



MINISTRY OF EDUCATION, HERITAGE & ARTS



ANNUAL REPORT 2020-2021

Parliamentary Paper No. 64/23

CONTENTS

Letter to Honourable Minister	2
Permanent Secretary's foreword	3
PART I: OVERVIEW	
• Mission, Vision, Roles and Responsibility	4
• Our Portfolio	5
• Our Legislative Framework	6
• Our Structure	7
• Government Priorities	8
• Budget Allocation	10
• School Data	11
• Government Initiatives	13
PART II: REPORT ON PERFORMANCE	
Chapter 1: WORKFORCE	16
Chapter 2: ACCESS, RETENTION AND COMPLETION	
• Early Childhood Education	29
• Special and Inclusive Education	30
• Primary Education	32
• Secondary Education	34
• Assets Monitoring	35
• Library Services of Fiji	40
Chapter 3: CURRICULUM AND ASSESSMENT	
• Curriculum Advisory	47
• Technology Employment and Skills Training	54
• Examination and Assessment	64
Chapter 4: SUPPORTING ACTIVITIES	
• Heritage And Arts	68
• National Archives of Fiji	81
PART III: INDEPENDENT AUDIT REPORT	87
PART IV: REFERENCES	
References and Acronyms	106

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 2020-2021

I have the honour of submitting the Annual Report of the Ministry of Education, Heritage and Arts for the fiscal year ending 31 July 2021.

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.

Anjeela Jokhan (Dr)
Permanent Secretary for Education, Heritage and Arts

FOREWORD FROM THE PERMANENT SECRETARY FOR EDUCATION, HERITAGE AND ARTS



The financial year was an unprecedented year due to the impact of COVID-19. The disease has wreaked havoc all over the world and we are continuing to manage the ongoing impact, particularly with the emergence of the new COVID delta variant.

We have showed how working together we can do things differently and better. This was put to the test again during the outbreak of COVID-19 and more recently.

Funding received through Budget 2020 and 2021 provided specific support to respond to the impacts of COVID-19. In addition, the Ministry's budgetary allocation caters for the following:

- Government loans and scholarships will continue for tertiary students with adjustments to ensure the schemes encourage personal accountability, while still fitting the needs of Fijian students and recent graduates.
- Some of the existing initiatives that will continue and support access to inclusive education include the Free Education Grant (Year 1 - 13), Transport Assistance for those whose combined household income is \$16,000 or less, Tuition Grant for Technical and Vocational Education and Training; Tuition Subsidy Grant for Early Childhood Care (ECE), provision of Food and Supplies for Boarding Schools and the Printing and Distribution of Textbooks.
- Furthermore, funding for capital projects has been prioritised on needs basis, hence the Ministry will continue to facilitate some of the ongoing project construction works that are expected to be completed in the new financial year

The Ministry has been managing significant changes this year, progressing an ambitious work programme and planning for organisational change, while continuing to address the impact of COVID-19.

I wish to acknowledge the great work and support Ministry staff have provided throughout the year. I am proud of what has been achieved and optimistic about our ability to create a stronger, more inter-connected organisation that can work with the sector to achieve better results, especially for those who have not been served well by our system.

Dr Angeela Jokhan
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
- Responsibility
- Safety and security for all
- Civic pride
- Cultural understanding
- Empathy and tolerance
- Lifelong learning
- Fairness and respect for truth
- Creativity
- Honesty
- Faith
- Integrity
- Flexibility
- Environment sustainability
- Peace and prosperity
- Compassion
- Sense of family and community

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 2021.



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



Dr Anjeela Jokhan
Permanent Secretary of Education, Heritage and Arts



Timoci Bure
Head National Education
Delivery Services



Alrina Ali
Head Executive Support



Edwin Kumar
Head Corporate Services



Hem Chand
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.

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

- Early childhood care education, Kindergarten;
- 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.

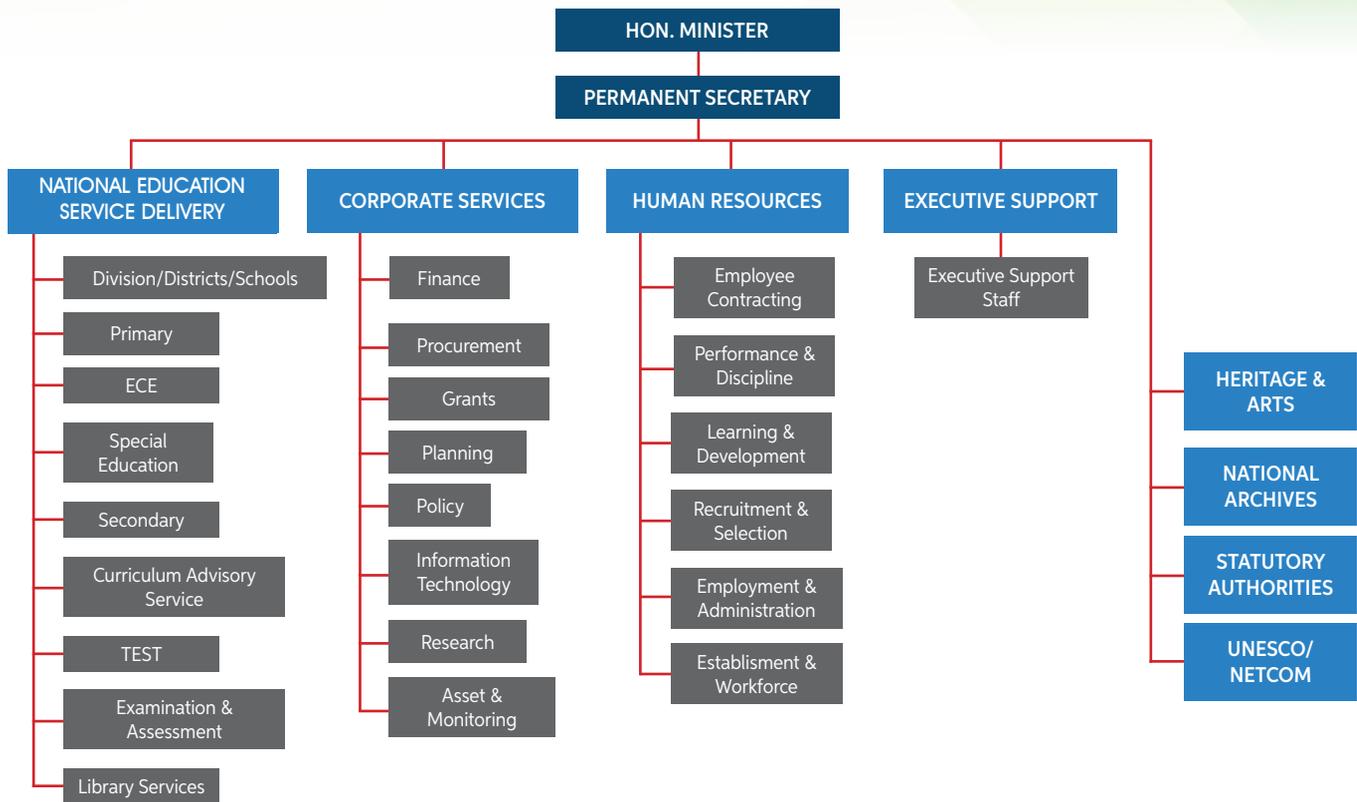
The strategic priorities have been developed to provide the Ministry with an overarching scope to address the national requirements in alignment with the National Development Plan; identify and respond to sectorial issues regarding education, heritage and arts in Fiji; address situational and risk analyses; 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

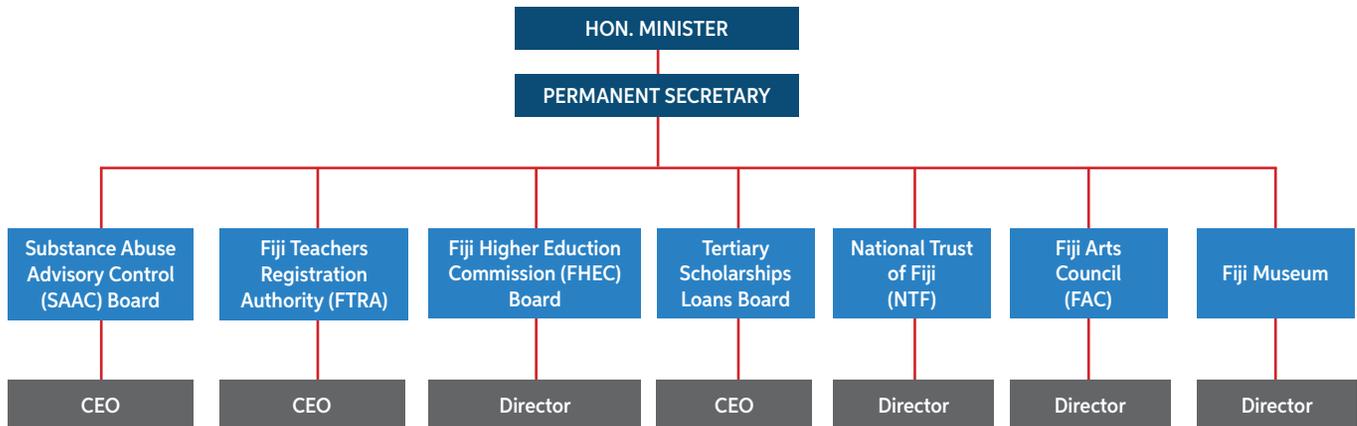
The Ministry of Education, Heritage and Arts is responsible for the following legislation and regulations:

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

Our Structure



Statutory Authorities



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

<p>Protect Fiji's diverse cultural heritage</p>	<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, build heritage assessments, historical monuments and structures survey); and • Build community partnerships through advocacy and awareness programmes. 	<p>NDP 2017</p>
<p>Promote cultural heritage for sustainable development</p>	<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. 	<p>NDP 2017</p>

Goal: Clean Water and Sanitation

<p>SDG 6 – Ensure availability and sustainable management of water and sanitation for all</p>	<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. 	<p>NDP 2017S DG 2015 – 2030</p>
---	--	-------------------------------------

Budget

Ministry's Budget

The Fijian Government upholds education as the most effective means of sustaining long-term growth for the economy, enriching society, and advancing the upward mobility of the Fijian people. The Ministry of Education, Heritage and Arts is responsible for building a knowledge-based society by ensuring that Fiji's young people have equitable access to high-quality education at all levels.

