



MINISTRY OF EDUCATION, HERITAGE & ARTS

ANNUAL REPORT 2019-2020



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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 2019-2020

I have the honour of submitting the Annual Report of the Ministry of Education, Heritage and Arts for the fiscal year ending 31 July 2020.

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



This has been a year of two halves – before COVID-19, and with COVID-19. During the first half of the year, the Ministry of Education was pretty well on track to deliver strategies or implementation plans across the Ministry's work plan for the financial year.

During the second half of the year, along with the rest of the nation, we were thrown into responding to the unprecedented events of COVID-19. During the COVID period, schools, students, their families and all of our Ministry staff were required to adjust swiftly to the Ministry's COVID Strategies which included remote learning and working.

Teachers were required to step up to help their students through uncertain and challenging times, we moved in to support them in any way we could. This included:

- Changing the school term calendar
- Realigning the Curriculum for our schools
- Amending the external examination time table
- Providing home base educational support for our children
- Provision of a school reopening guidelines to all schools to guide teachers, students and parents in advance of the changes in place

At the same time, we ensured other commitments and priorities continued to advance, including ensuring that all Government initiatives continued. These include the provision of free transport assistance, free education grant, water tank, implementation of school improvement programmes, WASH assistance, School library organisations.

COVID-19 did not create inequity, but it has revealed and exacerbated it. We have a huge responsibility to build on what we have learned and work with our partners to shape a truly equitable and excellent education system.

While exposing the equity challenges we face, the COVID-19 response has also brought out the best in our system, showcasing its responsiveness, strengthening the ways we engage with each other, and encouraging innovation. On top of supporting their own students, huge numbers of teachers participated in online workshops to help us plan Home Learning TV and other distance learning supports.

I would like to acknowledge the support that Ministry staff have provided to the education system, the wider government response, and each other throughout these difficult times. It is a real privilege to lead an organisation with such heart.

Alison Burchell (Ms)

Permanent Secretary for Education, Heritage and Arts

PART I: OVERVIEW

Vision, Mission and Values

Our Vision

Education and cultural diversity for empowered and sustainable futures for all.

Our Mission

To prepare all Fijians to contribute to a sustainable and progressive nation through holistic and empowering education that appreciates and embraces the unique values of all its citizens.

Our Values

Educational provision is based upon a core of intrinsic and enduring values. These are:

- Human rights and human dignity
- Lifelong learning
- Flexibility

- Responsibility
- Fairness and respect for truth
- Environment sustainability

- Safety and security for all
- Creativity
- Peace and prosperity

- Civic pride
- Honesty
- Compassion

- Cultural understanding
- Faith
- Sense of family and community

- Empathy and tolerance
- Integrity

Guiding Principles

In education, the student is the centre of everything. In all other services that are provided, the customers are of high priority. The delivery of all services is guided by the Ministry's commitment to:

- recognise the importance of strong and healthy partnerships with all stakeholders;
- maintain a high level of professionalism in all that is done;
- ensure relevance and responsiveness as required characteristics of all endeavours;
- Maintain high levels of quality and excellence; and
- improve access and equity, accountability and transparency and our constitutional rights and responsibilities.
-

Our Portfolio

Ministry of Education, Heritage and Arts Portfolio as at 31 July 2020.



Hon. Rosy Sofia Akbar
Minister for Education, Heritage and Arts



Alison Burchell
Permanent Secretary of Education, Heritage and Arts



Timoci Bure
Head National Education
Delivery Services



Alrina Ali
Head Executive Support



Edwin Kumar
Head Corporate Service



Kirti Kumar
Head Human Resources

Our Responsibilities

The explicit roles and responsibilities of the Ministry include: Design, implementation, monitoring and evaluation of educational legislation, policies and programmes in Fiji. MEHA provides the structures, human resources, budgets, and administrative and management support to ensure that the quality of service delivery is maintained at a high level.

- Early Childhood Education,;
- Primary education;
- Secondary education;
- Specialised Schools for children with special needs;
- Vocational Schools;
- students in the years of compulsory schooling (Year 1 – Year 12) and those participating in Form studies;
- students in vocational education and training programmes;
- teaching personnel; and
- 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 Strategic Priorities

The overarching strategic priority of MEHA in context of national development is to produce better, holistically educated, trained, and skilled job seekers and job creators that support and grow the economies of the future for Fiji. Following are the ten major Strategic Priority Categories for the Ministry:

1. Infrastructure and Assets;
2. Legislation and Planning;
3. Systems and Processes;
4. Standards, Monitoring and Quality Assurance;
5. Workforce Engagement & Development / Human Capital;
6. Access and Equity;
7. Curricular (Learning and Teaching);
8. Culture, Heritage and Arts;
9. Partnerships, Cooperation and Communication; and
10. Research and Development.

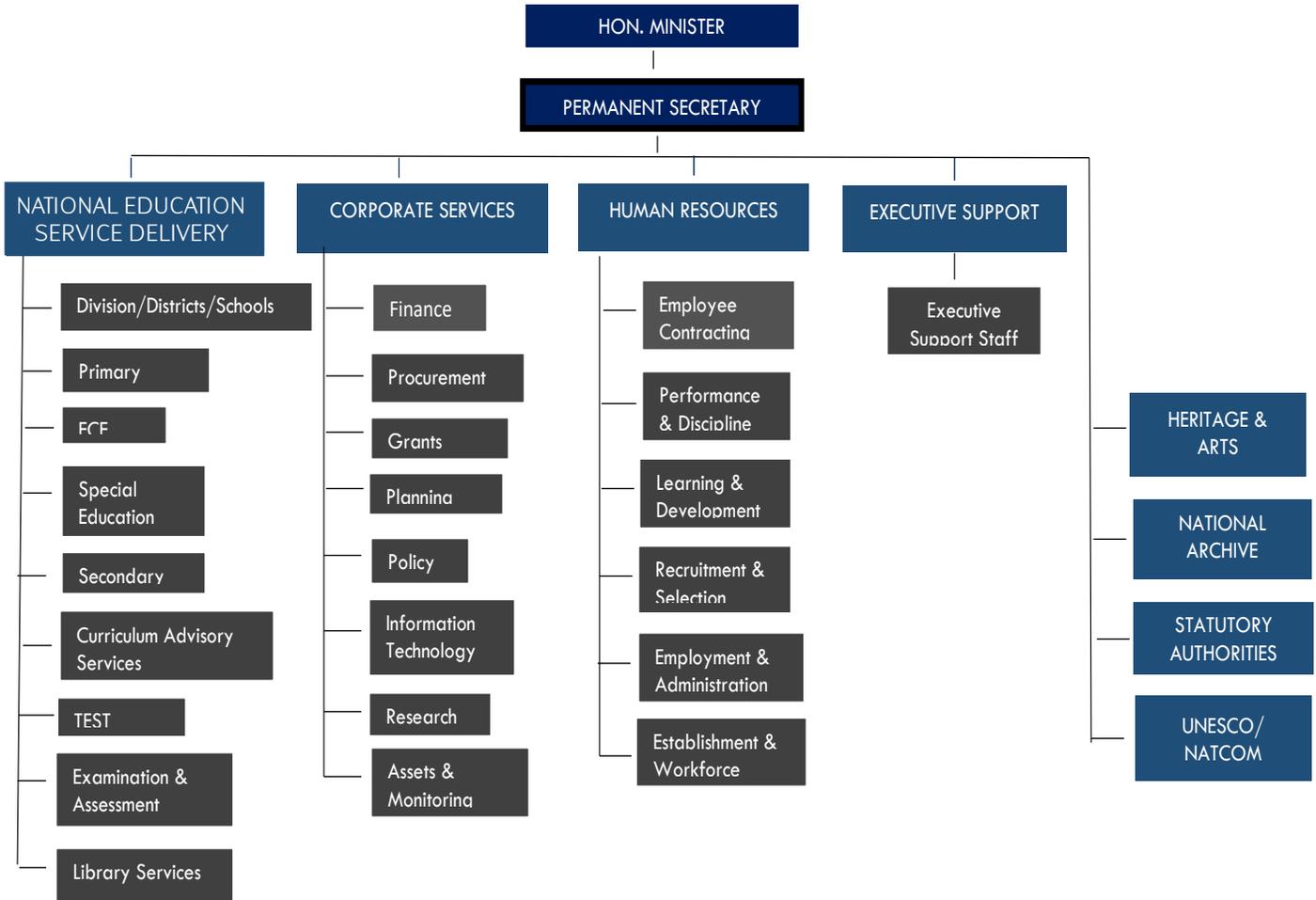
The strategic priorities have been developed to provide the Ministry with an overarching scope to address the national requirements in alignment with the National Development Plan; identify and respond to sectorial issues regarding education, heritage and arts in Fiji; address situational and risk analyses; continue current initiatives; achieve aspirational goals; generate operational efficiencies; and position the Ministry proactively to address sectorial reforms and future issues and opportunities.

Our Legislative Framework

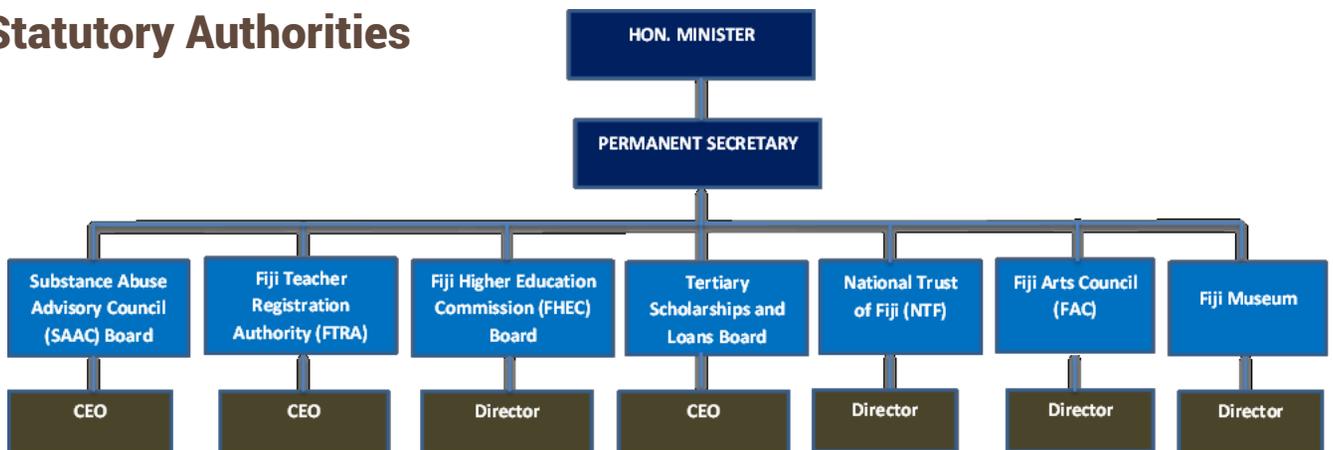
The Ministry of Education, Heritage and Arts is responsible for the following legislation and regulations:

1. 2013 Constitution of Fiji
2. Education Act (Cap 262)
3. Examinations Act (Cap 262A)
4. Fiji Museum Act (Cap 263)
5. Fiji National University Act 2009
6. Fiji Teacher's Registration Board Act 2008
7. Higher Education Act 2008
8. Legal Deposit Act (Cap 109)
9. Library Deposit Act 1971
10. National Trust of Fiji Act (Cap 265) and National Trust of Fiji Amendment Act (1998)
11. Preservation of Objects or Archeological and Paleontological Act (Cap 264)
12. Public Records Act (Cap 108)
13. Substance Abuse Advisory Council Act 1998
14. Tertiary Scholarship and Loans Act 2014
15. University of Fiji Act 2011
16. University of the South Pacific Charter (LN35) 1970

Our Structure



Statutory Authorities



Governments Priorities for Education in Fiji

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 (NDP) 2017</p> <p>Sustainable Development Goals (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>NDP 2017</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>NDP 2017</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>NDP 2017</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. 	NDP 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. 	NDP 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. 	NDP 2017S DG 2015 – 2030

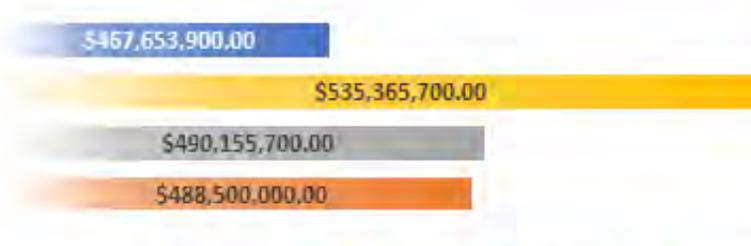
Budget

Ministry's Budget

The Fiji 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.

The Ministry of Education, Heritage and the Arts ('Ministry') is responsible for building a knowledge-based society, ensuring that Fiji's young people have equitable access to high quality education at all levels of the Fijian education system.

Graph 1: Ministry's budget for the last four years.



Higher Education Institutions Budget Allocation

As part of its record-setting investment in Fiji's education system, Government provides operational grants to a number of higher education institutions. This funding aims to boost the competitiveness of the Fijian workforce over the medium- to long-term by giving our students access to high quality education and professional training. By doing so, more Fijians will be armed with the skills to meet the employment demands of a rapidly-evolving and dynamic economy.

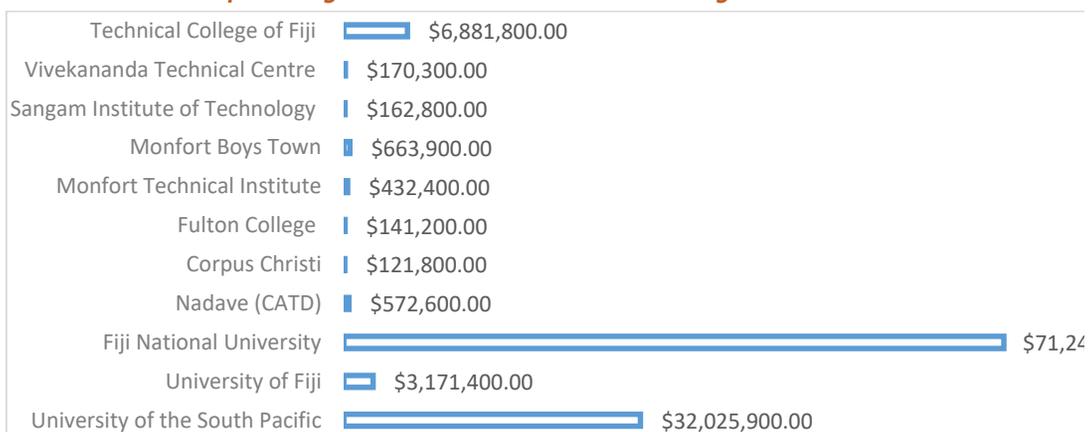
Specifically, Government is assisting Fiji's tertiary institutions to provide training in fields that will help fill careers aligned with our national development needs. This forward-thinking approach is an investment in the economy of tomorrow; as more Fijian students fill the nation's tertiary classrooms, new career paths in modern industries will await them upon their graduation. These grants complement Government's dramatic increase in funding for the National Toppers Scheme (NTS) and the Tertiary

Education Loans Scheme (TELS).

Grants are administered by the Fiji Higher Education Commission based on an agreed funding model, and are only available to fully-accredited institutions that have charitable trust status.

Higher Education Institutions have been allocated \$115.6 million in the 2019-2020 Budget to support the delivery of their respective programmes:

Graph 2: Higher Education Institutions Budget Allocation.



School Data



EARLY CHILDHOOD EDUCATION	
No. of registered Centres:	874
No. of students:	17,912
No. of teachers:	1426



PRIMARY EDUCATION	
No. of schools:	737 (including 17 Special Schools)
No. of students:	
- Primary:	155,497
- Special Schools:	1,143
No. of teachers:	
- Primary:	6,232
-Special Schools:	165



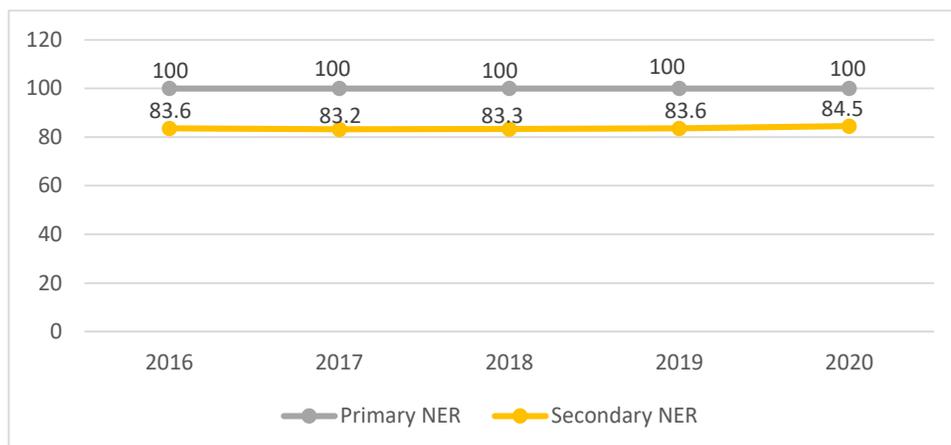
SECONDARY EDUCATION	
No. of schools:	172
No. of students:	67,547
No. of teachers:	5665

GER, NER and Completion Rate

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 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.

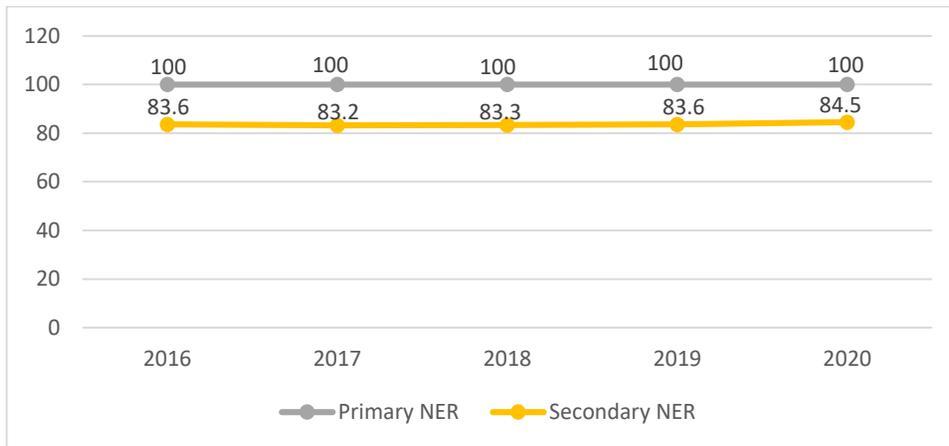
Graph3: NER for the last five years



Gross Enrolment Rate (GER)

There is was decrease in trend of the GER in 2020 for students attending school. This is mainly due to the COVID -19 pandemic which severely affected families and students throughout Fiji.

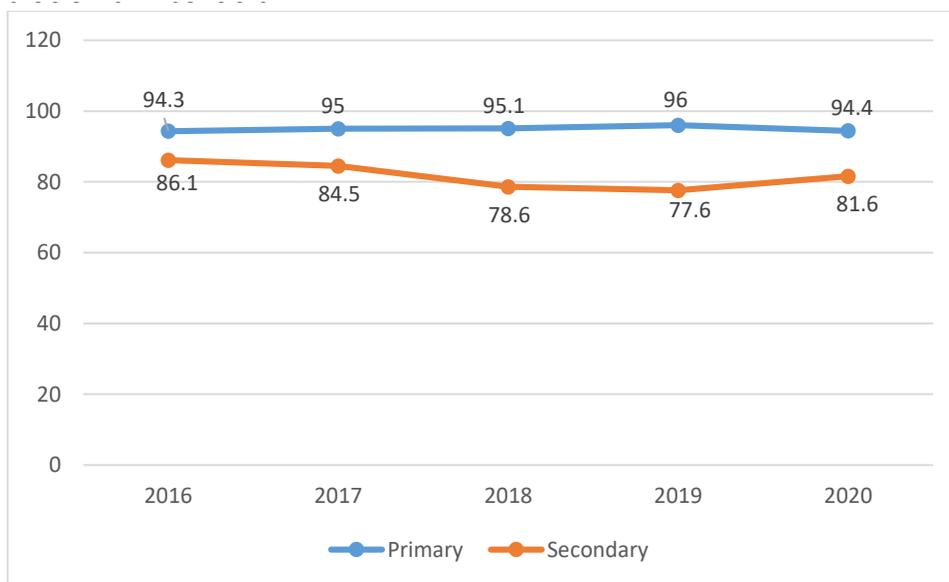
Graph 4: GER for the last five years.



Retention 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 completion rate is more in primary than secondary schools. This may be the result of student intake at Technical Colleges and Technical Centres.

Graph 5: The graph below shows the retention rate for primary and secondary school students in schools.



Initiatives

Transport Assistance

The total budget provided for the financial year 2019-2020 was \$20,000,000.00. Actual expenditure incurred was \$15,177,878.20.

Total number of students assisted- 92,162

Total number of students assisted with E-ticketing- 60,785

Total number of students assisted with rural vouchers- 31,377



Table 1: Breakdown of the number of students assisted by education districts.

District	Primary	Secondary	Total Students	E-ticketing	Rural Vouchers	Male	Female
Suva	10863	4957	15820	13669	2151	7761	8059
Nausori	11318	4739	16057	8016	8041	8198	7859
Lautoka/Yasawa	9350	4129	13479	11624	1855	6660	6819
Macuata/Bua	7643	4450	12093	7402	4691	5938	6155
Ba/Tavua	6377	3505	9882	8513	1369	5002	4880
Cakaudrove	5536	2224	7760	4081	3679	3879	3881
Ra	3628	1703	5331	3613	1718	2641	2690
Nadroga/Navosa	5317	2188	7505	3867	3638	3792	3713
Eastern	3064	1171	4235	0	4235	2091	2144
Total	63096	29066	92162	60785	31377	45962	46200

Free Milk

The total budget provided for free milk initiative was \$250,000.00. Actual utilization expenditure was \$240,935.88. The initiative was provided to 190 very remote Primary Schools year one students. A total number of year one students assisted for Term 3 2019 was 2,113 and for Term 1 2020 was 2,098 students.



Free Education Grants- Primary

The budget provided for Free Education Grants Primary was \$32,594,415.00. There are a total of 735 Primary Schools out of which 2 Schools are Government Schools. The grants are released to compliant schools only.



Table 2: Breakdown of grants released on a termly basis.

Term	Number of Schools- Grants Released	Amount of Grant Released
Term 3 2019	735	\$11,369,789.00
Term 1 2020	707	\$10,863,671.01
Term 2 2020	654	\$4,124,998.66

Free Education Grants- Secondary

The budget provided or Free Education Grants Secondary was \$28,699,630.00. There are a total of 172 Secondary Schools out of which 11 Schools are Government Schools. The grants are released to compliant schools only.

Table 3: Breakdown of grants released on a termly basis.

Term	Number of Schools- Grants Released	Amount of Grant Released
Term 3 2019	172	\$9,582,209.14
Term 1 2020	171	\$9,065,758.15
Term 2 2020	159	\$3,601,772.19

Early Childhood Education

ECE Free Education Grant

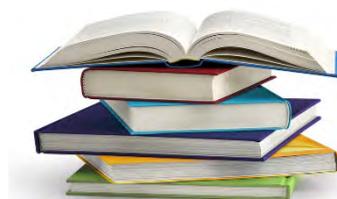
\$2,100,000.00 million was allocated for the 5 year olds, benefitting approximately 18,560, 5 year old ECE students from 871 registered ECE centres.

Newly established and registered ECE Centres

6 ECE Centres were registered with the Ministry during the year. 3 Centres were attached to a primary schools while the rest were standalone.

Free Textbooks

A total of 1,287,679 different level textbooks were dispatched to schools during the financial year. This include 686,413 Primary textbooks and 601,266 Secondary textbooks.



Water Tanks

222 Primary and 52 Secondary schools benefited from this assistance during the financial year. The initiatives will ensure continuous supply of water to the students and the teachers and ensures minimum disruption to the teaching and learning programme.



Library Resources

Library Resources

- There was only one purchasing done from a local vendor during the financial year. An amount of \$81,482.34 was spent for the supply of 352 Titles.
- The Department in an attempt to modernize school libraries, worked closely with Government School libraries so that they can be used as a benchmark for all other school libraries. The 3 Government schools that the Department had assisted include Adi Cakobau School, Sila Central College, and Nasinu Secondary.
- Three community libraries were set up during the year.



PART II: REPORT ON PERFORMANCE

Chapter 1: WORKFORCE



Chapter 1: WORKFORCE

The education sector workforce is divided into two main categories:

- teaching personnel – mainly teachers and principals, but sometimes including supervisors, advisors, and teacher trainers/educators
- Non-teaching personnel – employees with responsibilities for education management, oversight and administration.

Highlights

• 14, 363 employees, made up of 1,017 Senior Executives, Senior Managers and Support Officers.

• Approximately 95 per cent of workforce based in schools.

• 10551 Appointments and Transfers were processed. These include 5564 Contract Renewals; 2729 Acting positions, 1981 transfers, 3 Executive teachers and 274 Temporary relieving positions.

• 1141 new teachers' appointments were processed. These include 632 ECE, 250 Primary and 259 secondary teaching positions.

• From the 298 staff exits during the year, there were 212 resignations, 82 retirements and 4 retirements on medical grounds.

Table 4: Number of Workers by Type of Employment by Gender

Occupational Type	Number	
	Male	Female
ECE Teachers	26	1427
Primary Teachers	2022	3776
Secondary Teachers	2316	3194
Technical Teachers (Campus)	13	15
Senior Executives (PS/DSPS/DSHR)	3	
School Administrators (HOD/AP/AHT/VP)	1129	954
Senior Managers	7	8
Non-Teaching	244	296
GWE	190	29

To supplement the OMRS recruitment process, the Ministry continues to support in-service, relevant training and development opportunities to allow staff to upgrade qualifications, learn, enhance, and continuously develop their competencies, skills and knowledge.

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 works in partnership with Ministry of Civil Service, Fiji National University (FNU), University of the South Pacific (USP), 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 MyAPA, Part Six of the Learning and Development Plan. The priority areas are identified for qualification upgrades and up-skilling in the Ministry. The Ministry is currently developing and implementing other in-house training programmes through the Learning and Development Unit, which was established under the new HR Structure.

