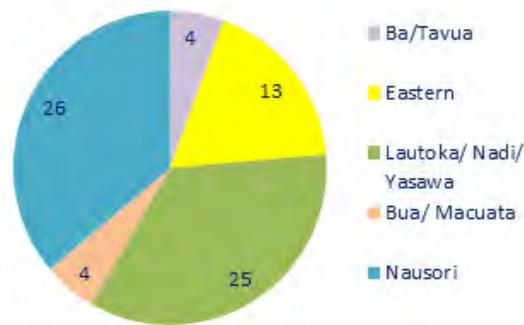
Table 46: Number of Schools by District Receiving Free Textbooks for the 2019 School Year

Education District	Number of Schools receiving free textbooks	
	Primary Schools	Secondary Schools
Nausori	113	26
Suva	84	40
Ra	43	08
Ba/Tavua	60	14
Lautoka/Yasawa	82	23
Nadroga-Navosa	60	13
Eastern	102	13
Macuata/Bua	92	25
Cakaudrove	60	13
Total	696	175

Free Science Kits Distribution

Free Science Kits were distributed to the 72 schools that requested for the kits.

Graph 14: Number of Schools by District Receiving Free Science Kits for the 2019 School Year



Literacy and Numeracy Strategies Training

Literacy and numeracy strategies workshops for Years 1 – 4 teachers, school heads, divisional and district officers aimed at strengthening their capacity to raise proficiency levels of students in numeracy and literacy at the targeted year levels was on-going over the 2018-2019 school year.

Training on the use of the Reading Progress Tracker was also conducted for 10 mentors and 11 district officers.

Table 47: Number of participants trained in literacy and numeracy strategies for the year

Participant	Number Trained
Head Teacher	111
Literacy teacher	475
Numeracy teacher	467
District Education Officer	2
Total	1055

Phonics by Phone

15 primary schools in the central districts were supported with the implementation, monitoring and completion of Phonics by Phone pilot project by November 2018.

Table 48: Number of schools monitored in the Phonics by Phone pilot

Education District	Number of Schools
Suva	8
Nausori	7

Mentoring Support Tool

10 primary teachers and 9 district education officers were trained in the pilot of the School Heads Mentoring Support Tool (MST) for Literacy and Numeracy from each of the education districts.

Free Literacy Kits Distribution

Table 49: Number of mentors trained in the pilot of MST

Education District	Number of Mentors Trained	Number of Schools Tried
Suva	2	4
Nausori	3	5
Ba/Tavua	2	4
Lautoka /Nadi /Yasawa	2	4
Nadroga/Navosa	2	4
Ra	2	4
Eastern	2	4
Cakaudrove	2	4
Macuata/Bua	2	4

Free Literacy Kits were distributed to 91 LANA critical schools identified by the Examinations & Assessment Unit (EAU).

Graph 15: Number of Schools by District Receiving Free Literacy Kits for the 2019 School Year



Each of the teacher training institutions (Corpus Christi Teachers College, Fulton University College, Fiji National University, University of Fiji, and University of the South Pacific) also received a literacy kit each whilst the Curriculum Advisory Services received 3 kits.

Year 13 New Syllabi Implementation

Workshops were conducted to train Year 13 teachers on the implementation of the new syllabi for national rollout in the 2019 school year. 11 new syllabi and textbooks were implemented for Year 13 subjects in 173 secondary schools by January 2019.

Table 50: Year 13 Teachers Trained by Subject in the New Syllabi

Subject	Number of teachers trained
Mathematics	148
English	160
Chemistry	163
Biology	163
Physics	131
Accounting	153
Economics	154
History	143
Geography	159
Vosa VakaViti	118
Hindi	33
Total	1525

Seamless Transition Workshops (STW)

Specific strategies for Year 9 English and Mathematics teachers to bridge the gaps and ensure a smooth transition of English and Mathematics Curriculum and Assessment from Primary to Secondary were imparted to teachers in February 2019.

Table 51: Year 9 English and Mathematics Teachers Trained the STW

Education District	Number Trained
Ba/Tavua	28
Cakaudrove	26
Eastern	20
Lautoka/ Nadi/ Yasawa	46
Bua/ Macuata	48
Nadroga/ Navosa	26
Nausori	62
Ra	14
Suva	76
Total	346

Quality Physical Education

A policy to deliver quality Physical Education in Primary Schools has been finalised and a Cabinet submission has been drafted. 38 teachers were trained in the central division in PEMAC up-skilling workshops.

New Year 13 Vernacular Syllabi

New syllabi and textbooks have been developed for Urdu and Rotuman.

Amended Curriculum Resources

The following curriculum resources were developed/amended over the 2018 – 2019 fiscal year.

Table 52: Curriculum Resources Developed for 2020

Title	Year	Title	Year
Ibtada-e-Urdu	1 - 3	Vosa VakaViti Student Activity Book	9
Conversational Vosa VakaViti/ Hindi	4 - 6	Family Life Education Student Activity Book	9
Social Science Textbook	9	Biology Lab Manual & Teacher's Guide	11 - 12
Hindi Novel	8	Chemistry Lab Manual & Teacher's Guide	11 -12
Rotuman Culture Book	1 - 8	Physics Lab Manual & Teacher's Guide	11 - 12
Urdu Culture Book	9 -13	Economics Textbook	11
Hindi Culture Book	9 - 10	Vosa VakaViti Teachers Guide	9

National Assessment for Years 6 – 13

2018 National Examination Papers were scored and returned to the Examinations & Assessment Unit along with Detailed Marking Solutions and Examiner Reports for Years 6, 8, 10, 12 and 13 for online access.

Table 53: National Examination Papers, Reports and Detailed Solutions prepared for 2018

Examination Level	No. of Examination Papers	No. of Examiner Reports	No. of Detailed Solutions
6	7	7	7
7	9	0	9
8	9	9	9
9	10	0	10
10	10	10	10
11	14	0	14
12	14	14	14
13	12	12	12
Total	85	52	85

85 National Examination Papers and Marking Schemes have been submitted to the Examinations & Assessment Unit for printing and distribution to examination centres following a rigorous seven month internal quality assurance process.

2019 papers are moderated, reviewed, trial-sat and proof-read at the printers before being finalized for mass printing. English and Vernacular projects are also moderated by CAS officers for Internal Assessment components of Years 12 – 13.

Table 54: Number of Internal Assessment projects moderated in 2018

Subject	Number of projects moderated	Number of teachers as panel members
English	972	298
VVVT	150	133
Hindi	76	28
Urdu	28	4
Total	1226	463

Professional development for 56 teachers and 9 Head Teachers through the National Quality Improvement in Assessment workshops were undertaken for Primary teachers in the Nasinu cluster.

Climate Change & National Anti-corruption Education

Sustainable development perspectives in education have been mainstreamed into the curriculum through the relevant Key Learning Areas and subjects.

252 secondary teachers have been trained in Climate Change Education implementation during the year.

Table 55: Secondary Teachers Trained in Mainstreaming Climate Change Education

Education District	Secondary Teachers Trained
Ba/Tavua & Ra	35
Cakaudrove	13
Eastern	24
Lautoka/ Nadi/ Yasawa & Nadroga/ Navosa	53
Bua/ Macuata	32
Nausori	34
Suva	61
Total	252

The National Anti-corruption Education was piloted in 16 schools with teacher trainings scheduled for the latter of 2019 and national rollout in 2020.

Financial Education Monitoring

22 primary schools in the central division were monitored to investigate how effectively Financial Education outcomes had been taught and assessed in subjects such as English, Mathematics and Social Sciences. CAS officers were able to identify areas of concern and assist primary teachers in improving their pedagogical approaches.

Family Life Education Training

Table 56: Family Life Education Teachers Trained by District

Education District	FLE Teachers Trained
Ba/Tavua	27
Nausori	28
Lautoka/ Nadi/ Yasawa	33
Cakaudrove	17
Bua/ Macuata	22
Suva	27
Total	154

Health Promoting Schools Training

Workshops were conducted to train teachers in all districts to effectively implement Health Promoting perspectives.

Table 57: Health Promoting Schools' Teachers Trained by District

Education District	HPS Teachers Trained
Ba/Tavua	24
Cakaudrove	22
Ra	16
Eastern	24
Bua/ Macuata	23
Central	28
Total	137

Broadcast Programmes, Media Articles and Audio-Visual Educational Resources

Radio programmes, digital resources and newspaper articles have also assisted in learning and teaching. 52 Weekly English Bytes articles were published in the Fiji Sun over the 2018 – 2019 school year. 12 Weekly Hindi articles appeared in the Shanti Dutt from August – October 2018 and were later discontinued due to the partial publication in Roman Hindi.

The Schools Broadcasting Unit (SBU) has also facilitated sound and video set-up for Ministry activities as and when required. Audio-visuals education resources have also been developed and distributed on DVDs to school to support teaching and learning. Radio programmes are aired through the Fiji Broadcasting Corporation.

20 video resources were developed by the SBU for Basic Science Year 7 – 8 during the year.

Table 58: Broadcasts by Subject Developed for the Year

Subject	Episodes broadcasted
Mathematics	30
Hindi	30
Elementary and Basic Science	34
Social Studies and Social Science	30
Conversational Languages	30
Healthy Living	26
Urdu	30
Total	210

Table 59: Number of Radio programmes aired in 2018 – 2019

Radio Program	Number of Broadcast
Teachers World	29
Focus	22
Education Bytes	30
Conversational Vosa VakaViti Years 1 - 6	87
Conversational Hindi	47
World Around Us	30
World We Live In	29
Maths Count	30
Get Up and Go	23
Vakasala Ni Vuli	209
Domo ni Vuli	52
Total	588

Technology Employment and Skills Training (TEST)

The TEST Section is responsible for carrying out the functions given below.

Planning and Policy

- Assist in the formulation of the Ministry of Education's Strategic, Corporate and Business Plan aligned to the Fiji Government's National Strategic directions and priorities.
- Develop long and short term plans for the future development of TEST aligned to the Ministry of Education's vision and priorities.
- Assist in the preparation of the Ministry of Education's cabinet papers and reports.
- Plan and prepare budget submissions for funding TEST programme and initiatives for the enhancement of education and training for students taking TEST programmes.
- Liaise with relevant NGOs and government departments 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

- Assist HR Section on any staffing issue related to TEST teachers in secondary schools.

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

Management of Assessment

a) School Based:

- review assessments for schools; and
- collate Years 12 and 13 Internal Assessment (Projects and tasks) raw marks.

b) External Examination:

- extrapolate and forward assessment marks for students sitting External Examinations;
- selection of Examiners, Preparation of Examination Blue Prints, Moderation and Review of External Examination Papers;
- nomination of markers and attend markers' meetings; and
- compilation of detailed Marking Schemes and Examiners Reports.

Monitoring of TEST Centres

The subject advisors visited the TEST Centres in schools to monitor the programmes, specialist rooms, feasibility studies and counseling of teachers. The needs of individual schools were based on termly department reports submitted from each school.

Management of Funds and Resources

Conducted market research, analysed quotations, purchased and issued equipment, tools and other teaching and learning resources to the schools.

Administration

- Attended to the general administrative needs of the Ministry particularly on matters related to the development of TEST programmes.

Achievements

The resulting achievements in the Annual Plan for the Section indicate the target focus attitude within the Section; except for Distance learning project which was put on hold and the number of beneficiaries at the pilot stage of the internet connectivity project.

Table 60: TEST Curriculum Review and Textbooks

Department	Name of Subject/Resource	Syllabus Reviewed 2018	Textbook Reviewed/Developed 2019
Home Economics	Home Economics	Year 9	Year 11
Year 11 Industrial Arts	Basic Technology	Year 9	Year 11
	Basic Graphics Technology		
Agricultural Education	Agricultural Science	Year 9	Year 11
Computer Education	Computer Studies	Year 11	Years 11 and 12
Enterprise Education	Primary Enterprise Education	Years 5 and 6	Years 7 and 8

Updates:

- all TEST resources are in progress;
- Year 11 Curriculum Vetting is ongoing; and
- final Vetting will take place in Week 16.

Resources Developed

Table 61: Summary of Textbooks Developed for TEST Subjects

Department	Subject/Resource	Year Level
Home Economics	Textbook	Year 11
Industrial Arts	Student's Workbook	Year 11
Agricultural Education	Teacher's Guide	Year 11
Office Technology	Activity Book	Year 11
Enterprise Education	Teaching Resource	Years 7 and 8
Nutrition	Recipe Book	Hostel Cooks and School Canteens
	Kitchen Guideline Book	TEST subjects

Examinations and Assessment

Examiners Reports for 2018 for the Fiji Year 10, Year 12 and Year 13 examinations were prepared and vetted by the respective SEOs for their subjects before they were sent to schools.

The TEST advisors prepared the respective examination blue prints and examination papers for 2018 and 2019, worked with the moderators in the moderation of the papers and attended the review meetings of the final examination papers for Years 9 & 11 and external examination papers for Years 10, 12 and 13.

The total number of TEST examination papers prepared in 2018 and 2019 are given below.