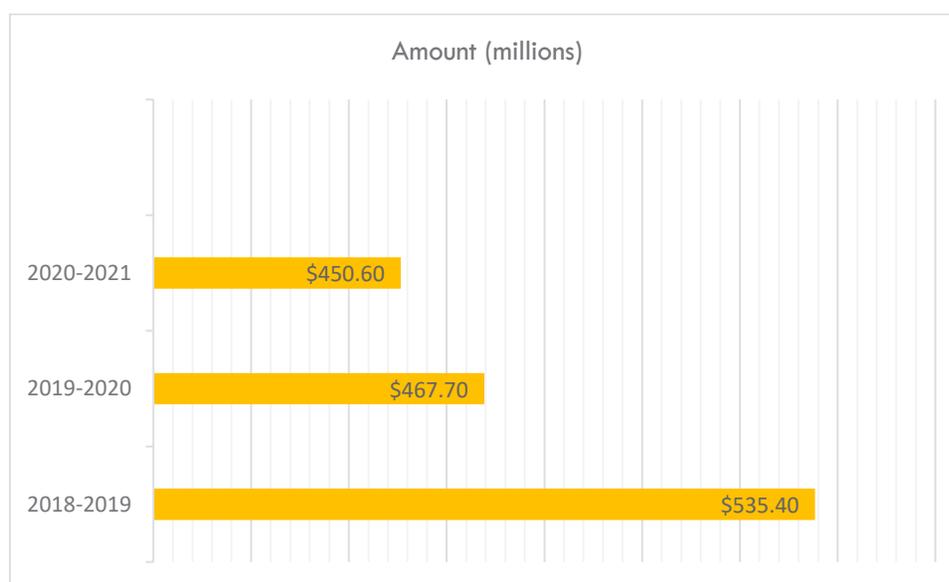
The Ministry of Education, Heritage and Arts is allocated a total of \$450.6 million in the 2020-2021 Budget.

For the 2020-2021 Financial Year, government loans and scholarships will continue for tertiary students with adjustments to ensure the schemes encourage personal accountability, while still fitting the needs of Fijian students and recent graduates.

Some of the existing initiatives that will continue and support access to inclusive education include the Free Education Grant (Year 1 - 13), Transport Assistance for those whose combined household income is \$16,000 or less, Tuition Grant for Technical and Vocational Education and Training; Tuition Subsidy Grant for Early Childhood Education (ECE), provision of Food and Supplies for Boarding Schools and the Printing and Distribution of Textbooks.

Furthermore, funding for capital projects has been prioritised on needs basis, hence the Ministry will continue to facilitate some of the ongoing project construction works that are expected to be completed in the new financial year.

Graph 1: Ministry's budget for the last three years



Higher Education Institutions Budget Allocation

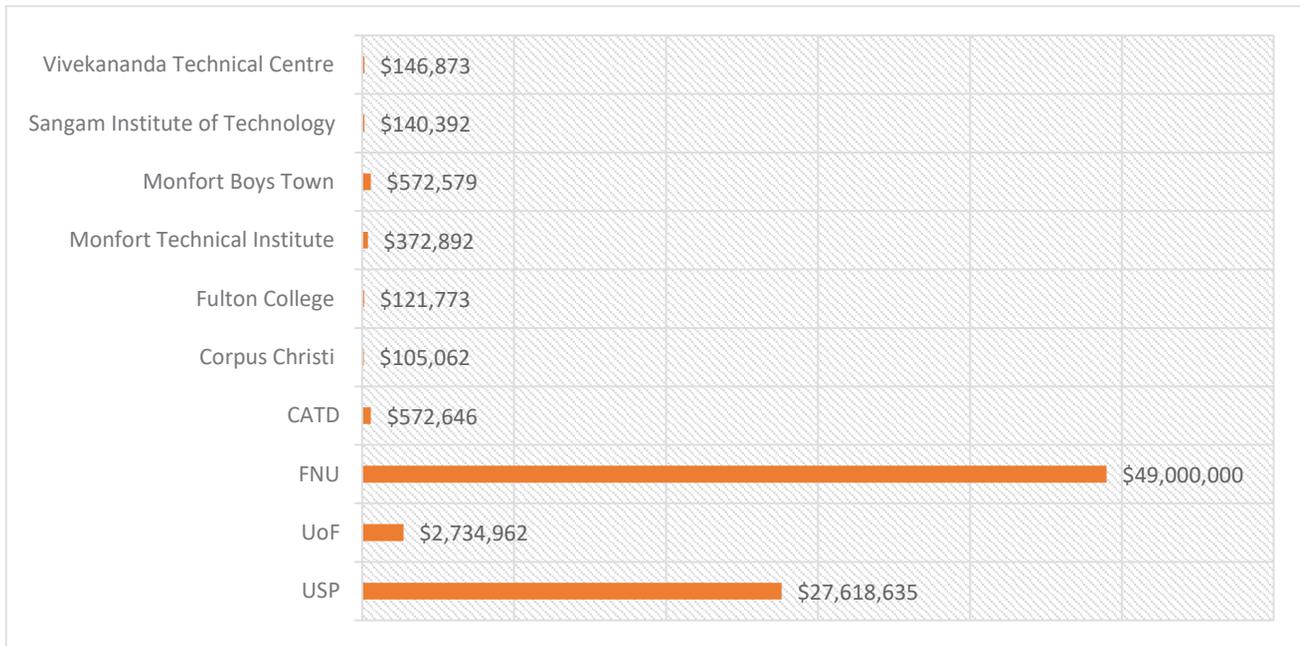
As part of its record-setting investment in Fiji's education system, Government provides operational grants to a number of higher education institutions. This funding aims to boost the competitiveness of the Fijian workforce over the medium- to long-term by giving our students access to high quality 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.

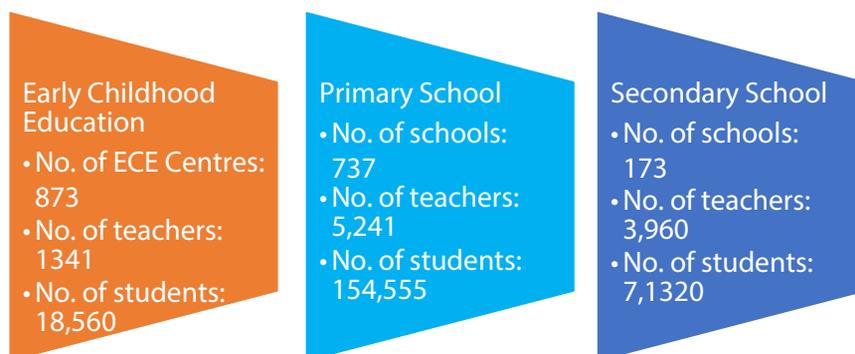
Grants are administered by the Fiji Higher Education Commission and are only available to fully-accredited institutions that have charitable trust status.

Higher Education Institutions have been allocated \$81.4 million in the 2020-2021 Budget.

Graph 2: Higher Education Institutions Budget Allocation



School Data

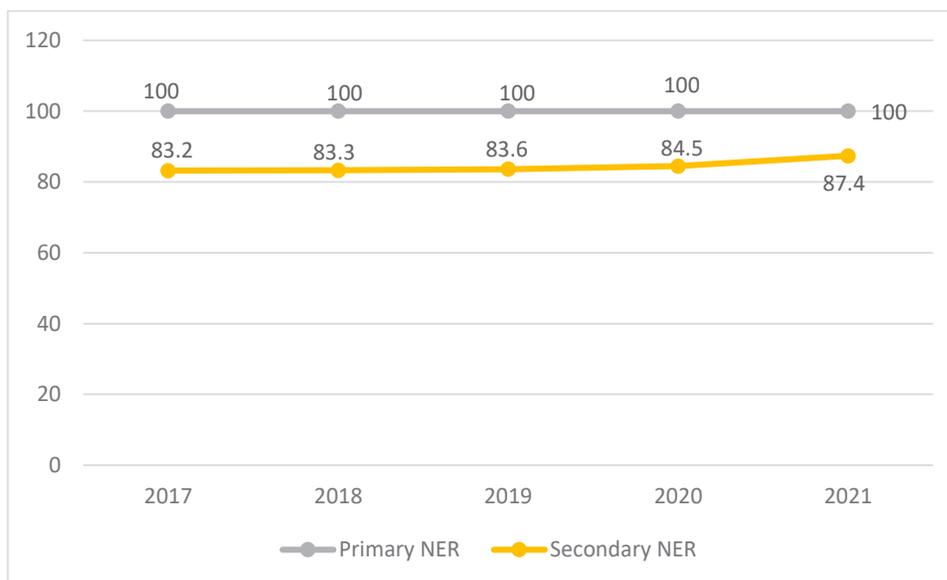


GER, NER and Completion Rate

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.

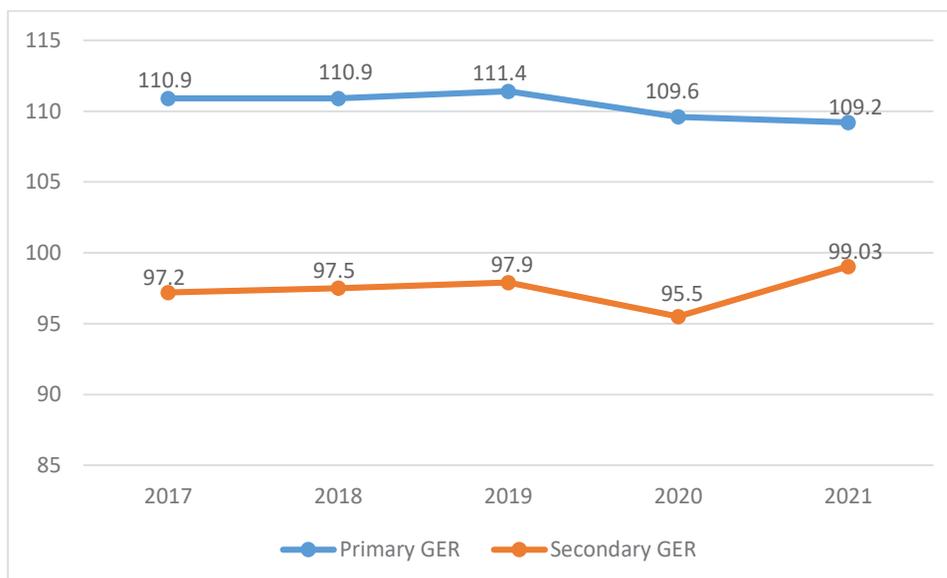
Graph 3: NER for the last five years



Gross Enrolment Rate (GER)

There is continuing improvement for students attending school. Our GER for primary is more than 100 per cent, while it is approximately 97 - 99 percent for secondary for the last five years. The decrease in the trend for 2020 is the result of the COVID 19 pandemic which greatly affected students access and participation at schools.