Professional Development Highlights

Deliverables/ Outcomes (The expected result from the completion of activities)	Planned Activities (Action steps required to achieve a stated deliverable)	Results Achieved (Extent to which deliverables have been achieved)	Status of Progress																	
A nationally and internationally recognized framework of qualifications that meets the current and future needs of MEHA.	Develop a Training Policy in consultation with FTRA, CAS, TEST and FHEC.	<ul style="list-style-type: none"> Policy and Qualifications Register Developed and handed over to Fiji Teachers Registration Authority 	Documents presented to Fiji Teachers Registration Board and they have requested for some changes. FTRA will amend and present Qualifications Register and Policy in the Next Board Meeting.																	
	Collate all the MEHA staff qualifications in the new Qualification Module which will ease in determining the salary band and salary steps when preparing contract and assist in workforce planning.	<ul style="list-style-type: none"> 11,700 entries done in the new Qualifications Module under completed Qualifications between August 2019 to July 2020 <table border="1"> <thead> <tr> <th>Row Labels</th> <th>Distinct Count of TPF</th> </tr> </thead> <tbody> <tr> <td>(blank)</td> <td>450</td> </tr> <tr> <td>Admin</td> <td>195</td> </tr> <tr> <td>ECE</td> <td>1084</td> </tr> <tr> <td>Primary</td> <td>4989</td> </tr> <tr> <td>Secondary</td> <td>4975</td> </tr> <tr> <td>Unknown</td> <td>1</td> </tr> <tr> <td>VOC</td> <td>6</td> </tr> <tr> <td>Grand Total</td> <td>11700</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 219 Qualifications entered as 'in progress qualifications'. 	Row Labels	Distinct Count of TPF	(blank)	450	Admin	195	ECE	1084	Primary	4989	Secondary	4975	Unknown	1	VOC	6	Grand Total	11700
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VOC	6																			
Grand Total	11700																			

<p>A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and committed to consistently deliver effective and efficient education services</p>	<p>Conduct training needs analysis at the three levels (Organisational, Departmental and individual) across MEHA.</p>	<ul style="list-style-type: none"> TNA is currently used to identify training which are in need for example excel and customer service. 	<ul style="list-style-type: none"> TNA is utilised in identifying the training needed by MEHA staffs 																																	
	<ul style="list-style-type: none"> Develop yearly training plan based on the learning needs of MEHA. 	<ul style="list-style-type: none"> Training Plan 2020 approved and will be implemented depending on the availability of the budget. Submitted Training Plan to MCS and NPTC on 20/05/2020. 	<ul style="list-style-type: none"> Training Plan has been implemented through purchase of online stimulus training package from USP Pacific TAFE. 																																	
	<ul style="list-style-type: none"> Enhance capacity building and professional development through stakeholder engagement such as Ministry of Civil Service, donor agencies, CPSC, Commonwealth of Learning and tertiary institutions. 	<ul style="list-style-type: none"> Online Training Course MEHA & USP TAFE <p>Total Application</p> <table border="1"> <thead> <tr> <th>Row Labels</th> <th>Count of TPF Number</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>800</td> </tr> <tr> <td>Male</td> <td>428</td> </tr> <tr> <td>Others</td> <td>1</td> </tr> <tr> <td>Prefer not to say</td> <td>3</td> </tr> <tr> <td>Grand Total</td> <td>1232</td> </tr> </tbody> </table> <p>Number of Course Completed</p> <table> <tbody> <tr> <td>1st Course</td> <td>148</td> </tr> <tr> <td>2nd Course</td> <td>41</td> </tr> <tr> <td>3rd Course</td> <td>14</td> </tr> <tr> <td>4th Course</td> <td>1</td> </tr> <tr> <td>Total no. of Course Completed</td> <td>204</td> </tr> </tbody> </table> <p>Training Attended Local and Overseas</p> <table> <thead> <tr> <th>Gender</th> <th>Local</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>16</td> <td>8</td> </tr> <tr> <td>Female</td> <td>9</td> <td>4</td> </tr> <tr> <td>Total</td> <td>25</td> <td>12</td> </tr> </tbody> </table>	Row Labels	Count of TPF Number	Female	800	Male	428	Others	1	Prefer not to say	3	Grand Total	1232	1st Course	148	2nd Course	41	3rd Course	14	4th Course	1	Total no. of Course Completed	204	Gender	Local	Overseas	Male	16	8	Female	9	4	Total	25	12
Row Labels	Count of TPF Number																																			
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Male	428																																			
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Prefer not to say	3																																			
Grand Total	1232																																			
1st Course	148																																			
2nd Course	41																																			
3rd Course	14																																			
4th Course	1																																			
Total no. of Course Completed	204																																			
Gender	Local	Overseas																																		
Male	16	8																																		
Female	9	4																																		
Total	25	12																																		

A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and committed to consistently deliver effective and efficient education services

Other Training

Training	Male	Female	Total
JESI	6	8	14
CPSC (Online)	16	2	18
	78 Webinar		78
Total			110

Study Leave

Row Labels	Female	Male	Grand Total
Local	11	10	21
SL Assistance	1	2	3
SLWOP	10	8	18
Overseas	6	3	9
SLWOP	6	2	8
SLWPP		1	1
Grand Total	17	13	30

MOOC online training

Training	No: Completed
Using Open Educational	63
Intro to Tech- Enabled	9
The Blue Economy	1
Good Agriculture Practice	1
Intro to SD in Business	1

Revise Study/ Training Policy and Professional Development Policy and develop process maps to improve service delivery.

- Submitted Study/ Training Draft Policy to PS Education for feedback and comments. This now includes more recognition for disparity in female school leadership roles and will support interventions to ensure females get more access to leadership development in future.
 - Professional Development Policy currently under review.
- Process maps developed for better service delivery.

Professional Development Policy under review and to be aligned to 2021 budget for Training.

Online courses will feature more prominently as we continue to develop digital literacy and encourage more self-learning by teachers.

<p>A productive workforce that reflects gender parity, equality and is appropriately qualified, competent and committed to consistently deliver effective and efficient education services</p>	<ul style="list-style-type: none"> Supporting other initiatives outside Learning & Development as and when requested. Assist in contracting, recruitment and selection, performance and discipline and establishment departments. Review and edit the School Leaders Learning and Development Programs (SLLDP) both Moodle and PDF Portfolio amendments. Complete School Leaders Handbook for 2021/22 incorporating new sections on pandemic management at school and psychosocial support 	<ul style="list-style-type: none"> A set of 41 assessment portfolios for Heads of Schools re-marked as second attempt and feedback reports sent. A total of 3,135 job test scripts (KSA) marked for 1045 Heads of Schools by the LDU Assessor team. New structure prepared and approved and advertisements for jobs done. Reviewed Role Descriptions for TEST, CDAU (CAS), EAU, Primary & Secondary, Schools, and Districts/Divisions and edited them to fit in the new structure for MEHA. Section on pandemics now included based on COVID 19 Education Contingency and Response Plan Framework. Prepared new RDs for new roles as required by JE Prepared and submitted Job Evaluation Questionnaires for new role descriptions prepared. Developed the Heads of School Handbook- 95% work completed. 	<p>Training package draft 1 compiled and submitted – pending advice Performance package draft compiled and submitted – pending advice</p> <p>2021/22 School Leader Handbook section on pandemics and psychosocial support to be reviewed by HHR and HNESD before PS approval.</p>																																												
	<ul style="list-style-type: none"> Register school based learning and continuing professional development sessions in FESA. 	<p>Student Free Day</p> <table border="1"> <thead> <tr> <th></th> <th>Female</th> <th>Male</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>SFD T2- 2019</td> <td>508</td> <td>276</td> <td>784</td> </tr> <tr> <td>SFD T3- 2019</td> <td>1411</td> <td>841</td> <td>2252</td> </tr> <tr> <td>SFD T1- 2020</td> <td>1085</td> <td>550</td> <td>1635</td> </tr> <tr> <td>Grand Total</td> <td>3004</td> <td>1667</td> <td>4671</td> </tr> </tbody> </table> <p>Continuous Professional Development</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>Admin</td> <td>125</td> <td>96</td> </tr> <tr> <td>ECE</td> <td>38</td> <td>21</td> </tr> <tr> <td>Primary</td> <td>1068</td> <td>480</td> </tr> <tr> <td>Secondary</td> <td>1063</td> <td>895</td> </tr> <tr> <td>Special. Ed</td> <td>1</td> <td>0</td> </tr> <tr> <td>Technical</td> <td>2</td> <td>9</td> </tr> <tr> <td>Grand Total</td> <td>2297</td> <td>1501</td> </tr> </tbody> </table>		Female	Male	Grand Total	SFD T2- 2019	508	276	784	SFD T3- 2019	1411	841	2252	SFD T1- 2020	1085	550	1635	Grand Total	3004	1667	4671	Level	Female	Male	Admin	125	96	ECE	38	21	Primary	1068	480	Secondary	1063	895	Special. Ed	1	0	Technical	2	9	Grand Total	2297	1501	<ul style="list-style-type: none"> Incomplete details e.g. date and venue and duration of the training. Incomplete forms and less hours submitted resulted in the PD not being entered in FESA.
	Female	Male	Grand Total																																												
SFD T2- 2019	508	276	784																																												
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Chapter 2: ACCESS, RETENTION AND COMPLETION



EARLY CHILDHOOD EDUCATION

The Early Childhood Education [ECE] unit supports the Ministry's mission of providing the 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 the young child. This holistic approach will ensure optimum learning development and equips the child with the necessary knowledge and skills for later schooling and lifelong learning.

Roles and Responsibilities

The ECE 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.

The specific functions carried out during the year included:

- providing professional and administrative assistance to pre-school teachers through visits to ECE centers;
- providing advisory services to ECE management committees, teachers, head of schools, parents and the public;
- investigating ECE centers on issues, concerns and complaints raised from the parents and the public and providing feedback to immediate supervisors;
- facilitating ECE center establishments and registrations;
- facilitating the disbursement of the Free Education Grant to registered kindergartens;
- assisted in facilitation of Finance Management training for standalone schools;
- liaised and assisted other ministries and Non-Government Organizations on ECE matters; and
- attended workshops and forums conducted nationally and abroad.

Highlights

ECE Budget

In the 2019-2020 financial year, the budgetary provision for ECE was \$2.1million and teachers and children continued to be assisted through the location allowance and Free Fee Grant respectively. A few selected ECE Centers were also fortunate to have received water tanks however the Building Grant did not cater for our ECE Centers which needed assistance in the renovation and maintenance of classrooms and walkways and in the building of new classrooms and/or restrooms.

The extension of free fee grant for students attending registered kindergartens in their final year before moving on to primary schools, is indicative of the Government commitment towards equipping our students better and earlier for later years of continuing education.

Registered ECE

6 ECE schools were established and registered from various education districts. The table below summarises the ECE Centres that were registered and established during the financial year.

Table 5: Registered ECE Centres

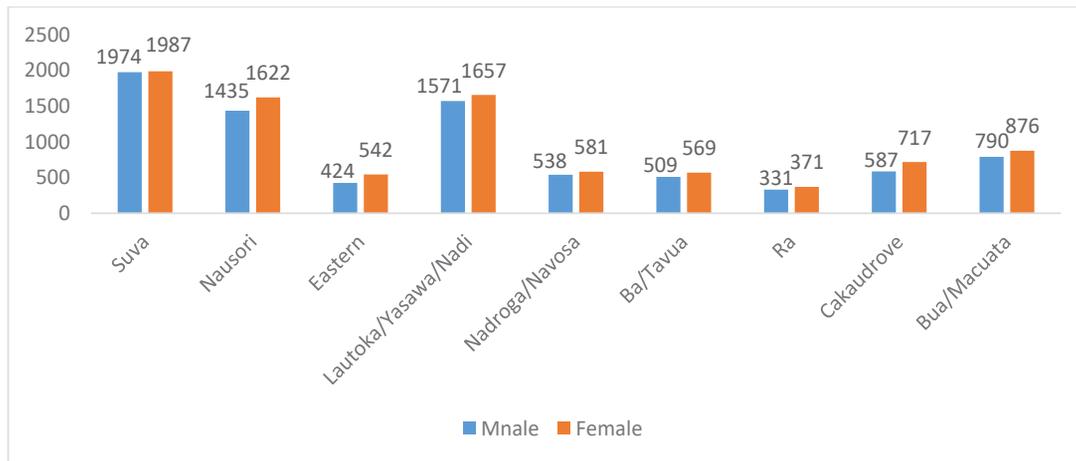
Education District	ECE Centres	Attached Primary
Nausori	Tebara SDA Kindergarten	Vunimono Arya School
Lautoka Nadi Yasawa	Abaca Kindergarten	
	Teidamu Kindergarten	Teidamu Primary School
Nadroga Navosa	Namata Kindergarten	Namata Primary School
	Lewaninabua Kindergarten	
	Yako Kindergarten	

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 for close to 18,560 ECE students from 871 registered ECE centres. The 9 district education offices were responsible for monitoring the school roll to ensure the correct submission of data and also monitored the usage of the grant according to the FEG allocations. School managements were also advised to adhere to the Ministry's tuition grant guidelines and to submit the AGM Minutes and Audited financial report in the previous year early.

School Roll

Graph 6: The graph below shows the school enrolment data by education districts by gender.



Monitoring and Advisory Visit to the North

School visits were conducted from the 2 to the 6 March to stand alone schools in Savusavu and all the ECE Centres in Rabi.

The school visits concluded with a PD session on Friday the 6th at Nasavusavu Anglican Kindergarten. It was encouraging to see how the teachers were able to link what they have been doing in their respective Centres to the 'Mataniciva' curriculum and relate their ideas. Sharing and reflecting of experiences from the different settings inspired them during the session.

ECE Home Based Programs

The ECE Unit receive the ECE Home Based program progress reports from their respective Schools and Education Districts.

10 standalone schools in Serua were visited by team Suva on 23 April 2020 while 9 standalone schools in Namosi were visited on the 7 May 2020

Team Nausori visited 7 ECE standalone schools on 13 May 2020 whilst team Suva visited 8 ECE centres on 14 May 2020.

Two ECE Centres provided reports on worksheet provided to students. The worksheet was to keep the students occupied during the COVID -19 pandemic school closure.



Table 6: The Tables below summaries the analysis of the worksheet received from the students of the two schools.

Rishikul kindergarten

Strength	Need Improvement	Action taken
Parents appreciated the children's work	More network for teachers and parents	Prepare viber group for parents and teachers for an easy communication
Children love to do their work at home with the parents and guardians supervision	More supervision for the children at home especially for those that are behind in their academic work	Parents and teachers communication every fortnightly
Children can recognize and identify	Children need more love from home to feel confident in doing their work being given from school	More activities for the children to recognize and identify to broaden their knowledge

Nuku Kindergarten

Class Roll	No. of Student Who Pick The Worksheet From School (FEMIS)	% Rate of Worksheet Pickup	No. of Student Who Pick The Worksheet 1 From School (04 -08/05)	% Rate of Worksheet Pickup
34	23	67.6%	26	76.5%
	No. of student who pick the worksheet 2 from school (11/05-15/05)	% Rate of worksheet pickup	No. of student who pick the worksheet 2 from school (18/05 -22/05)	% Rate of worksheet pickup
	23	68%	16	47%

ECE School Term 2 for 2020

The COVID-19 pandemic was a challenge to many especially the teachers and students during school closure. Schools were visited during Week 1, 2, and 3 to provide advice and support the teachers and the schools regarding the school re-opening guidelines prepared by the Ministry.

Professional Development

A PD was conducted at Viani Primary School in Cakaudrove on 24 June 2020 focusing on:

- Applying the Curriculum – 'Na Noda Mataniciva' curriculum guidelines;
- ECE Updates and Reminders; and
- SLP form.

This was an initiatives of the ECE teachers from the Natewa Peninsula Cluster where the objectives of the PD were to:

- Develop the necessary skills to read and translate the prescribed learning programs and be able to deliver the curriculum;
- Enable teachers to adopt the curriculum in their schools with strategies;

Something that came out clearly during the PD session was this workshop were teacher's eagerness to learn from each other through sharing ideas. It was also encouraging to note the support, commitment and passion from ECE teacher and Head of Schools present. Teachers were able to link what they have been doing in their



Centres to the 'Mataniciva' curriculum and relate their ideas. Sharing experiences from different settings and deliberating inspires them more.

Teachers were reminded on their responsibilities towards FEMIS and Academic Records to be submitted; and

FHEC ISAC Committee Meeting

The ECE Unit was represented in the committee and discussions during the meeting evolved around the Development of a National Diploma program in Early Childhood Education during the ISAC meeting. It was agreed that the FHEC will:

- Accept all the changes within the Unit Standards that have been amended during the ISAC meeting;
- Identify and add a new Unit Standard that will cover teaching formal English language for ECEC teachers;
- Amend the verbs for EC00285 Outcomes (initially not assessable); and
- Revert final documents for No. 1-3 and the Qualification Document for endorsement by COB Monday (20 July 2020).

The National Diploma in ECEC (L5) which was submitted to the Fiji Qualifications Council (FQC) for approval has since been approved.

HR Workshop

A one day workshop was organised by the Establishment Unit for the Divisions and District Officer sat the Fiji Elections Office Conference Room at Toorak Suva on 30 September 2019. The Agenda for the meeting was on Personality profiling, change Management Models, workforce Development Planning for Schools, recent workforce Development initiatives, the 360° Feedback, School Leadership Framework Tool and the School Leaders Learning and Development Programme. The workshop conducted was constructive and collaborative.

KICCE Policy Seminar

The seminar was held in Seoul Korea from the 9th – 11th October 2019. Ms Joti Mala from Samabula Primary Kindergarten attended the seminar and presented on Quality Monitoring and monitoring the quality of ECE in Fiji. The seminar focus was on Quality Monitoring (current status & challenges) of the selected countries – Uzbekistan, Vietnam and Fiji. It was a three-day workshop at three diverse venues. The information gathered from this seminar was developed many thoughts and ideas which can be explored further by Fiji to move ECE forward.

Regional Early Childhood Education and Care in the Pasifika Talanoa Symposium was held in Tanoa, Nadi on the 22-25 October, 2019

The talanoa symposium aims to create a shared understanding amongst Pacific countries on key issues, challenges and priorities in early childhood education, teacher training and development that can help to inform the development of a common vision for inclusive quality early childhood education in the region. The vision will be used to articulate the standards needed and the specific support required by pre-primary teacher graduate and in-service teachers to better prepare them for their roles.

The official opening was done by the Minister for Education, Heritage and Arts, Honorable Rosy Sofia Akbar. Her keynote addressed on the theme "Ensuring Inclusive and Quality Early Childhood Education and Care in the Pacific through Teacher Education" where she stressed on measuring learning achievement, starting from the early grades will help to identify areas where schools are failing to meet their commitments to children and to formulate appropriate remedial action. Quality early education provides children with basic cognitive and language skills and fosters emotional development.

The Ministry was represented by Director Primary Education, Education Officers Lautoka/Nadi/Yasawa and SEO ECE. Also present were 20 teachers from 20 ECE Centres within the Lautoka Nadi Yasawa district. From the 20 teachers, 4 were male.

Study Tour

EO ECE attended a three-day study tour in Dhaka, Bangladesh from the 5 - 7 November, 2019 on Tackling Childcare: The Business Benefits and Challenges of Employer-Supported Childcare in Bangladesh. The activities for the days include:

Day 1: Tuesday, November 5, 2019: Site Visits

The day was reserved for visits to a community-based daycare (Play Lab) as well as a factory based, on-site daycare in Ghazipur.

Day 2: Wednesday, November 6, 2019

Launch of 'The Business Benefits and Challenges of Employer-Supported Childcare in Bangladesh'.

Objectives:

- Engage a diverse group of key stakeholders, including companies, government, care providers, parents, and civil society in an interactive discussion about the importance and status of employer-supported childcare in Bangladesh;
- Share key findings and recommendations from IFC and Light Castle's market research survey of 300+ employers, focus groups with 75+ parents, and interviews with 40+ stakeholders on the current demand, supply, status of, and opportunities for expanding employer-supported childcare and family-friendly policies;
- Showcase examples of companies that provide childcare solutions to their employees. Highlight the business case and good practices as examples of strategic corporate responses to have a broader impact on other companies; and
- Engage employers and the government in a multi-stakeholder dialogue to expand employer-supported childcare.

Day 3: Thursday November 7, 2019

IFC and World Bank Group's Women, Business and the Law - Childcare Policy Good Practices Workshop for Governments.

From the 3-day events participants were able to:

- Gain knowledge about international childcare policy good practices, through country examples and case studies shared by a World Bank Policy Expert.
- Identify common policy challenges and potential approaches to address them.
- Share ideas and exchange knowledge with counterparts from other countries.
- Develop potential high impact, low cost solutions that can be applied to advance access to good

SPECIAL AND INCLUSIVE EDUCATION

The core function of the Special and Inclusive Education Unit is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country. The Special and Inclusive Education Unit works collaboratively with the nine education district officers in ensuring the effective implementation of special and inclusive education policy. The policy supports the education of students with special needs in both special and mainstream schools. The Special & Inclusive Education Unit comes under the Primary Section of the Ministry of Education, Heritage and Arts, but its roles and functions is not limited to primary alone, but cuts across all other sections of the Ministry. 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

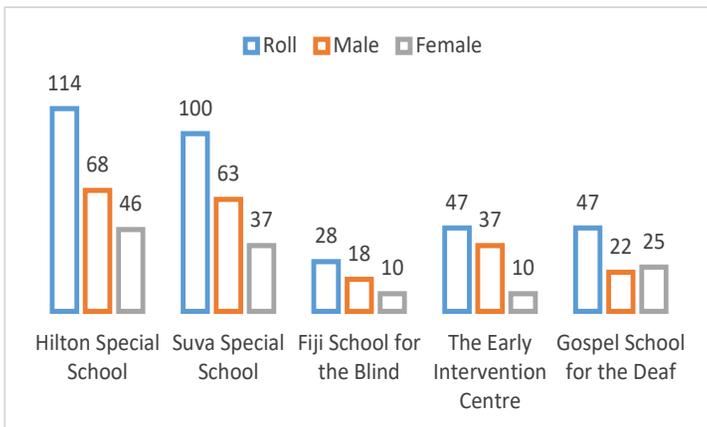
- Advise the Ministry on Special and Inclusive Education matters
- Coordinate and monitor special education activities in special and inclusive schools;
- Responsible for the development, implementation and evaluation of special and inclusive education policies, programs and plans
- Allocate available 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
- Promote disability-awareness and the implementation of special and inclusive education in the community at large.

Statistics

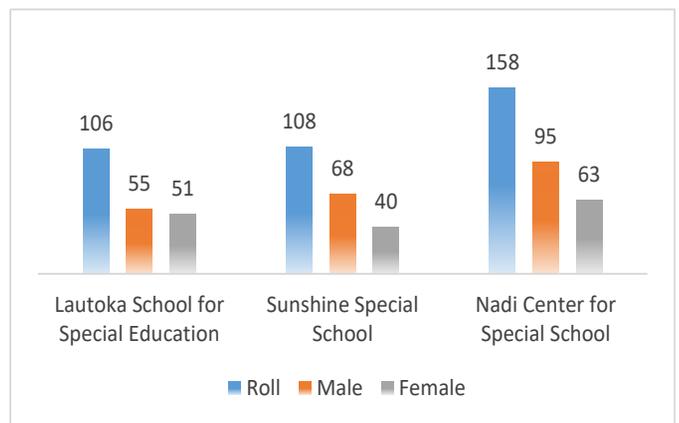
Enrolment

The table below provide a summary of the student’s enrolment number at the 9 education districts;

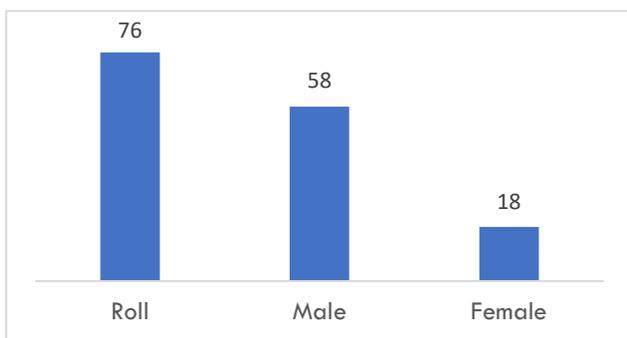
Graph 7: Suva District



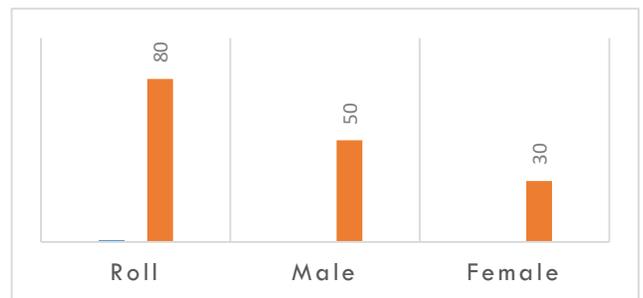
Graph 8 Lautoka/Nadi/Yasawa District



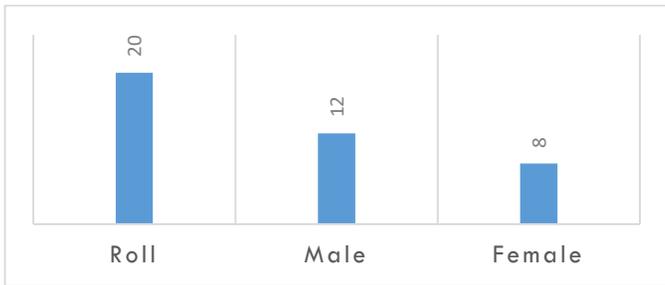
Graph 9: Ba/Tavua - Ba School for Special Education



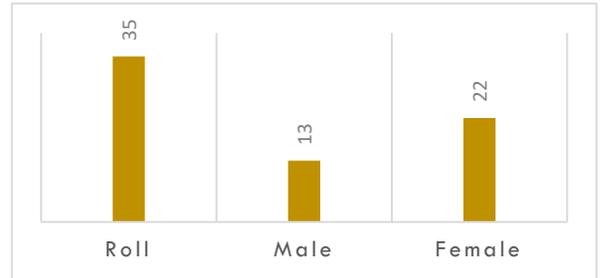
Graph 10: Nadroga/Navosa - Sigatoka School for Special Education



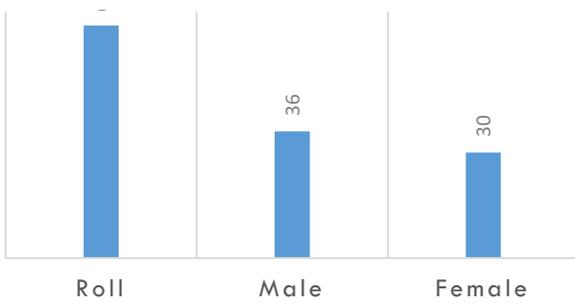
Graph 11: Eastern - Nora Frazer School for Special Education



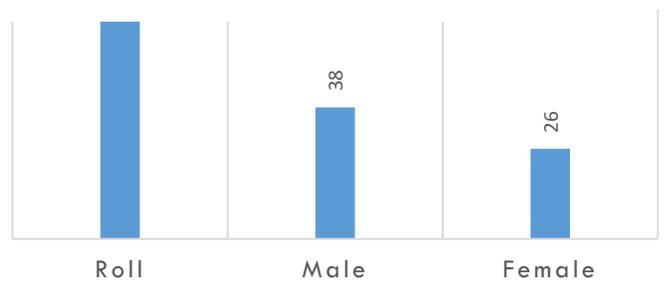
Graph 12: Cakaudrove - Nasavusavu Special Education



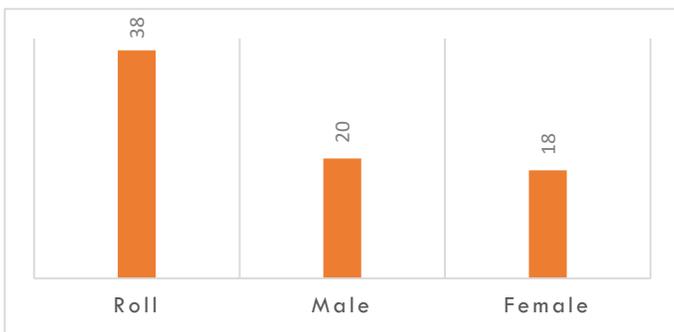
Graph 13: Macuata/Bua - Labasa School for Special



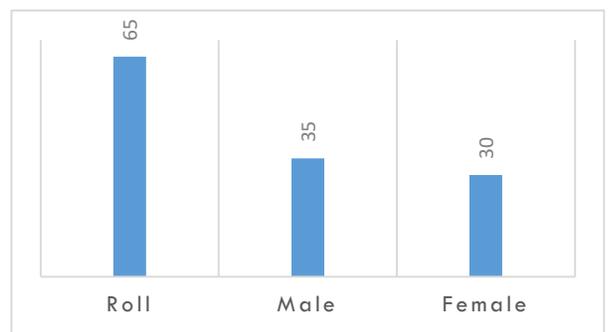
Graph 14: Nausori District - Nausori Special School



Graph 15: Suva Fiji Vocational Technical & Training Centre

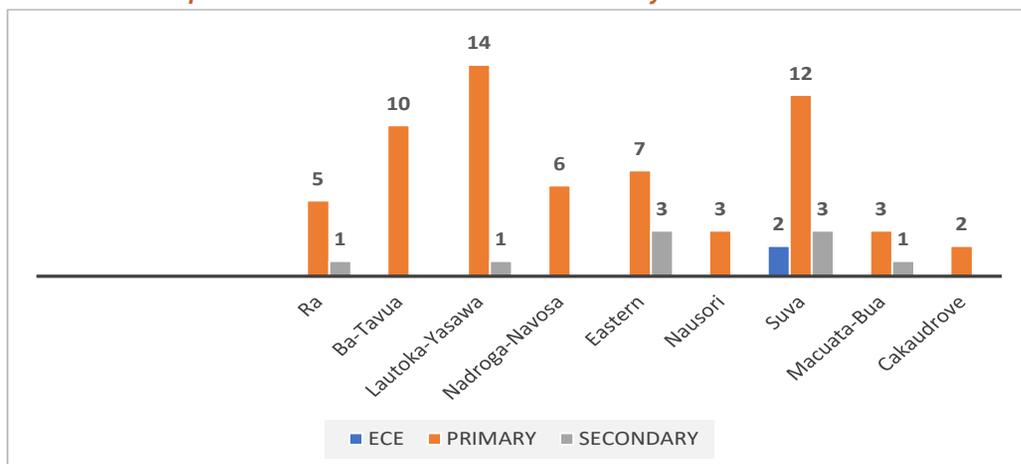


Graph 16: Ba/Tavua Veilomani Boys Rehabilitation & Vocational Centre



Inclusive Schools

Graph 17: Number of Inclusive Schools by Education District



Reasonable Accommodation and Support provided to children during external examinations

Year 6	Year 8	Year 10	Year 12	Year 13
– Dilkusha Girls School(1)	– Sudha Primary School(1)	– Rakiraki Public High School (1)	– Gospel High School(1)	– Gospel High School(1)
– Adi Maopa Primary School(3)	– Nanuku Sangam Primary School(1)	– Sacred Herat College (1)	– Saint Joseph Secondary School (2)	– DAV College (1)
– Nasekula District School(1)	– Viria Public School(1)	– Gospel High School(3)		
– Vatuwaqa Primary School(1)	– Butoni Village School(1)	– Saint Joseph Secondary School (1)		
	– Adi Maopa Primary School(4)			

Reasonable Accommodation provided:

- Reader and writer from lower class
- Extra 30 minutes
- Enlargement of print
- Extra 1 hour (for child with sleeping disorder)
- Provision of interpreters for hearing impairment students.