Table 62: Summary of TEST Examination Papers prepared

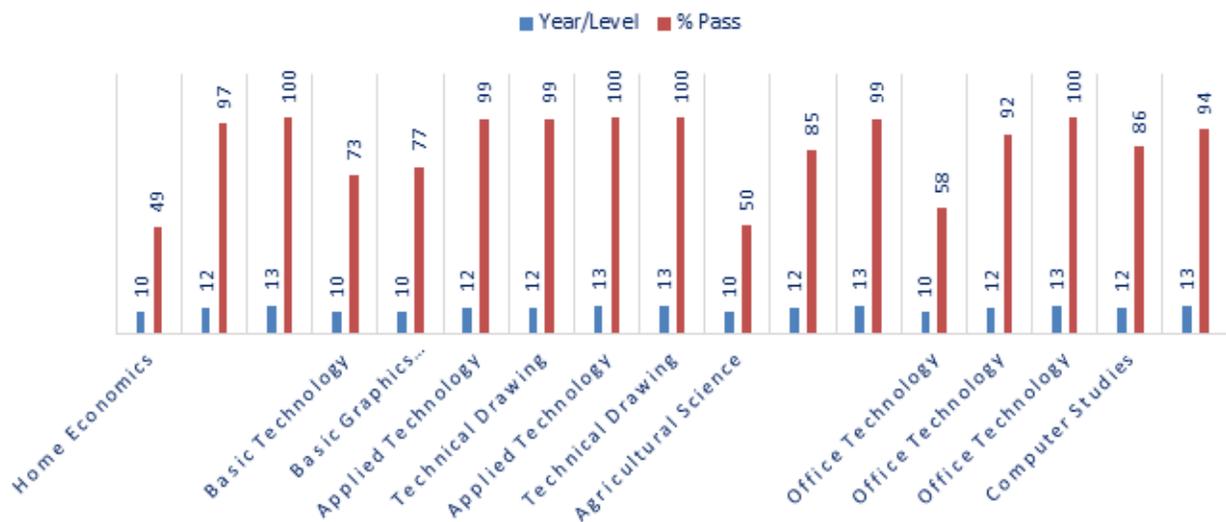
Department	Exam Paper	Year Level	2018	2019
Industrial Arts	Basic Technology	9, 10	2	2
	Basic Graphics Technology	9,10	2	2
	Technical Drawing	11,12,13	3	3
	Applied Technology	11,12,13	3	3
Home Economics	Home Economics	9-13	5	5
Agricultural Education	Agricultural Science	9-13	5	5
Office Technology	Office Technology	9-13	5	5
Computer Education	Computer Studies	11-13	3	3
Total			28	28

Examination Results/Analysis for 2018

Table 63: Examination results for TEST Subjects in 2018

Department	Subject	Year/Level	No. Sat	% Pass
Home Economics	Home Economics	10	6492	49
		12	1211	97
		13	907	100
Industrial Arts	Basic Technology	10	6839	73
	Basic Graphics Technology	10	340	77
	Applied Technology	12	1627	99
	Technical Drawing	12	2617	99
	Applied Technology	13	1008	100
	Technical Drawing	13	1620	100
Agricultural Education	Agricultural Science	10	6371	50
		12	2312	85
		13	1602	99
Office Technology	Office Technology	10	3918	58
		12	686	92
		13	454	100
Computer Education	Computer Studies	12	3780	86
		13	2406	94

Graph 16: Percentage Examination Pass for TEST Subjects



For

2018, the following activities were performed by the TEST Sections:

- conducted Markers meeting for FY12CE & FY13CE;
- papers marked and marks submitted to EAU; and
- Examiners' Reports and Detailed Solutions prepared and vetted before being sent to schools.

For 2019, the Section prepared the TEST examination subjects Blue Prints, Final Examination papers for Years 9 and 11, and External Examination papers for Years 10, 12, and 13, which went through the quality assurance processes before the final submission for proof reading.

The Section also completed the vetting and reviewing of the Key Learning Areas (KLA) for Years 9 and 11 Final examination papers and submitted to EAU.

Moderation of Common Assessment Task

The Section also conducted a Moderation Workshop for Internal Assessment for the various TEST subjects.

Table 64: Summary of the Moderation of CBA and CAT Workshops Conducted

Division	No. of Test Schools in the Area	% Schools Attended
Central	61	100
Western	54	100
Eastern	13	100
Northern	37	100

The above excludes new schools like Jeremiah College, Bau Central College, Moce Secondary, Magodro Secondary, Nasesevia Secondary and Davuilevu Methodist.

All the Year 12 and Year 13 moderated marks were collated and forwarded to the MEHA Examination and Assessment Unit for further processing.

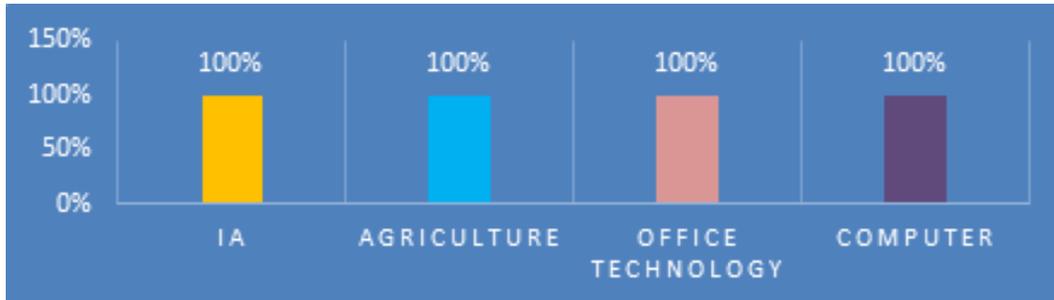
Monitoring and Evaluation of the Curriculum through School Visits

The following schools were visited by the TEST team as part of their schools monitoring and evaluation exercises:

- Jeremaiah College;
- Davuilevu Methodist High School;
- Sila Central High School;
- Nasinu Secondary School;
- Suva Grammar School;
- Adi Cakabou School; and
- Ratu Kadavulevu School (Revisit).

Development of Y11 and 12 CBT Curriculum

Graph 17: The graph below summarises the progress of the CBT Curriculum Development by the Section



TEST Procurements

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

Table 65: Number of schools assisted with tools and equipment

Subject Area	No. of Schools	Assisted Amount
Industrial Arts	35 (TD Instruments) and 17 (Tools and machines)	\$14,387.45 \$123,000.00
Home Economics	<ul style="list-style-type: none"> 50 schools had not been assisted in the last five years, are new centres and those that were affected by natural disasters. All the items went through the tender process and have all been purchased and supplied to Ministry of Economy; stored, awaiting packing and dispatch to schools upon completion. 	\$100,000
Agricultural Science	None of the selected schools were assisted with tools and equipment during the period of 2018 to 2019 due to the late tender process and also due to the late notification of the change in the tender process.	
Office Technology	9 (16 Desktop Computers)	\$40,000.00
Computer Studies	10 laptops and 13 desktops were bought for 9 schools and dispatched accordingly.	\$40,000.00
Careers	<ul style="list-style-type: none"> Advocacy materials - reprint of 18 sets for Careers Expo, Roadshows and Awareness programmes. Careers Handbook - 4,000 copies My Life at Schools - Careers portfolio - 26,000 copies Stationeries. 	\$152,000.00
EO Projects – Distanc Learning	<ul style="list-style-type: none"> 5 x i7 laptops for DL schools on 02-07-19 50 Magnetic White Board for smart projector classrooms 	\$27,000
E-Learning	<ol style="list-style-type: none"> Ratu Namasi Primary Lami Primary Turagarua Primary Vutia District Suva Muslim Ratu Ravuama Wailevu Primary Namuka Primary 	10 laptops 5 computers 5 computers 5 computers 3 computers 3 computers 3 computers 3 computers

Number of Students taking TEST Subjects in Schools

Home Economics for many years have been a predominantly female dominated and as years have progressed, it is encouraging to note that more male students have opted for the subject. The trend is the same for Industrial Arts and Agricultural Science.

Table 66: The table below shows the number of students enrolled in the TEST Academic subjects

Subject	No. of Students										Total	
	Year 9		Year 10		Year 11		Year 12		Year 13			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics	480	6203	450	6198	99	1266	84	1277	70	781	1183	15725
Industrial Arts	7288	625	6782	625	4446	344	4022	239	1354	111	23892	1944
Agricultural Science	4207	3243	3533	3020	1562	1218	1308	1123	818	825	11570	9367
Office Technology	2491	1853	2333	1861	745	363	650	325	380	104	6599	4506
Computer Studies	NA	NA	NA	NA	2129	1990	2130	1740	1408	1208	5667	4938
Sub-total	13453	12532	12725	12417	8783	5777	7935	5656	3665	3679	46561	40061
Total	25985		25142		14560		13591		7344		86622	

Careers

The Unit conducted 12 Career Expos in schools including 12 Community awareness Programmes on Vocational Education as part of its Community Partnership Programme.

E- Learning

As part of its KPIs, the E-Learning Unit achieved the following from its targeted KPIs during the year:

- smart classroom -75%
- e-learning centre – 70%
- e-textbooks 100 %
- DL User – 85%
- modem installation – 100%

Nutrition

The Unit achieved 100 % of its KPIs target for all its activities which include the drafting of the Recipe Book, Kitchen Guideline Book, Advocacy Brochure, Introduction of TEST Subject in Schools and attending the Kana Vinaka Workshop.

The Unit also organised the OHS Workshop for boarding/hostel schools. It was a 60% achievement as two workshops at two different venues were cancelled by the Manager Learning and Development Unit.

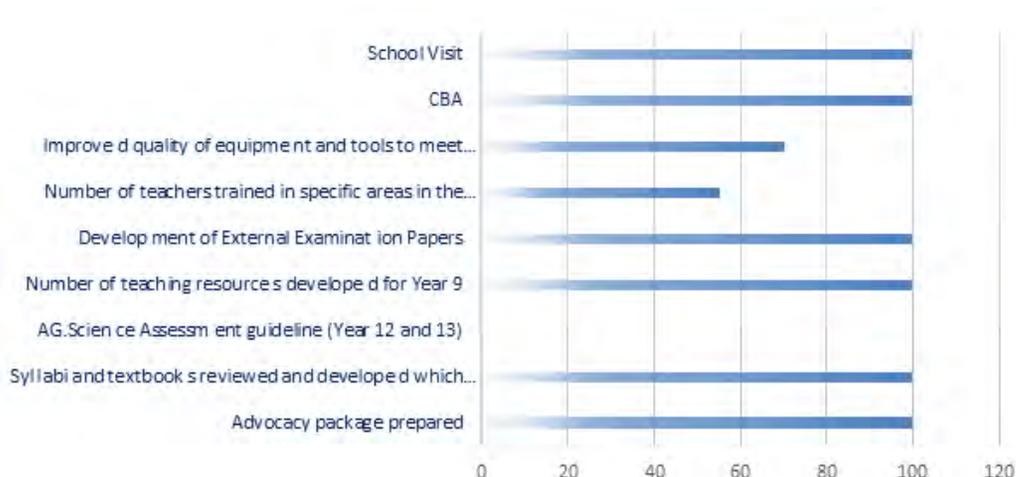
Enterprise Education

Table 67: The following Output was achieved by the Unit

Output	Achievements
Enterprise Education Advocacy	100% Achieved
Trained Teachers On Enterprise Education	More than 100% achieved <ul style="list-style-type: none"> • Saints Vincent: 15 teachers • Deuba District: 22 teachers • Suva 1: 8 teachers • Suva 2: 7 teachers • Nausori 1: 25 teachers • Nausori 2: 19 teachers • Waidamudamu: 6 teachers • Qawa: 18 teachers • Vua Primary: 22 teachers • Immaculate Primary: 10 teachers • Kavala clusters: 7 teachers
Enterprise Education Years 7 And 8 Syllabi	100% achieved 4 workgroup meetings (25/04 & 8/05) Vetted TEST Team
Enterprise Education :Teachers Guide	80% Completed. Waiting for vetting and then final editing
Test & Enterprise Week	Launched at the Montfort Boys Town by Honourable Minister Rosy Akbar on 12/7/19. TEST &Enterprising Week Celebration from 15/07 to 19/7/19 with theme: Innovating skills through Sustainability
Additional Tasks	<ul style="list-style-type: none"> • Up-skilling Workshop on Entrepreneurship Education with OT Teachers and Agricultural Science Teachers • Careers Expo at St. Vincent, Bhawani Dayal, Ratu Latinara, Holy Family, Immaculate Conception, Ratu Fianu, Adi Maopa, Kadavu Provincial and Namalata Central • Career Talk at Dilkusha Boys, St Joseph Sec anf John Wesley College • NEC Consultation and SEEP Programme • Wainivula Workshop and Consultation • Training(Procurement& Job Application & Interview Skills)

Agriculture

Graph 18: The Agriculture Unit achieved the following based on its KPIs for the year



Curriculum Development

Curriculum Review/Textbooks

The Year 11 Agricultural Science syllabi and textbook were reviewed and aligned to the Fiji National Curriculum Framework, the Sustainable Development Goals (Goal 4: Quality Education, Goal 7: Affordable and Clean Energy, Goal 8: Decent Work and economic Growth, Goal 9: Industry, Innovation and Infrastructure and Goal 13: Climate Action) and the 5 year and 20 year National Development Plan with emphasis on skills development, green TVET, entrepreneurship education, problem-solving and innovation.

Table 68: Summary of Agriculture Resources Reviewed

	Year Level	Curriculum Resources
2018	9	<ul style="list-style-type: none"> Reviewed Syllabi and textbook and implemented in schools. Developed Year 9 Agricultural Science Teachers Guide and implemented in schools.
	12 & 13	<ul style="list-style-type: none"> Developed Assessment guideline and implemented in schools.
	11	<ul style="list-style-type: none"> Questionnaires prepared on teaching resources, given to teachers & analysed. Report prepared for curriculum workgroup meeting.
2019	11	<ul style="list-style-type: none"> Reviewed Scoping and Sequence for Agricultural Science. Conducted 4 meetings with curriculum workgroup · Reviewed syllabi and textbook for 2020 implementation · Quality Assurance processes followed.

Internal Assessment Guideline

The 2019 Year 12 and 13 Assessment guidelines were compiled and both, the soft and hard copies, were sent to all schools.

School Visits

Table 69: The table below provide a summary of the schools visited in 2019

Schools	Purpose of visit
Sila Central High School	Monitoring of implementation of curriculum
Nasinu Secondary School	Monitoring of implementation of curriculum
Jeremiah Raibeveu College	Follow up visit on Feasibility Study conducted
Suva Grammar Secondary School	Monitoring of implementation of curriculum
Adi Cakobau Secondary	Monitoring of implementation of curriculum
Ratu Kadavulevu Secondary School	Monitoring of implementation of curriculum

Moderation of CAT

The Moderation Workshop for Internal Assessment: 152 schools were invited for the moderation and there was a 100% attendance.

The Year 12 and Year 13 marks were collated and forwarded to the MEHA Examination and Assessment Unit for further processing.

Procurements

None of the selected schools were assisted with tools and equipment during the period of 2018 to 2019 due to the late tender process and also due to the late notification of the change in the tender process.

Advocacy

Two advocacy materials were developed and produced for the department (flyer and poster). The purpose of the material is to advocate Agricultural Science during careers expo and any government roadshows.

Competency Based Assessment

The National Certificate I and II in Agricultural Science has been endorsed by the Fiji High Education Commission Council after going through all the quality assurance processes.