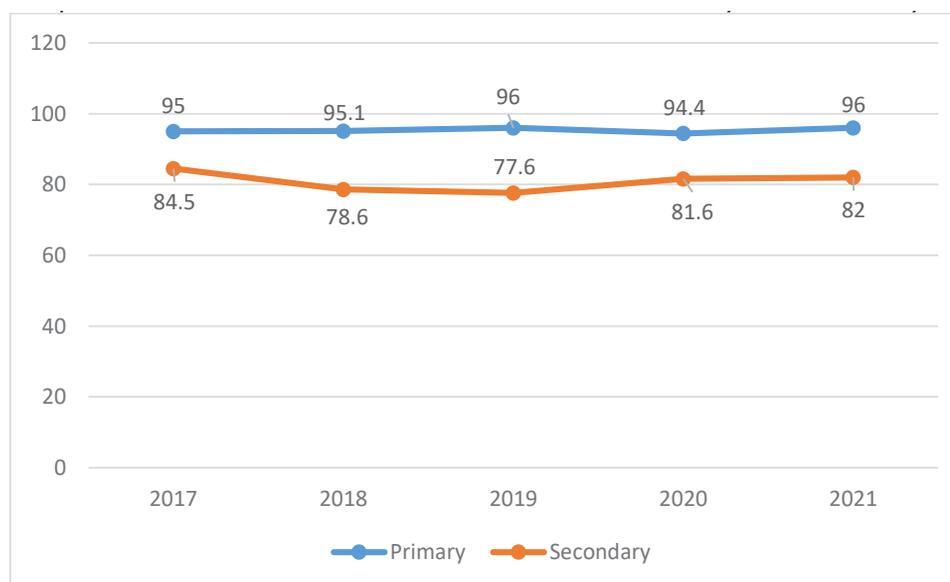
Graph 4: GER for the last five years.



Completion Rate for students in Primary and Secondary

The Retention Rate for primary and secondary students has shown an increase in trend between 2020 and 2021. This is encouraging to note considering the impact of the COVID-19 on our education system.

Graph 5: The graph below shows the retention rate for Primary and Secondary Education



Initiatives

Transport Assistance

The Ministry received a budget of \$21,440,800.00 for transport assistance for eligible students attending primary and secondary students. A total of 90,303 benefitted from this initiative.

Table 1: Number of Students benefitting from the Transport Assistance

District	Primary	Secondary	Total Number of Student	E-ticketing	Rural Vouchers	Female	Male
Suva	9,442	3,784	13,226	10,942	2,284	6,655	6,571
Nausori	12,694	4,383	17,077	7,754	9,323	8,347	8,730
Lautoka/Yasawa	9,457	4,329	13,786	11,818	1,968	6,946	6,840
Macuata/Bua	6,913	4,135	11,048	6,854	4,194	5,707	5,341
Ba/Tavua	6,361	3,410	9,771	8,385	1,386	4,814	4,957
Cakaudrove	5,382	2,229	7,611	3,914	3,697	3,769	3,842
Ra	3,728	1,449	5,177	3,325	1,852	2,559	2,618
Eastern	3,027	1,096	4,123	-	4,123	2,043	2,080
Nadroga/Navosa	6,055	2,429	8,484	3,524	4,960	4,248	4,236
Total	63,059	27,244	90,303	56,516	33,787	45,088	45,215

The Ministry Boat and outboard engine assistance to schools received a budgetary provisions of \$200,000 which benefitted 7 schools.

Table 2: School benefitted from the boats and engines initiative

Naceva District School	Eastern
Yadua Village School	Macuata/Bua
Yaqeta Village School	Lautoka/Yasawa
Kaba Primary School	Nausori
Koroinasolo Village School	Macuata/Bua
Bulou Dolele Memorial School	Eastern
Vaione Primary School	Eastern
St Teresa of Liseux College	Nadroga/Navosa

Free Education Grants

FEG ALLOCATIONS

Table 3: The table below summarises the budgetary provisions for schools and the number of students assisted.

Description	2020-2021 Budget	Number of students assisted
ECE-Tuition Subsidy Grant	\$2,598,336.00	14,590
SIE Grants	\$730,000	1072
Primary FEG	\$31,590,256.00	151,791
Secondary FEG	\$29,205,481.00	69,629
Total	\$63,394,073.00	

Grants distribution to schools- System and processes

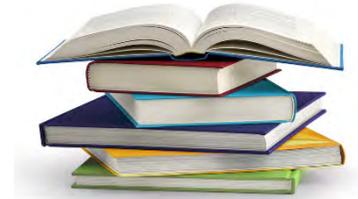
- The revised School Management Handbook 2020 and Policy for Financial Management Arrangements in Schools was approved by the Minister in December 2019. The revised handbook and policy strengthened accountability requirements for schools to achieve increased efficiencies and effectiveness with grant funds by mandating an increased level of financial reporting.
- The Ministry has been working to redesign FEMIS during 2020 and 2021 to ensure that this is aligned with the revised School Management Handbook and ensure more accountability in the management of School Grants. The changes to the FEMIS Finance Module include:
 - The payment of school grants was automated from FEMIS in early 2020 – since then all FEG and ECCE Tuition Grant Payments have been generated entirely from FEMIS. The revised process has reduced manual processing time significantly. The automation of grant calculation ensures that only eligible students are taken into account.
 - The automation of School Bank Reconciliations in FEMIS had commenced with Secondary Schools in January 2021. This will provide a higher level of assurance in the grant acquittals prepared by Schools. School Bank Reconciliations should also ensure that the Ministry will have timely information on the balances of grants remaining in each school. This process will also speed up the processing of grant payments to schools each term.
 - From January 2021, all schools are recording their Asset Registers in FEMIS rather than offline on paper or

in excel. This will provide all stakeholders much better information on the number and condition of assets purchased from the FEG held in each school.

- The introduction of a range of new financial reports that are consistent with the School Management Handbook 2020 (ie. budget vs actual reports, detailed transaction reports, etc). This will give all stakeholders a better understanding of the financial position of the school.
- Automation of submission of Annual Financial Reports (AFR)/Annual General Meeting (AGM) Minutes by Schools – the Ministry has recently automated the process of submitting these documents using FEMIS. The new process ensures that the documents are archived electronically and the compliance checking is automatically linked with the grant release for the school.

Free Textbooks

A total of 544,883 worth textbooks different level were dispatched to schools during the financial year. This include 340,018 Primary textbooks and 204,865 Secondary textbooks.



Water Tanks

24 Primary and 13 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.



PART II: REPORT ON PERFORMANCE

Chapter 1: WORKFORCE



The education sector workforce is divided into two main categories:

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

Highlights

As at 30 June 2021:

Staff Exits

From the 235 staff exits during the year, there were 68 resignations, 125 retirements and 1 retirement medical grounds.

New Appointments

320 new teachers' appointments were processed. These include 9 ECE, 189 Primary and 122 secondary teaching positions.

Appointments and Transfers

10, 121 Appointments and Transfers were processed. These include 4170 Contract Renewals; 2351 Acting positions, 3178 transfers and 422 Temporary relieving positions.

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

Occupational Type	Number	
	Male	Female
ECE Teachers	25	1405
Primary Teachers	2057	3860
Secondary Teachers	2411	3266
Technical Teachers (Campus)	10	13
Senior Executives (PS/HHR/HCS/HNES)	3	1
School Administrators (HOD/AP/AHT/VP)	1088	904
Senior Managers	6	6
Non-Teaching	215	234
GWE (if still existed)	192	72

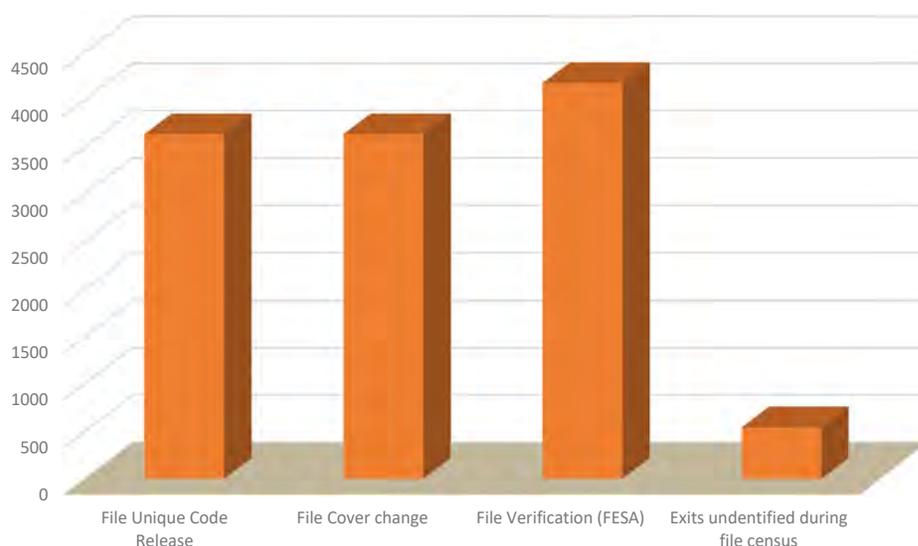
HUMAN RESOURCE.