School Visits and Verification of students with disabilities in Special and Mainstream Schools

The report below indicated the schools visited from 10th-19th March, 2020.

District	School	No. of Children Identified	No. of Children at risk	Male	Female
Nausori	Vugalei District School	10	9	5	4
	Ratu Sauvoli Memorial School	1	1	1	-
	Nausori Special School	25	16	11	5
	Dilkusha Girls Primary School	1	-	-	-
	Viria Public School	1	1	1	-
Suva	Saint John Bosco Primary School	2	2	2	-
	Tacirua Primary School	1	1	-	1
Nadi	Mulomulo Muslim Primary School	5	3	3	-
	Maigania Primary School	9	8	1	7
	Andrews Primary School	10	6	1	5
	Nawaka District School	2	2	1	1
	Nadi Arya Samaj Primary School	1	-	-	-
	Nadi SKM College	1	1	-	1
	Votualevu Public School	4	1	1	-
	Maharishi Primary School	1	1	1	-

Lautoka	Lautoka Zhong Hua Primary School	3	1	1	-
	Lautoka Central Primary School	12	3	3	-
	Lautoka School for Special Education	17	17	9	8
Ba/Tavua	Karavi Public School	1	1	1	-
Total		107	74	42	32

Professional Development and Training

A total of 8 one-day training workshops were conducted between 22 July and 2 August 2019 for district education officers and cluster leaders covering the 9-education districts. The training included:

- Overview of disability data on FEMIS, including a review of existing data by division;
- Inclusive education issues and challenges identified during recent school visits, and discussions on best practices to provide quality education for every child;
- The Toolkit for Disability-Inclusive Education (which each school has, and which is available on the MEHA website¹) was (re)introduced as a tool for addressing practical concerns about how to implement inclusive education;
- FEMIS data entry processes were outlined explicitly, with an emphasis on selecting the correct level of functional difficulty of the student;
- Data verification responsibilities of heads of schools, district education officers, and MEHA staff were highlighted, including the centrality of this step in determining the amount of money provided through the Special Education Grant (SIEG) for schools; and
- Individual Education Plans (IEP), including their role for students with disabilities and how teachers can 'integrate' the information of the SLP and the IEP; this included participants working on creating "SMART" goals related to the case studies.

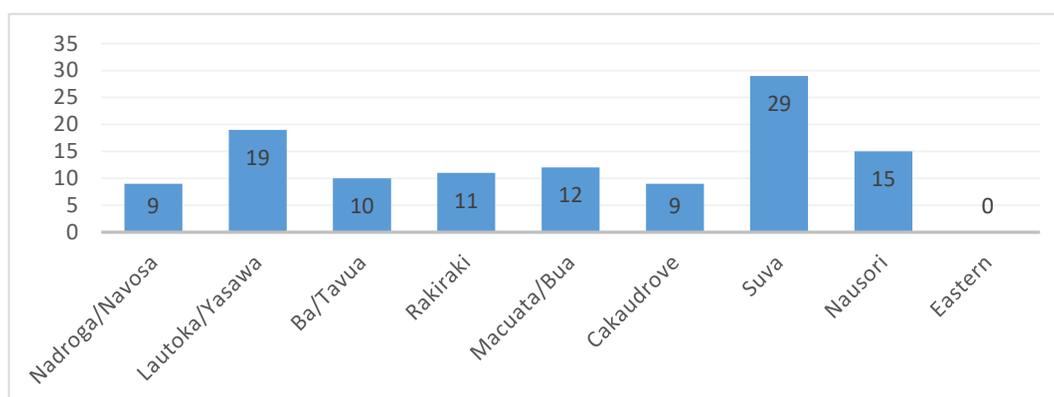
Table 7: Participant gender by work location

Gender	Rural	%	Urban	%	Total
Female	8	7	21	18	29
Male	43	38	42	37	85
Grand Total	51	45	63	55	114

The table above indicated that 45% of the participants work location is in rural areas and 55% in urban areas.

Total Participant

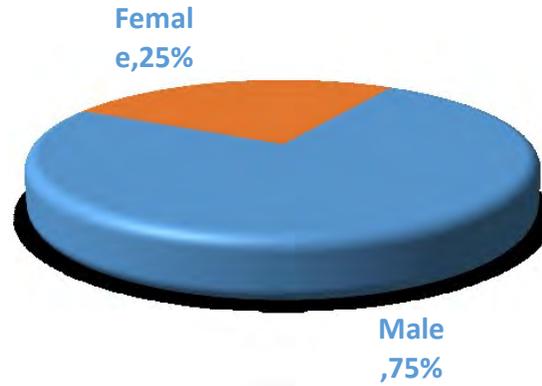
Graph 18: The graph below summarises the number of participants by education districts



FEMIS Disability Disaggregation Workshop

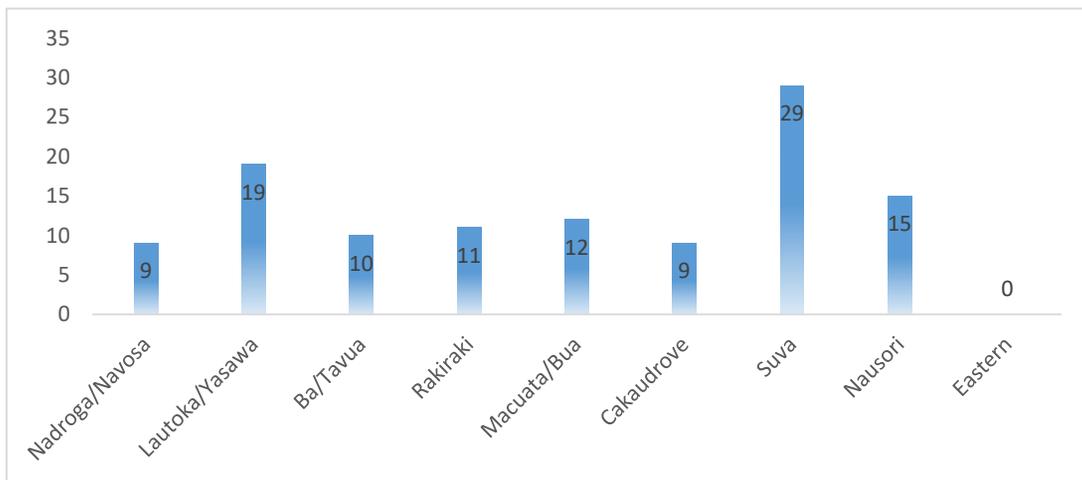
Majority of participants were males at 75%. The figure below shows the Pie chart representing gender disaggregation by percentage.

Graph 19: Percentage participants by gender



Total Participant

Graph 20: The figure below shows the number of participant by education districts



A presentation to the Fiji Head Teachers Association Conference was made on 10 August on the topic “Inclusive Education and Leadership”. Participants were HOS of primary schools all over Fiji.

A full day presentation to the FCOSIE Annual TAWA (Talanoa Awards Wellness & AGM) was held on 29 November 2019. It was also a pre-celebration of the International Day for People with Disabilities. Disability focal points of Government line Ministries were guest speakers on the day. Participants were 84 teachers, teacher aides, HOS, and ancillary staff from the SIE schools.

Sports

The Fiji National Council for Special & Inclusive Education organized the annual National Games for Children with Special Needs from 13th-15th November 2019. Special and Inclusive schools were participants to the Games which was hosted by WESTCOSIE at Lawaqa Park, Sigatoka.

PRIMARY EDUCATION

Roles and Responsibilities

- Provision of basic education to all in Fiji in partnership with its stakeholders;
- Responsible for planning, coordinating, implementing the education policies pertaining to primary education; and
- The Primary Section is responsible for coordinating and facilitating quality delivery of teaching and learning and the administration of primary education in Fiji.



The specific functions include the following:

- Administration of Primary Education;
- Providing support to HR on adequate staffing needs of schools;
- Administration of Grants and Funds for Early Childhood, Special and Inclusive Education and Primary Schools;
- Provision of advisory services to relevant stakeholders;
- Providing enrollment guidance to school heads and parents;
- Providing support to schools and parents for student retention in primary schools;
- Assist HR in the formulation of Primary Schools, ECE, SIE Schools, Staffing formula and schools classification;
- Assist HR in coordinating movement of teachings through SWAP and Transfers;
- Provision of funding for Transfers and Travelling Allowances for Primary Teachers; and
- Important data collation from Districts for important decision making.

Number of Primary Schools

Table 8: Number of primary schools by education districts.

Districts	Number of Schools
Ra	43
Nadroga/Navosa	63
Lautoka/Nadi/Yasawa	86
Ba/Tavua	62
Macuata/Bua	100
Suva	82
Cakaudrove	66
Eastern	116
Nausori	118
Total	736

Student Enrolment

Table 9: Number of students enrolled in primary schools by education districts

Districts	Number of Students	Districts	Number of Students
Term 3 2019		Term 2 2020	
Ra	2,132	Ra	2,276
Nadroga/Navosa	3,564	Nadroga/Navosa	3,765
Lautoka/Nadi/Yasawa	12,548	Lautoka/Nadi/Yasawa	12,685
Ba/Tavua	5,175	Ba/Tavua	5,264
Macuata/Bua	6,641	Macuata/Bua	6,738
Suva	18,264	Suva	18,785
Cakaudrove	3,605	Cakaudrove	3,575
Eastern	2,730	Eastern	2,607
Nausori	11,857	Nausori	11,736
Total	66,516	Total	67,431

SECONDARY EDUCATION

Roles and Responsibilities

The Section engages in the following activities:

- 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 Ministry 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 173/2 secondary schools and distribution of the remission of fees and Boarding per capita grant for the secondary boarding schools;
- Facilitating the processing of the travelling and transfer allowances for the secondary school teachers;
- Monitoring and evaluating the management of committees, and divisional and district offices; and
- Building sustaining strong professional relationships within the organization with the Permanent Secretary, Deputy Permanent Secretaries, the Minister's Office, across the Public Service and with a diverse range of stakeholders.

Number of Secondary Schools and Categories

There are 15 large, 78 medium s and 80 small public secondary schools in Fiji.

Table 10: The table below summarises the number of the 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 11: 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

Table 12: 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

Student Enrolment

Table 13: Number of students enrolled in primary schools by education districts

Districts	Number of Students	Districts	Number of Students
Term 3 2019		Term 2 2020	
Ra	5175	Ra	6,018
Nadroga/Navosa	3605	Nadroga/Navosa	10,850
Lautoka/Nadi/Yasawa	2730	L a u t o k a / N a d i / Yasawa	28,577
Ba/Tavua	10,527	Ba/Tavua	10,598
Macuata/Bua	14,642	Macuata/Bua	14,890
Suva	38,229	Suva	38,580
Cakaudrove	10,294	Cakaudrove	10,691
Eastern	8,364	Eastern	8,519
Nausori	24,827	Nausori	25,631
Total	152,139	Total	154,354

ASSETS MONITORING UNIT

The Ministry through its Asset Development and Capital Projects Unit continued to assist schools through its school improvements and monitoring programme. This is done through the provision of financial assistance to improve the physical facilities and equipment in selected schools.

The types of assistance provided by the Ministry through the Assets Monitoring Unit include:

- facilitates the establishment, registration and recognition of new schools;
- facilitating the constructions of new schools;
- monitoring capital projects and school development grants;
- facilitating and paying of school lease premiums of new leases and renewal of leases in consultation with lessees, iTaukei Land Trust Board (TLTB) and Department of Lands;
- assisted affected schools during disasters through its disaster rehabilitation programmes which involved infrastructure upgrading and improvement;
- supplying water tanks to schools ;
- working collaboratively with relevant Ministries and donor agencies to address and manage disaster issues as well as to mitigate adversities affecting schools in emergencies and disasters; and
- coordinating the Ministry's Emergency Operation Centers in emergencies and disasters.

Work Progress

New ECE Centres attached to Primary Schools

There were six ECE Centres that were established and registered during the financial year. Three ECE Centres were standalone while the other three were attached to a primary school.

School Improvement (Constructions of New Facilities)

As part of the Ministry's commitment into improving access and retention for our student, the AMU Section has been facilitating and assisting schools through the various Ministry's programs and activities. These activities are highlighted below.

ECE Centres

A sum of \$18,324.00 was allocated for the constructions of new facilities for 15 ECE Centres. These include:

1. Nailou Infant: Singhs Architects was paid \$4,000 (VEP) for the editing of the Nailou Infant Structural Drawing.

The Building Grants Agreements for the 4 ECE Centres below were vetted by SG's Office:

2. Namataveikai ECE;
3. Nabaitavo District School;
4. Nadakuni Village School; and
5. Vio ECE.

The 3 ECE Centres below were submitted for RIE

6. Namataveikai ECE;
7. Nabaitavo District School; and
8. Nadakuni Village School.

Non-Government Primary Schools

An amount of \$234,188.13 was allocated to 7 non-Government Primary schools for the construction of new facilities. These Primary schools include:

1. Gram Sangatham School;
2. Delainakaikai Primary School payment 4 &5 and retention 1 & 2 were released to Skaffworks with the work completed;

A total of 5 schools were paid their building grants. These schools include:

3. Maramarua District School;
4. Kabu kei Nailoca Primary School;
5. Lautoka SDA Primary School;
6. Malamala Public School; and
7. Cicia District School.

Non-Government Secondary Schools

\$224,316.74 was allocated for new facilities for 7 non-Government Secondary Schools. These schools include:

1. Jeremiah College – Retention 2 paid;

6 Building Grants paid on 17/01/2020.

2. Davuilevu Methodist High School;
3. Kalabu Secondary School;
4. Nasesevia Secondary School;
5. Nawai Secondary School;
6. Pt Shreedhar Maharaj College; and
7. Yasawa North Secondary School.

Government Secondary Schools

A total of \$1,915,145.53 was allocated to Queen Victoria School for the construction of new buildings.

Upgrade and Maintenance

Non-Government Primary

A sum of \$246,464.49 a building grant was allocated for the 12 non-Government primary schools for upgrading and maintenance work. So far 11 schools have been paid their grant as listed below:

1. Navoalevu Primary;
2. DAV Primary School – paid;
3. Daku Primary School – paid;
4. Oneata District School – paid;
5. Sawaieke District School – paid;
6. Waitoga District School – paid;
7. Naqali District School – paid;;
8. Veinuqa District School – paid;
9. Tawake District School – paid;
10. Lagalaga Sanatan Primary School – paid;
11. Burebasaga District School – paid; and
12. Wainiyavu Primary School – paid.

Non-Government Secondary Schools

The Building Grant amount of \$183,286.37 was allocated and paid to 9 non-Government secondary schools for the upgrading and maintenance work. The schools include:

1. Gau Secondary
2. Cicia High School
3. Naiyala High School
4. Baulevu High School
5. DAV Girls College
6. Maharishi Sanatan College
7. Muaniweni College
8. Naikavaki College
9. Yasayasa Moala College

Teachers Quarters

As part of the Government's commitment and investment into to uplifting the quality of education the Government, through the Ministry, have also assisted schools and teachers into the construction of new teacher's quarters. The new quarters will provide a sense of comfort, safety and security to the teachers.

Non-Government Schools

A total of 8 non-Government Schools were allocated a sum of \$203,645.45 for the renovation and construction of teacher's quarters. The following school benefitted from this grants:

1. Seaqaqa District School;
2. Vunimoli Islamia School;
3. Batinikama College;
4. Tunuloa Catholic School;
5. Nailagobokala Primary School;
6. Nakaidrau Infant School;
7. Nasauvere Primary; and
8. Waibogi Wainadiro Primary School.

Government Schools

Ratu Kadavulevu School (RKS) and Adi Cakobau School (ACS) benefitted from the \$432,392.01 allocated to them for the renovation and construction of teachers quarters.

Renovation of Government Schools

Bucalevu Secondary School, Natabua High School and ACS benefitted from \$16,616.47 for renovation works in the school. The payment progress for this activity is summarized below:

Comments
1. Retention 2 for Bucalevu Secondary School of \$12,298.72 paid.
2. Retention 2 for Natabua High School of \$4,317.75 paid.
3. Virement TOF \$210,952 to TQ for Government Schools to accommodate the ACS Payments.

Renovation of Ministry's Offices

Costs	Comments
\$29,215.04	<ol style="list-style-type: none"> Retention 2 for Gohil Building EAU \$18,613.20; Gohil L1 (\$40,509.85) on hold; and NSAAC Payments 1, 2, 3, 4 & Retention 1 paid (\$22,069.47).

Rehabilitation Work of Non-Government Schools

Costs	Comments
\$163,509.29	<ol style="list-style-type: none"> R2 Ratu Lalabalavu (\$24,223.62) paid; R2 Naivicula (\$21,745.50) paid; R2 Nawaqavesi (\$37,468.75) paid; R2 Viria (\$19,700.35) paid; R2 Davuilevu (\$2,083.78); R2 Vatukoula Arya (\$10,126.07); R2 Navoli (\$20,794.50); R2 Gau (\$27,195.50); and R2 Nawaqavesi ECE \$2,475 paid.

Schools Assisted with Lease Renewal

Costs	Comments
\$50,000.00	<p>Premiums paid to the schools:</p> <ol style="list-style-type: none"> Naqia SDA \$3,662.67; Kabu kei Nailoca Infant \$3,270; Ratu Meli \$9,081; Nasavusavu Secondary \$15,135; Namata Primary \$8,677.40; <p>Vouchers on hold due to No Funds</p> <ol style="list-style-type: none"> Navesi Primary \$2,018; Duavata District \$3,027; Navonu Primary \$3,027; Naseakula District \$7,636.69; Yasawa North Secondary \$7,466.60.

Completion of New Bau College

Costs	Comments
\$2,279,757.69	Phase 3: Payment 3 (\$747,175.01) & 4 (\$846,608.95) paid and released to Basic Industries Limited.

Furniture & Fittings for Schools

121 Schools benefitted from \$256,374.86 which was for the purchases of furniture and fittings.

Education in Emergencies (EIE) and Safer School

Schools Developed and Executed Disaster Risk Plans

As part of the Ministry's preparedness plan, schools were expected to develop and execute their Disaster Risk Plans. The summary of schools by districts who developed and executed disaster risk plans is listed below:

- 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 Centers Complying with Safer School Standards

The summary of ECE Centres that comply with safer school standards by education districts is listed below:

- Macuata/Bua – 81;
- Cakaudrove – 68;
- Eastern – 91;
- Ra/Rakiraki – 29;
- Ba/Tavua; - 71;
- Lautoka/Nadi/Yasawa – 195;
- Nadroga/Navosa - 65;
- Suva – 181; and
- Nausori; ECE – 116.

Schools Identified and Graded as Evacuation Centers

417 schools have been identified and graded as evacuation centres. The exercise was conducted in consultation with the Disaster Management Office and the Ministry of Health and Medical Services. The summary of the number of schools identified and graded as evacuation centres by education districts is given below:

1. Ba/Tavua – 42;
2. Cakaudrove – 61;
3. Lautoka/Nadi/Yasawa – 57;
4. Nadroga – 37;
5. Macuata/Bua – 32;
6. Ra – 23;
7. Nausori – 49;
8. Suva – 16; and
9. Eastern – 100.

Schools Assisted Through WASH Programs

The summary on the schools assisted by the WASH in Schools program through AMU is highlighted below:

- WASH Facilities (10 Primary); and
- A total of 4 Building Grants Agreements vetted by SGO (Bocalevu Muslim Primary School, Lamiti Malawai School, Waidra Muslim Primary School, Wainibuka District School). 2 schools submitted for RIE (Waidra Muslim Primary School, Wainibuka District School).

Awareness training on WASH in School Program

76 Head Teachers and 76 School Managers from ECE to secondary schools participated in this training and awareness program. The training and awareness is to highlight the importance of the WASH program targeting our students in schools.

Schools Assisted through Water Tanks

To ensure the continuous supply of water to our schools in times of natural disasters and intermittent water supply, the Ministry has continued to assist schools through the provision of water tanks. A total amount of \$272,654.98 was spent in purchasing water tanks which benefitted those schools who continued to be affected.

The summary of the number of schools by education districts assisted is provided below:

Primary	Secondary
• Northern (57)	• Northern (24)
• Eastern (63)	• Eastern (8)
• Western (98)	• Western (16)
• Central (4)	• Central (4)

Information Sessions Held on WASH, EIE and School Safety Policy

As part of the Ministry's community empowerment program, an information session was organised by AMU targeting the Communities, CSOs and other organizations. The Table below summarises the participants from the various Government Agencies and organisations.

Participating Organisations and Government Agencies	
<ul style="list-style-type: none"> • FTA WASH (3) • District Education Officers (3) • Head of Schools (34) • School Managers (34) • School WASH Coordinators (34) • Contractors – construction (6) • CIU & Budget-Ministry of Ec • SPC Coordinator (1) • NRW Macallan (Fiji) Ltd Con Eng • UNICEF WASH Liaison Reps • UNICEF Project Officer • UNICEF Education Officer • Save The Children Fund • UNDP • NDMO • NSAAC • FWCC • Cakaudrove Soqosoqo Vaka • Macuata Soqosoqo Vakam • Facility • Macuata Provincial Office • Cakaudrove Provincial Office 	<ul style="list-style-type: none"> • PA Macuata Office • PA Cakaudrove Office • CND Office • Catholic Education Board • Fiji Womens Link • Disable Peoples Association • FBS • Bua Soqosoqo Vakamarama • PA Bua Office • JICA Alumni Association • Rotuma Communities • Suva City Council • Fiji Police Force • Fiji Military Forces • Can Do • AHP [Aust Huma Partner] • JICA • Embassy of Japan • Curriculum Advisory Services • University of the South Pacific • Medical Services Pacific • Live & Learn

LIBRARY SERVICES OF FIJI

Overview

Library Services of Fiji has evolved over the years since its establishment in 1964. The 2019 – 2020 fiscal year was a very challenging one to the Library Services of Fiji due to the COVID – 19 restrictions. However, the department took advantage of the work from home program in place, and was able to complete the Read to Lead project phase 5 and is now awaiting the delivery of these resources to assigned primary schools.



In addition, public library (PL) services and school library services was halted for sometimes, however, as for the PL services, there was a limitation to the number of people that used the library, therefore the department encourages parents to return and be reissued with books for their children while at home. School library services were suspended until the schools resumed.

Staff who came to work in the office continued to work on newly acquired resources to catalogue and process while waiting for its distribution to the various schools and public libraries around Fiji.

The pandemic has also enabled the department to tap into digital library by using the current platform to provide resources that can be used by the public while at home. Due to budget constraints however, this concept is expected to materialize in the next fiscal year.

Introduction

Library Services of Fiji was initially established in 1964, the purpose of its establishment to be an experimental station which will do research into problems and methods of bringing about the overall development of libraries in Fiji.

Over the years, libraries in Fiji has evolved in many different phases, from postal loans, media centres set up for cluster schools, book box scheme. Schools are encouraged to create spaces for their school library and ensure that this special space is created to promote and encourage self-learning and reading.

In addition, schools are also encouraged to ensure that their school creates an environment that is conducive to learning and to allow students to read, engage into adventurous discovery for lifetime, Innovative, fulfillment and be enriched. Community libraries are now being set up around the country this has a lifelong impact on the lives of the community members by enriching their livelihoods. Members of the communities and villagers have continued to request for the setting up of their community libraries Community libraries as result.

Technical Services Unit

The Technical Services Unit catalogue resources were acquired by the Department and distributed to the libraries in all Schools, community and branch library around the country.

The Technical Unit processed the Local Resource Scheme (LRS) materials. All new books purchased are first stamped, accessioned and catalogued before they are distributed to the libraries in schools, community and branch library around the country.

Acquisition of Monographs

There was only one purchasing done from a local vendor during this fiscal year. The titles acquired were chosen with the belief that they would supplement the curriculum in schools, were of good quality and able to meet the quantity of titles and copies required.

Table 14: The table below details the purchasing done from the local vendor.