Training Workshops Conducted

Workshops were conducted to up-skill Agricultural Science officers, teachers, and officers in specific areas as shown in the table below:

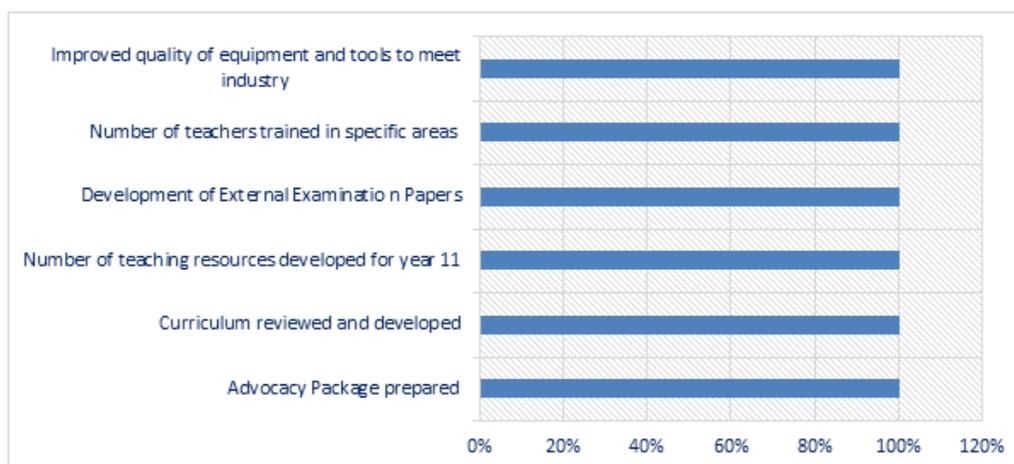
Table 70: Workshops attended by TEST Teachers/Stakeholders

Facilitator(S)	Workshop Name/ Venue/Participants	Date
Agriculture Science	Moderation – All Divisions	Aug 2018
2 facilitators	Business Plan – 16 participants (Eastern)	Dec 2018
	Organic Container Gardening – 24 participants (Central)	May 2019

Home Economics

KPIs Achievements

Graph 19: % KPIs Achieved



Curriculum

Syllabi, Textbook and Resource Material

Table 71: Resource materials Developed

Year Level	Curriculum Resources
2018 9	<ul style="list-style-type: none"> Reviewed syllabi and textbook for 2019 implementation Developed Resource materials and Learning Activity Book

2019	11	<ul style="list-style-type: none"> • Reviewed Scoping and Sequence for Home Economics. • Conducted 5 meetings with curriculum workgroup and 3 meetings with resource writers. • Reviewed syllabi and textbook for 2019 implementation. • Designed IA guideline for circulation to schools. • Quality Assurance processes followed.
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IA Guidelines

The Years 9-13 IA guidelines were developed were sent to all schools, soft and hard copies.

School Visits

Table 72: Summary of Schools Visited

	Schools	Purpose of visits
2018	Magdro Secondary School (02/2/18) Jeremiah Raibeve College (01/3/18)	Home Economics already taught in the two schools from 2017 with no feasibility study done. · Study carried out with recommendations that a proper Home Economics room be set up for the learning and teaching of the subject. · No intake in 2019 unless proper rooms are set up for the teaching of the subject.
	.Labasa Sangam College (11/7/18) All Saints Secondary School Bulileka College	<ul style="list-style-type: none"> • Schools are yet to be visited • Check on the status of the Home Economics rooms and resources available. • Implementation of Year13 curriculum, challenges faced and ways to improve learning and teaching. • TEST WEEK preparations
2019	Jeremaiah Raibeve College (12/03/19)	To inspect the new temporary building erected for the teaching of the subject.
	Davuilevu Methodist (20/03/19)	To revisit to inspect the new developments carried out after the first visit.
	John Wesley College (28/03/19)	To visit the school and see what is on the ground and give recommendations on improving the teaching and learning environment.
	Nasinu Secondary School (4/4/19)	Check on the status of the Home Economics rooms and resources available.
	Suva Grammar School (4/4/19) Sila Secondary (26/04/19) Adi Cakobau School (26/04/19)	The visit was scheduled following the DSPS's instructions for CAS and TEST subject advisors to visit Sila Central High School.

Workshops and Trainings

Table 73: Summary of organised training and workshop conducted and attended by officers

Year	Name of TEST officer Attending	Workshop Name and Facilitator / Organizer / Venue	Dates of workshop / Training
2018	Rokolekai/ Vosailagi	Moderation Workshop: TEST	31 Aug- 19 September
	Vosailagi	Construction: TEST, Suva Home Economics Up skilling - Pattern Drafting and Garment	14 – 15 August
	Rokolekai	Home Economics Up skilling - Pattern Drafting and Garment Construction: TEST, Suva	16 – 17 August
	Vosailagi	Quality Assurance System through result based monitoring and evaluation management systems for TVET institutions and Educational systems: CPSC	24 – 28 August
2019	Vosailagi	Home Economics Up skilling - Pattern Drafting and Garment Construction: TEST, West	23 April - 24 May
	Rokolekai	Home Economics Up skilling - Pattern Drafting and Garment Construction: TEST, Central	23 April - 24 May
	Vosailagi	Multisector dialogue on Food and Nutrition Security in Fiji	23 - 24 January
	Vosailagi	Gender Equality & Social Inclusion (GESI)	20 – 21 June
	Vosailagi	ISAC Meeting Cookery and Baking and Patisserie	20 February

Procurement

Schools assisted	Amount
<ul style="list-style-type: none"> 50 schools that had not been assisted in the last five years, including new centres and those that were affected by natural disasters were assisted. All the items went through the tender process and have all been purchased and supplied to Ministry of Economy stores awaiting packing and dispatch to schools upon completion. 	\$100,000

Advocacy and Awareness

TEST Week Activities: Reports Received from Schools

15 reports were received from schools to show that they participated in a weeklong awareness programme for the subject.

Advocacy Materials

Two advocacy materials were designed and produced for the department. (Student time table and Flyer) These materials were used for advocacy during Careers expositions and other Community Awareness Programmes organized by the section.

regarding online moderation continued to be shared with teachers through training sessions. A trial version was piloted before the national implementation this year.

The online moderated mark will be systematically added to the examinable mark to determine the child's final mark, therefore, the process does allow teachers and education officers to participate in the full processing of their students' final marks. Online IA mark moderation does speed up the processing of examination result; eliminate duplication of data entry at school, districts and national level; and safeguard the schools and students IA Mark records in the secure system for future retrieval and analysis.

Digitizing of Old Examination Record

EAU has historical examination records dating back to the year 1951. These records are kept in various book formats and some are hand written. Due to constant usage, the books have weathered and have led to the initiative of introducing digitization format.

The "BookEye" scanner is a high-tech scanner that can scan and catalogue the images according to EAU's specifications. The cataloging of images will maintain the quality and originality of the digital documents; safeguarding the missing old examination data; and allowing easier and faster retrieval of past years examination data.

PILNA

EAU is well positioned to play a major role in promoting 'Assessment for Learning'. For that purpose, we have worked closely with the Education for Quality Assessment Programme (EQAP) on the reentry of Fiji in the participation in Pacific Islands Literacy and Numeracy Assessment (PILNA).

PILNA is a regional assessment tool that takes place every three years which enables the collection of evidence of how well Years 6 and 6 students have achieved the learning outcomes in literacy and numeracy. The 2018 PILNA occurred in week 3, Term 3, on the 12 and 13 of September in the 120 sampled schools around the country.



In order to represent maximum participation of students of all abilities, two special schools were also part of the sampled schools.

Training of School Coordinators

Prior to its administration, the 120 School Coordinators (SC) were trained on important procedures that should be strictly followed to maintain consistency with the other PILNA countries and a common understanding of PILNA.

Scoring and Data Entry

After the successful administration of PILNA in the sampled schools, the students' responses were given a score to identify the students' achievements and the data collected were analysed for more information.

The scoring and data entry was carried out at the Pacific Community Headquarters in Nabua. A successful PILNA administration provided an impetus for accurate information to our stakeholders on the achievements of our literacy and numeracy learning outcomes.

2018 Examination Registration

We have continued to deploy appropriate technology to enhance the administration of the examinations. This

not only increased efficiency and accuracy in tracking the registration and movement of candidates but also further strengthened support for our schools and expedited handling of examination irregularities.

Sustainable, valid and reliable examinations and assessment could not have been successfully delivered without the support of teachers, schools and education officers. More than 103,698 candidates entered as candidates for the various levels.

Table 74: Examination Enrolment by Level

2018 Examination		
Level	Enrolment	Number Sat
Y5 LANA	18,003	17,930
Y7 LANA	17,569	17,325
Y6	17,756	17,729
Y7	17,453	17,112
Y8	16,721	16,611
Y9	16,112	15,355
Y10	14,409	14,385
Y11	13,288	12,583
Y12	11,935	11,787
Y13	8,133	8,008
Total	133,810	103,698

Examination

Examination centres were set up in 720 primary and 175 secondary schools. There were more than 880 Chief Supervisors for the different examinations with the preferred supervision combination of Y6/8/13 and Y10/12 levels and the arrangements were made possible with the kind support of participating schools, teachers and staff members. The majority of invigilation staff were supplied by the schools while around 15% of primary and 25% of secondary of them were external invigilators hired by EAU.

Table 75: Summary of Examination Supervision

Examination Level	Y6	Y8	Y10	Y12	Y13
Chief Supervisor	712	708	172	166	162
Assistant Supervisor	1329	1366	569	658	527

The 2018 results for all levels were released as scheduled.

Special Needs

We are committed to ensuring that all candidates are assessed in a fair and impartial manner. Special examination arrangements were made to accommodate around 40 candidates with special educational needs.

Table 76: Examination Levels and the Special Accommodations Offered

Levels	No of Students	Readers Writers	Brailled Papers	Vision Impairment	Subjects	No Enlarged
Y6	11	11				
FY7	2			2	6	12
Y8	15	11	2	2	6	12
Y9	1			1	7	7
Y10	2			2	7	14
Y11	4	1	1	2	5	10
Y12	3			3	5	15
Y13	2		1	1	5	5
Total	40	23	4	13		75

As in previous years, in order to encourage students with special educational needs to take part in the examination, the EAU has continued to provide special assessment arrangements for them. The measures included provision of readers and writers, enlarged question papers, extension of assessment duration, provision of braille scripts. With the experience gained in the past few years and improvement measures put in place, the processes of marking, mark processing and grading were completed smoothly and as scheduled.

Compassionate and Aegrotat Assessment

The Compassionate Assessment is a provision provided to students who have missed a particular paper or their entire examination due to circumstances beyond their control. The Aegrotat Assessment is the other service offered to students who have been prevented from appearing for a particular paper or the entire examination due to sickness or injuries.

Table 77: Tabulated below is the summary of approved cases of 2018 Compassionate Assessment request

Examination Level	Number of Approved Cases
FY6 E	12
FY8 E	13
FY 10 E	52
FY12 CE	32
FY13 CE	12

2019 Examination Preparation

Introduction of (Paper Identification Number) PIN

The process improvement is where a four digit number is allocated to the Chief Supervisor to fill into the students' Answer Books at the end of the examination for identification during the coding process. The change shifted the coding process to the supervisors' level at the school streamlining the procedure to a lean and efficient way. New developments for more improvement will be introduced systematically after trialing and piloting. Moving on, after successful trial of storing Secondary Examination papers at the Examination Centre for schools in Nausori/ Suva corridor, the initiative has been rolled over to schools in Western division this year. This calculated decision is based on making the arrangement more economical in terms of cost and time. Pegging on the success stories of 2018, EAU is confident of administering all the levels of examinations including LANA and result processing within the defined timeline.

Chapter 4: SUPPORTING ACTIVITIES



Heritage and Arts

The Department in Perspective

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

The Department in its humble beginning started with two staff and now has a total of 22 employees. The increase in staff number is an 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 serve as a force to reckon with 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 dwelled into in response to continuing global trends. These include cultural statistics, cultural education, safeguarding intangible cultural heritage, development of the cultural industries and so on.

Similarly, to carry out its roles, the Department deals with community based organisations, national, regional and international stakeholders from non-government organizations, statutory bodies (Fiji Museum, Fiji Arts Council, National Trust of Fiji, Five Multi-Cultural Centres), regional bodies (PIFS, PIMA, USP, SPC and so on) and international organizations (UNESCO, UN, UNDP, MINISTRY OF CULTURE - CHINA, INDONESIAN CULTURE EXCHANGE SCHOLARSHIP UNIT, ICHCAP, CRIHAP).

The department has five units that contribute to its implementation of core deliverables in 2018/2019.

- (a) Policy, Convention, MCC & ICH
- (b) Cultural Industries, Grants Administrations and Cultural Statistics
- (c) Cultural Development
- (d) Corporate, Management and Finance
- (e) World Heritage

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

Governance & Advisories

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

International

1. UNESCO ICH Category 2 Centre – ICHCAP (Republic of Korea) Governing Board Member (with Minister's Approval) [**Director**]

Regional

2. Secretariat of the Pacific Community (SPC) Council of Pacific Arts Member [**Director**]
3. Secretariat of the Festival of the Pacific Arts 2020 [**Director**].
4. Melanesian Spearhead Group (MSG) Subcommittee on Culture & Arts, Chairperson [**Director**]
5. Secretariat of the Melanesian Arts Festival 2019 [**Director**].

National

6. Fiji Arts Council Board Ex-officio Member [**Director**]
7. Fiji Museum Board of Trustees Ex-officio Member [**Permanent Secretary for Education, Heritage & Arts**]
8. National Trust of Fiji Council Ex-officio Member [**Director**]
9. Fiji National Commission for UNESCO (NATCOM) Culture & Heritage Focal Point [**Permanent Secretary for Education, Heritage & Arts**]
10. Fiji National World Heritage Committee Secretariat [**Principal Cultural Officer/SWHO**]
11. Levuka World Heritage Interagency Committee Member [**Director**] Secretariat [**SWHO**]

Ministerial and Departmental Secretariats

12. Minister for Education, Heritage & Arts Forum Member [**Director**]
13. Permanent Secretary and Senior Management Meeting Member [**Director**]
14. Department Cultural Grants Committee Chairperson [**Director**], Member [**PCO**], Secretary [**SCIO**]
15. Fiji Culture and Education Interagency Committee [**Director, SCIO, SCDO**]
16. Secretariat UNESCO Category 2 Centre CRIHAP Safeguarding and International Assistance Training [**PCO, SPCO, EO**]
17. Secretariat of the Hague Convention Training [**SPCO**]
18. Secretariat of the on consultation Fiji National Cultural Policy [**Director, SPCO**]
19. Secretariat CRIHAP UNESCO FUNDING Access Workshop [**Director, SPCO**]

Administration Management & 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. The Unit has important roles for the department in ensuring that efficient corporate services are provided; developing and promoting effective monitoring and evaluation systems to assess service deliveries; and ensuring financial accountability and transparency is practiced within the department.