Achievements

Records Management

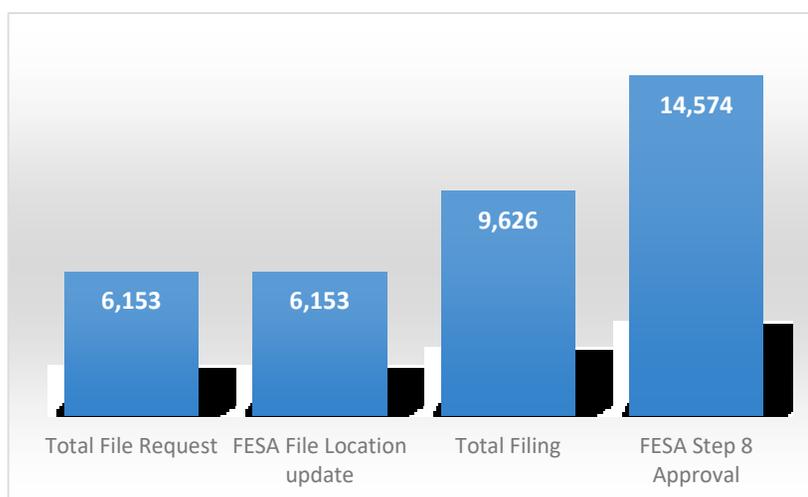
The Unit ensures that it provides efficient support to other HR Units through records management and establishing and maintaining appropriate staff files which meet the requirements of legislation, General Orders and audit requirements of the Fijian Civil Service.

Graph 6: Summarizes the completion rate of files request and managing employee records



In August 2020 through the assistance of the Business Process Advisor, a file project management project was initiated through team initiatives to establish a work culture which enables a continuous improvement system. An overall completion rate of 26% has been achieved which we are looking forward to its completion as we have been challenged through staffing issues.

Graph 7: Summarizes the completion rate of the File Management Project



Customer Service

The team provides effective and informative customer service to clients internally and externally through responses via emails, counter service and phone calls to ensure that customers are provided with the best services with zero negative feedbacks.

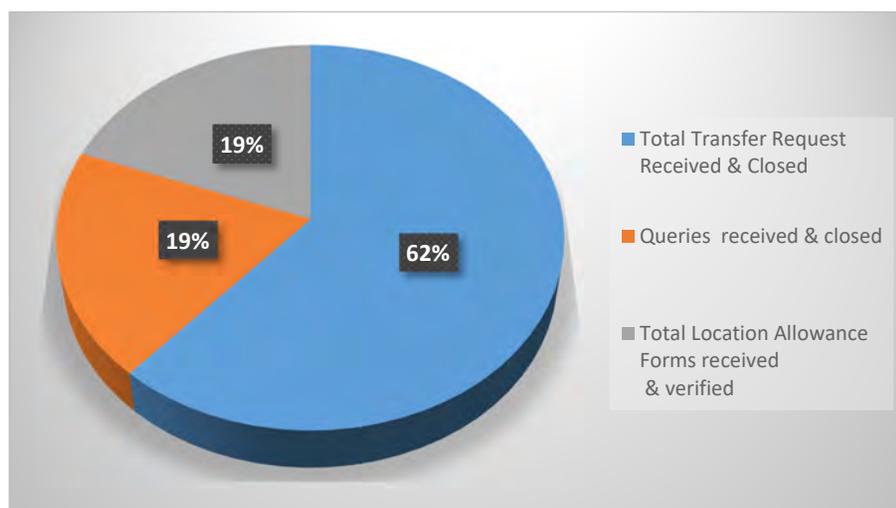
Graph 8: Highlights the achievements for the Customer Service Team



Allowance

Administers the processing of Transfer Allowances, Travelling Expenses and Location Allowance in accordance to MEHA Transfer Policy & Location Allowance and General Orders. As of 01 August 2020 the payment of Location Allowance was suspended as per MCS Circular 10/2020, stemming from the 2020 – 2021 Budget Announcement.

Graph 9: Summarizes the achievements made in processing Allowances



Leave Management

The Leave Team ensures that all entitlement and responsibilities under the Contracts are correctly administered.

All leave is administered through the General Orders, MSC Circular, Employment Regulations Act 2018 and Budget Amendments. Online Leave application has been made mandatory in 2019 via circular 70/2019.

The total processed leave from August, 2020 to July 2021 is summarized below:

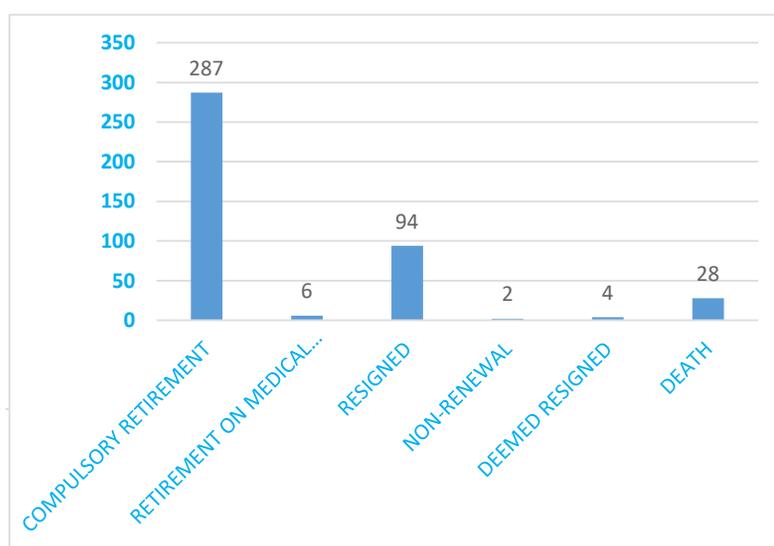
LWOP Local	43
LWOP Overseas	6
Sporting Leave	15
Official Release	9
Overseas Leave	13
Total Leave Applications	86

EXIT (Resignation/Retirement/Death/Deemed Resignation/Non-Renewal of Contracts)

The Desk Officer (HRO Exit) ensures that staff exits which are resignation (GO 214), retirement (GO 2150), non-renewal cases are processed with adherence to the General Orders 2011. (Steps to the exits tracker are aligned with the GO)

The final documents prepared and submitted for approval within a period of one month from the date of receipt of resignation notification.

Graph 10: The number of staff exits processed during August 2020 to July 2021 is illustrated in the graph below;



MAR (Monthly Absence Return)

MAR template is available online for all employees which are aligned to the General Orders.

The desk officer (HRA MAR) Collates, analyze and evaluate all Leave related applications, Monthly Absence Returns and take prompt action relating to non-compliance to the guidelines

The Desk Officers reconcile MAR with online application as per entry in FESA for Admin staff (Non-Teaching), Teaching and Government Wage Earners is processed by 10th of each month.

Unauthorise Leave

Officers who are absent without leave are liable for disciplinary action. Leave not applied online is treated as unauthorized, where salary is recovered.

Table 5: The number of MAR processed during August 2020 to July 2021 is illustrated in the table below:

August	1546	February	1154
September	2240	March	1216
October	1743	April	0
November	1751	May	1504
December	1787	June	1186
January	677	July	1029
Non-Teaching Mar Processed			288
Total Mar Processed			16121

The total recovery from August 2020 to July 2021 is \$207753.73. This is recovered for unauthorized leave taken, early departure and late arrivals.

Table 6: Total amount recovered during the financial year.

Month	Amount(\$)
August	7480.06
September	11790.92
October	12129.57
November	41990.92
December	17774.48
January	10153.73
February	16399.43
March	20825.45
April	8303.16
May	6785.97
June	41990.57
July	12129.47
Total Recovery from August 2020 - July 2021	207753.73

Special Leave – (Off Line Leave Application)

Maternity Leave

The Desk officer [Special Leave] ensures that all ML Applications received are processed within time frame and Leave approvals sent to officers. Greater than 3 officers will be receiving 50% salary for the leave duration and no Acting Allowance will be paid to any officer on ML. Both 100% pay and allowance will be released upon receipt of resumption letters from the HOS.

Paternity Leave

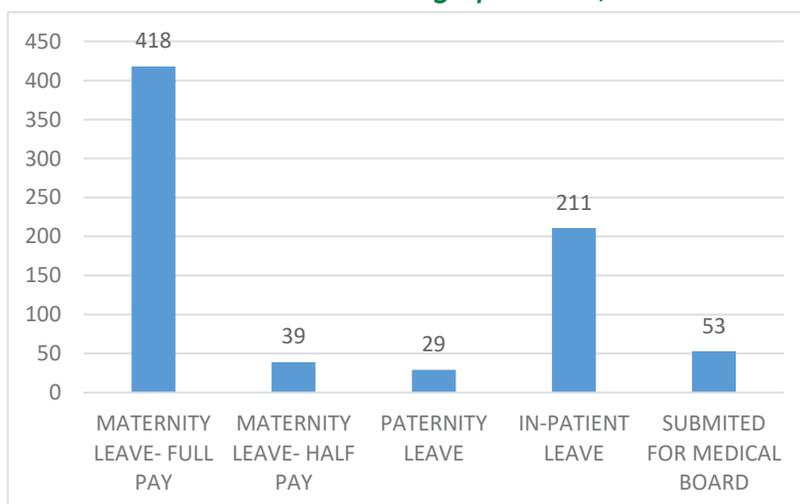
All Paternity Leave Applications received are processed within time frame and Leave approvals sent to officers. Paternity Leave is only one day annually. Applicants are to provide supporting documents to substantiate their application.

Medical Board (In-Patient Leave)

All In-Patient Sick Leave Applications received are processed within time frame and leave advice sent to officers. Salary is ceased if officers take leave for 60 Working days or more.

A medical Board case is referred to Ministry of Health and for their decision to extend inpatient sick leave for further 180 days and the advice is given to officers with recommendation received from the board.

Graph 11: The number of staff exits processed during August 2020 to July 2021 is illustrated in the graph below;



LEARNING & DEVELOPMENT UNIT

Review & Development of Policies

- Development of the Discipline Matrix and Policy, Study leave Policy and Training Policy by BPI Consultant, Ms Ruth in collaboration with the LDU & PDU team.
- Training Policy Completed – Edited by Ms Ruth Williams and Ms Rashida Singh.
- Policies submitted to SGs office to ensure full compliance with labour laws and Government policies.