Company	Awarded Date	Signed Agreement	Payable Amount	Description
Clarke Bookmasters	12/12/18	07/02/19	\$81,482.34	Supply of 352 Titles

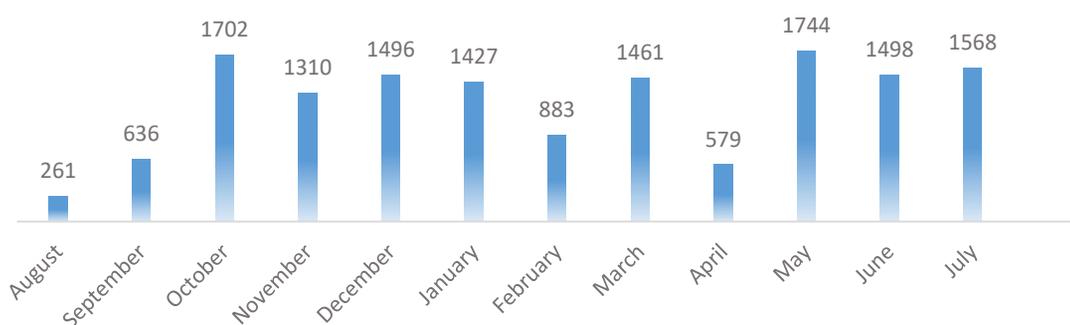
Summary of Cataloguing Statistics

The newly purchased books are catalogued using the library management system. Books are assigned with the right classification numbers so that they can be easily stored and retrieved by the library patrons.

Table 15: Tabulated below are the number of books catalogued during the year with costs incurred

Month	No. of Titles	No. of Copies	Cost (\$)
August	113	261	80,627.92
September	278	636	7,706.45
October	268	1702	49,933.83
November	124	1310	33,015.00
December	151	1496	28,632.45
January	257	1427	24,048.23
February	131	883	14,803.07
March	304	1461	18,106.83
April	152	579	10,920.40
May	229	1744	19,626.74
June	287	1498	15,757.06
July	669	1568	12,602.47
Total	2963	13,770	\$315,780.45

Number of resources catalogued

Graph 21: Resources catalogued during the year

There was a decrease in the number of books processed at the beginning of the financial year as the staff were working on completing their IWP. Also, the staff from WRL and Tavua were not cataloguing as they do not have internet connection to their system. Staff were working from home in April.

Books Stamped

The newly acquired books were stamped before being sent for accessioning.

Table 16: The table below shows the number of books stamped on a monthly basis with costs incurred.

Month	No. of titles	No. of copies	Costing (\$)
August	25	1990	74,005.90
September	118	180	26,657.00
October	61	620	14,705.00
November	58	580	13,225.46
December	50	500	5,740.80
January	104	1040	14,315.87
February	80	800	10,654.20
March	45	450	4,025.68
April	36	360	8,028.18
May	66	660	11,772.15
June	79	698	6,865.65
July	33	327	6,598.48
Total	755	8205	\$ 196,774.37

The table above depicts the work done by one person. When the book arrives after procurement, it is stamped with ownership stamp, before the next process is done which is accessioning and assigning of running numbers to each book.

Books Accessioned

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

Table 17: Summary of the number of materials accessioned during the financial year.

Month	No. of Titles	No. of Copies	Costing (\$)
August	2 (196 Sets)	1760	70,580.00
September	119	1280	29,507.00
October	61	620	14,705.00
November	58	580	13,225.46
December	205	2,380	40,203.32
January	64	640	7,453.17
February	80	800	6,977.68
March	45	450	5,092.92
April	36	360	8,028.18
May	80	800	7,059.60
June	60	542	5,078.20
July	53	557	13,798.48
Total	863	10,769	\$221,709.01

Accessioning is another process in which running numbers are assigned to each book. The table depicts the work done by one person. This process is the initial stage before monographs are being catalogued, classified and end processed before it can be put on the shelf to be used.

Updated SOP (Standard Operating Procedures for Cataloguing)

The SOP of the Unit was updated whenever any necessary changes were made. The SOP will guide all staff on proper steps to follow in carrying out technical duties. This document will ensure that Cataloguers are consistent in their cataloguing so that resources are processed according to the international standard.

School Library Services

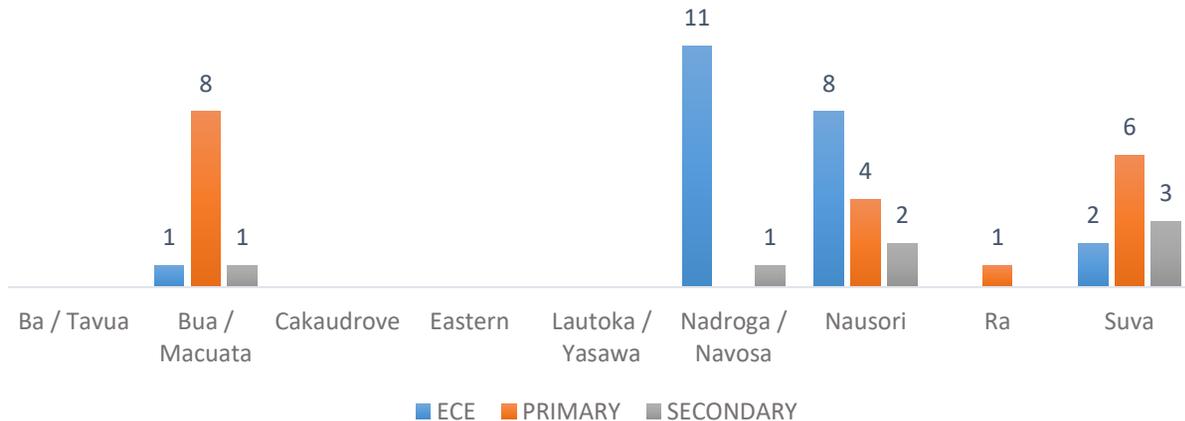
The School Library Services Unit looks after the school library development and has 1 staff that co-ordinate the resources distributed to schools with the help of Senior Librarian and Director, Library Services. Although it is understaffed, other staff from other units will have to allow their work to be disrupted in order to assist the school unit in setting up school libraries due to the demand coming from schools.

School Library Proper Organisation

School library proper organization or school library set up, is where the Department assists schools in setting up their school library according to international library standards with the books processed and catalogue using standards like Dewey Decimal Classification (DDC) and Anglo American Cataloguing Rules 2 (AACR2).

The graph below is the summary of the number of schools assisted with proper library organization per Education district.

Graph 22: School Library Proper Organisation by Education District



There was a shortfall in the achievement of our targets due to the impact of the COVID 19.

Revamping of Government School Libraries to Set Benchmarks for other Schools

The Department, in an attempt to modernize school libraries, worked closely with Government School libraries so that they can be used as a benchmark for all other school libraries. This is done so that other schools are able to improve their school libraries and create an environment that promotes lifelong learning and makes learning more enjoyable and fun.

The 3 Government schools that the Department had assisted include:

1. Adi Cakobau School;
2. Sila Central College; and
3. Nasinu Secondary.



Adi Cakobau School library before set up

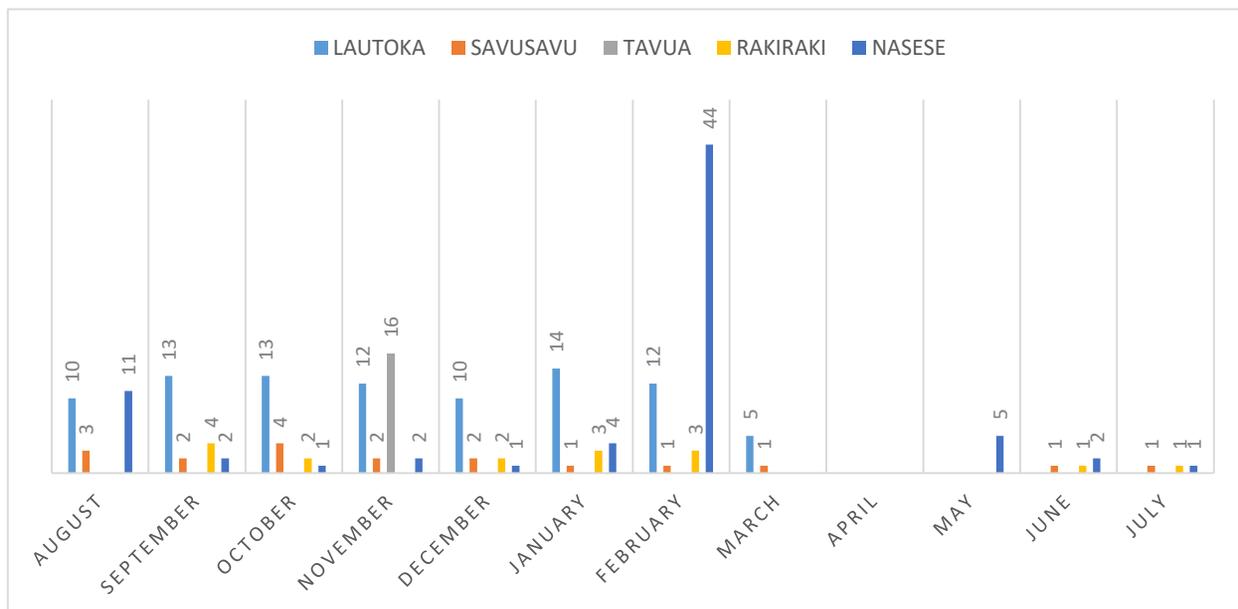
Public Library Services

Public library services opened its doors to the public in 1972, since its establishment in 1964 in Lautoka, our Western Regional Library. The role it plays differ from school library as it has to provide the information need for the entire community despite the age groups, gender, race, and beliefs. It's for all community members to enjoy and make use of the space provided, hence feedback platform should be provided to allow users / customers to critic the services for improvement and the space and information access should be provided for their enjoyment.



Library Services of Fiji has 5 branch public libraries around Fiji, whereas the rest of the public library is run by the Town Councils.

Graph 23: The graph below summarises the new membership attained during the financial year from each of the branch libraries.



The table below shows the loans management statistics for each of the branch libraries during this fiscal year (Aug 2019 – July 2020)

Months	Lautoka	Savusavu	Tavua	Rakiraki	Nasese	Total
August	10	3			11	24
September	13	2		4	2	21
October	13	4		2	1	20
November	12	2	16		2	32
December	10	2	Closed for renovation	2	1	15
January	14	1		3	4	22
February	12	1		3	44	60
March	5	1		COVID 19	COVID 19	6
April	COVID-19 lockdown	COVID-19				0
May					5	5
June				1	1	2
July			1	1	1	3
Total			89	18	16	16

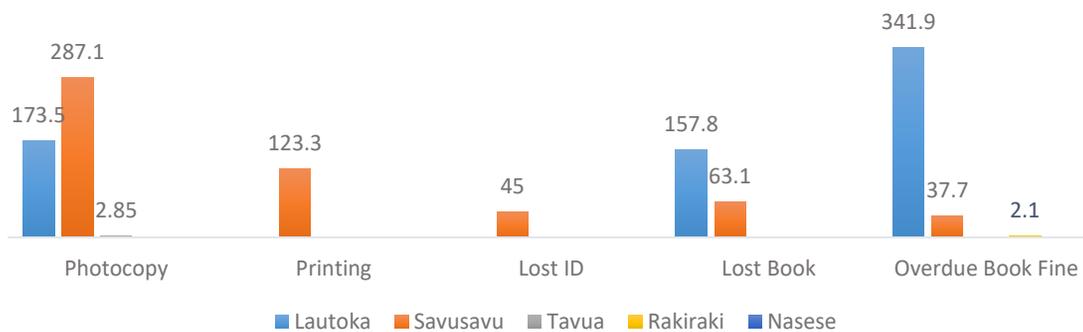
Revenue Received

Table 17: Summaries of revenue received during the year from branch libraries.

Particulars	Lautoka	Savusavu	Tavua	Rakiraki	Nasese	Total
Photocopy	\$173.50	\$287.10	\$2.85	-	-	\$463.45
Printing		\$123.30	-	-	-	\$123.30
Lost ID		\$45.00	-	-	-	\$45.00
Lost Book	\$157.80	\$63.10	-	-	-	\$220.90
Overdue Book Fine	\$341.90	\$37.70	-	2.10	-	\$381.70
Total	\$673.20	\$556.20	\$2.85	\$2.10	-	\$1,234.35

Bureau Services Statistics for All Branch Libraries

Graph 24: The graph below summarises the Bureau Services Statistics for All Branch Libraries



Community Library Services

Community Proper Library Organisation

Three community libraries were set up during the year. There were two in Naitasiri while the other one was in Raviravi, Bua. The two community libraries in Naitasiri were officially opened by the Honorable Assistant Minister for Education, Mr Joseph Nand.

The community library building in Raviravi was completed during this financial year and our team from Savusavu travel to Raviravi, for the setting up.

Awards Night at Gusuisavu Community Library

Gusuisavu Community Library had their awards night on 6 December 2019 which was attended by the community staff. It was encouraging to note the support from the parents, guardians, and community members including teachers neighboring schools towards this initiatives. Children were awarded according to their grades in school.

The children of Gusuisavu attend different schools and this is the day the village community and its neighbors usually converge in the village hall to award their hardworking children. A student scored top marks in the Fiji Eighth Year Examination in her school while her sister received a prize for scoring the highest mark in English in her Year 13 class.

Table 17: The table below shows the assistance rendered to the Newly Established Community Library

Community Library Set Up	District	No. Titles Distributed		Furniture Distributed	
		# Titles	Cost (\$)	Furniture	Cost (\$)
Matailobau, Naitasiri	Central	334	4542.37	2 rectangular tables	392.00
				8 plastic chairs	196.00
				2 bean bags	198.00
				1 rug	59.00
				4 Educational Charts	37.37
				2 Shelves	950.00
				Total	1832.37
Lutu Wainimala, Naitasiri	Central	30	2850.00	1 round table	335.00
				2 rectangular tables	392.00
				1 big shelf	185.00
				1 small shelf	145.00
					330.00
				6 stools	196.00
				8 yellow plastic	175.00
				1 book cart	1758.00
				Total	
Raviravi, Kubulau, Bua	North	311	2001.80	1 Wooden table	480.00
					360.00
				6 Chairs	198.00
				2 bean bags	950.00
				2 shelves (big	17.50
				5 Educational Charts	1405.50
Total					

SOLARSPELL (Solar Powered Educational Learning Library)

SolarSPELL is a Solar Powered Educational Learning Library; a portable, solar-powered, digital library over an off-line WiFi hotspot, designed to simulate an online experience. Any WiFi-capable device can connect to our library and surf the educational content, for free.

Making use of open educational resources and ever-smaller and more efficient technology, SolarSPELL provides and all-in-one, self-powered plug-and-play kit. The goal of the provider is to provide relevant, localized educational content to resource-constrained locations around the world. SolarSPELL is led by Dr. Laura Hosman and is located at Arizona State University.

The SolarSPELL was piloted in 4 schools in Viti Levu, and after a successful implementation, 15 more schools were identified. These schools that have peace corps volunteer, in maritime schools, Taveuni, Bua/ Macuata, Kadavu, Beqa, Lautoka, Nadroga Navosa and Naitasiri. Workshops were conducted by Dr. Laura and her team from Arizona State University to Peace Corps, teachers, school librarian and Library Services of Fiji Staff on the usage of these solar SPELL. For two weeks, Gau schools were trained on the island and those schools that were identified to benefit from the use of this solar, convened at Vadravadra village for a week and training were conducted by Director, Library Service, and two Peace Corps Volunteer.

Below are some pictures of the training conducted in Suva and in Vadravadra Village in Gau.

Training in Suva Motor Inn, by Arizona State University staff



Training at Vadravadra, Gau Island by Peace Corp Volunteer and Director, Library Services.



SolarSPELL- Monitoring and Evaluation

The Solar SPELL team from Arizona State University travelled to Fiji and provided a training in August 2019. This was a 3-days training and the participants included teachers, librarians and US Peace Corps Volunteers (PCV). One month after the training, Ms Martha Wight from the Curriculum department of the MoE and Ms Tulia Cokanawai visited 5 schools in the northern division; 4 in Savusavu and 1 school in Taveuni. The purpose of the visit was to see whether: (1) Professional Development (PD) training was provided by the trainees to their colleagues on how to use SolarSPELL and to see if the students and teachers can understand the contents of SolarSPELL and use it effectively.

Six months later, an impact evaluation research was conducted in the 4 schools that was visited earlier in September, and another 3 schools in Labasa, Bua and Sigatoka. It was held from the 18th to the 26th of February, 2020. The research team consisted of:

- Dr. Laura Hosman, SolarSPELL co-founder and director from Arizona State University;
- Dr Marcela Georgina Gomez Zermeno, Professor-Research in School of Humanities and Education;
- Dr Lorena Aleman de la Garza, Professor-Research in School of Humanities and Education, both from Technological de Monterrey, in Mexico; and
- Ms Martha Wight of the Curriculum section under the Ministry of Education and Ms Tulia Cokanawai of the Library Services of Fiji.

This second evaluation visit was to examine whether the:

- 3 days training provided to teachers and librarians was sufficient;
- libraries form-factor and technology are proving effective; and
- content in the libraries is relevant and how the content can be improved for greater relevance and impact.

Overall, the research exercise was a success as the team was able to conduct face to face interviews, PD sessions and discussions with the teachers and students.

Chapter 3: CURRICULUM AND ASSESSMENT



CURRICULUM ADVISORY SERVICES

Overview

Curriculum Advisory Services is the primary vehicle in ensuring quality delivery of the curriculum and assessment through the development of teaching resources and facilitating training and re-training of teachers on the pedagogies that promote inclusive and holistic education.

Vision

To continuously improve the quality of curriculum tools, resources, products and services that enhance creativity, innovation and ingenuity in an interactive, inclusive and conducive learning and teaching environment in the 21st century education contexts.

Roles and Responsibilities

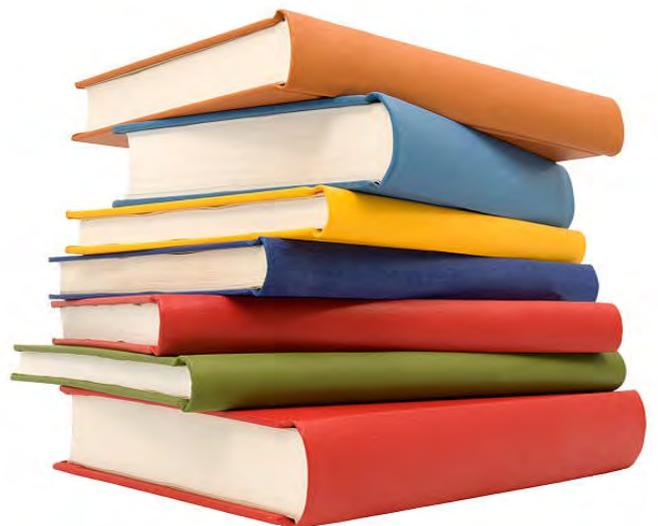
The specific functions carried out by CAS are to:

- design, develop and review the curriculum;
- scope and Sequencing of the Primary and Secondary curriculum;
- support of in- service training for primary and secondary school teachers, upgrading them on content, learning and teaching strategies.
- provide advice and professional assistance to teachers;
- development of learning and teaching resources;
- preparation of Standard Annual Examination papers for Years 7, 9 & 11;
- preparation of Fiji external examination Papers for Years 6, 8, 10, 12 & 13;
- coordinate external examination marking panels;
- vetting of Examiners Report for Fiji external exams;
- prepare examination and detailed solutions for the standardized and external examinations; and
- represent the Ministry in Workshops, Conferences and seminars.

Textbooks

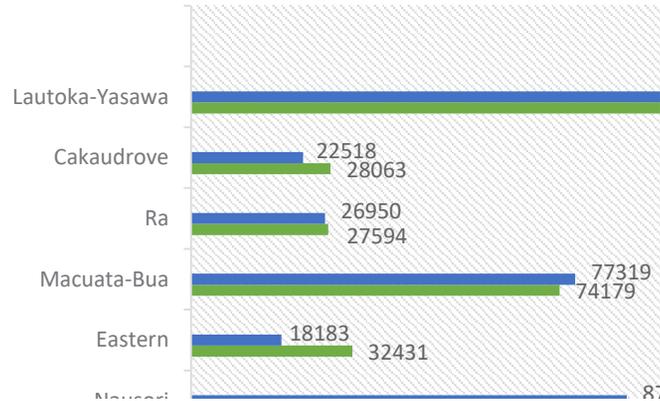
The Fiji government's commitment to its initiative of free education which includes free resources is one of CAS' core responsibilities. The Curriculum Advisory Service ensured that developed and printed learning & teaching resources are delivered to all schools prior to the beginning of the 2020 academic year.

CAS has progressed significantly in providing adequate Learning and Teaching Support Materials for every learner to ensure that every Fijian student has equal access to education at all levels. Tabulated below is the total number of textbooks dispatched to the 9 districts.



Textbook Dispatch

Graph 25: The graph below summarises the dispatch of textbooks to schools at the respective education districts.



Literacy and Numeracy

In collaboration with the Australian government through its Support Facility, trainings were conducted to support the learning & teaching of literacy & numeracy pedagogies at primary school level. It aims at improving the pedagogy in teaching Literacy and Numeracy and providing competencies so they can train the untrained teachers, monitor both Heads of Schools and teachers and support teachers for quality delivery of lessons.

A platform, through which we are targeting to improving literacy and numeracy using Phonics by Phone and Maths by Phone program. This is designed to improving reading and numeracy proficiency levels in the early grades. The program anticipates to create a national focus and awareness in improving the reading and numeracy abilities of all Fijian children ensuring age-appropriate levels of reading and the promotion of reading in our schools

The Phonics by Phone and Maths by Phone training was prioritised as remediation and intervention to support teaching and learning in 91 schools identified to be performing well below average in the Literacy and Numeracy Assessment (LANA).

Quality Assessment of Learning Outcomes

National examination's result analysis from EAU was used to tailor-make workshop materials for the different secondary schools in the 'hope schools' category. The main purpose of the training was to provide support in terms of resources and strategies that would help them improve their students' performance. The following issues were facilitated by the officers:

- unpacking the syllabus;
- blueprint;
- probe analysis; and
- effective teaching strategies.

Digital Literacy e-Learning

Negotiation between MEHA and Kotobee eBook software for its unlimited users and unlimited eBooks over a 2 year period at USD\$25,000 for the enterprise upgrade over the Kotobee server was successful. Gratefully, MEHA has secured eBook licenses, which permits CAS to convert Years 8 & 9 subject textbooks and have these resources become available on this digital platform in the 2020 academic year.



Volunteer Program

The Volunteer program between the Fiji government and the governments of People of Japan and the US gave CAS the opportunity to work and learn from the 3 women who shared their experience and expertise in their different fields which were quite valuable. The two volunteers from Japan had expertise in computer software technology

to enhance textbook production and PEMAC. They facilitated trainings for the CAS officers on the importance of improving quality and colour ensuring that the education resources are student friendly and inclusive. Wellness program was also enhanced by them through the physical activities program that they implemented for the unit. The other volunteer from the US helped out with the Family Life subject and was also promoting the SOLAR SPELL platform which has been uploaded as supplementary literacy & numeracy resources for teachers & students on MEHA's official website.

COVID - 19 Pandemic Support

Apart from encouraging the Heads of Schools into using the social media, technology and any other strategies that work best in their context to provide students with learning materials during the stay home period, CAS prepared and uploaded subject worksheets for all levels from Year 1 – Year 13 on the MEHA website to supplement resources for all students in Fiji. The other two strategies that CAS effected are detailed below.

Television Lessons

The Curriculum Advisory Service is grateful to the Honorable Minister for Education, Heritage and Arts' initiative, in partnership with FBC and the Walesi digital platform, in staging TV lessons. This platform provided the opportunity for our Fijian students to continue learning subject content provided by the subject advisors from the comfort of their homes.

Re-aligned Curriculum - COVID 19 Impact

National examinations' content for Years 6, 8, 10 12 & 13 had to be amended due to the unexpected pandemic. Despite the challenges that encompass re-alignment, CAS ensured that re-aligned curriculum and assessment do not compromise nor jeopardise the body of knowledge & skills needed by every student who will be joining tertiary institutions.

School Broadcast Unit

This is an important section in CAS as this platform is used on a daily basis to send important messages and educational broadcasts to schools, especially primary schools in remote and the maritime zone. CAS is thankful to FBC for the collaborative effort that enable MEHA to continue airing the programs.

The details of the number of aired programs including Domoivuli every Sunday is given below.

Programs- 2019 - 2020	Number Recorded & Aired
Teachers World	51
Conversational VVV (Years 6-7)	148
Conversational Fiji Hindi (Years 1-3)	112
World Around US Years (5&6)	54
Focus	45
Maths Count (Year 7&8)	31
Get Up and Go (Year 4)	45
Education Bytes	52
World We Live In (Years 7 & 8)	41
Numeracy – (Years 5-8)	70
Literacy- (Years 1-4)	71
Vakasala Ni Vuli	389
Domo ni Vuli	84
Vosa Vakaviti (7-8 pm)	90

Hindi (7-8pm)	90
ECE	40

Climate Change Concepts Implementation Strategy National Training

The Ministry of Education endeavors to bring knowledge on climate change to school children in a language that they can understand and empowers them to act. The need to strengthen existing outputs on CCE and to further enhance and promote the delivery and transfer of climate change knowledge students in Fiji. Education leaders envision that this will adequately increase students' capacities to deal appropriately with climate change impacts and eventually reduce greenhouse gas emissions.

For effective mainstreaming of climate change education outcomes into Fijian classrooms, the Curriculum Advisory Services (CAS), with support from SPC/GIZ CCCPIR and UNESCO, continues to work collaboratively to ensure that climate change knowledge is transferred to teachers and students in the classroom. To support this process of effectively teaching and delivering climate change knowledge to students, the Ministry of Education gives an overview of the expected deliverables for teacher training. This involves:

- ensuring that relevant teaching and training materials on climate change education are available to teachers and students and used effectively,
- piloting training of teachers in all districts,
- working with local education district offices and the Ministry of Education's Professional Development Unit in district level teacher trainings and developing a resource guide manual to guide facilitators in using these localised resources on climate change education.

Through its Climate Change Education for Sustainable Development programme, UNESCO aims to develop and deliver education on climate change adaptation and mitigation in Fiji, Kiribati and Vanuatu.

Technology Employment and Skills Training

Our Vision

Unlocking Quality Technical Education for a skilled and prosperous Fiji.

Our Mission

To provide accessible, marketable, responsive and inclusive TEST curriculum that will enable all children to develop enterprising, employable and lifelong skills for a prosperous and sustainable livelihood.

Overview

The TEST Section, in its new mission to provide accessible, marketable, responsive and inclusive TEST curriculum for a prosperous and sustainable livelihood, has completed again another prolific year towards achieving the Ministry of Education, Heritage and Arts' vision and mission.

Roles and Responsibilities

The TEST Section is directly responsible to the Director TEST in carrying out the following functions:

Planning and Policy

- assist in the formulation of the Ministry of Education Strategic, Corporate and Business Plans, in alignment to the Fiji Government's National Strategic directions and priorities;
- develop long and short term plans for the future development of TEST in alignment 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 programmes and initiatives for the

enhancement of education and training for students taking TEST programmes;

- liaise with other NGO's and government departments in promoting partnership in the development of technological knowledge, skills, values and attitude for students in schools.; and
- conduct research and survey for new initiatives related to the general development of TEST.



Management of Test Staffing

- Assist HR Section on any staffing issues relating 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.; and
- assist in the design, development, review, implementation, testing and monitoring of TEST curriculum.



Provision of Advisory and Advocacy Services

- Conduct school visits for advisory, feasibility, 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; and
- Prepare materials and participate in advocacy programmes.