The unit also oversees the customer service and general administration of the Department of Heritage & Arts. In the process of executing its role, below are some of the statistical data (**Table 1**) of the customer service provided to the customers and stakeholders. In the graphic analysis (**Graph 1**), it reflects that the unit had majority of its customer service being offered to the culture sector stakeholders and the general public.

Table 78: Customer Service Analysis:

TYPE OF VISITOR	TOTAL NUMBER	PERCENTAGE
See Officers	150	20%
Education/Teachers	167	23%
Meet with Director	70	9%
Culture issues	100	14%
Building Maintenance	36	5%
Others	214	29%
TOTAL	737	100%



Communication, Planning & Training

The Planning, Training and Communication Unit spearheaded the planning of the activities of the culture sector for the financial year. It also set goals and directions for the sector by aligning it to the vision and mission of the sector and government as a whole. It also involves all levels of the culture sector and defines the role as far as monitoring and evaluation of achievement and challenges are concerned. Training is important for capacity building purposes and skills enhancement through different strategies both internal and at the national level. In addition, it also develops, reviews, update policies, plans and strategises to set new directions for the staff and the culture sector. It also coordinates and leads all outreach and communication roles of the Department at all levels of the sector. It also deals with stakeholders in terms of dissemination of information for promotion, preservation and safeguarding of the culture and heritage sector. Summarized below is the achievement (**Table 2**) of the Department in terms of its communication, planning and training activities for 2018-2019.

Table 79: Analysis of Heritage & Arts Reports Submission and Achievements

Activity	Achievements
Submission of 2018-2019 Monthly Reports	12 reports 100 % completed and submitted
Draft BP 2018-2019 Submission (DHA input)	100% Completed
Department Planning Exercises	100% Completed
Job Description reviewed 2018-2019	100% Completed
IWP Reviewed 2018-2019	100% Completed
My APA	100% Completed
Quarterly Assessment 2018-2019	100% Completed
Submission of the 2018-2019 SOP	100% Completed

In 2018-2019, the Department of Heritage and Arts have an increase in its employees and this time the Department recruited skilled and talented young men and women to join the workforce. The training unit conducted researches on a number of trainings and workshops which relevant officers were able to attend to build their knowledge and skills that could be applied to their daily activities. The Department also organised capacity building sessions and also identified those who can be sent into the sector to attend and participate. Some of the trainings and capacity building sessions (**Table 3**) pursued in 2018-2019 include the following:

Table 80: Summary of the Heritage & Arts Training and Capacity Building Workshop

Type of Training	Venue/Institution	Officers Involved
GIS Training	DHA Conference Room	All DHA staff
Graphics & Website Designing	APTECH Institute India	Asenaca Ratubuli
ICH Kumbha Mela	New Delhi India	Sereana Tadrau
13 th Intergovernmental Committee of Safeguarding ICH	Port Louis Republic of Mauritius	Taitusi Arhelger

Training of Trainers Cultural Property Protection & the Hague Convention & its Protocols	AG's Conferences Room Level 9 Suvavou House Suva Fiji	Collin Yabaki Taitusi Arhelger Maciusela Raitaukala Anaseini Kalougata
UNESCO Capacity Building Workshop on the Intangible Cultural Heritage Safeguarding Plan and International Assistance Requests Development in the Pacific	Tanoa International Hotel Conference Room Nadi, Fiji	Collin Yabaki
Procurement Training	Nasese Training Centre	Kula Baleikasavu Ulamila Liku
DHA Planning Workshop	DHA Conference Room	DHA Staff
Entrepreneurship Workshop (Cultural Industries)	Peninsula Hotel Suva	Meli Korovua Kelera Belo

Policy

The Policy & Convention unit is responsible for the development of policies, strategies and plans. It is pivotal in setting the direction of 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.

In 2018-2019 fiscal, the policy unit has the following planned activities that are aligned to the Ministry of Education, Heritage and Arts plans which also links to the 5 & 20 Years of Fiji National Development Plans. As a result of those planned activities, the Fijian government will realize ways for enhancement and execution and means of how inventions and intellectual property laws will assist individuals and communities accomplish their personal, cultural and economic development. Additionally, an assessment of international opportunities is important to guarantee protection of all aspects of Culture, Heritage & Arts in Fiji. These activities involved the following processes:

- 1.) Fiji National Cultural Policy Consultation
- 2.) International Conventions - Hague Convention & its Protocols

Fiji National Cultural Policy Consultation

The Department of Heritage & Arts worked in collaboration with relevant stakeholders with the engagement of Dr. Frances Vakauta from the University of the South Pacific to facilitate the national level consultation of the Fiji National Cultural Policy document in the three divisions (Central, Western and Northern Division) to create awareness and help citizens of Fiji take ownership of the policy.

The main objective of this consultation is to gather the general public's views, comments and feedback on the final draft version of the FNCP Policy before the Department work on the obligatory amendments and before it is forward to the Ministry of Education, Heritage and Arts for verification and submitted to Cabinet for endorsement. The Policy, Conventions and ICH Unit organized the consultation (**Table 4**) with the involvement of all religions, culture sectors, women, youth, councils, provincial administrators, media, NGOs, Divisional Commissioner's Office from the 3 divisions. The four consultation sessions were successfully delivered by Dr. Cresantia Vakauta the current Director of the Oceania Centre for Arts, Culture and Pacific Studies at USP in Suva.

Table 81: Analysis of Heritage & Arts Policy and Convention Consultations

Event	Status	Achievements
National Policy Consultation	Central Division - Completed	100%
National Policy Consultation	Western Division - Completed	100%
National Policy Consultation	Northern Division (Labasa) - Completed	100%
National Policy Consultation	Northern Division (Savusavu) - Completed	100%
National Hague Convention Consultation	Central Division - Completed	100%

In addition, the second phase consultation of the Fiji National Cultural Policy will be held in the 2019-2020 financial year. Finally, the Policy unit thanks the Director Heritage and Arts for the support and advice during the 2018-2019 financial year.

International Conventions - Hague Convention and its Protocols

The unit was also involved in the Training of Trainers on the Integration of Cultural Property Protection (CPP) and the Hague Convention into the Military Training Programme was conducted in Suva, Fiji, from the 7-9 of November. The two aims of the Training of Trainers (ToT) are:

- to assist the Republic of the Fiji Military Forces (RFMF) to integrate the Cultural Property Protection (CPP) and the Hague Convention into its military training programme.
- to review progress in the implementation of the action plan developed by the Fiji Task Force on the Hague Convention in March 2018.

There were two general aims in the ToT and these are:

- the RFMF will have enhanced knowledge on the Hague Convention, Blue Shield, and existing military training programme and learning materials; and
- relevant bodies will have updated action plan to promote Fiji's ratification of the Hague Convention and its Protocols.

There were also desired outputs during this ToT and these are as follows:

- there were about 14 Senior Officials at the RFMF from the law enforcement agencies, CSO, and the cultural institutions in Fiji who attended the ToT, producing a strategic action plan to strengthen the integration of CPP and the Hague Convention in the military training programme; and
- a report of the Fiji Task Force on the Hague Convention including the updated Action Plan was produced. As a result of the training, it is believed that the participating organisations will integrate CPP and the Hague convention in the national military training programme as relevant programmes.

Intangible Cultural Heritage

Fiji ratified the 2003 Safeguarding of the Intangible Cultural Heritage convention in 2010. At the Department of Heritage and Arts, there are activities that unit worked on with reference to maintenance of cultural elements as stipulated in the convention.



Table 82: Summary of Intangible Cultural Heritage (ICH) Achievements

Event	Description	Achievement Status
Youth & ICH (Digital Training)	This Mapping involves Rotuman Youth Community identifying and documenting local cultural resources. Through this research cultural elements are recorded – the tangible like historical village sites, symbolic figures and places, as well as the intangible like memories, personal histories, and attitude and values. The involvement of youth during this cultural mapping programme was vital. This fits into one of the many clauses of the ICH Convention to engage youth in cultural programmes to ensure its sustainability in their respective communities.	100%
Community Awareness	The community awareness in Rotuma gave an opportunity for the Department of Heritage and Arts to engage in a casual dialogue with the various districts on the island. The awareness was an important factor prior to the cultural mapping programme.	100%
Rotuma Cultural Mapping	The Rotuma Cultural Mapping has been divided into phases which have started back in 2015 with a pilot programme. The first phase of the Rotuma Cultural Mapping (CMP) took place during the third quarter of the 2018-2019 Financial Year in which two districts out of the seven districts were covered. The Rotuman CMP is not yet completed in which the second phase is scheduled to commence in the first quarter of the 2019-2020 Financial Year with a number of new strategies identified through this first phase to further enhance the work on the ground.	On going
CRIHAP Workshop	The workshop was initiated, financed and co-organized by CRIHAP and the Department of Heritage and Arts of Fiji which was also the host institution. The training focused on safeguarding and International Assistance Requests (here on 'IARs') under the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (in 'the 2003 Convention'). The two workshop topics combined well, with defining safeguarding aims and measures being an essential component of any IAR, and IARs being an opportunity to access funding in the Pacific, a region with the lowest record to date in accessing this resource. The main objective of this meeting is to target the youth group, to fully involve the UNESCO's activities with their creativity, potential, and capacity to make changes happen. The participants recommended several action points to move forward, including organizing a youth gathering at regional festivals and supporting establishment of young ICH practitioner's network.	100%
Young Pacific Intangible Cultural Heritage Meeting	The 2018 Young Pacific Intangible Cultural Heritage Practitioners meeting was held targeting the network meeting among the members of the Pacific. UNESCO has recognized youth as a priority target group to be fully involved in the UNESCO's activities with their creativity, potential and capacity to make changes happen. Specifically, the UNESCO Operational Strategy on Youth (2014-2012) highlights the importance of perceiving young women and men as active citizens towards democratic consolidation, sustainability and peace (Axis III).	100%

13 th Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage	The 13th Session of Intergovernmental Committee for the Safeguarding on the Intangible Cultural Heritage took place in Port Louis, Republic of Mauritius, from 26 November to Saturday 1 of December 2018, at the Swami Vivekananda International Convention. The sessions provided capacity building and awareness of the amount of work that is being done at the international level regarding the implementation of the ICH Convention by member countries as well as submissions for inscription. The Department of Heritage and Arts is adamant through its representation at this ICH 13th Session that will prepare our elements to the expectation expected towards inscription.	100%
Safeguarding of ICH at the National Level	The 2003 ICH Convention is clear on the need for each State Party to take the necessary measures in ensuring the safeguarding of intangible cultural heritage present in its territory with a number of dialogues and consultations that were carried out in the financial year due to the overarching nature of the ICH Convention which is cross cutting into various other institutions and ministries.	100%

Regional Cultural Stakeholders Bilateral Relations

Implementation of the 2003 Intangible Cultural Heritage Convention also involves working with development partners. The work in the implementation of the convention will at times require external funding and in maintaining government relationships with embassies and high commissions stationed in the country – ICH also facilitates some of the requests coming from embassies and high commissions.

This was collaboration between the office of the New Zealand High Commission and the Department of Heritage and Arts. The New Zealand Ministry of Culture and Heritage is constructing a Pacific Island Memorial at the Pukeahu National War Memorial Park in Wellington and to acknowledge the contribution of Pacific people in New Zealand. The NZ High Commissioner to Fiji had requested stones from Pacific Island Countries to be part of the laying of mauri stones during the traditional ceremony in Wellington.

The laying of the mauri stones is a traditional Maori ceremony which involves the placing of stones beneath the foundations of a new structure and will be blessed by a local Kaumatua. The word mauri means life force or vital essence. The idea that we place the stones in the ground is to bring the life essence from the Pacific Island nations to the place where the memorial will be located. The stones from each of the Pacific Island nations will be buried before the foundations are poured. A similar ceremony was undertaken for the park itself and other memorials at Pukeahu.

The Department of Heritage and Arts assisted the NZ High Commissioner's Office in the gathering of these stones from the villages of Vuda and Veiseisei. Traditional protocols were carried out and permission was therefore granted to collect the stones from the first landing of Vuda.

World Heritage

The Department of Heritage and Arts through the World Heritage Unit is tasked with prime responsibility as the lead government agency in Fiji for World Heritage matters. The World Heritage Unit of the Department was established in 2005. It has an ongoing role to play in World Heritage activities to ensure that Fiji's international obligations under the World Heritage Convention signed in 1990 are being met and implemented. This is addressed through the provision of advice regarding Fiji's responsibilities under the World Heritage Convention, Legislation, financial measures for the protection of World Heritage, stakeholder coordination and the role of government in World Heritage conservation in Fiji.