Guiding documents implemented for effective management restructure, accountability, and administration

- MEHA HR 2021-2022 Costed Operational Plan was prepared in collaboration with all HR units.
- Strategic Plan, Costed Operational Plan, and IWP designed by L&D are now implemented in schools for 2021.
- Coaching HoS, teaching staff and non-teaching on performance assessment and interim assessment.
- Draft IWPs for all staff circulated to all schools by MCS for consultation and feedbacks are to be received from schools by 31st November
- Budget requirement data from LDU submitted to MCS by Feb 5th.
- Monthly, Quarterly, Annual and HR Dashboard reports prepared and submitted to HHR office as per timelines agreed to.

Improving quality of work and performance in MEHA by implementing performance improvement assessments

- L&D Team engaged in Professional Development workshop on school planning conducted in the North 3rd-5th March 2021.
- Completed Report on the HOS Workshop evaluation analysis for Central, Eastern, Western.
- L&D Team visited Cluster school to conduct Professional development session on school planning/ performance- Suva Sangam College, Baulevu High School, Lelean Memorial and ACS, Wainibuka Cluster, Kuku Cluster, Rishikul primary, Waidina Secondary.
- Written feedbacks on Strategic Plan and Costed Operational Plans were sent to approximately 50 Heads of Schools, as per request.
- L&D team organized the Induction/Information Session for school counsellors in 3 divisions- Central/Eastern, Western and Northern.
- Team received the strategic plans and Costed Operational Plans from various secondary and primary schools.

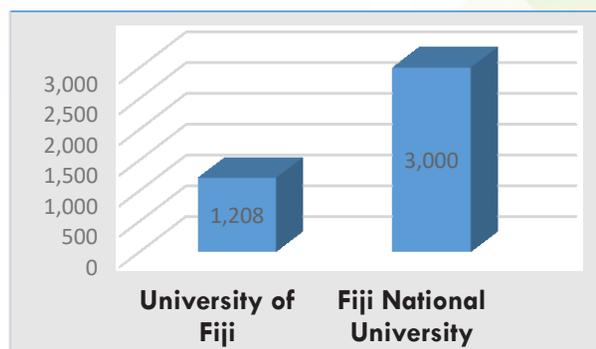
Improve Work Life Balance

- Team represented at the various organized programmes including Holi, Easter programme and farewell event for Mr. Ronald Krishna.
- Social committee members selected from LDU&PDU.
- Analyzed 1,950 performance assessment forms to determine the learning and development gaps of the teaching staff.
- Vetted investigation reports for Performance and Discipline; vetted the PA forms and entered details on Excel provided by PDU.
- Role descriptions for Store man and Heads of Schools (Secondary Schools) revised.
- MAR submitted as per timeline given.

A catalogue of current standards against qualifications and registration requirements for education providers and institutions

- FESA Qualifications updated on the Module after confirming with individual employees.
- Extracted Data on IT team for trained and qualified teachers. Data verified as requested from SPC on Qualified and Trained Teachers.

Graph 12: Summary of verified qualification updated in FEMIS

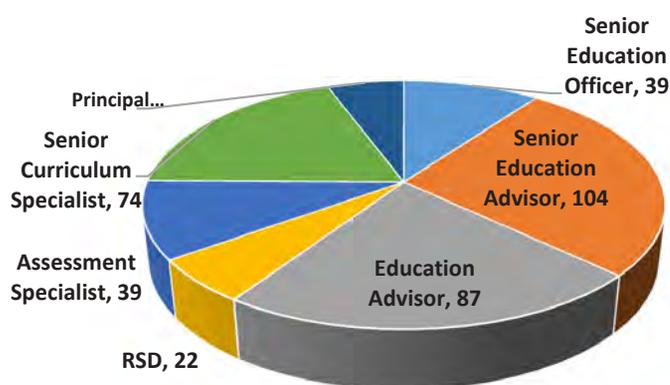


A productive workforce that reflects gender parity, equality and is appropriately qualified, competent, and committed to consistently deliver effective and efficient education services:

- Matua Program Submission approved.
- Approval given by Permanent Secretary of MEHA to conduct professional development courses for teachers in Special and Inclusive Education.
- Department members were involved in the review of RD for existing CDAU, TEST, Exams, Primary & Secondary Sections, and for Districts and Divisions, and re-alignment of the RDs to the new structure.
- Role Descriptions were prepared and/or edited for positions advertised for CDAU, TEST, EXAMS, Primary/ Secondary and Districts.
- New RDs were prepared for a few positions and Job Evaluation Questionnaires filled accordingly, as advised by MCS.
- L&D team engaged in compiling and submitting budget requirement details, as requested by MCS.
- Team members played a leading role in preparing the HR-COP and presenting to Head of Corporate Services.
- FNU Grant Assessment for 2020 carried out by Imelda from FNU – NTPC. Followed up on FNU Grant Levy from 2018-2020 with the Finance Team; compiled and submitted to PS.

Job Test Marked

Graph 13: The graph below shows the job test conducted for MEHA officers for the various field.

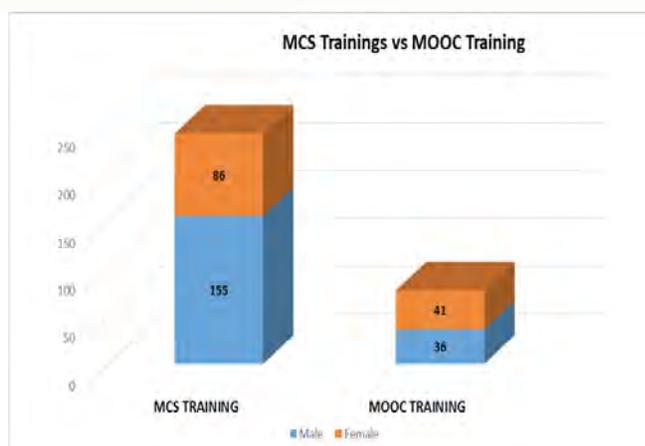


A compilation of reports on skills development and needs which must be aligned to Strategic Plan outcomes.

- Online Training Course MEHA & USP TAFE
- Total Application of 1,667 online application courses from USP Pacific TAFE.

MCS Training vs MOOC Training

Graph 14: The graph below shows the MCS and the MOOC training conducted



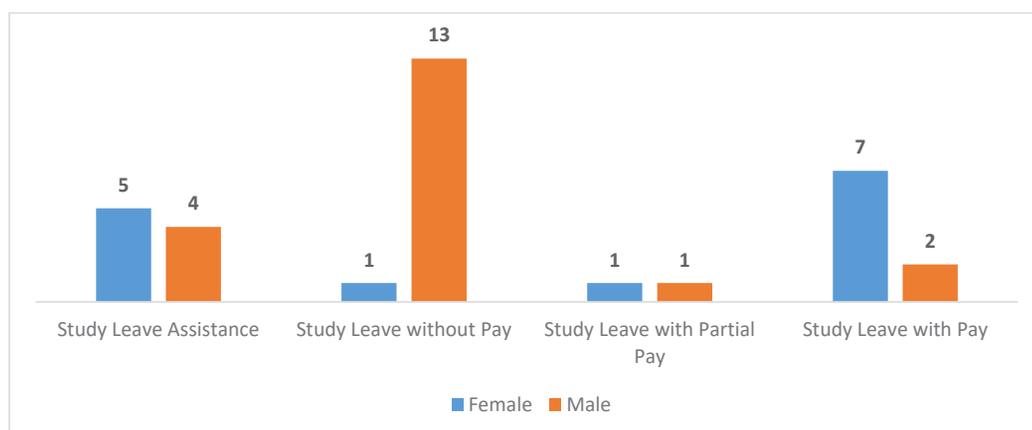
- LDU Staff (2) attended the Training of Trainers (TOT) for work-shop organized by UNICEF
- LDU (1 staff) and PDU (1 staff) attended workshop on Child Protection conducted by Fiji Support Programme Facility
- LDU (1 staff) and BPI Consultant, Ms. Ruth attended Quality Standards Workshop on monitoring and evaluation of data to assist in better processes and decision making
- 37 teachers have successfully completed the Diploma in Counselling from APTC.

A Continuous capacity building of teachers and MEHA employees

- Blast email sent to all MEHA staff on the following scholarship programmes: Australian Awards Scholarship for 2022, Taiwan Scholarship Opportunities for 2021. Ministry of Civil Service-Kemitran Negara Berkembang (KNB)/ Developing Countries Partnership Scholarship.

Study Leave Records by Gender

Graph 15: The table below shows the study leave records for MEHA officers

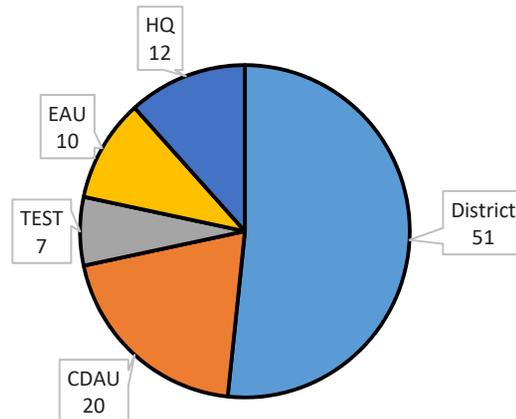


Build community partnerships through advocacy and awareness programmes

- USP's Numeracy Workshop meeting was attended by LDU with the staff of School of Pacific Arts, Communication and Education.
- LDU facilitated the induction programme (for all new appointees at CDAU, District/Division, HQ, at Southern Cross Hotel attended by the following:

Induction Programme for New Appointees

Graph 16: The graph below summarises the induction programme conducted by the Ministry for its officers