Management of Assessment

a) School Based

- Review assessment for schools to recognize with FHEC; and
- collate 2019 Years 12 and 13 Internal Assessment (Projects and tasks) raw marks.

b) External Examination

- Verify and upload assessment marks in FEMIS for students sitting External Examinations;
- selection of Examiners, Preparation of Examination Blue Prints, Preparation of External Examination Papers, Moderation and Review of External Examination Papers;
- combination of markers, attend Marker's meetings and conduct the marking of external examinations;
- facilitate recount and remarking of External Examination scripts as per students' requests; and
- compilation of detailed Marking Schemes and Examiners Reports.

Monitoring of TEST Centers

The subject advisors visited the TEST Centers in schools for monitoring of 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

- Conduct market research, analyse quotations, purchase and issue of equipment, tools and other teaching and learning resources to the schools – to meet the current market standards.

Administration

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

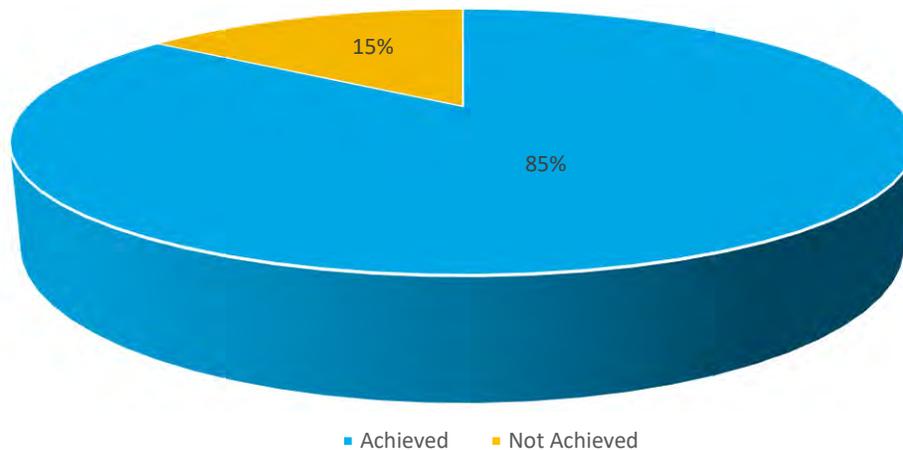
Highlights

TEST ABP Sub-output Achievements

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

Some of the outputs were put on hold due to COVID-19.

Overall ABP Achievements for 2019-2020



Curriculum Review / Textbooks

The SEO's led the formation of curriculum working committees for the different TEST subjects to review the Year 9 & 11 curriculum and develop teaching resources at this level. The TEST subject syllabi and resources 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. The TEST officers were also involved in the development of the new Year 9 textbooks and review of Year 11 textbooks and they were assisted by selected teachers as writers. The new Year 9 curriculum and textbooks were endorsed by the Curriculum Council and implemented in secondary schools in 2019 and the reviewed Year 11 resources in 2019.

Table 18: TEST Curriculum Review and Textbooks

Department	Textbook	Syllabi	Ia Guide	National Qualifications Level 1 & 2 For Yr 11 & 12 - Recognition With Fhec	Covid-19 Curriculum Alignment	No. Of Video Lessons Recorded
Home Economics	Y11 – implemented the reviewed resources in schools	1. Y11 implemented the reviewed syllabus in schools. 2. Y12 – Questionnaires Analysed & report submitted	Y11 designed & circulated to schools		Y9 – 13 compiled and sent to schools	32
Industrial Arts	Y11 AT & TD Textbooks & Workbooks – implemented the reviewed resources in schools	1. Y11 AT & TD implemented the reviewed syllabi in schools 2. Y12 AT & TD – Questionnaires Analysed		Applied Technology – developed	Y9 – 13 compiled and sent to schools	15
Computer Education (CE)	Y12 reviewed resources were implemented in 2019	Y13 – questionnaires analysed & relevant resources complied	Y12 & 13 Reviewed	ICT Level 2 approved by FHEC	Y11 – 13 compiled and sent to schools	32
Agricultural Education	Y11 – reviewed in 2019 & implemented in 2020	1. Y11 implemented the reviewed syllabus in schools 2. Y12 questionnaires analysed	Y12 & 13 – developed & implemented in schools	Agricultural Science L1 & L2 were developed	Y9 – 13 compiled and sent to schools	25
Office Technology	1. Y11 OT - implemented the reviewed resources in schools 2. Y12 Activity Book - developed	1. Y11 -implemented the reviewed syllabus in schools 2. Y12 Syllabi - Questionnaires Analysed	Y12 & 13 – developed & circulated in schools	OT L1 & L2 were developed	Y9 – 13 compiled and sent to schools	17

Enterprise Education	Training of Teachers on Entrepreneurship: Package developed but not able to conduct training due to COVID-19	N/A	8
Nutrition	<ol style="list-style-type: none"> 1. ECE – Year 3 Nutrition Activity Book: Developed in 2019, printing in 2020 2. Y4 – Y8 Nutrition Activity Book: Developed in 2019 and printing in 2020 3. Recipe Bk for Boarding Schools – developed & reviewed in 2019, is in vetting process 4. Kitchen Guideline developed in 2019, is in vetting process 	N/A	15
Careers Education	<ol style="list-style-type: none"> 1. Manual for Life skills Training/ Work readiness Packages for NEC – developed (draft) 2. 2020 Careers Handbook – implemented in schools 	N/A	

- All TEST resources are in progress.
- Year 12 (HEco., IA, Agri. & OT) and Year 13 (CE) Questionnaires for Curriculum Review has been analyzed.

Examinations and Assessment

- Examiners Reports for 2019 for the Fiji Year 10, Year 12 and Year 13 examinations were prepared and vetted by the respective SEO for their subjects before they were sent to schools.
- The TEST advisors prepared the respective examination blue prints and examination papers for 2019 and 2020, worked with the moderators in the moderation of the papers and attended the review meetings of the examination papers for the:
 - 2019: Years 9, 11 and external examinations for Years 10, 12 and 13.
 - 2020: external examinations for Years 12 and 13.
- The total number of TEST examination papers prepared in 2019 and are given below:

Table 19: TEST Examination Papers 2019-2020

Department	Exam Paper	Year(s)	Total	
			2019	2020 (Y12 & 13)
Industrial Arts	Basic Technology	9, 10	2	
	Basic Graphics Technology	9, 10	2	
	Technical Drawing	11, 12, 13	3	2
	Applied Technology	11, 12, 13	3	2
Home Economics	Home Economics	9 – 13	5	2
Agricultural Education	Agricultural Science	9 – 13	5	2
Office Technology	Office Technology	9 – 13	5	2
Computer Education	Computer Studies	11 – 13	3	2
Total			28	12

2019

- Conducted Markers meeting for Y10 CE, Y12 CE & Y13 CE
- Marked papers, submitted marks to EAU
- Examiners' Reports and Detailed Solutions prepared and vetted before sending to schools

2020

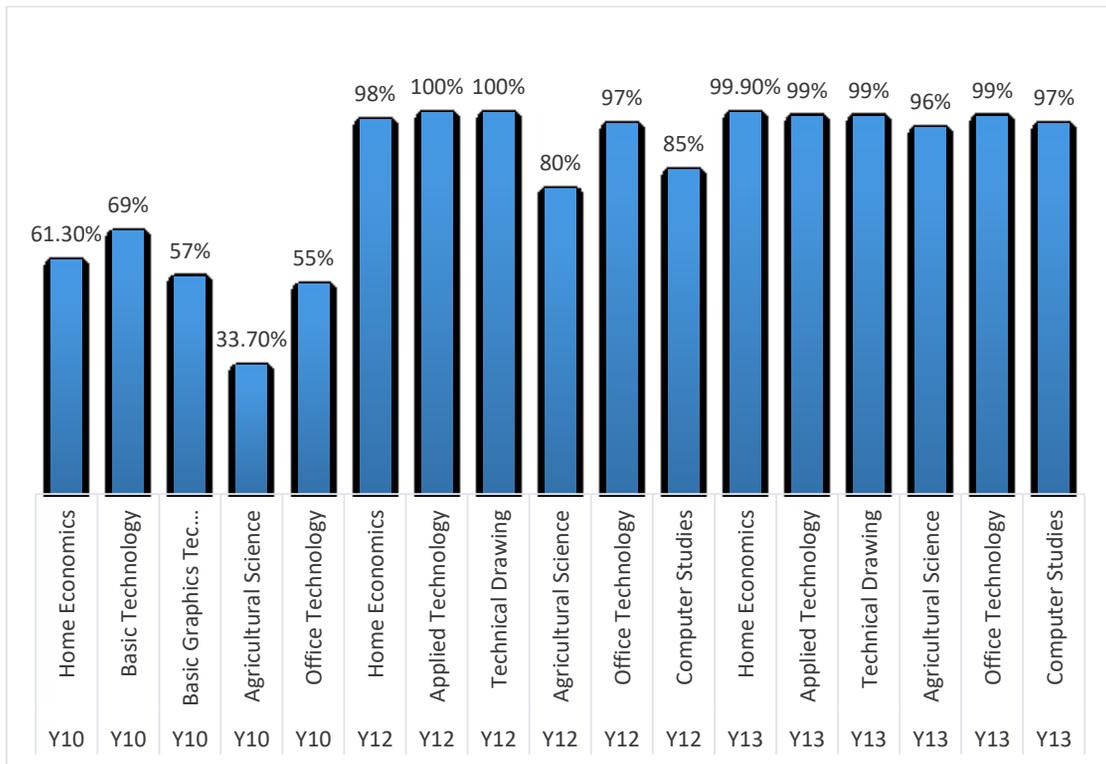
- Examination Blue Prints, Examination papers for 2020 were prepared and went through the quality assurance processes before final submission for printing and proof reading for External Examinations for Years 12 and 13.

Table 20: Examination Results Analysis 2019

Department	Subject	Year	No Sat	No Pass	% Pass
Home Economics	Home Economics	Y10	6537	4004	61.3%
	Home Economics	Y12	1216	1187	98%
	Home Economics	Y13	831	830	99.9%
Industrial Arts	Basic Technology	Y10	6893	4824	69%
	Basic Graphics Technology	Y10	313	181	57%
	Applied Technology	Y12	1067	1067	100%
	Technical Drawing	Y12	1748	1748	100%
	Applied Technology	Y13	2106	2076	99%
	Technical Drawing	Y13	2894	2877	99%
Agricultural Education	Agricultural Science	Y10	6424	2165	33.7%
	Agricultural Science	Y12	2127	1693	80%
	Agricultural Science	Y13	1488	1424	96%
Office Technology	Office Technology	Y10	3952	2192	55%
	Office Technology	Y12	884	860	97%
	Office Technology	Y13	489	486	99%
Computer Education	Computer Studies	Y12	3828	3254	85%
	Computer Studies	Y13	2594	2515	97%

% Pass for each TEST Subject

Table 21: The table below summarises the percentage pass rate for TEST subjects.



Moderation of Common Assessment Task

Moderation was done only in 2019 as the 2020 CBT was shelved due to COVID-19

The Moderation Workshop for Internal Assessment

Table 22: Summary of the Moderation of CBA and CAT Workshops Conducted

Test Subjects	No. of Schools Taking The Subject	No. of Schools Attended	% Schools Attended
Agricultural Science	167	167	100
Computer Education	148	148	100
Home Economics	149	149	100
Industrial Arts	176	176	100
Office Technology	128	128	100

The Year 12 and Year 13 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 for the purpose of:

- capacity building for the schools administrators and teachers;
- feasibility study for the introduction of the respective subject; and
- establishment of the department.

The data also includes the visits to the HOPE schools during student free days with the district officers.

Test Departments	Hope Schools	Feasibility Study	Establishment of the Department	Advisory Visit
Agricultural Science	19		1	
Computer Education	17			
Home Economics	42			4
Industrial Arts	16			
Office Technology	8	7		

TEST Procurements

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

In 2020 the procurement of tools and machines has been withdrawn due to COVID-19 budget re-alignment.

Table 24: Number of schools assisted with tools and equipment

Subject Area	No. of Schools Assisted	Amount
Industrial Arts	<ul style="list-style-type: none"> 35 schools were identified based on schools that had not been assisted in the last five years, new centers and those that were affected by natural disasters; All the items went through the tender process and have all been purchased and supplied to MEHA stores awaiting packing and dispatch to schools upon completion; 4 sets of 103 selected tools & machines; 17 sets of 10 selected students tools & machines; 12 Computers; 35 sets of TD instruments; and List of schools to be assisted compiled, Minute for Procurement has been sent for approval. 	\$193,000 \$65,000.00
Home Economics	<ul style="list-style-type: none"> Dispatch of Tools pending from 2018 – 2019 fiscal year. 5/15 schools remaining for the central division The tender was waived due to COVID-19 	-
Agricultural Science	<ul style="list-style-type: none"> 30 selected schools (20 secondary and 10 primary) were assisted with tools and equipment during the period of 2019 to 2020. The tools have been dispatched to schools except for the schools in the Eastern Division. Bee keeping equipment was not purchased and training too was not done due to financial constraint. 	\$65,000.00
Office Technology	9 laptop and 9 Desktop Computers were dispatched to schools	\$33,095.34
Computer Studies	8 laptops and 13 desktop bought for 6 schools and ready for dispatch to all schools Cicia High Sch – 4 laptops Saqani high – 3 Desktop Koro Island High – 4 laptops Namosi High - 2 Desktop Noco Secondary - 4 desktops Napuka Secondary - 4 desktop	\$38,470.00
Careers	Due to budget limitations and COVID 19 Supplementary Budget , we were not able to do the following: <ul style="list-style-type: none"> Printing of 10,000 copies of My Life At School textbook- despite contract variations approved by GTB. 2020 Careers Handbook- However we managed to send e-Copies to Schools for use. 	-
E-Learning	Purchase of 20 Computers and 4 laptops for Year 7 and 8 Computer Education: - Not approved	-

Number of Students taking TEST Subjects in Schools

Home Economics which used to be a predominantly female dominated subject has seen an increase in male students taking the subject. The trend is the same for Industrial Arts and Agricultural Science

Table 25: 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		M	F	Total
	M	F	M	F	M	F	M	F	M	F			
Home Economics	375	6866	259	6466	121	1562	94	1248	62	824	911	16966	17877
Industrial Arts	7587	1214	7005	296	7103	699	5930	662	3353	390	30978	3216	34239
Agricultural Science	4107	3200	3500	3000	1500	1100	1208	1023	800	855	11115	9178	20293
Office Technology	1927	2621	1768	2463	426	741	363	760	227	559	4711	7144	11855
Computer Studies	n/a	n/a	n/a	n/a	2208	2303	2108	2473	1313	1592	5629	6368	11997
Sub-total	13996	13901	12532	12225	11358	6405	9703	6166	5755	4220	53344	42917	96261
Total	27897		24757		17763		15869		9975		96261		

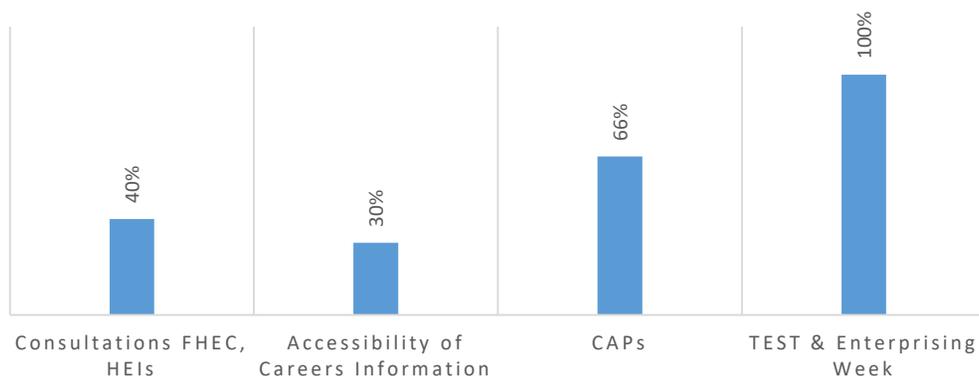
Careers Education

Analysis of ABP Sub-output Achievements

Outputs	Progress to date	Number achieved against target
2.1 Meeting market demands, qualified workforce and increased employment Students are able to have access to what is available at the tertiary institutions	<ul style="list-style-type: none"> • Consultation meeting conducted with FHEC and HEI's; and • Graduate outcome survey developed by FHEC and launched to provide baseline information. 	40%
2.2 Students are exposed to various careers choices in order to make sound decisions	<ul style="list-style-type: none"> • Virement request done due to non-availability of funds and approved. • Minute and Budget proposal submitted on hold due to COVID 19. • Attend and deliberate in Baulevu Open Day on 17 Aug, 2019. • Assisted New Zealand skills Education group in conducting seminar in the following areas:- • Suva- Jan 7, Nadi-[West] Jan 9, 10 & 11; Labasa- Jan 18, 19 • Career talk conducted in schools/youths as follows; <ul style="list-style-type: none"> - ACS, 30/10/19.-Years 9 & 10(am); Years 12 & 13(pm)-400 students; and - 17th March, 2020 - CMF Sec-Year 13 . 	(3/12) 25%
2.3 Improved learning and teaching	Conducted Careers Workshop/PD for teachers as follows;- <ul style="list-style-type: none"> - Waindina Secondary School-23/8/19 - Christian Mission Fellowship College - 10/03/20 	

2.4 Improved accessibility to careers information	Ongoing discussion with E-learning Team on designing and using TEST portal for uploading resources due to minimal budget.	30 %
3.1 Communities are aware of what is available to their children Increased parental engagement in schools due to awareness of the value of education	Conducted CAPS/Career talk during the year on the following villages/communities/locations:- <ul style="list-style-type: none"> • 23/8/19 Bethel AOG Youth Camp; • Friday 13 September, 2019 at 7.30pm at the Nabua Methodist Church Hall-Mens fellowship week; • Deuba District School on 21/11/19 after Annual Prize Giving; • Lomary on 27/2/20 to Vocational parents; • Navutulevu Youth on 28/2/20; • Attended Stakeholders consultation for Ministry for Youth & Sports Nausori Cluster on 12/3; • Baravi Girl Guides/Scouts camp at Ratu Filise Primary School 13/3; and • Tuesday 17 March - CMF Secondary School parents and Y13 Students. 	(8/12) 66%
2.1.20 TEST & Enterprising Week	Week was successfully launched by Hon Joseph Nand – Assistant Minister for Education, Heritage and Arts and was celebrated successfully at a smaller scale at TEST office due to COVID 19 restrictions.	(1/1) 100%

Graph 26: Careers Education achievement



E-Learning

Analysis of ABP Sub-output Achievements

Curriculum (100 % achievement)

Year 7 and 8 Computer Education Text Books were distributed to the targeted schools

Procurement

The purchase of 20 Computers and 4 laptops for Year 7 and 8 Computer Education was not approved.

Advocacy & Awareness (100 achievement)

E-Learning advocacy resources with Careers section were printed

Technology Enabled Learning (TEL)

Smart Classroom (100 % achievements)

Survey of Smart Classroom was conducted.

Smart Classroom Installation (100% achievements)

- Smart Interactive Projectors installation in 20 schools was done;
- Whiteboards installation in 20 schools was done;
- UPS installation in 20 schools was done;
- Laptop calibration and downloading of software in 20 was done; and
- 20 classroom revamp for Smart Projector was done.

Training

- Operational training for Smart Interactive Projectors – 100%.
- Pedagogical training for Smart Projectors – 20%.

E-Books

- Have completed developing 28 TEST text books to E-Books – 100%
- Renewal of TEST 10 license completed – 100%
- Purchase of 50 extra license for CAS officers completed – 100%
- CAS to develop EBook

Internet Connectivity

The following primary schools were installed with Modern to improve internet connectivity:

- | | |
|---------------------------------|---------------------------------|
| • Koroinasau Primary School | • Nakavu Village School |
| • Navesau High School | • Lekutu Secondary School |
| • Turagabeci Primary School | • Wailevu West District School |
| • Bayly Memorial Primary School | • Immaculate Conception Primary |
| • Rukuruku Primary School | • Nasasa District School |
| • Cadranasiga Primary School | • Daku Primary School |
| • Korotolutolu Primary School | • Solo Ira Primary |
| • Salialevu Primary School | • Tiliva Primary |
| • Ratu Nalewavada District | • Levuka Primary |
| • Nailuva District | • Nawaisosmo Primary |
| • Mavua District | • Naqaqa SDA Primary |

Modem installation for 2020 to 2021

The list for 20 new schools for 2020 to 2021 Modem installation was finalised with the equipment already purchased.

- i. Kacific VSAT (Satellite Solution)
 - List of 5 schools submitted to MoC for piloting – 100%
 - List of 56 schools without internet send to MoC for satellite connection – 100%
 - Contract still in discussion
- ii. MOOCs and Online Learning
 - COL training on Technology Enabled Learning TELMOOC – 100%
 - CPSC training on Instructional Design – 100%
 - Col training on Resources for Online Learning – An Introduction Instructional Design course from CPSC – 100%

Nutrition

Analysis of ABP Sub-output Achievements

Table 26: Nutrition Outputs

Planned Activities	Overview Achievement	Achievement Level
Training of boarding cooks on KANA Vinaka Culinary Cooking to be conducted by Mr. Collin Chung.	The workshop was not conducted due to the impact of COVID 19 as all workshops were cancelled, as per instructions from PS.	0%, as there was no workshop conducted. This workshop was planned for 2020 Term 1 holiday, but was cancelled due to the closure on the impact of the COVID 19 Pandemic.
Training of cooks on OHS	Workshop was not conducted due to the impact of COVID 19.	0%, as there was no workshop conducted. This workshop was planned for 2020 Term 1 holiday, but was cancelled due to the closure on the impact of the COVID 19 Pandemic.
Recipe Book development	Recipe Book : - Completed reviewing and amending the Recipe Book for the boarding schools.	100% achievement.
ECE – Year 3 Nutrition Activity Book	Completed vetting and amendment process and submitted for printing.	100% achievement.
Year 4 – Year 8 Nutrition Activity Book	Completed vetting and amendment process and submitted for printing.	100% achievement.

Enterprise Education

Analysis of ABP Sub-output Achievements

Table 27: Enterprise Education Outputs

Outcomes	Outputs	Achievements
4.1 Increased enrolment rates in TEST subjects and at Tertiary Institution which contribute to address skills gap Increase the quality and employability skills	9. TEST& Enterprising activates in schools	All logistic prepared but minute was not approved
	10. National competition on TEST & Enterprising in Primary and all secondary schools	Celebration in small scale at TEST section where Assistant Minister was a chief Guest. Theme: Skills for a Resilient Youth in Era of COVID-19 and Beyond. 80%
7.1 Improved delivery Enhanced and improved learning & teaching	Activity 14 Training of teachers on the following areas of the curriculum: Entrepreneurship,	Training package prepared but did not materialized due to limited funding available after the COVID response budget 50%
7.2 Increase number of students taking TEST/TVET subjects	Activity 15 training on the new/revised curriculum for primary (computer & enterprise education and secondary schools	Training package prepared but did not materialized due to limited funding available after the COVID response budget 50%

EXAMINATION AND ASSESSMENT

Introduction

This year has not only been challenging in light of the pandemic, the socio-economic impacts have also been compounded by the growing ferocity and frequency of natural disasters and its impact on Fijian families and livelihoods.

As our resilience and solidarity is once again put to test, we are reminded of the need to work together in our journey ahead. With the support of our stakeholders, we have managed to navigate this far. We remained proactive in providing feedback services to schools and teachers through a rich array of examination statistics and exemplars on candidates' performance for improving teaching and learning. We have also assisted greatly using the analyzed data gathered from examinations and assessment, which offer insightful feedback to the Curriculum Advisory Services (CAS), the District and Divisional Offices.



New Automated Result Notice

Our current policy is such that we can only print our Official Examination Certificate and result notice once. However, over the years there has been an increase in demand for results verification locally and abroad. We have now designed and adopted a new Automated Result Notice that has a unique security feature with the Ministry of Education, Heritage and Arts logo embedded into the template to print student marks. This is also becoming the official transcript for all levels and for all years of examination results.

We are planning to expand this service to be printed from our District Office in the near future. However decisions have to be made on which systems to print these, from the existing Automated Result Notice or our new EXAMIS system. Time will tell depending on the security of the systems over the network on whether this can be done

Online Moderation

The missing Internal Assessment (IA) Marks at times become a concern during the processing of the exam results. IA Marks of students have to be located from schools in order for the subject to get the 100 % subject exam mark. The Online Moderation is an initiative by EAU where schools' IA marks are uploaded on FEMIS and moderated online by the Subject Advisors. These IA marks are tagged to the student on FEMIS and will be complemented with their examination mark. With this new program the IA marks are easily located if needed and stored securely. Previously, all IA Marks were scored by the schools and then moderated by the moderator before it was sent to Exams Office for Data Entry. With the introduction of EXAMIS, the online moderation started off in 2019 for FY12 and FY13 IA Mark Entry in FEMIS where schools and moderators were involved in adding their subject IA Marks in FEMIS. Unfortunately for the year 2020, there was no IA Mark (Internal Assessment) to be moderated due to COVID-19 and we are hoping to adopt this again in 2021.

The Online moderation is simply the IA Mark entry from schools which have been moderated by the moderator and these IA Marks are then entered into the FEMIS systems by the Moderators (CAS and TEST Officers) which will automatically be part of the student Subject Marks in the EXAMIS System.

Developing assessment technologies

Technology has rapidly evolved over the years and has become the competitive edge in many businesses and other organization, and Examination and Assessment Unit is no exception to these waves of changes. Now with the COVID-19 pandemic protocol, it has also played a role on how we do things and our work processes and our systems are strategically worked on to make changes accordingly.

The Examination Administration System ATLAS (Assessment of Teaching & Learning Administration System) is the current examination system in use. It is managed by the Education Quality Assessment Programme (EQAP) and has been in use for the last 18 years since 2002.

With the continuous demands for critical and complicated analytical reports, the need to keep abreast with the changing technology and the requests for changes in enhancing educational teaching and learning has warranted the need to revamp our administrative system to sustain the current workflow. As a result, EAU has embarked on developing a new application; Examination and Assessment Management Information System (EXAMIS). It is an in-house .net web based application tailor-made since late 2016 within the EAU using the existing FEMIS database to be the future administrative tool that will replace ATLAS in the year 2021. EXAMIS development work and vigorous testing has been the core practice behind the newly created examinations administrative tool. Part of the revamp was to automate as much as possible all areas and processes of EAU using the secured govnet network access with restricted groups on certain levels of access.

In its full implementation, it will greatly enhance EAU's capability to administrate examinations and process results more efficiently.

Digitizing of old examination record

Examination records are very fragile documents that cannot be replaced once it gets destroyed by fire, natural disaster or any other form. Prior to 2002, all examination records were stored in books and printed materials and these documents could not be replaced if it gets damaged or lost.

We have been putting together some strategic plan in getting this project off the ground but finances are our major obstacle. We have to acquire some scanners that can scan documents dated back to the 1950's without having to destroy them. We have engaged the Archives Officers in getting advice on how best we can protect these documents.

Pacific Islands Literacy and Numeracy Assessment (PILNA)

The PILNA is an assessment tool for the 15 member countries in the Pacific Region. Fiji, as a member of this amalgamation, will be heading towards its 4th Cycle of PILNA in 2021. This assessment enables the collection of evidence of how well students in Years 4 and 6 have achieved the learning outcomes in Literacy and Numeracy. A PILNA trial was successfully conducted in 4 schools. The trial is a mandatory phase of PILNA as suitable items need to be identified to form the core items for the 2021 PILNA.