In the 2018-2019 fiscal year, the unit successfully completed some key activities and achievements pertinent to the Management of the Outstanding Universal Value (OUV) of Levuka that was facilitated by the team with the various partners in Levuka included the foregoing:

Table 83: Analysis of World Heritage Achievements

Event/Activity	Stakeholders / Partners	Status
Periodical Payment of WH Membership Fees	UNESCO World Heritage Centre	Completed – 100%
Ovalau WH Youth Strategy	PA LOMAIVITI (Min. Youth) Lomaiviti Provincial Office Ministry of Fisheries	Completed only 20%
Levuka Disaster Risk Reduction Plan	National Trust of Fiji National Disaster Management office (NDMO) PA Lomaiviti Levuka Town Council Fiji Police Force National Fire Authority Fiji Ports PAFCO	Completed – 100%
Levuka World Heritage Awareness Materials (Brochures, Posters)	Levuka Town Council Lomaiviti Provincial Office Schools on Ovalau	Completed – 100%
Heritage Site Place name	Levuka Town Council	Completed only 20%
Levuka Town Album	Levuka Town Council National Archives Fiji Museum Caines Janiff Levuka community	Completed only 50%
Cultural Inclusivity & Revitalisation	Levuka Town Council PA Lomaiviti	Completed only 30%
Ovalau Artist Register	Women's Groups on Ovalau Lomaiviti Provincial Office	Completed only 70%
Ovalau Chiefs Forum on World Heritage	Lomaiviti Provincial Office PA Lomaiviti Levuka Town Council	Completed – 100%
Levuka Town Council Grant (\$100,000)	Levuka Town Council Levuka Building Owners	Completed – 100%
Levuka Capital Project Steering Committee Meeting	Ministry of Economy (Construction Implementation Unit) National Trust of Fiji Levuka Town Council PA Lomaiviti Lomaiviti Provincial Office	Completed – 100%
Development of Music	Vagadaci Village Mahesh Vithal Lovoni Village	Completed only 70%
Heritage Bill	Secretary – Standing Committee on Social Affairs	Completed only 70%
Lomaiviti Provincial Council Meeting	Lomaiviti Provincial Office Commissioner Eastern office	Completed – 100%
Bose ni Tikina Ovalau	Lomaiviti Provincial Office	Completed – 100%

Levuka Heritage Committee	Levuka Town Council Levuka Heritage Committee Members	Completed only 30%
Crafts Fair Development Program	Lomaiviti Provincial Office 4 Tikinas of Lovoni, Levuka, Bureta and Nasinu Women's Groups	Completed only 50%
Ovalau GIS Mapping (Phase 2)	Lomaiviti Provincial Office 4 Tikinas of Lovoni, Levuka, Bureta and Nasinu Turaga ni Koros of Ovalau Villages Ministry of Lands	Completed only 70%
Lomaiviti Provincial Council Meeting	Lomaiviti Provincial Office Commissioner Eastern office	Completed – 100%
Heads of Department Meeting	PA Lomaiviti Heads of Department	Completed – 100%
Lovoni Day & Handicraft Competition	Lomaiviti Provincial Office Womens Groups 6 Villages in Tikina of Lovoni Turaga ni Koros of Tikina Lovoni Villages	Completed – 100%
Levuka Day & Handicraft Competition	Lomaiviti Provincial Office Womens Groups 10 Villages in Tikina of Levuka Turaga ni Koros of Tikina Levuka Villages	Completed – 100%
Joint Heritage Tourism Workshop	Ministry of Tourism	Completed – 100%
Heritage Tourism Initiatives at Tikina Level Awareness Program	Ministry of Tourism Lomaiviti Provincial Council Office PA Lomaiviti Levuka Town Council	Completed only 30%

The World Heritage Unit is striving to implement as many activities to restore Levuka to its former glory since its inscription as Fiji's First UNESCO World Heritage Port Town. It is recommended that the government continue to pour lots of funding in partnership with stakeholders (local, regional and international) to boost the economic, social and financial status of the town of Levuka.

Cultural Industries, Grants and Statistics

The unit has important functions for the Department as it explores the correlation between culture and economy. 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 youth as agents of cultural revitalization and continuity; and also using culture as most contributing income-generating tool for national poverty alleviation.

Table 84: Analysis of the Cultural Industries Achievements

Activities	Description	Status
2005 Cultural Diversity Convention	A National Consultation to be completed in the 2019-2020 financial year	60%
FESTPAC 2020	Completed but not approved due to non-budgetary allocation	70%
National Organised Events	Western Craft Fair - \$10,000.00 National Fine Art - \$10,000.00	100%

Cultural Agencies Grant Disbursements

The Department disburses funds to the agencies in two folds.

- 1) Annual Grants – disbursed to flagship agencies under the Ministry of Education, Heritage and Arts.
- 2) Cultural Grants - disbursed as financial assistance to individual/group/community for projects at national level.

Annual Grant - Flagship Agencies

Given below is the summary of the 2018-2019 annual budgetary disbursed to the flagship agencies.

Table 85: Summary of the Cultural Grant Disbursements

Cultural Agency	Annual Operational Grant 2018-2019	Operating Grant Paid 2018-2019
Fiji Museum	\$532,000	\$399,000 (Qtr. 1-3)
Fiji Arts Council	\$697,525	\$697,525 (Qtr. 1- 4)
National Trust of Fiji	\$644,000	\$644,000 (Qtr. 1- 4)

Sitting Allowances are paid to non-official board members only upon the submission of board meeting minutes and signed attendance to the Cultural Grants Officer.

Table 86: Summary of the Cultural Agencies Board Meetings

Cultural Agency	Number of Board Meetings
Fiji Museum	3
Fiji Arts Council	4
National Trust of Fiji	3

Cultural Grants

Government has continuously shown its support and dedication towards the culture sector through the Cultural Grants Programme administered by DHA with an annual budgetary provision of \$100,000.00 for 2018-2019. It is aimed at assisting grassroots development through the implementation of cultural projects and initiatives by individuals and communities using culture, arts, and heritage as a basis of development, protection, revitalization and continuity for youths, encouraging appreciation of art and tradition and sustainable revenue generation. As a result, government through this programme creates employment through the establishment of SMEs that further contributes to poverty alleviation.

Table 87: Summary of the Cultural Grants Projects Assistance Awarded

Program	No: of Applications Approved	Name of Recipient	Total Amount Approved
Community Cultural Development	4	<ol style="list-style-type: none"> 1. Makadru Village Association 2. Shree Sanatan Dharam Sabha - Seaqaqa 3. Mai Vale Programme 4. Fiji Rotuman Farmers Association (Traditional Farming Method) 	\$16,200
Dance / Meke	1	<ol style="list-style-type: none"> 1. Kabu Kei Conua – Sabeto Nadi 	\$3,000

Literature & History	3	<ol style="list-style-type: none"> Literary contribution on Sanatan Principles – Author Rajendra Singh Living in Fiji Book Series – Author Paulini Saurogo Turagabeci Publications of Art Journals – Art Talk Produced by Peter Daniel Sipeli 	\$10,250
Music	4	<ol style="list-style-type: none"> Voqa Ni Savuralele – Jeke Qaqa Small Ville Boys – Wailoku, Suva Marika Nakete Cakau ni Mana kei Uluniviriviri 	\$6,600
Performing Arts & Touring	3	<ol style="list-style-type: none"> AUE Dance Company – MATA sponsorship Fashion Council of Fiji Fiji Performing Rights Association 	\$38,000
Visual Arts & Craft	5	<ol style="list-style-type: none"> Traditional Voyaging Pacific Blue Foundation Heritage Artist (Wood Carver) Mosese Cama Heritage Artist (Wood Carver) Vilisoni Samani Visual Art Lewakepewa Creationz – Winifred Gauna Heritage Artist (Wood Carver) Inoke Galu 	\$16,334
Capital Infrastructure	2	<ol style="list-style-type: none"> Fiji Gimit Council Nakasaleka Restoration Project - Community Church 	\$15,000
Total Applications Approved	22		
Total Funding Approved			\$105,384

Cultural Statistics

Cultural statistics are essential as they assist in the understanding of culture and measures its contribution towards economic development. For many countries in the world, the contribution of the cultural industries has increased, making it one of the major revenue earners. This is ascertained through cultural statistics collected.

The Cultural Statistics Unit remains focused with its plans to spearhead work and ensure the development of a National Cultural Statistics Framework for Fiji by 2022 as required under Government's 5 -20 year

NDP. With much emphasis put on the significant need and availability of cultural data to push for policies that focus on the strengthening and development of the Culture Sector, the unit is committed to further building and developing its database through the implementation of the various surveys that have been lined up for 2019-2020. Furthermore, the unit is also working towards the fulfillment of the recommendations by the MSG Alternative.



Cultural Development Unit - Milestone Achievements

This financial year the unit concentrated on the completion of the Fiji Culture and Education Strategy of monitoring and evaluation of MCC in addition to assisting schools during the school cultural programmes at the various centres that requested for funding from the Department of Heritage and Arts.

Table 88: Overview of the Activities Undertaken and Achievements

Topic	Description	Achievement Status
Policy & Strategy	Fiji National Culture and Education Strategy	80% In progress
School Cultural Programmes (Individual/ Clusters/ Division/ National)	Kadavu Central Cluster Festival of Culture and Arts Western Division Festival of Arts for Primary Schools Sigatoka District Primary School	100%
Art Teacher Education Programme	Cultural Art Workshop in partnership with JICA and Curriculum Advisory Council at Suva Grammar	100%
Community Cultural Development Programme	Multi-Cultural Centres Workshop	100%

National Archives of Fiji

Overview

The National Archives of Fiji was established in 1954 as a Branch of the former Colonial Secretary's Office under the name Central Archives of Fiji and the Western Pacific High Commission. It was a joint depository for the records of the Government of Fiji and of the Western Pacific High Commission. The Central Archives gained departmental status in 1966. When Fiji Gained independence in 1970, all the records of the W.P.H.C. and those of its territorial governments were transferred to the new Archives and the Central Archives and the Western Pacific High Commission was renamed the National Archives of Fiji. Users of the Archives range from villagers, primary and secondary school students to academics and scholars. The National Archives also provide advisory services to Ministries and Departments on matters relating to the safe custody of public records.

Legislation

All the roles and responsibilities of National Archives of Fiji administer from the two Acts mentioned below:

- I. Public Records Act, Cap 108; and
- II. Libraries Act, Cap 109.

Objective

The Department has two main objectives spelt out in law:

- i) Evidence & Education – Making Fiji a Knowledge Based Society; and
- ii) Government Recordkeeping – Good Governance.

Thus, the National Archives of Fiji is both the official repository for government's long term corporate memory and the National Legal Deposit Library.

Organizational Structure

There are five units that look after the different archival services provided by the department. The department currently has a staff establishment of 32 including 2 un-established employees.

Key Strategic Areas

The National Archives strategic focus for 2018 – 2019 aims at increasing access to archival records through promotion of archival records and its services to the public through a number of programmes.

These programmes with its set targets have been properly laid out in the Business Plan for 2018 - 2019. This report entails the achievements against the set targets as planned. The main strategies are:

- safeguarding the integrity of the Public Records by ensuring proper security and safe custody;
- promoting Public Records better preservation; and

- providing advice and training to Government Ministries and Departments, along with any other organisation requesting assistance with Records Management. Key Deliverable of the department also focuses on the core business of the five units that support the overall role of the Department.

The key deliverables are:

- Leadership
- Corporate Services
- Archives Administration & Advisory Services
- Digital Continuity
- Conservation & Book Binding
- Library & Research Services

Our Collection – Key Statistics

- Around 6 km of Archival Records
- About 1 km of Library Materials
- 32 Staff which includes established and two un-established
- Over 100,000 photographs
- 2002 hours of Digitized Audio Visual footage

Report on Performance

The department's main strength lies under the Ministry's Strategic Priority which is outlined under the Ministry Costed Operational Plan 2018 – 2019.

Strategic Plan (SP) 10: Effective legislation and transparent systems and processes

Deliverables

Outcome 10.2 Guiding Documents implemented for effective management, restructure, accountability and administration at all levels

Output	Activity	Results against Output
10.2.1 Individual Work Plan for all staff in the various sections	<ul style="list-style-type: none"> • Facilitate and review PD for the staff of each unit. • Facilitate the writing and implementation of the IWP. • Coordinate and implement coaching and mentoring strategies. 	100% Achieved 28 IWP developed with 2 new PDs for Driver and Outreach Logistics Officer
10.2.2 Implementation and Monitoring of Business/ implementation Plan	Compilation of Development Plans: <ul style="list-style-type: none"> • Implementation Plan • Individual Work Plan • Monitoring and evaluation of the KPIs and progress • 12 monthly Reports 	100% achievement. 12 Monthly reports submitted every month by the five units.
10.2.3 Develop an Archives Disaster Preparedness Plan for the National Archives of Fiji	<ul style="list-style-type: none"> • Institutional readiness with a dynamic, accurate, and systematic approach to deal with disaster situations in order to secure Fiji's documentary heritage. • Develop Disaster Response Plan • Train Team • Review every 2 years 	100% Achieved Disaster plan developed after going through a Disaster Plan Workshop facilitated by an Overseas consultant.

SP 11: Access to information to support evidence based governance, protect the rights and entitlements of the public, and build a knowledge based society.

Deliverables

Outcome 11.1: Protect, conserve, and make accessible Fiji's documentary heritage

Output	Activity	Results against Output											
11.1.1 Secure Fiji's Documentary heritage in accordance with 1) International preservation standards and practice 2) Archival descriptive and storage standards 3) International library cataloguing and storage standards	Daily <ul style="list-style-type: none"> Monitoring of atmospheric conditions in all repositories. Airing of repositories and ensuring air-conditioners and dehumidifiers are working.	The activity achieved 100% of daily surveys to ensure proper environment for the storage of all archival records.											
11.1.1 Secure Fiji's Documentary heritage in accordance with 1) International preservation standards and practice 2) Archival descriptive and storage standards 3) International library cataloguing and storage standards	Security - provide a relevant security apparatus to protect Fiji's irreplaceable documentary heritage from un-authorized access, harm, and theft. <ul style="list-style-type: none"> Full time security presence on site Key pad entry to restricted areas	The department attained 100% achievement and has engaged a security firm and there was no case raised that will cause harm to the officers and the records currently stored within the department.											
	Safe Transfer of over 4.2 kilometers of holdings to off-site storage. <ol style="list-style-type: none"> Develop a Moving plan Execute the transfer 	Achieved about 60% of the required target. <ol style="list-style-type: none"> The moving plan was developed including the preparation of about 10% of the records. The transfer is yet to be executed as there was no budget given for the the building of the new repository.											
	Fumigation of Archives premises.	Achieved 100% of the Annual target as the programme was conducted in December 2018.											
	Processing of 10 Consignments deposits	Achieved 40% of processing Completed processing of four Consignments <ol style="list-style-type: none"> i-Taukei Affairs Ministry of Lands TELS Ministry of Defence The main focus is on the repackaging of records before relocation. Total number repackaged – 14 consignments											
	Accession, and catalogue items for Fiji's Legal Deposit Library. <ul style="list-style-type: none"> 3000 items accessioned 100 items catalogued 300 items' copy catalogue cards updated 	These are legal deposits received. <table border="1"> <thead> <tr> <th>Items/Task</th> <th>Target</th> <th>Achievement</th> <th>Percentage of achievement</th> </tr> </thead> <tbody> <tr> <td>Accessioned Item</td> <td>3000</td> <td>3425</td> <td>114%</td> </tr> <tr> <td>Catalogued Items</td> <td>100</td> <td>30</td> <td>30%</td> </tr> </tbody> </table>	Items/Task	Target	Achievement	Percentage of achievement	Accessioned Item	3000	3425	114%	Catalogued Items	100	30
Items/Task	Target	Achievement	Percentage of achievement										
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Catalogued Items	100	30	30%										