PERFORMANCE & DISCIPLINE UNIT

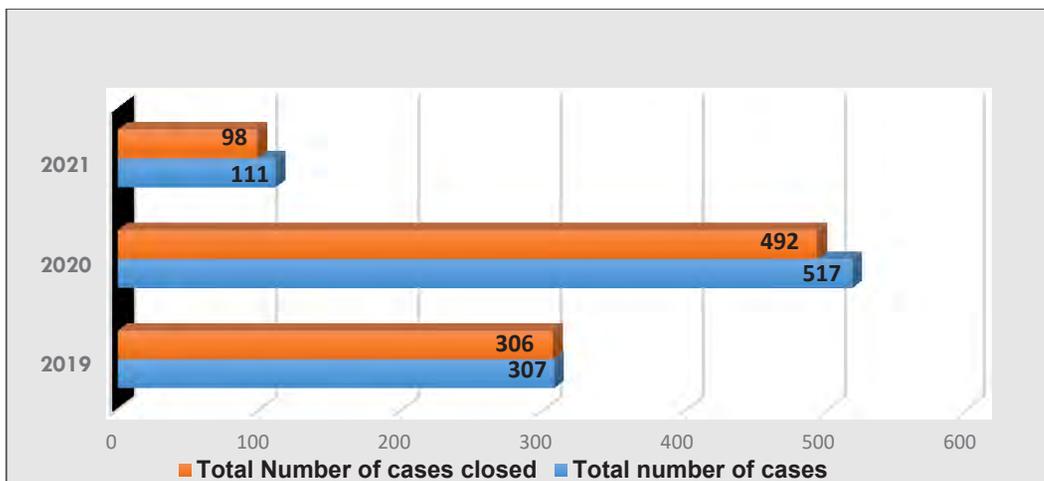
Workforce Engagement & Development

- The team carried out 10 Wellness Sports Activities at Suva Grammar sports ground for 10 Wednesday afternoons.
- Team held fund raising activities that funded End of Year function at Pearl Resort on 12 December 2020.
- The Manager L&D awarded trophies to each member of the team in recognition of their contribution to the department for 2020.

Strengthening compliance of MEHA employees to Government policies , procedures and rules and regulations

- Current Discipline Database was improved and also improved extraction of data and information that assisted in decision making.
- A Taskforce was setup to identify bottlenecks in the Investigation Process. It was determined that preliminary investigations will be carried out for minor disciplinary cases while formal investigations will be carried out for major disciplinary cases that can produce outcomes like termination of employee contract.
- 15 workshops carried out for Head of Schools in the Central, Western and Northern Divisions for organizational awareness.
- 36 Performance Assessment Workshops conducted.

Graph 17: Disciplinary Cases from 2019-2021



Legislation Policies and Planning

- Section Business Plans for Learning & Development, Performance & Discipline already been developed in alignment to MEHA's COP 2020/2021.
- IWP developed and monitoring in progress.
- Draft Disciplinary Policy submitted to senior management for endorsement and approval.

CONTRACT UNIT

The Contract unit ensures contract management for all staff are carried out in an efficient, effective and timely manner, in accordance with relevant policies and procedures. The unit is also responsible for updating and maintaining employee records on the Fiji Education Staffing Appointment System [FESA] Employee contracts were issued and returned prior to end of school year with salaries released in a timely manner. The Ministry rolled out Electronic Contracts in November 2019, which allows all employees to receive and return their contracts quicker and in a secure and more efficient manner. A move to electronic contracts has provided improved service delivery, represents an environmentally friendly solution by significantly reducing the number of copies printed, faster and efficient service to Ministry staffs and faster processing of the appointment letters and contracts. This is also in line with Government's initiative for Digital Fiji, for faster and secure service.

In addition, Transfer and acting appointment letters have been issued in a timely manner by beginning of Term 1 2021.

A budget of \$1.4m was provided for the 2020/2021 FY which has been utilised to process salary upgrades of 366 teachers who upgraded their qualifications and 481 teachers' salary movement from the Transitional Step. Total of 847 cover letter letters were issued to teachers to advice on upgrade of salary.

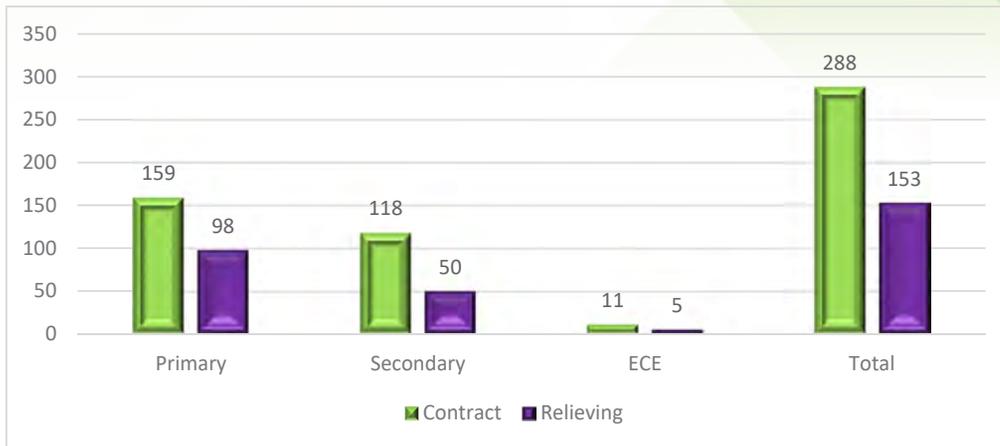
The graph below illustrates a summary of the total contracts and letters issued by the Unit.

Graph 18: Summary of Total Contracts & Letters Issued



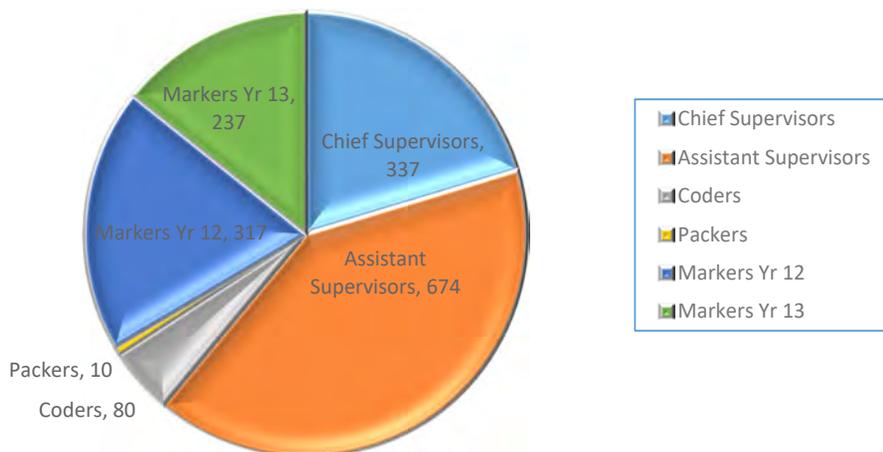
New and relieving teacher appointment contracts were issued upon receipt of approved submissions as illustrated below.

Graph 19: Summary of New and Relieving Teacher Contracts Issued



Appointment letters for Exams Office have been prepared in a timely manner upon receipt of Selection Reports for proper conduct of external examinations and marking of answer scripts for students.

Graph 20: Summary of Appointment Letters Issued for Exams Office



Chapter 2: ACCESS, RETENTION AND COMPLETION



The Ministry of Education, Heritage and Arts is responsible for building a knowledge-based society by ensuring that Fiji's young people have equitable access to high quality education at all levels. Education is a high priority for Fiji. It is mandated that every child attends school. Study loans and scholarships are continuing for our students in order to continue their learning at tertiary level. Some of the existing initiatives that will continue and support access to inclusive education include:

- Free Education Grant (Year 1 - 13)
- Transport Assistance for those whose combined household income is \$16,000 or less, Tuition Grant for Technical and Vocational Education and Training;
- Tuition Subsidy Grant for Early Childhood Care (ECE),
- Provision of Food and Supplies for Boarding Schools
- Distribution of Textbooks.
- Funding for capital projects has been prioritised on needs basis and
- Provision of water tanks
- Boats and engine

EARLY CHILDHOOD EDUCATION

The Early Childhood Education [ECE] unit supports the Ministry's mission of providing total inclusive learning and holistic development and needs of the child: namely, social, emotional, physical, spiritual, language and cognitive. In addition, ECE supports the health, nutrition, safety and protection of 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 promotes 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 Centres

Number of ECE Centres

Table 7: The table below summarises the Total number of ECE Centres by Division

Division	Districts	No. of schools
Central	Suva/Nausori	248
Eastern	Lau/Kadavu/Lomaiviti/Rotuma	112
Northern	Macuata Bua/Cakaudrove	203
Western	Nadroga Navosa/Lautoka Nadi Yasawa/Ba Tavua/Ra	310
Total		873

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 873 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.

The following percentage of FEG has been paid to all primary/ECE schools which have met the compliance.

TERM 3 2020: Term 3 2020 100% paid to all complaint schools

TERM 1 2021: Term 2, 2021 100% paid to all schools

TERM 2 2021: Term 1, 2021 100% paid to all compliant schools

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 and
- Promote disability-awareness and the implementation of special and inclusive education in the community at large.

Achievement

Grants

Special and Inclusive Education Grant (SIEG) was paid as follows

TERM 3 2020	Paid to all special schools and to eligible inclusive schools.
TERM 1 2021	Paid to all special schools.
TERM 2 2021	Term 2, was held due to Closer of schools due to COVID-19.

Free Education Grant (FEG) was paid as follows

TERM 3 2020	80% paid to all complaint schools
TERM 1 2021	Second instalment 40% paid to all compliant schools
TERM 2 2021	Term 2, 2021 100% paid to all schools

Total number of schools paid with SIEG

Special Schools	17
Inclusive Schools	42



SIE Policy Review

- The consultation process involved all the relevant Stakeholders and the first Draft is in Circulation to the respective units in MEHA.
Staffing
- The appointment of a Senior Curriculum Specialist Special and Inclusive Education is an additional benefit to the Special and Inclusive Education Unit.
- The SIE unit is supported by the Facility and there are six officers from the facility to assist the Special and Inclusive Unit of MEHA towards inclusive education.