Table 27: The table below shows the 4 schools that were selected for the PILNA Trials.

2335	Assemblies of God Primary School	177	128	305
1849	Bhawani Dayal Memorial Primary School	121	117	238
2334	Chauhan Memorial School	47	39	86
2325	Delainamasi Government School	148	142	290
		493	426	919

PILNA Scoring and Data Entry

With the completion of the Regional PILNA Trial, the responses from the Trial Items were given scores and then analysed. The scoring was done by teacher retirees and university students. These analysed scores are significant to the selection for the best items that are to be used during the PILNA Main study in 2021, in selected schools in the country.

2020 Examination

FY12CE and FY13CE were administered in 172 and 165 centres respectively. Two new centres presented their candidates for examination for both levels this year. There was a shift from teacher assistant supervisor to external assistant supervisor for this year.

Summary of Supervision		
Examination Level	Y12	Y13
Chief Supervisor Year	172	165
Assistant Supervisor	491	339

The scheduled result release date was delayed due to the effects of cyclone YASA. The last 3 pending examination papers were done post TC YASA and students who were affected by the cyclone had a choice to sit for the examination or opt for compassionate assessment. It was encouraging to note that approximately 90% of the student sat for the examination post TC YASA despite the severe effects of the cyclone on them.

Special Educational Needs

We are committed to ensuring that all aspiring candidates are assessed in a fair and impartial manner. 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. Special examination arrangements were made to accommodate 5 candidates with special educational needs. The measures included provision of enlarged question papers, extension of examination time and the provision of brailled scripts.

Table 27: The table below shows the Special Accommodations offered for 2020.

Levels	No of Students	Brailled Papers	Vision Impairment	Subjects	No Enlarged	Modified Timetable
FY12	2		1	5	1	1
FY13	3	1	1	5		3
Total	5	1	2		1	4

Examination Preparation

Supervisor/Marker/Coder/Packer recruitments are done in liaison with the HR team. Once this is done, the Chief Supervisor Workshop is conducted for all examination centres. The main objective of the training workshop was to make the Chief Supervisors aware of the procedures, expectations, rules, and protocols needed to be observed for meticulous administration of all External Examinations.

The Markers' training is an important component of the marking process as the Chief Examiner and the Marker should be in equal agreement to the types of answers that need to be rewarded. Markers are selected on merit by the HR Department with advice from the Subject Advisors at CAS, TEST and EAU.

Table 28: Tabulated below are the Examination Levels and the number of markers that were required to mark for the 2020 external examination.

	Markers
Total Markers FY13	238
Total Markers FY12	328
Total Number of markers	566

Compassionate and Aegrotat Assessment

There were students who experienced different challenges which affect their attendance during the exams. The Ministry's Examination and Assessment Policy has a provision where students are considered this assistance is provided to students who may have missed out on a single paper or their complete exams. This year has been no exception as students were sick, had injuries including those that were affected by the Cyclone during the examination week.

Table 28: Number of students who had requested for this assistance.

Exam Level	Number of students requesting assistance
FY12	102
FY13	56

Chapter 4: SUPPORTING ACTIVITIES



DEPARTMENT OF HERITAGE & ARTS

Introduction

This unit has three different sections within their functional roles and have important roles for the Department in ensuring that efficient and effective delivery of the Department of Heritage and Arts corporate services. The unit also spearheads the effective monitoring and evaluation systems to assess service deliveries by ensuring financial accountability and transparency at all levels of the culture sector. It plays a pivotal administrative role through the provision of supporting functions for the senior staff on matters pertaining to the Administration and Human Resource issues which affect the administration.

The different sections in the corporate service unit are as follows:

Administration and Finance

The Administration and Finance Unit is responsible for staffing, overall management and efficient use of budget allocation for the Department. The overall running and support for the Department was well administered throughout the financial year. This involved the support provided for the Director by his team members, transportation of staff to official duties, maintaining a clean working environment by our Administrative assistance and rendering of full financial support for the execution of activities in each Units. Monthly absence Returns [MAR] were prepared and submitted at the end of every month. Officers were using online Leave Application as this was a way forward from the Ministry of Education.

- a.
- a. **Planning and Training**

Activity	Achievements
Submission of 2019 - 2020 Monthly Reports	12 reports 100 % completed and submitted
Draft BP 2019 - 2020 Submission (DHA input)	100% Completed
Department Planning Exercises	100% Completed
Job Description reviewed 2019 - 2020	100% Completed
IWP Reviewed 2019-2020	100% Completed
My APA	100% Completed
Quarterly Assessment 2019 - 2020	100% Completed
Submission of the 2019-2020 SOP	100% Completed

The Planning and Training Unit spearheaded the planning of the activities of the culture sector for the financial year.. Training is important for capacity building purposes & skills enhancement through different strategies both internal and at the national level. In addition, it also develops, reviews, updates policies, plans and strategies and setting new directions for the staff of the Department.

Type of Training	Venue/Institution
Cultural Exchange Program	Ningxia Hui, Autonomous Region, China
The 7th International Cultural Heritage Festival	Chengdu, China
The Workshop For Educational Resource Kit Development – Indigenous Fijian Language and Culture (UK)	iTaukei Trust Fund Board, Nasese, Suva
iTaukei Traditional Games Workshop	Ministry of Youth & Sports, Suva

b. Communication and Outreach

This is an additional Unit this financial year to specifically lead 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. This section also acts as a point of contact for all media, organize media conferences, Ministers speech, ministerial releases, cabinet responses and press releases for the Department and public relations.

Activities	Activities	Achievement (%)
Communication & Outreach: Quarterly 1-4 Newsletter	The Newsletter was a new initiative of the Department and its compilation and vetting of Quarter 1-4	100%
Fiji Heritage and Arts Sector Outreach Awareness Visit	<p>The DHA met with FNU and UoF to create awareness on the role of the Department and how best it can use tertiary institutions to promote heritage, culture and art.</p> <p><u>Strengthening Partnership of Cultural Programs at National Level.</u></p> <p>The cultural stakeholders play a vital role in the function of cultural programs at the DHA in terms of partnership for consultation and awareness.</p> <p>To strengthen that partnership, the DHA visited the following institutions:</p> <ul style="list-style-type: none"> • Fiji National University; • University of Fiji ; • National Trust of Fiji; and • Sigatoka District School. <p>The trip was to:</p> <ul style="list-style-type: none"> • provide an overview of the linkages between NDP and DHA; • highlight programs that the Department is currently undertaking; • discuss any future collaboration between the university and the Department in the area of culture, language, heritage management and art courses / programs; and • highlight the roles of the cultural agencies like the Fiji Museum, national Trust of Fiji and Fiji Arts Council at national level relating to NDP. 	70%
World Heritage in Young Hands	The WHYH Pilot Program was carried and reported by National Trust of Fiji. It is the Departments goal that the World Heritage Unit of the DHA to coordinate the program this year for Suva World Heritage Program. The National Trust of Fiji World Heritage in Young hand is currently championed by the Sigatoka Sand Dunes Site Manager, Mr. Jason Tuatani and his team.	100%
Fiji Heritage Open Day	The Open Day was planned for the Quarter 4 2019-202- financial year however, this was not possible due to the COVID19 pandemic restrictions.	95%
BP & IWP, Monthly Report	This was carried out in accordance to the plans and schedule of the Department.	100%

Policy, Conventions, ICH and MCC

The Policy and Convention sub-unit has achieved a number of deliverables this financial year. The work is carried out at the international; regional; sub-regional and national levels. The National Cultural Policy underwent through consultation at the national level and will be implemented in the 2020-2021 Financial Year. The cabinet papers relating to the ratification of the Hague Convention and its Protocols has also been submitted for vetting with the amendments currently being done before submission to PS MEHA and line ministries before being presented to parliament. Research and Benchmarking is also a component of the work carried out by the sub-unit.

Event	Description	Achievement Status (%)	Remarks
National Consultation - NCP	<ul style="list-style-type: none"> ▪ NCP National Consultation in the three divisions – Central, West and Northern Division; ▪ Logistical Preparation towards the Consultations; ▪ In-Line Ministries Consultation; and ▪ Report Submission of NCP National Consultation. 	100%	Amendments to the NCP currently being carried out which will encompass the recommendations made through the national consultation and line ministries.
Hague Convention Cabinet Paper	<ul style="list-style-type: none"> ▪ Submission of Cabinet Paper to DHA; ▪ Amendments carried out; ▪ Hague Convention Report; and ▪ Technical Working Group. 	100%	Amendments to the cabinet paper carried out and will be submitted to the office of PS MEHA at the end of 4 th quarter.
National Museum Policy	<ul style="list-style-type: none"> ▪ Consultation with the Fiji Museum; ▪ Formulation of the technical working group; ▪ Secretariat role to the technical working group; ▪ Identification of thematic areas of the Fiji Museum Policy; ▪ Submission of the 1st Draft of the Fiji Museum Policy; ▪ Identification of a consultant for the development of the policy; and ▪ Minute submission to PS MEHA. 	100%	Final amendments to the document to be done in the 4 th quarter before implementation in the 2020-2021 Financial Year. A total amount of \$9,500FJD was approved by PS MEHA for the development of the document.
Research Components	<ul style="list-style-type: none"> ▪ Benchmarking across the region on various legislations pertaining to Arts ▪ Consultation with FAC towards to development of a FAC Act ▪ POAPI Act – submission of a matrix on obsolete areas of the Act in need of review 	100%	Consultation with FAC ongoing as well as the consultation with Fiji Museum regarding the review of the POAPI Act.
Regional Obligation	<ul style="list-style-type: none"> ▪ Technical Working Group for the Regional Cultural Strategy; ▪ Providing Fiji's response regarding the RCS; and ▪ FESTPAC Working Committee. 	100%	This key deliverable revolves around the work with the Pacific Community.
Ratification	<ul style="list-style-type: none"> ▪ Hague Convention and its Protocols 	Ongoing	Cabinet Paper formulated for the ratification of the Hague Convention and its Protocols

Intangible Cultural Heritage

The implementation of the 2003 Intangible Cultural Heritage Convention (ICH) at the national level was a success during the 2019-2020 Financial Year. It involved collaborating with relevant ministries which implement the Convention; develop national strategies; cultural mapping; international and regional obligations; development of ICH resources; and providing technical expertise relating to the 2003 Convention at the national level in alignment of the SDG.

Event	Description	Achievement Status (%)	Remarks
Cultural Mapping	<ul style="list-style-type: none"> Rotuman Chiefs Capacity Building; and Rabi and Kioa Intangible Cultural Heritage Inventorying. 	100%	Rotuman cultural mapping carried out in various phases.
	<ul style="list-style-type: none"> Rabi and Kioa Phase 2 postponed 		Advice from PS MEHA to shift the Rabi & Kioa Programme to 2020-2021 Financial Year.
Intangible Cultural Heritage Framework	<ul style="list-style-type: none"> Submission of the second draft of the ICH National Framework to SGs Office 	100%	Submission done and awaiting feedback from the SGs Office
Monitoring and Evaluation of National Activities on ICH	<ul style="list-style-type: none"> Compiling of reports from line ministries towards the ICH Periodical Reporting UNESCO 	On-going	Periodical Reporting Cycling due in 2024.
Regional Obligation ICH	<ul style="list-style-type: none"> Regional Workshop on Safeguarding Intangible Cultural Heritage & International Assistance Request; Logistical Preparation; Fiji's Country Report on the implementation of the Convention; and Session Preparation. 	100%	Fiji worked alongside UNESCO Pacific Office and International Training Centre for Intangible Cultural Heritage – a category 2 centre for ICH in the Asia-Pacific region.
	<ul style="list-style-type: none"> CRIHAP Review of Activities Workshop 	100%	Fiji was represented in the Asia-Pacific Region gathering in China in which we stressed for more national workshops on the 2003 Convention.
International Obligation	<ul style="list-style-type: none"> 14th Session of Safeguarding of Intangible Cultural Heritage – Bogota, Colombia 	100%	Fiji was represented in this international gathering also presented on behalf of the Samoan government
	<ul style="list-style-type: none"> ICH Periodical Payment 	100%	Payment to the ICH Fund made annually.

Implementation of the ICH Convention at the National Level	<ul style="list-style-type: none"> Resource Development - working with in line ministries and stakeholders 	On going	Formulation and development of resources regarding ICH is ongoing.
	<ul style="list-style-type: none"> Development of digital resources – in response to COVID-19 working with in line ministries. 		Digital resources addressing vernaculars developed in collaboration with the Ministry of iTaukei Affairs and the Curriculum Development Unit
	<ul style="list-style-type: none"> Collaboration with relevant ministries in addressing the SDGs in relation to ICH. 		
	<ul style="list-style-type: none"> Planning of an ICH National Workshop 		ICH National Workshop shifted to the 2020-2021 Financial Year on the advice of PS MEHA.

Multi-Cultural Centre

The Multi-Cultural Centres (MCC) operate through annual grants from the Government through an MOA signed between the Chairperson of each centre and the Permanent Secretary MEHA. The MCCs are centrally located in Suva; Nausori; Ba; Labasa and Savusavu. These Centres carry out a number of cultural classes which are taught by tutors available in the Centres.

Event	Description	Achievement (%)	Remarks
Stream-lining of process	<ul style="list-style-type: none"> Alignment of leave procedures to Ministry of Economy standards; and Formulation of a standard monthly reporting template. 	100%	
Monitoring & Evaluation	<ul style="list-style-type: none"> MCC visit in all five Centres; Monitoring of MCC Monthly Reports; Monitoring of MCC Financial Reporting; and Providing feedback on financial requirements. 	100%	Visited the Centres and the report submitted to the PS MEHA.
MCC Constitution	<ul style="list-style-type: none"> Development of the document 	Ongoing	

Cultural Development

The Cultural Development Unit's focus is on Cultural Development and coordinate the work on the Culture Sector in Fiji and works very closely with relevant ministries, communities, Multicultural Centres and schools. The Unit also works in collaboration with stakeholders on Fiji Culture and Education Strategy consultancy work. The Unit also visited selected schools in Suva and Nausori to monitor the teaching of culture and arts at school level. The Unit hopes to continue with more dynamic activities in future.

Listed below are the activities that were undertaken during this financial year:

Event	Description	Achievement Status (%)	Remarks
Fiji Culture and Education Strategy	<p>The Fiji National Culture and Education Strategy was one of the Department's strategies to be formalized and implemented by the DHA. It acts as a guiding tool for the MEHA in the implementation and mainstreaming of culture, heritage and arts. It provides a foundation for review and transforming in the education sector at the policy level as well as in curriculum and pedagogical planning processes at national, district, school and class level.</p> <p>The Fiji Culture and Education Strategy provides a strategic pathways for cultural and education policy formulation and development in the Culture and Education Sector.</p>	65%	<p>2nd Draft of the National Culture and Education Strategy is completed and forwarded to the consultant Dr. Francis Koya. The Culture Development Unit this year have planned to conduct 2 consultations whereby;</p> <ol style="list-style-type: none"> 1. 1st Consultation – was carried out at the DHA Conference room on the 19 February, 2020; and 2. 2nd Consultation was planned for March however; turnaround time for minute submission was a major challenge. <p>Most of these activities had to be put on hold due to the COVI-19 pandemic.</p>
Fiji Culture and Education Strategy	<p>The main purpose of the Fiji Culture and Education Strategy is to standardize a setting tool for culture and education development in Fiji. It will achieve this by:</p> <ol style="list-style-type: none"> 1. informing the mainstreaming of art and culture in education and throughout the objectives of the strategy; 2. guiding the integration of culture into the formal and informal education system in Fiji; 3. addressing the culture and education gap in Fiji; 4. reflecting emerging issues pertaining to culture and education that confronts Fiji; and 5. defining priorities for development cooperation in the culture and education sector. <p>The Fiji Cultural Education Strategy is a living document that will undergo review every five years.</p> <p>Learning through the arts, culture and creativity will stimulate imagination and innovation as well as enriching the learning experience within schools including the wider community by providing children and relevant stakeholders with exciting and fulfilling experiences that they can build on throughout their lives.</p>		

<p>iTaukei Traditional Games workshop</p>	<p>Traditional games were played in the past by our ancestors. These games had multiple purposes. Primarily, they were to develop skills, agility and strength for war and subsistence activities. Traditional games also brought people together and formed social cohesion. They celebrated events and seasons such as planting and harvest. Some stories say there was even a traditional game for match-making.</p> <p>However, as Fiji has become more modernized and developed, lifestyles have changed, and some cultural knowledge has become lost. Sadly, this includes traditional games.</p> <p>The MEHA; iTaukei Affairs, the Fiji National Sports Commission, and the Ministry of Health and Medical Services are collaborating, with support from the World Health Organization, to revitalize traditional games for Fiji's children and youth.</p> <p>The goals of this collaboration are to collect and transmit knowledge of traditional games, and to increase interest and participation in them. An additional benefit is that traditional games are a fun way to increase physical activity among children and youth. Sampled students in Fiji selected the slogan for the initiative: QITO VAKAVITI! QITORA MO BULA! Traditional games! Play to live!</p>	<p>35%</p>	<p>The workshop for traditional games was held on 23 March 2020 at the Ministry of Youth and Sports conference room from 8.00am -4.30pm. The participants were mostly teachers who are putting together a manual on iTaukei Traditional games.</p> <p>More workshops will be conducted as soon as COVID-19 restrictions are lifted.</p>
<p>Cultural Workshop for Teachers</p>	<p>The Cultural Workshop for Teachers was put together by the Culture Development Unit and the Curriculum Advisory Council to train PEMAC and interested teachers on the knowledge and skills of culture and arts to be taught and implemented in schools. There is plan to conduct similar workshop for selected schools in the Central Division with the aim to revitalize cultural knowledge and skills and transmit them into the teaching and learning of art and culture.</p> <p>This year's workshop will include the teaching of making Rangoli, iTaukei Meke, Mat Weaving and other contemporary programs.</p> <p>From the previous workshops evaluations, it was found that there is a growing need and interest amongst the teachers and students to learn such skills and knowledge.</p>	<p>40%</p>	<p>This workshop was planned for 21 March 2020. This was however not possible due to teachers being busy in the learning and teaching programs. This was approved by the PS MEHA but was put on hold.</p>

School Visits	<p>To monitor the impact of culture in Suva schools, the DHA conducted a visit in Suva schools on the 10 and 20 February 2020.</p> <p>During the schools visit, the school heads met with the DHA Officers to discuss the importance of Culture in Education. Cultural CD's and other information packages were disseminated to the school heads to assist in the promotion and protection of Culture, Heritage and Arts. The agenda of the meeting were as follows:</p> <ul style="list-style-type: none"> • composition of School (male and female); • current cultural programs; • deliverance of cultural programs in school; • Culture Teachers; • funding of cultural programs in school; and • impact of school cultural programs. <p>Various authorities have pledged their support in the promotion of culture which will be embeded it into their learning and teaching programs. Future programs and festivals will also include students from various schools in order to create more enthusiasm in Culture. More such visits are planned for Northern and Western Schools.</p>	30%	<p>More schools will be visited upon re-opening in June, 2020.</p> <p>Schools visited so far are as follows:</p> <ul style="list-style-type: none"> • Rshikul Nadera • AOG Primary • AOG Secondary • Tamavua Primary • Rishikul Primary • Rishikul College • Nasinu Secondary • Gospel Nasinu
	<p>The Principal for Marist Brothers High School after several meeting with school staff came up with an idea of teaching the students on the importance of their cultural identity and how the learning process can be carried out in the school. The school then inquired with the Department and in collaboration with the iTaukei Affairs, representatives from both Departments had to attend to this request. The school has now being part of a pilot project for this financial year and it will be an ongoing activity.</p>	30%	<p>The Unit is also trying to revitalize the tangible cultural heritage in the school with proportion of our funding.</p>
Community Engagement	<p>Engaging with communities is always part of the Culture Development Unit work every year. This year due to COVID -19 restrictions, we managed to visit one of the families of the Girmityas descendants, the Sundar Lal's residence at Wainibokasi off Tailevu South. The surviving Lal family are the third generation of the Girmityas who arrived in Fiji after 1879. This visit was conducted on the 4th of May 2020 in commemoration of Gimit Day in Fiji and was attended by the Hon. Prime Minister, Minister for Education Heritage and Arts and other supporting staff.</p> <p>The Nausori Cultural Centre however has organised for a community workshop and display to showcase the talents of women in the community to go to and it is one of the MCC initiatives to engage with the community. This is conducted every year but this time unpredictable measures and natural causes have made some of our work impossible.</p>	90%	<p>The visit to the Lal's residence marked another year of Gimit celebrated in Fiji to remember all those Girmityas families and descendants who worked and lived in Fiji since 1879.</p> <p>Arrangements on the workshop and displays was underway but had to face uncertain challenges.</p>

Schools Cultural Festival	As part of the Culture Development Unit's work, school festival is always been an interesting initiative of the Unit and the Department as a whole. It encompasses showcasing of talents, displaying of skills on arts and culture, performing unique dances, and portraying legends in the form of chants, songs and plays. It also brings different races and cultures together to celebrate unity in diversity during the event of the festival. The unit had organised the festival in the Northern Division for selected Primary and Secondary schools as it is the first time for the Northern schools to celebrate such event. A total of 9 Secondary and 9 Primary schools have been confirmed to participate in this event with the assistance of Divisional North the Education team and also the Labasa Multicultural Centre Administrator. Everyone was looking forward to this event until COVID -19 outbreak put everything on hold. We wish to continue with this activity in the next financial year.	40%	Organising school festival was an interesting part of working for the Culture Development Unit as it is one we engage our work with students, teachers, parents and the community as well.
National Culture Day	Cultural diversity is a driving force of development, not only with respect to economic growth, but also as a means of leading a more fulfilling, intellectual, emotional, moral and spiritual life. Fiji is known for its richness in cultural diversity whereby in 2007, the Department of Heritage and Arts came up with a vision to celebrate and promote Fiji's cultural diversity and its traditional culture in all its forms. Later in the year, the Department established a unit called Culture and Education Unit to manage its role by convincing Cultural and Education Policy makers on the national level to try and integrate and incorporate cultural programs in the formal school processes. Every year the schools all around Fiji celebrate National Culture Day in May through the advice of the Department of Heritage and Arts and the Ministry of Education's program. The Unit came up with a concept paper to choose from a list of options for this year's theme.	50%	
Cultural Resources	As part of the Units activities, it worked in collaboration with Curriculum Advisory Council in preparing resource materials for schools. This includes; Shared reading books, bookmarks, posters, DVD etc. These resources are part of the Unit and Department's raising awareness on cultural heritage and it will help schools to understand and learned a lot about the activities and work of the culture sector. In one of the Unit's attempt to produce a unique resource, it has liaised with Pasifika Communication in producing the 2017 Suva Festival of Arts which was held at Albert Park Suva for the Primary Schools in the Central Division. The compilation of this DVD will attract more students and teachers to learn and understands the skills behind culture and arts in Fiji.	35%	The DVD for Suva festival is in its last edition stage before it is released to be used by the Department and schools.

Partnership	Working in partnership with our cultural agencies, institutions, schools and communities was always a privilege for our Unit. This is to strengthen the link between us and to share knowledge and cost of how we can implement cultural programs in our communities, schools and in other areas. We are also trying to identify gaps and there is a need for improvement on the cultural priority areas of need to be maintained and revitalized through workshops and trainings, through community work and sharing of traditional knowledge and skills. This partnership also involves working on the revitalization of cultural programs and strengthening the transmission of traditional knowledge to the younger generation in the community.	50%	<ol style="list-style-type: none"> 1. We managed to agree with Fiji Museum in partnering with them on the running of school holiday programs for Primary and Secondary schools. 2. Fiji Arts Council is also an agency that we have been working along with to strengthen our partnership.
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Graph 27: Progress made by the unit during the year



Cultural Industries, Grants and Statistics

Cultural Industries and Grants

The Cultural Industries [CI] Unit has established networks with regional organizations and has worked constantly with them including the Department flagship agencies, mainly the Fiji Arts Council, in supporting the development of Cultural Industries in Fiji and the region. This has seen the successful implementation of various workshops, trainings, and community awareness programs conducted in the past with collective efforts to promote cultural industries as a tool for economic well-being, underpinning the participation of women and youths in development as a means of revitalization and continuity.

The financial year 2019-2020 ended with evident progress and achievements, along with some challenges that adversely impacted the ability to fully deliver at the end of the financial year. The COVID-19 global pandemic hindered the successful implementation of most major activities with majority partially achieved at the end of the financial year. A review of activities and re-assessment of achievement and progress levels of the unit was done post supplementary budget. Overall achievement levels of outputs were around 70%-85%, based on the planned activities for qtr.1 – qtr.4. Major events earmarked for 2019-2020 in the CI unit’s calendar of events were adversely affected by the global pandemic. As a result the 13th Festival of Pacific Arts scheduled for Hawai’i from 2020 was deferred to 2024; along with other National Events that the unit features in alongside the Fiji Arts Council.

Monitoring and Assessment of the Cultural Grants Assistance Program 2018-2019 were also conducted but due

to the COVID-19 restrictions, community visitations and assessments scheduled for this projects were avoided hence recipients were requested to send in reports and acquittals accompanied, with pictorial evidences of projects funded. Physical assessments and visitations of projects will commence accordingly once the COVID-19 restrictions are eased and allows for the opportunity to conduct such exercise.

A Summary of the Cultural Grants Assistance Program 2018-2019 is as follows:

a. Applicant Summary

No. of Grant Applications Received	47
No. of Grant Applications Considered	22
No. of Applications Unsuccessful	25

b. Summary of Cultural Grants Issued by Category:

Category	Total No. of Applications Considered	Total Funding
Community Cultural Development	4	\$16,200
Dance / Meke	1	\$3,000
Literature & History	3	\$10,200
Music	4	\$6,600
Performing Arts Touring	3	\$38,000
Visual Arts & Craft	5	\$16,334
Capital Infrastructure	2	\$15,000

Apart from administering the Cultural Grant Program, the Cultural Grants Officer (CGO), through a signed Memorandum of Agreement (MOA), facilitates the process of payment and monitoring of annual operational and capital grants issued to the National Trust of Fiji (NTF), the Fiji Museum (FM) and the Fiji Arts Council (FAC) on a quarterly basis. This is to ensure that payment and utilization of grants by these agencies in is accordance to government policies and standards.