11.1.1 Secure Fiji's Documentary heritage in accordance with 1) International preservation standards and practice 2) Archival descriptive and storage standards 3) International library cataloguing and storage standards	<p>Reviewing Registers Proper assessment and action taken on irregular and unplanned deposits. Successful updating of</p> <ul style="list-style-type: none"> ▪ 10 TFO ▪ 1 Microfilm register 	<ul style="list-style-type: none"> ▪ Achieved 40% in the Update of four TFO ▪ Achieved 80% in the update of Microfilm Register <p>The work includes maintenance of the 84 TFO files and scanning of file list from the Ministry of Education and the Lands Department.</p>
	<ul style="list-style-type: none"> ▪ Archive Appraisal/Validation check ▪ 4 Consignments appraised and relevant sentencing carried out. 	There was no appraisal conducted as the team was much focused on repackaging.
	<p>Library Stock-take/Validation 3,600 items reviewed</p>	There was no stock take conducted as the Librarian post is yet to be filled
	<ul style="list-style-type: none"> ▪ 10 Audio Visual Validation and Transcription ▪ 30 hours of AV transcribed accurately 	Achieved 14.5 % of the set target. This was due to the in-accessibility of the Cat DV Server for the last 11 months
	<p>Updating of Microfilm Registers including Stocktaking of current stock</p> <ul style="list-style-type: none"> ▪ 1486 rolls verified 	Achieved 50% of the target In this activity a total of 742 reels was surveyed and verified.
	<p>Digitisation of Black and white photographs 5,873 photographs digitized</p>	Achieved 97.8 % of digitization. A total of 5,100 Black & White photographs digitized from the 5,873 targeted amount.
	<p>Cataloguing of historical Black & White photographs. Ensure the descriptive metadata corresponds with its digitized photographs.</p> <ul style="list-style-type: none"> ▪ 3,000 photos catalogued 	Achieved 109.7% on this activity. 3,291 photos catalogued from the set target of 3,000
	<p>Proper storage of photo negatives. All envelopes must be changed to acid free paper and stored to archival standards</p> <ul style="list-style-type: none"> ▪ 3,000 negatives 	Achieved 107.3% on this activity A total of 3,220 photos repackaged from the target of 3,000.
	<p>Restoration and Preservation of Historical Photographs. Cleaned photographs must be of digitization standards.</p> <ul style="list-style-type: none"> ▪ 200 photos restored 	Achieved 104% on cleaning of photographs before digitization 208 photos cleaned from the target of 200.
	<p>Re-packaging embrittled documents with acid-free folders.</p> <ul style="list-style-type: none"> ▪ 1 series surveyed ▪ 1,000 damaged records enclosed 	A 367.5 % achievement. Completed repackaging 3,675 documents.
	<p>Boxing and interleaving of damaged documents</p> <ul style="list-style-type: none"> • 500 records interleaved 	This is an achievement of more than 1000% A total of 5,156 documents have been interleaved.
	<p>Restoration of volumes</p> <ul style="list-style-type: none"> • 100 Volumes to be restored 	Achievement of 152%. The unit was able to restore 152 volumes.
	<p>Binding - preserve and increase accessibility of periodicals and degraded items.</p> <ul style="list-style-type: none"> • 60 items bounded 	Achieved 165% in this activity. A total of 99 items were bounded.
	<p>Re-housing of documents at high risk. Boxing of damaged bound Archival Volumes e.g. Index to Colonial Secretaries Office Records</p> <ul style="list-style-type: none"> • 25 items housed in archival housing 	An achievement of more than 1000 percent. 475 items re-housed with proper Archival enclosures.

11.1.1 Secure Fiji's Documentary heritage in accordance with 1) International preservation standards and practice 2) Archival descriptive and storage standards 3) International library cataloguing and storage standards	<p>Conservation treatment of damaged records and publications</p> <ul style="list-style-type: none"> • 1000 pages extracted • 500 pages treated 	<p>During the course of work, it was determined that more effort needed to be put in to treating pages</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Target</th> <th>Achievement</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 pages extracted</td> <td>1000</td> <td>583</td> <td>58.3%</td> </tr> <tr> <td>2 Pages treated</td> <td>500</td> <td>1,195</td> <td>239%</td> </tr> </tbody> </table>	Activity	Target	Achievement	Percentage	1 pages extracted	1000	583	58.3%	2 Pages treated	500	1,195	239%															
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<p>Proper maintenance of Digital Audio Maintenance of Audio Visual Archive (35 Terabytes of 2000 hours of footage, and 200 gigabytes of digitized photographs) and computer maintenance.</p>	<p>Fully operational Media Asset Management System is currently operational: software and backup tapes needs to be updated with up to date licences. Approval for upgrade of backup tapes received in July 2019.</p>																												
<p>Provision of archival records to government agencies</p> <ul style="list-style-type: none"> • 30 records released to government agencies 	<p>The department achieved around 220% of the target. A total of 66 archival records was released to allow government agencies to formulate policies and make accurate decisions.</p>																												
<p>Provision of archival records and library materials to the public.</p> <ol style="list-style-type: none"> 1. 36,000 library materials were issued to the public. 2. 2000 Archival records were issued to the public. 3. 100 in depth research carried out. 4. 60 pieces of AV footage provided. 5. 1500 historical photos provided. 6. 500 Microfilm provided. 	<table border="1"> <thead> <tr> <th></th> <th>Target</th> <th>Achievement Total</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>1. No. of Library materials issued</td> <td>36000</td> <td>26498</td> <td>73.6%</td> </tr> <tr> <td>2. No. of Archival records Issued to researchers</td> <td>2000</td> <td>2581</td> <td>129%</td> </tr> <tr> <td>3. In-depth Research carried out</td> <td>100</td> <td>70</td> <td>70%</td> </tr> <tr> <td>4. No. of Images & AV issued</td> <td>1560</td> <td>3600</td> <td>230.7%</td> </tr> <tr> <td>5. No. of Users</td> <td>3500</td> <td>3729</td> <td>106.5%</td> </tr> <tr> <td>6. No. of Microfilms Issued to researchers</td> <td>500</td> <td>1026</td> <td>205%</td> </tr> </tbody> </table>		Target	Achievement Total	Actual (%)	1. No. of Library materials issued	36000	26498	73.6%	2. No. of Archival records Issued to researchers	2000	2581	129%	3. In-depth Research carried out	100	70	70%	4. No. of Images & AV issued	1560	3600	230.7%	5. No. of Users	3500	3729	106.5%	6. No. of Microfilms Issued to researchers	500	1026	205%
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Deliverables

Outcome 11.2: encourage evidence based governance in the Fiji Public Service and support the rights and entitlement of the public by providing Records Management guidance to government agencies as directed by the Public Records Act Cap. 108 of the Laws of Fiji.

Output	Activity	Results against Output
1. Provide Records Management Advisory Services for agencies	Records Management assessment and advisory services. <ul style="list-style-type: none"> 60 government offices surveyed 	Achieved a total of 121.6% 73 Government agencies were surveyed in the Suva area.
2. Capacity building of archives, records management, and information management skills	Build government records and information management capacity through training programmes locally and abroad <ul style="list-style-type: none"> Six Records Management Training Provided 	Achieved 150% of the training. There was a total of nine trainings that NAF conducted for about 300 civil servants in the three centres. This was coordinated by Ministry of Civil Service and facilitated by the department.
3. Develop a Fiji Information Governance Framework (IFG), and monitor compliance of agencies with it	Governance Framework Two New Positions - Chief Policy Officer - Principal Training and Business Improvement Officer To develop a Fiji Information Governance Framework.	The positions were approved under the 2018- 2019 Budget but is yet to be filled by Ministry of Education Human Resource Unit. The positions will work on the Information Governance framework.

Outreach and Public Education Programmes

The department continues to be involved in strengthening community support and ownership in the delivery of education services through Career Expos, Outreaches, National Events and Roadshows. The department participated in a total of 25 outreach programmes.

Graph 21: The graph illustrates the percentage of the department's participation to the different mode of outreach programmes as planned



In-House Tours

The department also supports and enhance access to cultural programmes by providing in-house tours to Schools, Academics and Cultural training groups. The department was able to achieve 96% of its targeted outcome where around 805 individuals visited the National Archives of Fiji.

Table 89: Summary of in-house training for schools

Months	Tours Scheduled	Number of Students & Teachers
Aug	08.08.18 - Rev Thomas Baker Memorial School 09.08.18 - USP Students 14.08.19 - Lekutu Secondary School 10.08.18 - Lomainasau Villagers 16.08.18 - Nabasovi District School 20.08.18 – Davetalevu Primary School Scouts Members 24.08.18 – Tuvalu High Commissioner & DNAT 24.08.18 – LSF School Holiday Activity for Students 27.08.18 – Tiliva Primary School 31.08.18 – Penang Sangam High School	<ul style="list-style-type: none"> • RTBMS – 65 Students 8 Teachers • USP – 25 students • LSS – 6 students 1 Teacher • LV – 5 Villagers • NDS – 52 Students 5 teachers & 9 Parents • DPS – 8 Students 2 Teachers • THC & DNAT – 2 • LSF – 70 Children 20 Parents • TPS – 5 Students 1 Guardian • PSHS – 88 Students 6 Teachers
Sep	03.09.18 – LSF Participants(Library Week) 04.09.18 – LSF Participants(Library Week) 05.09.18 – LSF Participants(Library Week) 14.09.18 – Reserve Bank of Fiji (Samoa Based)	<ul style="list-style-type: none"> • LSFP – 11 Participants • LSFP – 40 participants (Delaidamanu) • 30 participants (Wainiyabia) • LSFP - 23 Participants <ul style="list-style-type: none"> ▪ (Lomainasau Women) • 20 Participants (Molituva) • 25 Participants (Noco/Rewa) • RBFS – 2 Counterpart from Samoa
Oct	02.10.18 – SPC 05.10.18 – Fiji LDS Church College - Jade Kake, NZ - Victoria Heriman, Washington DC - Jacqueline Paul, NZ 23.10.18 – Ministry of Fisheries	<ul style="list-style-type: none"> • SPC – 17 Participants • LDSS – 46 Students 8 Teachers • OR – 3 • MOF – 4 Staff
Nov	08.11.18 – Rt Sauvoli Memorial School 16.11.18 – Fiji Military 21.11.18 – Naseyani Primary School - Researchers	<ul style="list-style-type: none"> • RSMS – 26 Students 20 Parents 2 Teachers • RFMF – 20 Army Officers • NSP – 46 Students 9 Parents 9 teachers • LR – 2 Researchers
Dec	None	
Jan	None	
Feb	18.02.19 – Ministry of Employment	<ul style="list-style-type: none"> • MOE – 2 Staff
Mar	19.03.19 – USP History Students	<ul style="list-style-type: none"> • USP – 7 Students
Apr	15.04.19 – St Thomas High School 17.04.19 – Vaturova Koroalau High	<ul style="list-style-type: none"> • STHS – 42 Students 6 Teachers • VKH – 2 Students 1 Teacher
May	None	
Jun	13.06.19 – Vuda Villagers	<ul style="list-style-type: none"> • VV – 3 Individuals
Jul	01.07.19 – University of Edinburgh Student	<ul style="list-style-type: none"> • UOES – 1 Student
Total	29 Site Visited	<ul style="list-style-type: none"> • 805 visitors educated

Capacity Building

The department continues to provide capacity building by:

1. continuing to strengthen and renew partnership with International bodies and Government agencies; and
2. identify officers to attend professional trainings that will build their knowledge and skills in the area of Records Management, Conservation and Information Management.

Listed below are the organisations that the department is a member of and who have also contributed to the overall performance of the department.

1. Pacific Regional Branch of the International Council of Archives (PARBICA) – National Archives Director is the current President;
2. International Council of Archives – Executive Board member; INELi Global – International network of Emerging Libraries – Member;
3. Pacific Library Network; and
4. International Centre for the Study of Preservation and Restoration of Cultural items (ICCROM).

Training courses offered by these organisations including officers who attended the courses.

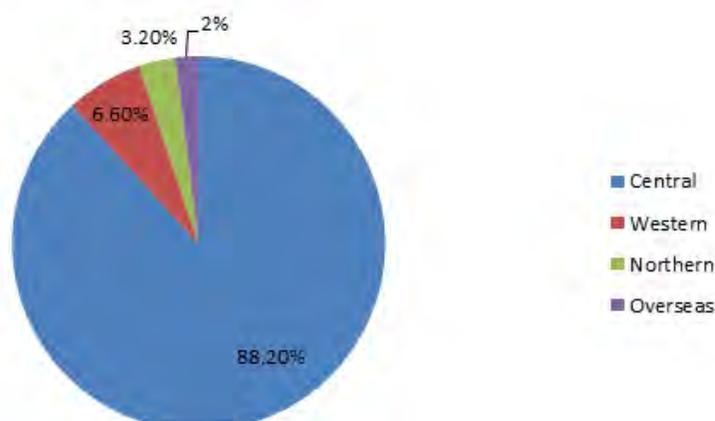
Table 90: Summary of Training and Seminar National Archives Participated in