FEMIS- Function/Disability

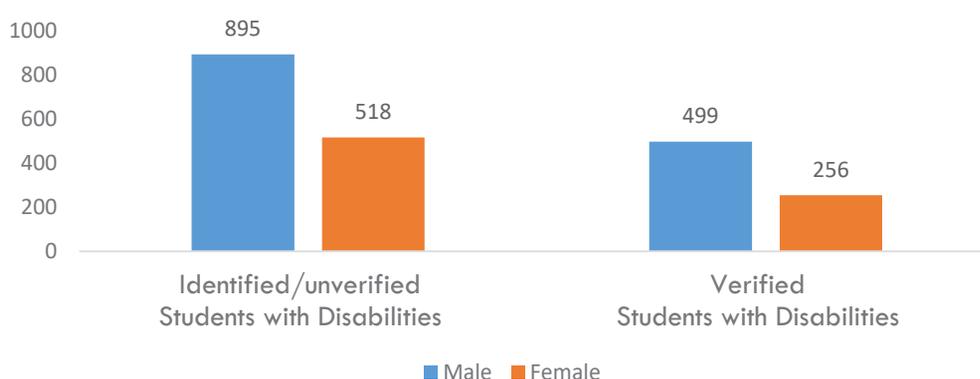
This was presented to the World Bank Seminar by Head Corporate Services.

The Desegregation Disability data on Function/Disability tab in the Fiji Education Information System (FEMIS) provides the following information;

- Type of disabilities
- Disability by gender
- Numbers of boys and girls with disabilities.
- Severity of Disability categorized under Mild, Moderate and Severe/Profound.
- Assist in staff allocation and forecast the budget.

2020 students roll with disabilities

Graph 21: Special students roll



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.

Table 8: Total number of Primary Schools by Division

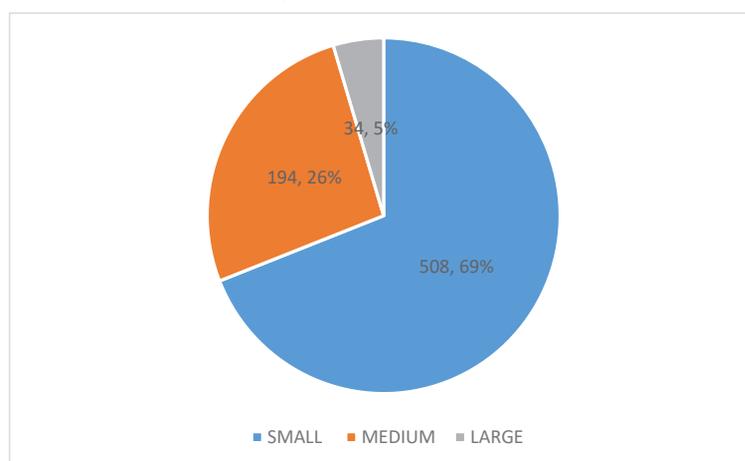
Division	Districts	No. of schools
Central	Suva/Nausori	199
Eastern	Lau/Kadavu/Lomaiviti/Rotuma	117
Northern	Macuata Bua/Cakaudrove	167
Western	Nadroga Navosa/Lautoka Nadi Yasawa/Ba Tavua/Ra	254
Total		737

Classification and staffing formula for primary schools

Classification	School Roll	Number of Teachers	AHT
SMALL	10 to 209 OR	2 to 7 teachers	0
MEDIUM	210 to 779 AND	8 to 25 teachers	1
LARGE	780 + OR	26+ teachers	2

Schools by classification

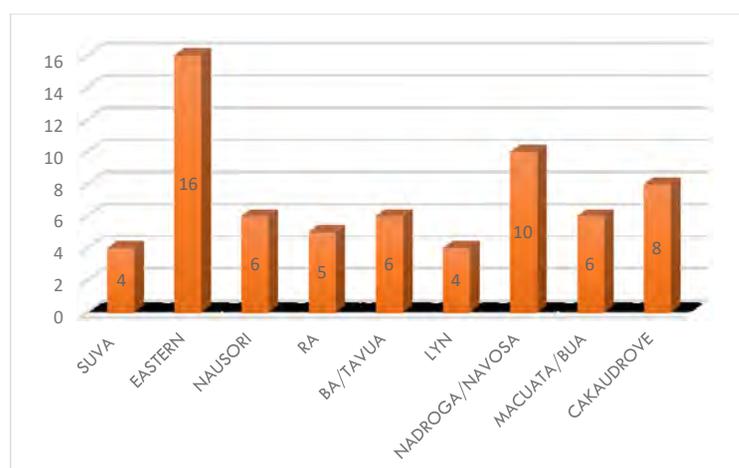
Graph 22: The graph below shows the percentage of primary schools by classification as SMALL, MEDIUM and LARGE



Term 1 2021 Primary Schools Boarding Allowance

Boarding per capita grant was paid to 65 boarding schools across the nine districts.

Graph 23: The graph below reflects the number of schools per district that were eligible for the grant.



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 mediums and 80 small public secondary schools in Fiji.

Table 8: 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 9: 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

SCHOOL GRANT CENTRALIZED BY DISTRICT

CENTRALIZED SECONDARY			
DISTRICT	NO.OF SCH	Name of the school	Controlling Authority
EASTERN	3	Kadavu Prov High, St Johns College and Ratu Finau Sec Sch	Marela Head Office - Grants Dept
SUVA	2	Ahmadiya Muslim College, Ratu Sukuna Memorial, Nabua Secondary	Marela Head Office - Grants Dept
RA	1	Vatukaloka Sec Sch	Ra Education Office
NAUSORI	4	Waidina Sec, Wainimala Sec, Dawasamu Sec, Sila Central	Marela Head Office - Grants Dept
LAUTOKA	2	Ratu Navula College	Marela Head Office - Grants Dept
MACUATA/BUA	3	All Saints Sec, Holy Family Sec, Rt Luke Sec Sch	Labasa Education Office
CAKAUDROVE	1	Napuka Sec Sch	
NADROGA	1	Sigatoka Valley Sec Sch	Nadroga Education Office
TOTAL	17		

ASSETS MONITORING UNIT (AMU)

The Unit is responsible in ensuring better management and monitoring of capital projects, establishment, registration and recognition of schools. It supports quality schools performance through enhancing capacities of school management and teachers on Education in Emergencies/ Safer Schools. It strongly monitors school development grants. The Education in Emergencies Unit works closely with relevant Ministries and Donor agencies to proactively address and manage disaster issues as well as to mitigate adversities affecting schools in emergencies and disasters. It also ensures effective coordination of the Ministry's Emergency Operation Centers in emergencies and disasters.

Roles and Responsibilities

Assets Development & Capital Project

The Asset Development and Capital Project Section is responsible in the continuous improvement strategies and monitoring of all the schools, in the categories of Non-government primary, ECE, Special Education, Non-government secondary schools, Government schools and Institutional Offices through the provision of finances to assist in the improvement of physical facilities and equipment's, especially in the learning environment, for the realization of the national goals of education.

It facilitates and pays lease premiums of new leases and renewal of leases in consultation with lessees, TLTB and Department of Lands. It expedites on the disaster rehabilitation through infrastructure upgrading and improvement. It facilitates the supply of water tank to schools for the sustainability of water supply; and facilitates and implements the building of new schools.

Education in Emergency & COVID-19

The EIE Team is responsible for the provision of education during disaster and rehab through the supply of TLS, School stationaries, School Bags, school in the box, ECD, recreational unit and school feeding. It provides capacity building programs for teachers and stakeholder on Disaster Preparedness. In terms of the School DRR; it provides awareness and facilitate Disaster Management and Disaster Education with school infrastructure improvement. It also provides psychosocial support and activities. In addition, it conducts Safer Schools against Disaster in Education training to management and school heads whilst encouraging disaster risk education into the school curriculum. Coordinate the Ministry's Emergency Operation Centers during emergencies and disasters.

In 2020, the COVID-19 pandemic had an effect on nearly every person on the planet and over 1.7 million people lost their lives. AMU acts as the focal point in compiling and reporting on the COVID-19 pandemic, ensures that safe re-opening of schools is guarantee. This with the assistance of its donor clusters and MEHA as a whole.

Achievements

Assets/Development

Completion of New Bau Central College (\$689,085)

Project Allocation	Project	Committed	Actual	% Utilization as at 31/7/21	Work Progress
Bau Central College	Constructions of Special Rooms – CIU Projects	\$689,085	\$462,920.11	67%	Payments 7, 8 & 9 released to Basic Industries. Work is completed.

Upgrading & Maintenance of Institutional Offices (\$450,000)

Project Allocation	Project	Committed	Actual	% Utilization as at 31/07/21	Work Progress
SAAC	Refurbishment to existing NSAAC Office	\$450,000	\$1,344.50	2%	Retention 2 payments for SAAC paid to Contractor. Other projects Mualevu House, Senikau House and Gohil Building postponed due to COVID19.

Upgrading & Maintenance of Non-Government Secondary Schools (\$533,576)

Project Allocation	Project	Committed	Actual	% Utilization as at 31/07/21	Work Progress
Lekutu Secondary School	Constructions of prefab building	\$533,576	\$301,675.37	57%	Payments for the TC Yasa Projects in the North for Lekutu Secondary - completed

Upgrading & Maintenance of Non-Government Primary Schools (\$522,905)

Project Allocation	Project	Committed	Actual	% Utilization as at 31/07/21	Work Progress
Bua District & Dama District School	Constructions of prefab building	\$522,905	\$305,409.85	58%	TC Yasa Projects in the North for Bua District and Dama District - completed

Construction of New Facilities for Non-Government Schools (\$121,130)

Project Allocation	Project	Committed	Actual	% Utilization as at 31/07/21	Work Progress
QVS	CIU Project	\$121,130	\$38,270.56	32%	Payments 3 & 4 - Nayaulevu ECE

Upgrading & Maintenance of Government Schools (\$170,000)

Project Allocation	Project	Committed	Actual	% Utilization as at 31/07/21	Work Progress
Natabua Primary School	Constructions of new 7 pan Ablution Block	\$170,000	\$-	0%	Contract awarded to Aggregate Solutions (Fiji) Limited at \$169,946.26 (VIP). Postponed due to COVID19.