A Summary of Operational & Capital Grants released to NTF/FM/FAC is as follows:

a. Operational Grants

Agency	Qtr.1	Qtr.2	Qtr.3	Qtr.4	Post Supplementary budget
NTF	\$105,000	\$140,000	\$140,000	25,321	\$99,760
FM	\$137,500	\$137,500	\$128,668	\$11,353	\$99,760
FAC	\$87,500	\$87,500	\$87,500	\$7,225	\$75,275

b. Capital Grants

Agency	Qtr.1	Qtr.2	Qtr.3	Qtr.4
FM(Upgrading of the Fiji Museum-\$200k)	\$127,902.55	-	-	\$72,163

These agencies are governed by their respective boards of trustees and council to which their Directors report to. The composition of the boards of trustees and council are as follows:

a. National Trust Board of Trustees:

Name	Term of Appointment	
Mr Craig Powell	17/11/2016	16/11/2019
Mr Solomoni Nata	20/10/2016	19/10/2018
Ms Christine Fung	20/10/2016	19/10/2019
Director Heritage & Arts	In place of the Permanent Secretary for Education	
Director NTF	Secretary to the Board	

b. Fiji Museum Board of Trustees:

Name	Term of Appointment	
Ms Kate Vusoniwailala	29/10/2016	16/11/2019
Mr Chandu Umaria	27/01/2017	27/01/2020
Mr Saimoni Waibuta (Public Servant)	02/11/2016	02/11/2019
Ms Susan Kiran	Permanent Secretary for Education	
Director FM	Secretary to the Board	

c. Fiji Arts Council Board of Trustees:

Name	Term of Appointment	
Mr Igelese Ete	29/10/2016	29/10/2019
Mr Naresh Chand	14/11/2016	14/11/2019
Ms Shobhana Channel	24/10/2016	24/10/2019
Director HA	In place of the Permanent Secretary for Education	
Director FAC	Secretary to the Council	

Cultural Statistics

The work on Cultural Statistics has progressed immensely over the years as indicated by the increased appreciation, understanding, and demand for Cultural Statistics from various stakeholders within government and non-government organizations, including specific regional organizations. Despite the unit annual plans set for 2019-2020, achievement level was only at 75% – 85% due to the COVID-19 pandemic. Major planned activities such as; the development of the Cultural Statistics Framework (CSF); the finalization of the consolidation report for the Alternative Indicators of Well Being (AIWB) Project findings and handing over to the Ministry of iTaukei Affairs; implementation of the Culture Development survey in all schools around Fiji through FEMIS; and the development of cultural activity database, had to be reviewed post supplementary budget. Despite this major challenge, the unit is adamant that with its current progress, it would be able to achieve these outputs in the subsequent year with government's continuous funding support.

World Heritage

The World Heritage Unit was formed in 2005. It is responsible for National level planning for the protection, conservation and promotion of World Heritage and the World Heritage sites in Fiji.

The core functions of the World Heritage Unit are to:

- (i) advise Government on matters relating to World Heritage and its Convention;
- (ii) to provide for policy direction for World Heritage in Fiji;
- (iii) ensure the Implementation of the Action for the Implementation of the World Heritage Convention in

- Fiji. This Action Plan emanates from the Pacific Action Plan(Pacific region);
- (iv) establish the Fiji Register of Potential World Heritage Places and monitor places in the Register
 - (v) to assist in the Preparation of Nomination Dossiers to the World Heritage List;
 - (vi) monitor the state of conservation of World Heritage sites as required by UNESCO and ICOMOS;
 - (vii) coordinate action through the World Heritage Site Management Plan to protect and enhance the outstanding Universal Values of World Heritage sites;
 - (viii) be a reference in the field of world heritage conservation by developing and sharing specialist knowledge, setting standards for quality work, providing advice and public consultations, promoting research and documentation and facilitating the conservation work and programs;
 - (ix) to plan and provide for funding for the management and protection of places in the Fiji Register;
 - (x) build awareness of World Heritage and World Heritage sites and to engender a sense of custodianship and secure long term support by promoting understanding of its values and significance; and
 - (xi) to provide for capacity building and reporting duties.

The World Heritage Unit has been actively involved in the coordination of the Implementation of the Management Plan of the Historical Port Town of Levuka since its inscription in 2013 with the surrounding community and stakeholders.

Event	Description	Achievement Status (%)	Remarks
Ovalau Chiefs Forum	This forum is for the chiefs of Ovalau namely Tui Levuka, Tui Wailevu, Ratu Bureta and the Rokotakala. The Director Heritage and Arts and the Roko Tui Lomaiviti are advisors to this Forum providing updates on the Levuka World Heritage Site Management Issues. The forum provides the platform for awareness raising on World Heritage matters.	21%	The Ovalau Chiefs program was a partnership program of the Department of Heritage and the Lomaiviti Provincial Office. The Committee had only had 1 full Committee meeting for this year. This program was greatly impacted upon the delay/non-approval of budgetary provisions for the facilitation of the meeting in terms of sitting allowances of its members and administration costs of the Committee, although this was budgeted for. The Ovalau Chiefs Forum was scheduled to have 4 sittings for this financial year.
Heritage Site Placename Project	Heritage Site Placename Project refers to installation of panels at the site of historical buildings that tells the building name and the year in which it was built.	15%	The Placename Project was a partnership program between the Department of Heritage and Arts and the Levuka Town Council. Consultation on these projects was completed with the Levuka Town Council on the need for this project in Levuka within the World Heritage site. A local designer and carpenter were requested to provide drawings of the placename panel. The drawings were approved by Director Heritage, Director NTF and CEO LTC and the carpenter was approached to provide the material list and costing of the project. This was delayed by the carpenter thus it wasn't possible to construct 2 panels. Due to the isolation of Levuka, there were no companies on the island to carry out this project.

Draft WH Youth Strategy	The WH Youth Strategy details an action plan put together as a result of consultations by the youths of Ovalau showing their commitment to the sustainable management of the Levuka World Heritage site.	20 %	This program was a partnership program between the Department of Heritage and the Ministry of Youth. The Department of Heritage undertook consultations with the Youth Officer Lomaiviti for partnership in this program. Research was also conducted on Youth World Heritage strategies of other World Heritage sites that could provide a framework for the development of the Ovalau World Heritage Youth Strategy. Contact and consultation was also initiated with UNESCO Education Division for their assistance and technical support and advice. This program was further impacted due to the resignation of the Youth Officer Lomaiviti and non-replacement until the end of the financial year.
Cultural Inclusivity and Revitalisation (4 ethnic groups)	The cultural inclusivity program is a program involving a partnership between the Department of Heritage and Arts and the different cultural groups on Ovalau for the safeguarding of their culture in a place away from their original homeland. These cultural groups include Chinese, Indian, Solomon and Rotuman.	22%	This program was a partnership program between the Department of Heritage and the Provincial Administrator Lomaiviti's Office. Consultations was undertaken with the Provincial Administrator Lomaiviti on this projects and 4 ethnic groups' leaders were recommended by the Provincial Administrator Lomaiviti for this program to be implemented. The first awareness session was conducted in Levuka by the SWHO who were based in Levuka. Other programs that was supposed to have followed, with the support of the engagement of the ICH Unit of the Department of Heritage and Arts, was not possible due to non-approval of funding request by the Ministry of Economy.
Development of Music (x3 Musical Groups)	Development of Music program involves the provision of grants to local musicians or musical groups to assist in the provision of needed musical instruments or recordings of their songs.	31%	This program was part of the Promotion of Intangible Cultural Heritage in the Area of Music amongst the local musicians. The Target was to provide assistance in the form of musical instruments for 3 musical groups. The first funding request submitted for a local Hindi/English music application was not approved, thus other work planned to assist 2 other musical groups was not facilitated.
Tikina Women's Craft Fair	This program is aimed at encouraging the staging of handicraft shows at the Tikina level for the village women's groups. This effort will ensure that the production of local crafts is safeguarded.	12 %	This program is a partnership program with the women's groups of the 4 Tikinas of Ovalau. At the request of the 4 Chiefs of Ovalau, this program was shifted from June 2020 to October 2020 due to COVID 19 gathering restrictions. Consultations had been undertaken with the Mata ni Maramas of the 4 Tikinas on the focus of the Craft Competition.
Training of WH Unit Staffs	Training of Staffs is a program aimed at the professional development of World Heritage Unit staffs and other key stakeholders in the aspects of heritage management.	12%	Areas where staff of the Unit needed training were identified through assessments of staff performances. Areas of training specifically needed centred on technical training in heritage management as the staffs were new with little exposure to World Heritage issues. There were no training attended by the staff due to the COVID 19 restrictions in place.

Heritage Bill	With an intention to fulfil one of Fiji's obligations under the World Heritage Convention, the Fiji Heritage Bill seeks to provide for the recognition, management and protection of places having world heritage values in Fiji.	25%	The Department of Heritage undertook all necessary support work towards following through with the presentation of the Draft Heritage Bill to Parliament. Response from the Standing Committee on Social Affairs stated that there were some legal matters that needed addressing thus the Draft Heritage Bill would need this to be sorted out before it can be presented in Parliament. Till to date the Draft Heritage Bill is yet to be presented in Parliament.
Bose ni Tikina	This forum is aimed discussing development plans at the district level. The Department of Heritage and Arts like all other government departments is a key government representative at this meeting to provide updates on Heritage Programs at the Tikina level.	10%	This forum at the Tikina level was held as per the schedule of the Lomaiviti Provincial Office. Consultations with the Lomaiviti Provincial Office were progressed on the schedule of this meeting. Attendance of Unit staffs at the meeting was not possible due to non-approval of attendance by the PS MOE and further affected by COVID gathering restrictions
Bose ni Yasana Lomaiviti	This forum is aimed discussing development plans at the provincial level. The Department of Heritage and Arts like all other government departments is a key government representative at this meeting to provide updates on Heritage Programs at the Provincial level.	0%	This program is a partnership program of the Department of Heritage and Arts and the Lomaiviti Provincial Office. ² Bose I Yasana Meeting was scheduled for the year by the Lomaiviti Provincial Office and both were not attended by the Department of heritage Arts due to non-approval of attendance from the PS MOE
Fiji National World Heritage Committee	The committee was established by Cabinet to look into the implementation of the 1972 UNESCO World Heritage Convention, which Fiji is a signatory to. Chaired by the PS Education, and members include other government departments and NGOs responsible for the management of natural and cultural heritage in Fiji. The Department of Heritage and Arts provides Secretariat support to this Committee. Meetings of this committee are funded by this funding.	25%	A briefing was conducted on the FNWHC and its roles and responsibilities and TOR. Both meetings of the Committee that were scheduled were put on hold due to COVID-19 restrictions

Capital Project	This program refers to major infrastructure development related to the management of the world heritage site eg.maintenance of heritage buildings. This program is administered for the Department of Heritage and Arts by the Construction Implementation Unit of the Ministry of Economy. For this financial year, this program focussed on the preparation of tenders for the Levuka Community Centre and St Johns College Church.	65 %	This program was fully underway with the finalisation of the tender for the Team to undertake the work of the restoration of 2 buildings i.e. Levuka Community Center and the St Johns Cawaci Church. The Unit was involved with the Project Steering Committee in the interview and recommendation of the lead contractor i.e. Shri Singh & Associates' number of meetings followed with the Project Steering Committee until Shri Singh & Associates undertook site assessments and measurements in Levuka for the 2 buildings and costing prepared.
World Heritage in Young Hands	This program is aimed at using World Heritage Education to achieve Quality Education through formal and informal education systems	35%	This program was a partnership program between the World Heritage Unit and the Culture Development unit of the Department of Heritage and Arts. Further consultations were undertaken with the Divisional Education Officer Eastern in relation to the implementation of this program in Levuka which was greatly supported. It was planned that an awareness session be undertaken with the Schools Heads of the Levuka/Ovalau schools followed by programs for the Secondary and Primary level .All papers pertaining to this request was prepared and submitted but put on hold by the Ministry of Economy
Ovalau School Arts Festival	This program is about showcasing of talents and skills in the culture and artistic field through music, drama, creative dance, traditional dances, art and craft and others.	28 %	The is a combined program between the World Heritage and Young Hands. The partnership with the Culture Development Unit was initiated in consultations with the Divisional Education Officer Eastern. Approval for this activity was put on hold by the Ministry of Economy.

Ovalau Craft Fair	This program was aimed at encouraging the practice of traditional crafts amongst the local communities on the island. A craft fair is organized to encourage the participation of craftspeople within 4 districts of Ovalau	21%	This program is a partnership program with the women's groups of the 4 Tikinas of Ovalau. At the request of the 4 Chiefs of Ovalau, this program was shifted from June 2020 to October 2020 due to the COVID-19 restrictions. Consultations had been undertaken with the Mata ni Maramas of the 4 Tikinas focussing on Craft Competition.
Joint Heritage Tourism Awareness	4 th Phase of village visitation and SWOT analysis by MITT and Staffs of Heritage & Arts was carried out. This is a partnership program between the Department of Tourism and the DHA to provide an opportunity for the local villages/communities to participate in heritage tourism programs at their village setting using their local heritage resources	45%	This is a partnership program between the DHA and the Ministry of Tourism. This program progressed well with 4 phases of programs implemented during the financial year. This program involved an awareness programs for the Chiefs Forum and the 4 Tikinas which was conducted at the village level by a team of officers from DHA and MITT. This was followed by the draft of day tour programs by a few villages interested in progressing community tourism at the village level. The day tour programs was developed by 4 villages. This was followed by a familiarization Tour of a number of Tour Agents through the support of MITT on these 4 villages. After this familiarization Tour, a SWOT Analysis of these 4 tours was prepared by the Tour Agents in consultation with the DHA and MITT.
Levuka Town Album	This projects refers to the collation of a bound collection of old photos of Levuka that shows buildings, scenery, people, events that creates memories of Levuka from the colonial era to today.	15%	This project had identified topics to cover in the Album which ranges from buildings, scenery, people, events, etc. Research was done at the National Archives, Fiji Times to identify old photos of Levuka which was very useful. Approvals were sought from these institutions to gain copies of these old photos with the album is still in its draft stages.
Levuka Ovalau Visitors Survey	This program involves the generation of statistics on tourist arrivals in Levuka after the listing of Levuka (from 2013), so that a better understanding can be generated on the effects of World Heritage Listing in the increase or decrease in numbers of visitors. This is also a planning tool for the Department of Heritage for Levuka so that programs undertaken yearly is line with the visitor needs.	20%	This program was a partnership program between the DHA and the Levuka Tourism Association. A survey form was drafted which needed to capture the number of tourists that were coming into Levuka to view its historical sites. This survey form underwent a number of assessments by all key stakeholders, until its finalisation and ready for use. The survey is yet to be conducted and was to be based at the hotels statistics.
Levuka Heritage Committee (1 x 8 Meetings)	The Levuka Heritage Committee is a committee comprising of a number of individuals residing within Levuka town and a number of government representatives who act as advisors for the Committee for relevant technical and professional expertise as well as strong advocacy, communication generally working towards the restoration, protection and promotion of heritage values and significance of the Levuka World Heritage site.	25%	This Committee was able to meet since its last sitting in 2016. The Committee was able to conduct only 1 full committee meeting instead of 8 meetings due to the COVID-19 restriction in place.

NATIONAL ARCHIVES OF FIJI

Overview

The department's development path is largely driven by the customers' needs, current archival records status and the Department's vision of Uniting Fijians through Authentic and Accessible Archival Records. So with the increasing demand from scholars, Government agencies and the public, the department has continued to put in place processes which overtime will ensure that development and core services of the department is maintained.

The 2019 – 2020 business program developed must make certain that deficiencies are restored and in addition the needs of the people of Fiji is placed at the center of our core role.

Information access is a necessity for strategy development and expanding Fiji's Knowledge base. The department always strives to do its best to utilize appropriate technologies as well as re-assessing its outcome periodically to be able to achieve the overall Government vision.

During the COVID 19 pandemic, the department was able to implement measures to cater for restrictions made by the Government in ensuring that we minimize contact and large gathering. However, at the same time, the department continued to receive public request through online and on the social media platforms.

Establishment

The establishment in 1954, under the branch of the former Colonial Secretary's Office, under the name Central Archives of Fiji and the Western Pacific High Commission, purposely established as the 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 a new Archives and the Central Archives and the Western Pacific High Commission was renamed the National Archives of Fiji.

Objective

The Departments' main objectives, as spelt out in law, focused on;

- 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. The role and the responsibilities of the National Archives have been specifically spelt out under these two legislations;

- i) Public Records Act, and
- ii) Libraries (Deposit of Books) Act under the laws of Fiji.

Vision

Uniting Fijians through Authentic and Accessible Archival Records

Missions

1. inspire Fijians to Explore the records of their country;
2. safeguard our recorded Cultural heritage by preserving archival materials in accordance with International standards;
3. support Evidence based governance by providing sound recordkeeping policies, standards and training;
4. build a sense of shared responsibility for recordkeeping in the Public Service;
5. expand Fiji's knowledge base by encouraging in-depth archival research; and
6. utilize appropriate technology to popularize the archives and ensure the security of archival data.

Values

Respect, Innovation, and Creativity, Good Governance, Integrity, Commitment, responsibility, Community Sense, Staff Participation and Focus.

Organizational Structure

There are 5 units that look after the different archival services provided by the department. The department currently has a staff establishment of 35, including 2 un-established employees. This unit supports the key strategic areas below:

Unit	Role of the Unit
Corporate	This section is responsible for support services, administration and the overall operation of the Department. Corporate services is the responsibility of the Principal Archivist with nine officers who provide IT, monitoring, compliance and research, accounts, messenger and stores services.
Archives Administration & Advisory Services (AARM)	The unit evaluates, selects and takes into custody for proper preservation public records which have permanent values. It arranges, describes and publishes records held in the Archives to facilitate easy retrieval, and to promote scholarly research among them. Safeguard the integrity of public records by ensuring their proper security and safe custody, and by promoting their better preservation. The section's responsibility also provides advice and training to Government Ministries and Departments, along with any other organization requesting assistance.
Preservation & Book Binding	This unit is responsible for the proper conservation and restoration of the permanent records held in the National Archives. This includes the control of storage conditions of records in repository areas, control of pests, repair of damaged and embrittled documents, the maintenance and security of preservation equipment's and the enforcement of OHS policies within the department. It also provides technical advice to government departments on the conservation & bookbinding issues.
Library & Search Room	Housed within the National Archives is the Sir Alport Barker Memorial Library also Government legal Deposit Library which receives all materials printed and/or published in Fiji. This includes the organization and preservation of the Legal Deposit Library materials (under the Libraries (deposit of Books) Act) which are deposited with the Government Archivist; and also provides supervision and assistance to researchers in the Library Search Room.
Digital Continuity Unit (DCU)	The Digital Continuity Unit was established in 2011 and it is the newest inclusion in the National Archives of Fiji. It is responsible for the Digitization of all photographs and Audio Visual programs from the Department of Information and other Government/Ministries that have photograph and Audio Visual Units. The main aim of the unit is the preservation of these materials.

Key Strategic Areas

The National Archives strategic focus for 2019 – 2020 aims at increasing access to archival records through promotion of archival records and its services to the public through a number of programs.

These programs, with their set targets have been properly laid out in the Business Plan for 2019 - 2020. This report entails the achievements against the set targets as planned. The main strategies include:

- safeguarding the integrity of the Public Records by ensuring proper security and safe custody;
- promoting Public Records better preservation; and
- provides advice and training to Government Ministries and Departments, along with any other organization 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.

So, in fulfilling our mission and vision to support the Key Strategic areas above, the Department offers the following services:

- acquisition of Archival materials from Agencies and the Public;;
- preservation of Archival records;
- microfilming;
- photocopying Services;
- outreach programs; and
- educational Tours.

Our Collection – Key Statistics

- around 6 kilometers of Archival records;
- published materials in the Library & Search Room is about a kilometer;
- over 1000 archival photographs; and
- there are about 2002 hours of Audio Visual footage

Report on Performance

The department's main focus is on their key strategic areas which derives the deliverables for year 2019 – 2020. Outlined below are the performance of the department under specific divisional objectives.

Deliverables

Divisional Objective 1

Leadership: Guiding Documents implemented for effective management, restructure, accountability and administration at all levels.

Activity	Results
Enhanced workforce management and administration support.	The department was able to conduct weekly briefings, monthly meetings, monitoring, and coaching to ensure that the department continues to fulfil its role. Improvement of processes and ensuring that standard operating procedures are continually reviewed and developed to improve efficiency in the delivery of our service.
Formulation of Policies documents on priority area.	<ul style="list-style-type: none"> • Development of a new Filing Plan for the department derived from the Pacific Regional branch of the International Council of Archives is continuing; and • The department has reviewed its SOP on all its areas of operation, formulation of the updated standard operating procedure is continuing.
Development of a research paper on off-site back up of 35TB of audio visual heritage.	Discussion on the plan to move the project is underway with ITC. Currently, the activity is stalled because of the non-accessibility of the main server that housed these records.
Collaboration and Coordination with International & Regional organization archival programs to improve service delivery.	<ul style="list-style-type: none"> • Fiji participated in the Pacific Regional branch of the International Council of Archives as it Chair – Director National Archives of Fiji; • Partnering with National Library of Australia in the digitization of the 60,000 immigration passes of Indian immigrants that came to Fiji in 1879 – 1916 as part of the Indentured system that was introduced by the Colonial Government. This project would ensure that interested people all over the world can access this important documents and at the same time the records are preserved for a long time; and. • Digitization project with University of the South Pacific focused on the digitization of early Fiji Times collection from 1869 to allow students, academics to access them. Currently, Fiji Times from 1869 – 1927 has been digitized, a total of 32 Gigabyte of data.
Compliance with Human Resource policies	<ul style="list-style-type: none"> • Compiled and developed a Business Plan for the department; and • Developed 25 Individual Work plans including Position descriptions as required by the Ministry.

Capacity Building for officers through Training & Work attachments.	<ul style="list-style-type: none"> The department developed a training plan for local in-service training as well as trainings conducted by the ministry; and The department also assisted the Ministry of Civil service in the development of the Records Management training plan for the whole civil service for the year 2019. <p><u>Overseas Training</u></p> <table border="1"> <thead> <tr> <th></th> <th>Name</th> <th>Program</th> <th>University</th> <th>Date of Completion</th> <th>Sponsor</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Losena Tudreu</td> <td>Graduate Diploma in Information management</td> <td>University of Technology, Sydney</td> <td>July 2020</td> <td>AUSAID</td> </tr> <tr> <td>2.</td> <td>Vaciseva Levu</td> <td>Post Graduate Certificate in Archival Studies</td> <td>Hong Kong University</td> <td>February 2020</td> <td>National Archives of Fiji</td> </tr> </tbody> </table> <p><u>Local Training</u></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Program</th> <th>University</th> <th>Date of Completion</th> <th>Sponsor</th> </tr> </thead> <tbody> <tr> <td>Xavier Fesaitu</td> <td>Diploma in Library & Information Services (level 5)</td> <td>University of South Pacific</td> <td>Completed 2018 - 2019</td> <td>Private</td> </tr> <tr> <td>Jemesa Niulevu</td> <td>Post Graduate Diploma in Management</td> <td>Fiji National University</td> <td></td> <td>Private</td> </tr> <tr> <td>Salanieta Rakarawa</td> <td>Diploma in Library & Information Services (level 5)</td> <td>University of South Pacific</td> <td>On-going</td> <td>Private</td> </tr> <tr> <td>Emily Rasoqosoqo</td> <td>Diploma in Library & Information Services (level 5)</td> <td>University of South Pacific</td> <td>On-Going</td> <td>Private</td> </tr> </tbody> </table>		Name	Program	University	Date of Completion	Sponsor	1.	Losena Tudreu	Graduate Diploma in Information management	University of Technology, Sydney	July 2020	AUSAID	2.	Vaciseva Levu	Post Graduate Certificate in Archival Studies	Hong Kong University	February 2020	National Archives of Fiji	Name	Program	University	Date of Completion	Sponsor	Xavier Fesaitu	Diploma in Library & Information Services (level 5)	University of South Pacific	Completed 2018 - 2019	Private	Jemesa Niulevu	Post Graduate Diploma in Management	Fiji National University		Private	Salanieta Rakarawa	Diploma in Library & Information Services (level 5)	University of South Pacific	On-going	Private	Emily Rasoqosoqo	Diploma in Library & Information Services (level 5)	University of South Pacific	On-Going	Private
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2.	Vaciseva Levu	Post Graduate Certificate in Archival Studies	Hong Kong University	February 2020	National Archives of Fiji																																							
Name	Program	University	Date of Completion	Sponsor																																								
Xavier Fesaitu	Diploma in Library & Information Services (level 5)	University of South Pacific	Completed 2018 - 2019	Private																																								
Jemesa Niulevu	Post Graduate Diploma in Management	Fiji National University		Private																																								
Salanieta Rakarawa	Diploma in Library & Information Services (level 5)	University of South Pacific	On-going	Private																																								
Emily Rasoqosoqo	Diploma in Library & Information Services (level 5)	University of South Pacific	On-Going	Private																																								
Public Engagement and Community Impact	<p>The department facilitates outreach programs to communities to ensure equitable access of archival information and we also promote and showcase Fiji's documentary heritage through in-house tours.</p> <table border="1"> <thead> <tr> <th colspan="3">Outreach Programs</th> </tr> </thead> <tbody> <tr> <td>Outreach Exhibition</td> <td>4 Exhibition</td> <td>Usp Careers Fair Gimit Exhibition(150years) Gimit Conference Remembrance Day</td> </tr> <tr> <td>In-House Tours</td> <td>10 Tours</td> <td>Schools, Universities, Researchers, Diplomats, Overseas Visitors.</td> </tr> </tbody> </table>	Outreach Programs			Outreach Exhibition	4 Exhibition	Usp Careers Fair Gimit Exhibition(150years) Gimit Conference Remembrance Day	In-House Tours	10 Tours	Schools, Universities, Researchers, Diplomats, Overseas Visitors.																																		
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Divisional Objective 2: Ensuring Best Practise in Service Delivery

Focus Area	Activity	Results
Provision Of A Conducive And A Motivated Workforce	<ol style="list-style-type: none"> Corporate Social Responsibility Wellness Program 5S Implementation 	<p>As part of the CSR program, the department visited Father Law Home, Wellness program is conducted on every Wednesday that includes walk to Nasese and Fitness program such as Zumba.</p> <p>5S program is an effective methodology that focusses on a clean, safe and well organised environment that reduces waste and optimizes productivity.</p>
Ensuring A Safe Work Environment	<ol style="list-style-type: none"> OHS compliant environment 	<p>The department has an OHS committee that conducts monthly meetings. They also conducts assessments and reports to management any improvement that needs attention.</p>

Divisional Objective 3: Financial management & Compliance

Activity	Results						
Compliance with Financial Instructions and Statutory Regulations	The department was able to comply with financial instruction and process as set out by the Ministry. During the year under review there were new guidelines developed in respect to purchasing which includes acquiring quotes to maintain consistency and efficiency. The department collects revenue from photocopying services from library users and the department ensures that all revenue collected is deposited on a weekly basis.						
Server Administration	Currently, the server cannot be accessed as the department is awaiting funding for upgrade of the system which housed more than 2000 hours of Audio Visual Archives.						
Workforce Administration	<p>The department has 25 staff, 23 established and 2 unestablished. Processing of leave and submission for advertisement of vacant post is made from department level. Currently the department has about 10 vacant position which are vacant from 2017. These are budgeted positions, and currently there are 5 officers acting on 5 of the vacant posts. An officer resigned during the year.</p> <table border="1"> <thead> <tr> <th>Officer</th> <th>Post</th> <th>Date Resigned</th> </tr> </thead> <tbody> <tr> <td>Sonika Ramrakha Singh</td> <td>Archives Assistant</td> <td>17.3.20</td> </tr> </tbody> </table>	Officer	Post	Date Resigned	Sonika Ramrakha Singh	Archives Assistant	17.3.20
Officer	Post	Date Resigned					
Sonika Ramrakha Singh	Archives Assistant	17.3.20					
Security	<p>The department engages security firm to maintain security of the premises as it houses the documentary heritage of Fiji.</p> <p>Currently, the contracts for securing a company to provide security services has ended. At the beginning of 2020, temporary officers had been rostered to provide this service in the weekends and at night during the week days for about 3 months and the Fiji Police Force has agreed to assist and they had made recommendations to install CCTV cameras to assist in security surveillance.</p>						

Divisional Objective 4: Facilitate and promote Research/ Studies/Surveys on impact of cultural programs

Activity	Results	Responsible Unit
Supporting Governance through released of records to Government Agencies.	The department's was able to facilitate through the provision of archival records to support Government agencies. A total of 58 request for release of records received from various Government agencies.	AARM
Facilitate storage of back-up data for Government Agencies	Provision of back up data every month for ITC and Fiji Higher Education Commission.	AARM
Acquisition of Public records from Government Agencies for records that have been closed for more than 15 years.	<p>There were three transfers from</p> <ol style="list-style-type: none"> 1. Ministry of Lands 2. Cabinet Papers 3. Ministry of Environment. 	AARM

Security of Records	Ensuring the daily monitoring of the movement of records internally and externally. A total of 1890 records were registered.	AARM
Provision of Archival records to the Public	The department was able to issue 909 archival records to the public.	AARM
Provide timely request to email request	Achieved 76% of the 103 request received by the department.	AARM
Provide In-depth Archival research for users	This activity requires in-depth research for overseas researchers and those that cannot visit the Archives. The department was able to achieve 121 percent of the target.	AARM
Proper Arrangement and description of records.	The department main focus is to be able to properly described and retype entries in the General Register of Immigrants (Polynesian Register 1870 – 1911) to allow researchers to access them online. There are 3 Volume <ol style="list-style-type: none"> 1. Volume 1 – 75% completed 2. Volume 2 – 40 % completed 3. Volume 3 – 100% Completed. 	AARM
Processing and repackaging of Transferred records	There are altogether 5 consignments of records which were sorted, repackaged, boxed with new listing. <ol style="list-style-type: none"> 1. Itaukei Affairs 2. TELS 3. Director Public Prosecution 4. Ministry of Lands 5. President Office 	AARM
Provisions of Microfilms to the Public	The department was able to provide 347 microfilm requests for search on certain records on microfilm. These includes records such as Fiji Times, and Births, Deaths and Marriage records.	AARM
Implementation of Appraisal & Disposal process to enhance Access to archival records.	Records to be disposed of have been identified, and currently the appraisal process is ongoing until creating agencies are identified, consulted on the decision that is to be made.	AARM

Records Management Training

The department facilitates this training which is coordinated by the Ministry of Civil Service and is conducted to all ministries and Civil service around the country. The contents of the training focusses on what is Records management, the legislation that governs the management of records within the civil service, and the tools that agencies can implement to assist them in their records management as well assisting the officers to develop strategies in managing their records. A total of 147 officers attended the 6 trainings conducted by the department.