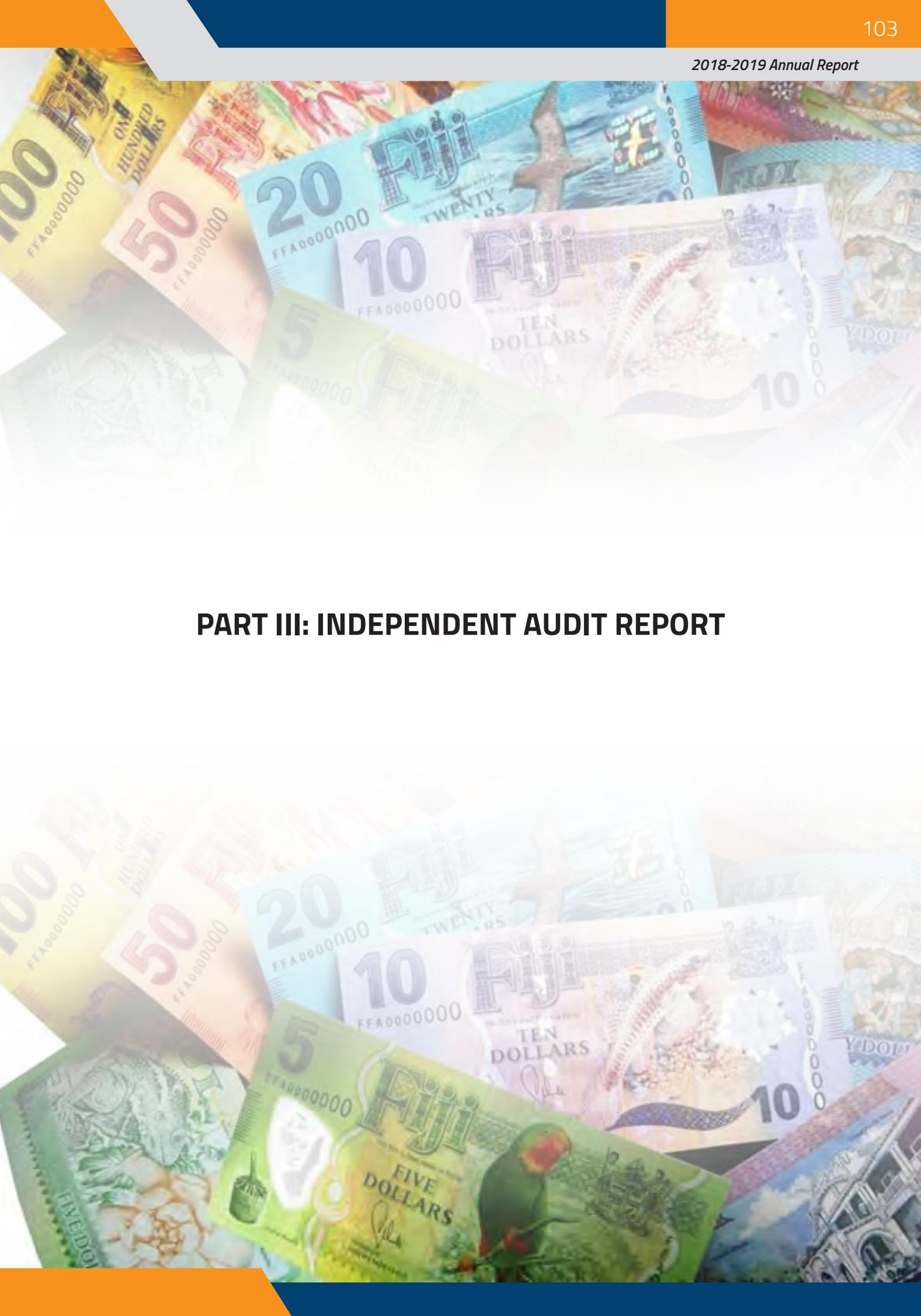
Training/Seminar/Conference	Coordinating Agency	Officer Attending
Asia Pacific Library & Information Conference 27 July, 3 August 2018	Pacific Library Network	Opeta Alefaio
Pacific Library Network Seminar Australia 16 – 19 September, 2018.	Pacific Library Network	Opeta Alefaio
Conservation of Japanese Paper – October 2018 Japan	ICCROM	Makelesi Rokoleka
Short Course in Conservation of Photographic & Archival Collection November 2018 – ICCROM, Vietnam.	ICCROM	Salanieta Rakarawa
Post graduate Certificate in Archival Studies –Hong Kong University Space November 2018	NAF	Vaciseva Levu
Postgraduate Diploma in Digital Information Management in Australia for the academic year 2019.	PARBICA	Losena Tudreu
Disaster Preparedness Workshop – March 2019	PARBICA	A total of 17 Staff from National Archives, Department of Heritage & Arts and Museum attended the Training.

Customers

One of the objectives of the department is making Fiji a Knowledgeable society through provision of access to the collection the department holds. Hence, our customers ranges from Public officials, Academics, Students and International researchers. Our users totaled 3,729, a 106 percent achievement. There was a total of 149 online researches request received and the department was able to facilitate about 74 percent of this request. Our average statistics shows that most of our users are from the central division.

Graph 22: Average Users Statistics





PART III: INDEPENDENT AUDIT REPORT

OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



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Website: <http://www.oag.gov.fj>



File: 387

14 April 2021

Honourable Rosy Akbar
Minister for Education, Heritage and Arts
Senikau House
SUVA

Dear Madam

MINISTRY OF EDUCATION, HERITAGE AND ARTS
AUDITED FINANCIAL STATEMENTS – 31 JULY 2019

Audited financial statements for the Ministry of Education, Heritage and Arts for the year ended 31 July 2019 together with my report on them are enclosed.

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

Yours sincerely

Ajay Nand
AUDITOR-GENERAL

Cc Permanent Secretary for Education, Heritage and Arts

Encl.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2019

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2019**

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INDEPENDENT AUDITOR'S REPORT

To the Minister for Education, Heritage and Arts

Report on the Audit of the Financial Statements

Opinion

I have audited the financial statements of the Ministry of Education, Heritage and Arts (Head 21) and Higher Education Institutions (Head 26), which comprise the Statement of Receipts and Expenditure, Appropriation Statement, Statement of Losses, for the financial year ended 31 July 2019, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, except for the effects of the matters discussed in the Basis for Qualified Opinion paragraphs, the accompanying financial statements of the Ministry are prepared, in all material respects, in accordance with the Financial Management Act 2004 and Finance Instructions 2010.

Basis for Qualified Opinion

1. Included in Operating Grants and Transfers account balance of \$108,119,583 is the bus fare assistance program expenditure amounting to \$29,468,768. The Ministry was not able to provide me with detailed breakdown of payments made to the supplier totalling \$5,098,222. As such, I cannot confirm the accuracy and completeness of the Operating Grants and Transfers balance reflected in the Statement of Receipts and Expenditure.
2. Unreconciled variances exist between the FMIS general ledger and the Ministry's payroll reports for both Established Staff and Government Wage Earners for \$606,092 and \$731,875, respectively. Consequently, I was unable to establish the accuracy of the Established Staff and Government Wage Earners balances recorded in the Statement of Receipts and Expenditure for the year ended 31 July 2019.

I have conducted my audit in accordance with International Standards on Auditing (ISA). My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Ministry in accordance with the International Ethics Standards Board for Accountant's *Code of Ethics for Professional Accountants* (IESBA Code) together with the ethical requirements that are relevant to my audit of the financial statements in Fiji and I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matters

1. Internal controls over revenue, administration of the Free Education Grant, reconciliation of accounts and records management were generally weak. These relate to misallocation of revenue, non-compliance to the policy on utilisation of Free Education Grant in accordance with prescribed percentage allocation and non-provision of records for audit verification. If these issues are not addressed promptly, it will result in material misstatements and possible financial losses.

2. The administration and management over the Bus Fare Scheme were generally found to be weak as highlighted in the Performance Audit Report on the *Administration and Management of Bus Fare Assistance through E-ticketing for School Children, Elderlies and Person with Disability* (Parliament Paper No.71 of 2020).

My opinion is not modified in respect of these matters.

Responsibilities of the Management and those charged with governance for financial statements

The Management are responsible for the preparation of the financial statements in accordance with the Financial Management Act 2004 and Finance Instructions 2010, and for such internal control as the Management determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Those charged with governance are responsible for overseeing the Ministry financial reporting process.

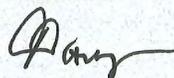
Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISA will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with ISA, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Ministry of Education, Heritage and Arts (Head 21) and Higher Education Institutions (Head 26) internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the management of Ministry of Education, Heritage and Arts (Head 21) and Higher Education Institutions (Head 26).

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Ajay Nand
AUDITOR-GENERAL



Suva, Fiji
14 April 2021

MINISTRY OF EDUCATION, HERITAGE AND ARTS**MANAGEMENT CERTIFICATE
FOR THE YEAR ENDED 31 JULY 2019**

The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the year ended 31 July 2019 comprises the following Heads of Appropriation:

- i) Head 21 – Ministry of Education, Heritage and Arts
- ii) Head 26 – Higher Education Institutions

We certify that these financial statements:

- (a) fairly reflect the financial operations and performance of the Ministry of Education, Heritage and Arts and of Higher Education Institutions for the financial year ended 31 July 2019; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004 and Finance Instructions 2010.



Dr. Anjeela Jokhan
Permanent Secretary



Dinesh Kumar
Manager Finance

Date: 2/4/21

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 1

HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2019

	Notes	2019 (\$)	2018 (\$)
RECEIPTS			
State Revenue			
Fees Examination		69,518	48,666
Tuition Fees – Technical College		30,097	26,630
Fees Government Boarding Schools		382,380	431,378
Registration	3 (a)	231,590	836,845
Commission		153,738	134,322
OPR in Previous Years	3 (b)	1,380	33,849
Sale of School Farm Produce		3,496	1,143
Technical College Recovery	3 (c)	2,897,091	4,709,006
Sale of Items from Technical College		26,618	11,583
Total State Revenue		3,795,908	6,233,422
Agency Revenue			
Miscellaneous Revenue		221,693	206,043
Total Agency Revenue		221,693	206,043
TOTAL RECEIPTS		4,017,601	6,439,465
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (d)	378,426,056	315,048,371
Government Wage Earners	3 (e)	6,261,943	5,029,106
Travel & Communications		1,259,731	1,495,515
Maintenance & Operations		1,898,272	2,302,627
Purchase of Goods & Services		16,156,636	16,134,591
Operating Grants & Transfers		108,119,583	107,025,634
Special Expenditure		1,065,928	2,509,337
Total Operating Expenditure		513,188,149	449,545,181
Capital Expenditure			
Construction	3 (f)	2,381,736	1,252,731
Purchases	3 (g)	752,805	1,961,279
Grants & Transfers	3 (h)	3,967,157	5,872,545
Total Capital Expenditure		7,101,698	9,086,555
Value Added Tax		1,249,197	1,449,508
TOTAL EXPENDITURE		521,539,044	460,081,244

HIGHER EDUCATION INSTITUTIONS

Schedule 2

HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2019

	Notes	2019 (\$)	2018 (\$)
EXPENDITURE			
Operating Expenditure			
Operating Grants and Transfer	3 (i)	73,972,559	92,692,610
Total Operating Expenditure		73,972,559	92,692,610
Capital Expenditure			
Capital Grants and Transfers	3 (j)	11,233,743	7,268,805
Total Capital Expenditure		11,233,743	7,268,805
TOTAL EXPENDITURE		85,206,302	99,961,415

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 3

HEAD 21: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2019

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$) (Note 4)	Revised Estimate (\$) a	Actual Expenditure (\$) b	Carry-Over (\$)	Lapsed Appropriation (\$) (a-b)
	Operating Expenditure						
1	Established Staff	371,504,639	6,924,247	378,428,886	378,426,056	---	2,830
2	Government Wage Earners	6,389,576	---	6,389,576	6,261,943	---	127,633
3	Travel & Communications	2,079,080	(384,400)	1,694,680	1,259,731	---	434,949
4	Maintenance & Operations	2,689,455	(425,666)	2,263,789	1,898,272	---	365,517
5	Purchase of Goods & Services	22,399,486	(5,424,802)	16,974,684	16,156,636	---	818,048
6	Operating Grants & Transfers	108,271,646	798,771	109,070,417	108,119,583	---	950,834
7	Special Expenditure	3,256,309	(1,540,100)	1,716,209	1,065,928	---	690,281
	Total Operating Costs	516,590,191	(51,950)	516,538,241	513,188,149	---	3,350,092
	Capital Expenditure						
8	Capital Construction	6,642,292	303,470	6,945,762	2,381,736	---	4,564,026
9	Capital Purchases	1,570,685	---	1,570,685	752,805	---	817,880
10	Capital Grants & Transfers	7,100,000	99,604	7,199,604	3,967,157	---	3,232,447
	Total Capital Expenditure	15,312,977	403,074	15,716,051	7,101,698	---	8,614,353
13	Value Added Tax	3,462,545	(351,124)	3,111,421	1,249,197	---	1,862,224
	TOTAL EXPENDITURE	535,365,713	---	535,365,713	521,539,044	---	13,826,669

HIGHER EDUCATION INSTITUTIONS

Schedule 4

HEAD 26: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2019

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$) (Note 4)	Revised Estimate (\$) a	Actual Expenditure (\$) b	Carry-Over (\$)	Lapsed Appropriation (\$) (a-b)
	Operating Expenditure						
6	Operating Grants & Transfers	104,789,107	—	104,789,107	73,972,559	—	30,816,548
	Total Operating Costs	104,789,107	—	104,789,107	73,972,559	—	30,816,548
	Capital Expenditure						
10	Capital Grants & Transfers	19,000,000	—	19,000,000	11,233,743	—	7,766,257
	Total Capital Expenditure	19,000,000	—	19,000,000	11,233,743	—	7,766,257
	TOTAL EXPENDITURE	123,789,107	—	123,789,107	85,206,302	—	38,582,805

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 5

STATEMENT OF LOSSES
FOR THE YEAR ENDED 31 JULY 2019**Loss of Money**

There was loss of money \$330 as petty cash from Technical College of Fiji Rakiraki Campus for the financial year ended 31 July 2019.

Loss of Revenue

There was no loss of revenue recorded for the financial year ended 31 July 2019.

Loss of Assets (other than money)

The following items worth \$24,511 were reported as loss for the financial year ended 31 July 2019.

Asset	Amount (\$)
Office Equipment	20,306
Inventories- (Miscellaneous)	4,205
Total	24,511

Following the 2018 – 2019 Board of Survey, the items worth \$519,487 were written off as approved by the Permanent Secretary of Economy. The items have been grouped into categories and the totals of the same have been captured.

Asset	Amount (\$)
Office Equipment	405,036
Motor Vehicle	25,900
Inventories- (Miscellaneous)	88,551
Total	519,487

MINISTRY OF EDUCATION, HERITAGE AND ARTS**Schedule 6****NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2019****NOTE 1: REPORTING ENTITY**

The Ministry of Education, Heritage and Arts is responsible for the design, implementation, monitoring and evaluation of educational legislations, policies and programs in Fiji. They provide the structures, human resources, budget, administrative and management support to ensure that the quality of service delivery is maintained at a high level. The Ministry of Education is specifically tasked to conduct and deliver education services at early childhood education, primary and secondary education, special and vocational schools, vocational education and training programs, technical college education, professional development and training for teachers and training of school managers and controlling authorities. Ministry of Education also reports for Fiji Higher Education Commission (FHEC). FHEC oversees the development and improvement of higher education in Fiji with the aim of ensuring that learners have the best possible opportunity to gain relevant qualifications required to support and sustain Fiji's economic and social prosperity.

NOTE 2: STATEMENT OF ACCOUNTING POLICIES**(a) Basis of Accounting / Presentation**

In accordance with Government accounting policies, the financial statements of the Ministry of Education, Heritage 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 Instruction 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 Economy. 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 FRCS. Actual amount paid to FRCS 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 is received by the Ministry.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...)
FOR THE YEAR ENDED 31 JULY 2019**NOTE 3: SIGNIFICANT VARIATIONS**

Total revenue decreased by \$2,421,864 or 38% and total expenditure increased by \$61,457,800 or 13.4% in 2019 compared to 2018. Detailed breakdown of the revenues and expenditures are discussed in the notes below.

- a) The Teacher Registration Fee decreased by \$605,255 or 72% in 2019 when compared to 2018. There was a vast increase in the year 2018 revenue due to the renewal of the FTRA registration. FTRA has a 3 year cycle for teacher registration where majority of the renewal cycle for teachers was due in 2018. Technically, the FTRA revenue for 2019 is in line with the revenue earned in periods before 2018. Therefore, the significant decrease in revenue is compared to 2018 only.
- b) The overpayment recovery has decreased by \$32,469 or 96% in 2019 when compared to 2018. This is due to a decrease in overpayment incurred, efficient resignation notices via emails instead of letters and prompt salary cessations.
- c) The Technical college student fees decreased by \$1,811,915 or 38% in 2019 compared to 2018. The decrease in fees revenue was due to the delay in the release of the trimester 2 fees by TSLB. They were released and receipted in the 2019-2020 financial year"
- d) Established staff cost increased by \$63,377,685 or 20% in 2019 compared to 2018. The increase was due to the back payment of 2015 salary arrears for teachers, increase in salary for teachers, salary upgrades paid out over the year and acting allowances paid to teachers throughout the year.
- e) Un-established staff cost increased by \$1,232,837 or 25% in 2019 when compared to 2018. The increase in cost was associated with the increase in meal allowance rate for whole of government.
- f) Capital constructions expenditure increased by \$1,129,005 or 90% in 2019 when compared to 2018. The increase was due to value of work carried during the financial year particularly in relation to rehabilitation work.
- g) Capital purchase expenditure decreased by \$1,208,474 or 62% in 2019 when compared to 2018. The decrease was due to supply of furniture to schools was mostly facilitated in the 2018 financial year.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...)
FOR THE YEAR ENDED 31 JULY 2019

NOTE 3: SIGNIFICANT VARIATIONS (Continued...)

- h) Capital grants and Transfers expenditure decreased by \$1,905,388 or 32% in 2019 when compared to 2018. The decrease was due to significant cyclone rehabilitation work funding allocated in Head 50.
- i) Operating grant expenditure for Head 26, Higher Education Institution decreased by \$18,720,051 or 20% in 2019 compared to 2018 due to partial release of quarter 3 grants and non-release of quarter 4 grant to Higher Education Institutions.
- j) Capital grants expenditure for Head 26, Higher Education Institutions increased by \$3,964,938 or 55% in 2019 when compared to 2018. The increase was due to increased budgetary provision for FNU Labasa Campus, Nasinu Campus and Fiji maritime Academy.

NOTE 4: DETAILS OF APPROPRIATION

The Permanent Secretary for Education approved the following transfer of funds during the financial year ended 31 July 2019:

DV No.	From	To	Amount (\$)	DV No.	From	To	Amount (\$)
DV2101	SEG 6	SEG 6	1,779,826.00	DV2110	SEG 6	SEG 6	620,700.00
DV2102	SEG 1	SEG 6	74,613.00	DV2110	SEG 7	SEG 6	200,000.00
DV2103	SEG 5	SEG 5	70,000.00	DV2110	SEG 13	SEG 6	280,800.00
DV2103	SEG 13	SEG 13	6,300.00	DV2111	SEG 4	SEG 4	22,359.00
DV2104	SEG 6	SEG 6	512,241.00	DV2111	SEG 4	SEG 5	3,000.00
DV2105	SEG 6	SEG 6	879,866.00	DV2111	SEG 5	SEG 4	61,000.00
DV2106	SEG 5	SEG 3	20,000.00	DV2111	SEG 13	SEG 13	7,502.00
DV2106	SEG 13	SEG 13	1,800.00	DV2112	SEG 4	SEG 7	4,500.00
DV2107	SEG 3	SEG 5	10,000.00	DV2113	SEG 5	SEG 10	28,350.00
DV2107	SEG 4	SEG 5	87,117.00	DV2113	SEG 13	SEG 10	2,551.00
DV2107	SEG 5	SEG 5	50,000.00	DV2114	SEG 3	SEG 6	140,000.00
DV2107	SEG 6	SEG 5	1,129,657	DV2114	SEG 5	SEG 6	550,000.00
DV2108	SEG 3	SEG 3	7,000.00	DV2114	SEG 5	SEG 3	70,000.00
DV2108	SEG 3	SEG 4	5,000.00	DV2114	SEG 6	SEG 6	747,900.00
DV2108	SEG 3	SEG 5	25,000.00	DV2114	SEG 13	SEG 6	62,100.00
DV2109	SEG 5	SEG 3	10,000.00	DV2114	SEG 13	SEG 13	6,300.00
DV2109	SEG 7	SEG 3	20,000.00	DV2115	SEG 5	SEG 10	366,500.00
DV2109	SEG 13	SEG 13	2,700.00	DV2115	SEG 13	SEG 10	32,985.00
DV2110	SEG 1	SEG 6	1,000,000.00	DV2116	SEG 6	SEG 6	303,926.00
DV2110	SEG 3	SEG 6	270,000.00	DV2116	SEG 5	SEG 6	369,215.00
DV2110	SEG 5	SEG 6	2,650,000.00	DV2117	SEG 5	SEG 4	251.00

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...)
FOR THE YEAR ENDED 31 JULY 2019

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued...)

The Permanent Secretary for Economy approved the following transfers of funds during the financial year ended 31 July 2019:

DV No.	SEG From	SEG To	Amount (\$)
V21001	SEG 8	SEG 8	280,291.00
V21001	SEG 13	SEG 13	25,226.00
V21002	SEG 10	SEG 8	121,503.00
V21002	SEG 10	SEG 13	10,935.00
V21003	SEG 10	SEG 8	168,265.42
V21003	SEG 10	SEG 13	15,143.89
V21004	SEG 10	SEG 10	9,831.00
V21005	SEG 10	SEG 10	104,913.00
V21006	SEG 10	SEG 10	49,489.00
V21007	SEG 10	SEG 10	47,025.00
V21008	SEG 10	SEG 10	74,861.00
V21009	SEG 10	SEG 10	20,795.50
V21010	SEG 10	SEG 10	1,271.00

DV No.	SEG From	SEG To	Amount (\$)
V21011	SEG 10	SEG 10	1,271.00
V21012	SEG 10	SEG 10	49,489.00
V21013	SEG 10	SEG 10	63,235.00
V21014	SEG 10	SEG 8	13,701.00
V21014	SEG 10	SEG 13	1,233.00
V21015	SEG 10	SEG 10	662,990.00
V21016	SEG 10	SEG 10	1,616,782.00
V21017	SEG 8	SEG 8	397,251.00
V21018	SEG 3	SEG 01	94,400.00
V21018	SEG 4	SEG 01	397,300.00
V21018	SEG 5	SEG 01	2,554,260.00
V21018	SEG 6	SEG 01	3,668,300.00
V21018	SEG 7	SEG 01	1,284,600.00

There were no redeployments during the financial year.

Significant Savings

- (i) Capital grants and transfers expenditure decreased by \$1,905,388 or 32% in 2019 when compared to 2018. The decrease was due to significant cyclone rehabilitation work funding allocated under Head 50. In 2018, the former PS instructed to extend the closing date for Building Grant application as opposed to the March closing date. The instruction went out via Circular 63 of 2018. This resulted in a total of 512 applications received with a total budget of around \$52,000,000. The Ministry of Economy's CIU then instructed that the Ministry carry out detailed scoping which started late due to extended timeline. Another new requirement was the use of Deed of Trust forms as criteria for grant recipient schools. Most schools had to register their Trust Deed. This was also time consuming as it became a whole new exercise. Tender approvals for furniture came in very late towards the end of the financial year so funds could not be utilized. Some agreements were approved towards the end of the FY and there was no time for RIE requests and utilization of grant.
- (ii) Operating grant expenditure for Head 26, Higher Education Institution decreased by \$18,720,051 or 20% in 2019 compared to 2018 due to partial release of Quarter 3 grants and non-release of Quarter 4 grant to Higher Education Institutions. The reason for significant savings in operational grant for Head 26 is due to partial release of quarter 3 and non-release of Quarter 4 grant to Higher Education Institutions such as Fiji National University, University of the South Pacific and Centre for Appropriate Technology & Development. Grants amounting to \$30.8 million was not released to these institutions as approval to release grants was not received from the Ministry of Economy.

MINISTRY OF EDUCATION, HERITAGE AND ARTS**Schedule 6****NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued...)
FOR THE YEAR ENDED 31 JULY 2019**

- (iii) Capital grants expenditure for Head 26, Higher Education Institutions increased by \$3,964,938 or 55% in 2019 when compared to 2018. The increase was due to increased budgetary provision for FNU Labasa Campus, Nasinu Campus and Fiji Maritime Academy. The reason for significant savings amounting to \$7.7 million is due to partial or non-release of respective quarterly grants for institutions such as Fiji Museum, FNU Nasinu Campus, FNU Labasa Campus, Veterinary Laboratory Hospital and Fiji Maritime Academy.

NOTE 5: OPERATING TRUST

As at 31 July 2019, the operating trust fund account had a credit balance of \$2,256,792 (SEG 86 - \$2,103,330) and (SEG 89 - \$153,462). This relates to various employee deductions and performance bonds. The employee deductions such as the union and insurance payments will be cleared in the following month.

NOTE 6: DRAWINGS ACCOUNT

As at 31 July 2019, the Drawings Account had a zero balance.

NOTE 7: REVOLVING FUND ACCOUNT (MISCELLANEOUS)

As at 31 July 2019, the Revolving Fund Account had a debit balance of \$207,739. The balance in this account relate to accountable advance yet to be retired.

NOTE 8: AID IN KIND

As at 31 July 2019, the Ministry did not receive aid-in-kind materials or equipment.

PART IV: REFERENCES

Acronyms

ABP	Annual Business Plan
ACP	Annual Corporate Plan
AMU	Assets Monitoring Unit
AOD	Alcohol and Other Drugs
ATLAS	Administration of Teaching and Learning Assessment System
CAS	Curriculum Advisory Services
CGC	Cultural Grants Committee
CPP	Child Protection Policy
CRIHAP	International Centre for Intangible Cultural Heritage in the Asia-Pacific region
CSRMU	Civil Service Reform Management Unit
DEAP	Duke of Edinburgh Award Programme
DFS	Drug Free School
DHA	Department of Heritage and Arts
DMP	Disaster Management Plan
EAU	Examination and Assessment Unit
ECE	Early Childhood Care and Education
EDA	Educationally Disadvantage Area
EEP	Emergency Evacuation Plan
EIE	Education in Emergencies
ERC	Education Resource Centre
ESSDP	Education Sector Strategic
ERT	Employment Relation Tribunal
EXAMIS	Examination and Assessment Management Information System
FEG	Free Education Grant
FEMIS	Fiji Education Management Information System
FESA	Fiji Education Staffing Appointment
FHEC	Fiji Higher Education Commission
FQF	Fiji Qualifications Framework
FinEd	Financial Education
FICAC	Fiji Independent Commission Against Corruption.
FCES	Fiji Culture And Education Strategy
FNCP	Fiji National Cultural Policy
FTA	Fijian Teachers Association
FTRA	Fiji Teachers Registration Authority
FTU	Fiji Teachers union
HA	Heritage and Arts
HEI	Higher Education Institution
HR	Human Resources
ICH	Intangible Cultural Heritage

ICHCAP	International Information and Networking Centre for Intangible Cultural Heritage in the Asia –Pacific Region under the auspices of UNESCO
ICT	Information and Communication Technology
IDADAIT	International Day Against Drug Abuse and Illicit Trafficking
IEC	Information, Education Communication
LANA	Literacy and Numeracy Assessment
LATT	Limited Authority To Teach
LPO	Local Purchase Order
LSF	Library Services of Fiji
LSRD	Life Style Related Disease
MACFEST	Melanesian Arts and Cultural Festival
MEHA	Ministry of Education, Heritage and Arts
MSG	Melanesian Spearhead Group
MOA	Memorandum of Agreement
MOIT	Ministry of infrastructure and Transport
MOU	Memorandum of Understanding
MyAPA	My Annual Performance Assessment
NAF	National Archives of Fiji
NATCOM	Fiji National Commission for UNESCO
SAAC	Substance Abuse Advisory Council
NACC	National Anti-Corruption Curriculum
NCDs	Non-Communicable Diseases
NCF	National Curriculum Framework
NGO	Non-Governmental Organisations
NTF	National Trust of Fiji
OHS	Occupational Health and Safety
OMRS	Open Merit Recruitment
OUV	Outstanding Universal Value
PARBICA	Pacific Regional Branch of the International Council on Archives
PC	Payment Certificate
PCCPP	People’s Charter for Change, Peace and Progress
PCO	Principal Cultural Officer
PIMA	Pacific Islands Museums Association
PET	Peer Education Training
PIFS	Pacific Island Forum Secretariat
PRA	Public Records Act
PSDT	Public Service Disciplinary Tribunal
PTSM	Part Time Student Mentors
QRP	Quick Response Presentation
RDSSED	Roadmap for Democracy and Sustainable Socio – Economic Development
RIE	Request to Incur Expenditure
SCIO	Senior Cultural Industries Officer
SCDO	Senior Cultural Development Officer
SPC	Secretariat of the Pacific Community

SPCO	Senior Policy & Convention Officer
SPOL	Senior Policy Officer
SLT	Student Leaders Training
TCF	Technical College of Fiji
TEST	Technology and Employment Skills Training
TFFG	Tuition Fee Free Grant
TOT	Training of Trainers
TSLB	Tertiary Scholarship and Loans Board
TVET	Technical Vocational Education and Training
UNESCO	United Nations Scientific Cultural Organization
USP	University of the South Pacific
WBD	World Book Day
WHITRAP	World Heritage Institute of Training and Research for the Asia and Pacific Region