Trainings conducted

	Venue	Date	No. of Participants	Participating Agencies
1	CTD	14/08/19	28	Fiji Navy Dental Unit, Ministry of Health and Medical Services Ministry of Foreign Affairs Office of the Attorney General CSCIU Ministry of Economy Ministry of Forests Lands & Mineral Resources

2	Labasa	25/09/19	37	Judicial Dept. Works Rural & Maritime Dev. DO's Office – Saqani DO's Office – Seaqaqa Health CND Lands Govt. Service Centre
3	CTD	16/10/19	21	MWCPA TLFC Health Employment Itaukei Affairs Waterways & Environment Social Welfare TAB Lands
4	Public Enterprise Conference Room	28.01.20	21	Lands Justice Employment Fiji Navy MOIT
5	Meteorology Office, Vatuwaqa	17.03.20	23	MOIT
6	Lautoka	18.03.20	17	Health Immigration Provincial Office Education
Total			147	

Divisional Objective 5: Safeguarding the Nations Documentary Heritage

Activity	Results	Responsible Unit
Appraisal of Audio Visual archival holdings as part of continuing quality assurance	The unit was able to validate by verifying, listing and reporting more than 100 per cent of the target.	DCU
Sorting of Cambridge collection	This activity involves the appraisal and sorting of AV collection transferred from Cambridge University. The department was able to achieve more than 200 per cent of the collection.	DCU
Digitize Black & White photographs	A total of 120 per cent of the target was achieved during the year.	DCU
Catalogue Black & white photographs	The department was able to catalogue more than 100 per cent of the target.	DCU
Repackage photo negatives	More than 100 per cent of the target was achieved, i.e. 4053 negatives have been repackaged from the 3000 target.	DCU
Proper Storage of Historical Photos	A total of 23,568 photo negative was properly transferred to proper storage, an achievement of more than 200 per cent of the target.	DCU

Restoration of Fiji's Historical photographs	Achieved more than 150 per cent of the target.	DCU
Provision of digital working copies to prevent rare or fragile documents being handled.	A 100 per cent achievement of this target where archival records are digitized for easy access and also minimize handling. This activity depends mainly on requests received from users.	DCU
Examine and assess un-digitized AV collection	More than 100 per cent of the AV collection surveyed, listed and shelved. However there was no backup due to the server not in operation.	DCU

Divisional Objective 6: Preserving Fiji's National documentary heritage

Activity	Results	Responsible Unit
Monitoring of the atmospheric condition including airing of repositories.	Monitoring of the temperature and relative humidity is conducted twice daily. this includes recording readings and adjusting temperature according to archival standard. It also includes checking for defective air conditioning unit and airing of storage rooms on Mondays.	Preservation
repackaging with acid-free folders	This activity includes internal survey to identify records that needs immediate attention, however there was no survey this year as the unit is still focusing on the series identified last year. <ul style="list-style-type: none"> in the provision of archival enclosures to protect records – we achieved around 140 per cent of the target; and interleaving of fragile and brittle pages – achieved more than 200 per cent of the target. 	Preservation
Restoration of damaged volumes	the restoration and maintenance involves mending, re-sewing and rebinding of damaged volumes. a total of 130 volumes was restored, an achievement of 130 per cent.	Preservation
Restoration of historical photographs	The activity involves cleaning of photographs requested by the digital continuity unit that needs to be digitized. a total of 598 archival photos were cleaned and interleaved.	Preservation
Provide quality advice on proper preservation measures	The department was able to issue 83 professional advice on preservation techniques, proper storage condition, environmental condition, care of books, proper handling internally.	Preservation
Boxing of damaged and bound archival and legal deposit volumes	<ul style="list-style-type: none"> damaged bound volumes are being boxed onto new acid free boxes – achieved around 50 per cent of the target; and designing of new packaging materials for other archival records – 99.9 per cent achieved. 	Preservation
Dismantling pages of damaged volumes	When records (bound volumes) needs to be photocopied, digitized, microfilmed or undergoes conservation treatment then they are dismantled. For this activity more than 100 per cent of the work is achieved.	Preservation
Restoration and conservation treatment for damaged records	Treatment for damaged records includes dry cleaning, ink testing, de-acidification, drying, mending, flattening, trimming, collation of pages, encapsulation, repackaging, rebinding. A total of 2168 records undergoes this treatment. an achievement of more than 100 per cent.	Preservation

Divisional Objective 7

The department provides Archival and Library Information Services to a variety of users. From villagers, primary and secondary school students to academics, scholars and other Government Ministries and Departments.

Activity	Results	Responsible Unit
Support rendered to NAF Users	A total of 2,060 users visited the Archives.	Library
No. of research requests via email/ telephone/mail	No of request and research received and conducted - 255	Library
Monographs requested and Issued	No issued - 1355	Library
Newspapers requested and Issued	No.issued – 13, 455	Library
Periodicals requested and Issued	No. issued – 2,634	Library
No. of Legal Deposit	A total of 1,730 Legal deposit Issues received - 1730	Library

PART III: INDEPENDENT AUDIT REPORT



MINISTRY OF EDUCATION, HERITAGE AND ARTS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2020

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020**

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OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



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INDEPENDENT AUDITOR'S REPORT

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS OF THE MINISTRY OF EDUCATION, HERITAGE AND ARTS

I have audited the financial statements of the Ministry of Education, Heritage and Arts which comprise the Statement of Receipts and Expenditure, Appropriation Statement, Statement of Losses and Higher Education Institutions Statement of Receipts and Expenditure, Appropriation Statement for the financial year ended 31 July 2020, 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 paragraph, 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

Unreconciled variances exist between the FMIS general ledger and the Ministry's payroll reports for Established Staff of \$4,032,922. Consequently, I was unable to establish the accuracy of the Established Staff expenditure recorded in the Statement of Receipts and Expenditure for the year ended 31 July 2020.

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.

Responsibilities of Management and Those Charged with Governance for the 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's 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.



Sairusi Dukuno
ACTING AUDITOR-GENERAL



Suva, Fiji
29 November 2022

MINISTRY OF EDUCATION, HERITAGE AND ARTS**MANAGEMENT CERTIFICATE
FOR THE YEAR ENDED 31 JULY 2020**

The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the year ended 31 July 2020 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 2020; 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: 10/11/20

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 1

HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2020

	Notes	2020 (\$)	2019 (\$)
RECEIPTS			
State Revenue			
Fees Examination		70,598	69,518
Tuition Fees - TCF & Foreign Students		20,299	30,097
Fees Government Boarding Schools	3 (a)	413,153	382,380
Fiji Teachers Registration		214,911	231,590
FHEC Registration	3 (b)	39,880	---
Commission		151,033	153,738
OPR in Previous Years		2,875	1,380
Sale of School Farm Produce		8,073	3,496
Student Fees - Technical College of Fiji	3 (c)	2,840,221	2,897,091
Sale of Items from Technical College	3 (d)	1,127	26,618
Total State Revenue		3,762,170	3,795,908
Agency Revenue			
Miscellaneous Revenue (Exam Result Fees)	3 (e)	65,225	221,693
Total Agency Revenue		65,225	221,693
TOTAL RECEIPTS		3,827,395	4,017,601
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (f)	362,593,145	378,426,056
Government Wage Earners	3 (g)	3,948,657	6,261,943
Travel & Communications	3 (h)	627,407	1,259,731
Maintenance & Operations	3 (i)	972,766	1,898,272
Purchase of Goods & Services	3 (j)	8,357,409	16,156,636
Operating Grants & Transfers	3 (k)	71,665,986	108,119,583
Special Expenditure	3 (l)	631,747	1,065,928
Total Operating Expenditure		448,797,117	513,188,149
Capital Expenditure			
Construction	3 (m)	3,279,278	2,381,736
Purchases	3 (n)	637,169	752,805
Grants & Transfers	3 (o)	2,933,049	3,967,157
Total Capital Expenditure		6,849,496	7,101,698
Value Added Tax		847,293	1,249,197
TOTAL EXPENDITURE		456,493,906	521,539,044

HIGHER EDUCATION INSTITUTIONS

Schedule 2

HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2020

	Notes	2020 (\$)	2019 (\$)
EXPENDITURE			
Operating Expenditure			
Operating Grants and Transfer	3 (p)	87,332,918	73,972,559
Total Operating Expenditure		87,332,918	73,972,559
Capital Expenditure			
Capital Grants and Transfers	3 (q)	14,822,488	11,233,743
Total Capital Expenditure		14,822,488	11,233,743
TOTAL EXPENDITURE		102,155,406	85,206,302

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 3

HEAD 21: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2020

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	358,465,013	4,129,031	362,594,044	362,593,145	---	899
2	Government Wage Earners	4,270,781	(317,373)	3,953,408	3,948,657	---	4,751
3	Travel & Communications	681,000	25,060	706,060	627,407	---	78,653
4	Maintenance & Operations	979,812	61,568	1,041,380	972,766	---	68,614
5	Purchase of Goods & Services	9,173,449	(196,183)	8,977,266	8,357,409	---	619,857
6	Operating Grants & Transfers	90,402,711	(3,883,751)	86,518,960	71,665,986	---	14,852,974
7	Special Expenditure	779,500	---	779,500	631,747	---	147,753
	Total Operating Expenditure	464,752,266	(181,648)	464,570,618	448,797,117	---	15,773,501
	Capital Expenditure						
8	Capital Construction	3,009,558	279,620	3,289,178	3,279,278	---	9,900
9	Capital Purchases	661,416	---	661,416	637,169	---	24,247
10	Capital Grants & Transfers	3,052,220	(119,169)	2,933,051	2,933,049	---	2
	Total Capital Expenditure	6,723,194	160,451	6,883,645	6,849,496	---	34,149
13	Value Added Tax	1,375,694	21,197	1,396,891	847,293	---	549,598
	TOTAL EXPENDITURE	472,851,154	---	472,851,154	456,493,906	---	16,357,248

HIGHER EDUCATION INSTITUTIONS

Schedule 4

HEAD 26: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2020

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	87,691,978	---	87,691,978	87,332,918	---	359,060
	Total Operating Expenditure	87,691,978	---	87,691,978	87,332,918	---	359,060
	Capital Expenditure						
10	Capital Grants & Transfers	15,000,000	---	15,000,000	14,822,488	---	177,512
	Total Capital Expenditure	15,000,000	---	15,000,000	14,822,488	---	177,512
	TOTAL EXPENDITURE	102,691,978	---	102,691,978	102,155,406	---	536,572

MINISTRY OF EDUCATION, HERITAGE AND ARTS**Schedule 5****STATEMENT OF LOSSES
FOR THE YEAR ENDED 31 JULY 2020****Loss of Money**

There was no loss of money recorded for the financial year ended 31 July 2020.

Loss of Revenue

There was no loss of revenue recorded for the financial year ended 31 July 2020.

Loss of Assets (other than money)

The following items worth \$6,986 were reported as loss for the financial year ended 31 July 2020.

Asset	Amount (\$)
Office Equipment	6,828
Furniture & Fittings	158
Total	6,986

Following the 2019 – 2020 Board of Survey, the items worth \$529,791 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 (\$)
Furniture & Fittings	81,878
Inventories	114,663
Motor Vehicle	60,686
Office Equipment	272,564
Total	529,791

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2020****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 2004 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 2020****NOTE 3: SIGNIFICANT VARIATIONS**

The Ministry noted a decrease in its revenue and expenditure. Total revenue decreased by \$190,206 or 5% and total expenditure decreased by \$65,045,138 or 12% in 2020 compared to 2019. Detailed breakdown of the revenues and expenditures are discussed in the notes below.

- (a) Government Boarding Schools Fee increased by \$30,773 or 8% in 2020 compared to 2019. This increase was due to timely collection of boarding fees and a reduction in arrears of revenue.
- (b) FHEC registration fees are charged as per gazetted fee schedules to HIEs and it is structured based on the classification of HEI (vocational, and universities). The fees are for application for recognition, registration, change of records, annual registration fees, review fees, application to accredit programmes and courses, fees for replacement certificates, appeals and conversion of registration. Previously the receipt of FHEC fees was combined with the Fiji Teachers Registration revenue which has been corrected in 2020.
- (c) The Technical College of Fiji student fees decreased by \$56,870 or 2% in 2020 compared to 2019. This decrease was due to the transfer of the Technical College of Fiji to Fiji National University. Technical College of Fiji has been transferred to Fiji National University with all its revenue, assets and liabilities.
- (d) Sale of Items from Technical College has decreased by \$25,491 or 96% in 2020 compared to 2019. This is also due to transfer of Technical College of Fiji to Fiji National University with all revenue, assets and liabilities. The sales of items include the sale of furniture and fittings which is prepared by the students in practical exercise during their course of study.
- (e) Miscellaneous Revenue (Exam Result Fees) decreased by \$156,468 or 71% in 2020 compared to 2019. This decrease was due to the impact of the Covid 19 pandemic, whereby students request for printing of external exam results was significantly reduced.
- (f) Established staff cost decreased by \$15,832,911 or 4% in 2020 compared to 2019. The decrease in expenditure is due to the transfer of the Technical College of Fiji to Fiji National University as the staffing costs also moved. There was a reduction in acting allowances for Secondary Teachers and a reduction in Location Allowances. The 2019 budget incorporated the back pay of salary arrears for 2015 and Job Evaluation pay-out. The 2020 budget did not have any significant salary arrears payment.
- (g) Government Wage Earners decreased by \$2,313,286 or 37% in 2020 compared to 2019. This decrease was due to the transfer of Technical College staff to Fiji National University. The Education Resource Centre also noted a decrease as this has also moved out of the Ministry's budget.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2020**

NOTE 3: SIGNIFICANT VARIATIONS (Continued)

- (h) Travel & Communication decreased by \$632,324 or 50% in 2020 compared to 2019. This decrease was due to the Covid 19 pandemic whereby the travels were on hold and lockdown was in place. Lockdown did not allow staff to travel around country to carry out their projects and outputs as scheduled. Since the staff did not travel, the meal claims and accommodation expenses also reduced. A significant reduction of subsistence for Program 1, Activity 1 is noted due to the pandemic. Also the transfer of Technical College of Fiji to Fiji National University has led to a significant decrease in the above allocation; the decrease was noted in travel, subsistence and telecommunication.
- (i) Maintenance & Operating Expenses decreased by \$925,506 or 49% in 2020 compared to 2019. This decrease was due to the transfer of the Technical College of Fiji operations to Fiji National University.
- (j) Purchase of Goods & Services decreased by \$7,799,227 or 48% in 2020 compared to 2019. This decrease was due to the transfer of Technical College of Fiji to Fiji National University. Significant decrease worth \$1,947,025 was noted in Consumables, Furniture & Fittings, Purchase of Office Equipment, Tools and Equipment, Property Lease and Rent, Graduation Expenses and Regulatory Requirements.

Free Milk initiative worth \$3,000,000 was reduced to \$250,000 as milk was only supplied to School's in Rural and Maritime.

The decrease was also noted in Library Software Licence and Database, Literacy & Numeracy Training, Careers information materials and publications, Early Childhood Education (ECE) Library, Archive materials, Printing of Text books and Expenses of Examinations. The decrease in the above allocations was noted as the programs were not rolled out as expected due to the pandemic. The printing of textbooks was outsourced to other vendors and not printed by the Ministry.

- (k) Operating Grants & Transfers decreased by \$36,453,597 or 34% in 2020 compared to 2019. This decrease was due to the Covid 19 pandemic, where the schools were closed for three months and 40% of the school grants were not released. Since the closure of schools during Covid-19 pandemic, the bus fares were not utilized as planned, which also contributed to a savings in the allocation.
- (l) Special Expenditures decreased by \$434,181 or 41% in 2020 compared to 2019. The SEG comprises of the expenses for special programs such as ECE forums, E-Learning Program, Cultural Statistic Framework and Audit, Digitized Records Data and Culture and Education. These special programs were not fully rolled out due to the Covid-19 pandemic as workshops, seminars and awareness were not conducted due to the gathering restrictions.
- (m) Capital Construction Expenditure increased by \$897,542 or 38% in 2020 compared to 2019. This increase was due to the funding of initiatives such as construction of new facilities of Government Schools, Upgrade and Maintenance of Non- Government Primary Schools, Construction of new facilities in Non-Government Primary Schools and renovation of Teachers Quarters.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2020

NOTE 3: SIGNIFICANT VARIATIONS (Continued)

- (n) Capital Purchase Expenditure decreased by \$115,636 or 15% in 2020 compared to 2019. This decrease was due to a decrease in supply of boat and outboard motor engines for maritime schools.
- (o) Capital grants and Transfers expenditure decreased by \$1,034,108 or 26% in 2020 when compared to 2019. The decrease was due the reduction of Building Grants for Non-Government Primary Schools and ECE Centre.
- (p) Operating grant expenditure for Head 26, Higher Education Institution increased by \$13,360,359 or 18% in 2020 compared to 2019 due to increase in the grant allocations to higher education institutions.
- (q) Capital grant expenditure for Head 26, Higher Education Institution increased by \$3,588,745 or 32% in 2020 when compared to 2019. The increase was due to increased budgetary provision for FNU Capital Grant Labasa Campus.

NOTE 4: DETAILS OF APPROPRIATION CHANGES

The Permanent Secretary for Education approved the following transfer of funds during the financial year ended 31 July 2020:

DV#	From	To	Amount (\$)	DV#	From	To	Amount (\$)
DV2101	SEG 6	SEG 6	1,738,066	DV2109	SEG 13	SEG 13	331.00
DV2102	SEG 4	SEG 4	5,000.00	DV2110	SEG 6	SEG 6	1,761,571
DV2102	SEG 5	SEG 4	1,000.00	DV2111	SEG 5	SEG 5	60,000
DV2102	SEG 5	SEG 5	1,491.00	DV2111	SEG 4	SEG 4	1,000
DV2102	SEG 13	SEG 13	540.00	DV2111	SEG 13	SEG 13	5,490
DV2103	SEG 5	SEG 5	280,000	DV2112	SEG 5	SEG 5	87,000
DV2104	SEG 4	SEG 5	15,000	DV2113	SEG 7	SEG 5	40,000
DV2104	SEG 6	SEG 5	10,000	DV2113	SEG 13	SEG 13	3,600
DV2104	SEG 7	SEG 5	50,000	DV2114	SEG 3	SEG 6	87,706
DV2104	SEG 13	SEG 13	1,350	DV2114	SEG 13	SEG 6	7,894
DV2105	SEG 6	SEG 9	56,375	DV2115	SEG 3	SEG 3	9,369
DV2105	SEG 6	SEG 13	5,074	DV2115	SEG 3	SEG 4	500
DV2106	SEG 6	SEG 5	311,409	DV2115	SEG 4	SEG 4	2,418
DV2106	SEG 6	SEG 13	28,027	DV2115	SEG 5	SEG 3	1,962
DV2107	SEG 3	SEG 4	1,168	DV2115	SEG 5	SEG 5	30,528
DV2108	SEG 4	SEG 5	3,000.00	DV2115	SEG 6	SEG 5	1,206
DV2108	SEG 5	SEG 4	1,800.00	DV2115	SEG 6	SEG 6	2,992,580
DV2109	SEG 5	SEG 8	3,670.00	DV2116	SEG 5	SEG 3	4,500

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2020

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)

DV#	From	To	Amount (\$)
DV2117	SEG 6	SEG 6	985,562
DV2118	SEG 5	SEG 5	10,092
DV2118	SEG 13	SEG 13	908
DV2119	SEG 3	SEG 3	166
DV2119	SEG 3	SEG 8	2
DV2119	SEG 5	SEG 4	6,000
DV2119	SEG 5	SEG 5	55,461
DV2119	SEG 13	SEG 13	4,992
DV2120	SEG 4	SEG 5	549
DV2120	SEG 5	SEG 5	12,175
DV2120	SEG 5	SEG 6	1,276
DV2121	SEG 5	SEG 10	65,400
DV2122	SEG 6	SEG 6	289,274
DV2122	SEG 6	SEG 10	72,163
DV2123	SEG 3	SEG 3	25,688
DV2123	SEG 13	SEG 13	2,312
DV2125	SEG 4	SEG 5	1,079

DV#	From	To	Amount (\$)
DV2125	SEG 5	SEG 4	10,000
DV2125	SEG 6	SEG 6	14,479
DV2125	SEG 13	SEG 13	900
DV2126	SEG 5	SEG 8	29,117
DV2126	SEG 13	SEG 13	3,604
DV2127	SEG 5	SEG 3	9,100
DV2127	SEG 5	SEG 4	1,650
DV2127	SEG 13	SEG 13	968
DV2128	SEG 5	SEG 5	50,000
DV2128	SEG 5	SEG 10	5,204
DV2128	SEG 13	SEG 10	469
DV2128	SEG 13	SEG 13	4,500
DV2129	SEG 7	SEG 7	31,550
DV2129	SEG 4	SEG 4	415
DV2130	SEG 3	SEG 3	1,162
DV2130	SEG 4	SEG 4	599

The Permanent Secretary for Economy approved the following transfers of funds during the financial year ended 31 July 2020:

DV#	From	To	Amount (\$)
V21001	SEG 8	SEG 8	210,952
V21002	SEG 10	SEG 8	88,976
V21002	SEG 10	SEG 13	8,008
V21003	SEG 10	SEG 8	100,041
V21003	SEG 10	SEG 13	9,003
V21004	SEG 10	SEG 8	4,000
V21004	SEG 10	SEG 13	360
V21005	SEG 10	SEG 8	12,612
V21005	SEG 10	SEG 13	1,135
V21006	SEG 10	SEG 8	4,000
V21006	SEG 10	SEG 13	360
V21007	SEG 5	SEG 8	9,762
V21007	SEG 10	SEG 8	202,057
V21007	SEG 10	SEG 13	18,185
V21008	SEG 2	SEG 1	317,373
V21008	SEG 6	SEG 1	3,811,658

MINISTRY OF EDUCATION, HERITAGE AND ARTS**Schedule 6****NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2020****NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)**

There were no redeployments during the financial year.

SIGNIFICANT SAVINGS**SEG 5**

\$619,857 savings in SEG 5 for purchase of goods and services is an accumulative value from various program and activities ranging from \$0.08 to \$82,587.70. These were balance of funds after purchases were done in allocations such as; Directory Expenses, Primary & Secondary School Library Scheme, Education Forum, Office Equipment Supplies, Materials & Stores, Training & Capacity Building, Fumigation, Books, Science Kits and Resources, Furniture & Fittings, Books & Periodicals, Careers Information Materials, E-Books, School Broadcast Program, National Curriculum Framework, Assessment Framework for Schools, Development of Curriculum and Resource Materials, Expenses of Examination, Library Software License & Database, Literacy and Numeracy Training. Major balances were in Printing of Text Books and National Training and Productivity Levy.

\$159,944 in Printing of Text Book was balance after all relevant purchase were done and expenses were paid with the given budget.

\$131,560 in National Training and Productivity Levy was not utilized since the Human Resources were working on person to post (P2P) which could not be available by end of financial year. The Ministry has fully utilized payment of levy in 2021-2022 budget.

SEG 6

Free Education Grant Primary, Secondary and ECE and Centralized Schools allocations. Approval to release 80% instead of 100% grants to all compliant schools for Term 2, 2020 was provided taking into consideration the fact that schools were closed from March 2020 to July 2020. Savings were also identified on the basis that grants are released to compliant schools only. For those schools which do not meet the termly grant payment conditions as per the School Management Handbook 2020, grants are withheld and these withheld grants is shown as savings in financial year end. For centralized schools, savings are identified when these schools are not able to utilize the total Free Education Grant (FEG) entitled to the school. These un-utilized funds is savings at the end of the financial year.

Transport Assistance allocation

Due to schools being closed for more than four months, less expenditure was incurred in terms of payments to Rural Service Licence (RSL) Providers and E-Ticketing service provider resulting in savings being identified at the end of the financial year.

Grants to Special Schools, Vocational Grants and Boarding Per Capita grants

Grants are released to only those schools which meet the termly grant payment conditions and submit requests and acquittals in a timely manner. Grants of non-compliant schools are withheld and these withheld grants are identified as savings at the end of the financial year. However, budget allocation is provided on the assumption that all schools are compliant but grants are paid out to only those schools that meet the termly grant compliance conditions.

MINISTRY OF EDUCATION, HERITAGE AND ARTS**Schedule 6****NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2020**

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)National Substance Abuse Advisory Council

Release of Quarter 1 & 2 grants only due to non-compliance. The latest audit report was not submitted.

Grant Multi Ethnic Cultural Activities

Multi Cultural Center (MCC) Savusavu operating grant was not released due agreement not being signed and Ba MCC Quarter 4 grants were not released due to submission not received.

Fiji Teachers Registration Authority

Quarter 4 grant not released due to non-compliance. Latest audit report was not submitted by the institution.

NOTE 5: OPERATING TRUST

As at 31 July 2020, the operating trust fund account had a credit balance of \$1,278,730 (SEG 86 \$1,113,975) and (SEG 89 \$164,755). 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 2020, the Drawings Account had a zero balance.

NOTE 7: REVOLVING FUND ACCOUNT (MISCELLANEOUS)

As at 31 July 2020, the Revolving Fund Account had a debit balance of \$175,921. The balance in this account relate to accountable advance yet to be retired.

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 Program
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 Center
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
QF	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
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