Constructions of New Facilities for Government Schools (\$105,968)

No.	Project Allocation	Project	Committed	Actual	% Utilization as at 31/07/21	Work Progress
1	QVS	CIU Project	\$105,968	\$-	0%	Retention 2 for the QVS Projects - Defects Liability Period to end in the 2021-2022 FY.

Water Tank Assistance

Project Allocation	Project	No. of schools assisted	Actual	Work Progress
Water Tanks – Primary [98,750]	Primary schools water tanks assistance	24	\$39,500	Gurbachan Singh: 51 water tanks delivered and paid for. [Northern, Western, Central and Eastern]
Water Tanks – Secondary [98,415]	Secondary schools water tanks assistance	13	\$36,120	Gurbachan Singh: 21 water tanks delivered and paid for. [Northern, Western, Central and Eastern]

Renewal of School Lease Premium

Budget Allocation	No. of Schools assisted	Committed	Actual	% Utilization as at 31/7/17	Work Progress
\$50,000	9	\$50,000	\$23,286.10	47%	Land lease premium processed for the following: 1 Special School 7 Primary 1 Secondary

DISASTER MANAGEMENT UNIT

The table below summarises the EiE items distributed during the financial year

Table 10: EiE items distributed

#	Division	Districts	Schools	Reg #	Sch Type	Total Students Roll	Total Staff Roll	SIB	ECD	Recreation Kit	TLS [72m2]	TLS [42m2]	Student Back Pack	Tarpaulin	Comments
1	Eastern	Eastern - Matuku Lau	Babasea Primary School	1452	Prim	31	4	1	0	1	1	1	31	5	1 x 72 to cater for Yr.1 - Yr.4/ 1 x 42 to cater for destr
2	Eastern	Eastern - Matuku Lau	Babasea Prim Sch ECE	9146	ECE	5	1	0	1	0	0	1	5	5	Cover ablution area
3	Eastern	Eastern [Lau]	Onolewu District School	1407	Prim	60	3	1	0	1	0	0	60	5	Tarpaulin to cover for damaged roofs/ 1 x 2500 L
4	Eastern	Eastern [Lau]	Onolewu Dist Kindergarten	9147	ECE	10	1	0	1	0	0	0	10	5	Cover ablution area
5	Eastern	Eastern [Lau]	Doi Village School (Lau)	1428	Prim	22	2	1	0	1	0	0	22	5	Tarpaulin to cover for damaged roofs.
6	Eastern	Eastern [Lau]	Doi ECE Centre	8697	ECE	4	1	0	1	0	0	0	4	5	Cover ablution area
7	Eastern	Eastern [Lau]	Navesi Primary School (Totoya)	1447	Prim	29	3	1	0	1	0	1	29	5	T-Quarters 1 – completely destroyed /Tarpaulin to cover for damaged roofs.
8	Eastern	Eastern [Lau]	Navesi Kindergarten	9127	ECE	9	1	0	1	0	0	0	9	5	Cover ablution area
9	Eastern	Eastern [Lau]	Totoya District School	1421	Prim	36	5	1	0	1	0	0	36	5	Tarpaulin to cover for damaged roofs.
10	Eastern	Eastern [Lau]	Nakorowaiwai ECE	9913	ECE	10	1	0	1	0	0	0	10	5	Cover ablution area
11	Eastern	Eastern [Lau]	Delaiverata District School (Makadru, Village, Matuku, Lau)	1426	Prim	25	8	1	0	1	0	0	25	5	Tarpaulin to cover for damaged roofs.
12	Eastern	Eastern [Lau]	Delaiverata Dist Kindergarten	9995	ECE	3	1	0	1	0	0	0	3	5	Cover ablution area
13	Eastern	Eastern [Lau]	Rt Mocevakaca Mem	1415	Prim	45	6	1	0	1	0	1	45	5	1 x T Q is badly damaged/ Tarpaulin to cover for damaged roofs.
14	Eastern	Eastern [Lau]	Rt Mocevakaca ECE	9844	ECE	6	1	0	1	0	0	0	6	5	Cover ablution area
15	Eastern	Eastern - Lau	Qalikaaru District School	1427	Prim	22	5	1	0	1	0	2	22	5	2 x T Qs were destroyed/ Cover ablution area/ Tarpaulin to cover for damaged roofs.
16	Eastern	Eastern - Lau	Qalikaaru ECE	9886	ECE	6	1	0	1	0	0	0	6	5	/ Cover ablution area
17	Eastern	Eastern [Lau]	Kabara District School (Tokalau)	1416	Prim	40	4	1	0	1	0	0	40	5	Tarp to cover damaged areas in T Qs, Clsrms, Toilets, Hostels, Kitchens, etc
18	Eastern	Eastern [Lau]	Kabara Dist ECE	9869	ECE Attached	4	1	0	1	0	0	0	4	5	Tarp to cover damaged areas in T Qs, Clsrms, Toilets, Hostels, Kitchens, etc
								9	9	9	1	6	367	90	

Donor Support

2020-2021 Project Highlights

Macuata/Bua Education District

Pictures	Remarks
 	<p>Dama District School</p> <p>Proposed Temporary Prefabricated 1x3 Classrooms Building</p>
	<p>Lekutu Secondary School</p> <p>Proposed Temporary Prefabricated 1x3 & 1x4 Classrooms Building</p>
	<p>Bua District School</p> <p>Proposed Temporary Prefabricated 1x3 Classrooms Building</p>

LIBRARY SERVICES OF FIJI

Overview

The fiscal year 2020-2021 was a challenging one with the impact of COVID 19 wave 1 and 2, including budget cuts which has really affected the service delivery of the Department. The challenging of the non-advertisement of vacant position due to resignation and retirement and the no job no job policy is also a contributing factor to the non-achievements of some of the activities and tasks, this somehow affected our human resources.

The Department, however continued to work on processing resources during work from home, these resources are the Read To Lead project books which was manually processed and now ready for distribution.

Despite the challenges faced in this fiscal year, the hardworking staff continue to process resources manually, to ensure that targets are met.

Furthermore it is imperative to acknowledge the contribution of all Library Services staff that has toiled hard together despite differences and challenges faced, due to the team spirit the staff managed to pull strings and make things work out.

Reflected in this report, the work that has been carried out in the fiscal year 2020-2021 for your read and we do hope that we will be given more support in-order to provide information access to those vulnerable community members out there in the remote and rural areas.

Introduction

Library Services of Fiji was initially established in 1964, for the purpose of experimental station which will do research into problems and methods of bringing about the overall development in Fiji.

The Department has been assisting the schools with the development of their school libraries on the understanding that school libraries play a pivotal role in the teaching and learning of individuals. Also the public library was established for the purpose of providing information access to its community members, thus building a knowledgeable society.

In addition to ensure information access is available in rural settings community libraries were set up to also assist villages in setting up a homework center for their children.

Moreover, the Department also has Read to Lead project funded by Fiji Water Foundation and coordinated by Vision Fiji. These resources are processed and distributed to schools. This financial year saw the end of Phase 6 of this project and also the beginning of Phase 7 which began to replenish resources given to schools.

This report will reflect the achievements of the Department for this financial year and the drastic impact that COVID 19 has on the achievements of outputs and outcomes, with the greatest challenges faced after the 57th year of existence of this unit, which is budget cuts that also affect the deliverance of our services and the vulnerable in the rural area continues to suffer in silence due to lack of resources available to them.

TECHNICAL SERVICES

This is the backbone of library services, this unit has 4 functions as follows:

1. Acquisition, this is where the procurement process of resources is done, this procurement is for public and school libraries, relevant and the need of information as per user request is always part of the selection of resources prior to procurement.
2. Ownership Stamping, this process is done once all resources acquired has been verified as per orders, invoice and delivery documents. These stamping process have 3 unique standard place in the books that the ownership stamping is placed.
3. Accessioning this is the process of assigning running numbers to all resources procured using government funds, donations are accession separately from the main accession register.
4. Cataloguing and classification, this is the process of cataloguing resources and assigning of classification numbers as per the international library standards. Cataloguing standards that is followed internationally is the use of AACR2 (Anglo American Cataloguing Rules 2). On the other hand the classification standards used internationally is the DDC or LC (Dewey decimal classification or Library of Congress), however for LSF the technical unit uses the DDC standards for both public, school and community libraries.

Acquisition of Monographs

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

Table 11: Resources acquired for this financial year and the vendor

Company	Awarded Date	Payable Amount	Description
iTaukei Trust Fund Board	29/09/2020	\$250.00	10 copies

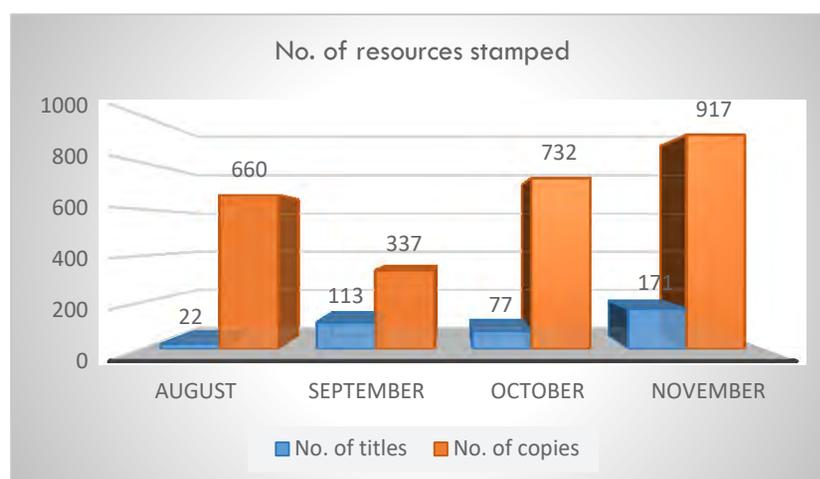
Ownership Stamping

Resources were stamped on the title, verso and the secret pages before they were sent for accessioning table 12.

Table 12: Number of books stamped on a monthly basis:

Month	No. of titles	No. of copies	Costing (\$)
August	22	660	11,085.99
September	113	337	15,259.15
October	77	732	10,565.50
November	171	917	22,915.87
December	Public libraries stock take		
January			
February			
March			
April	COVID 19 2 nd wave		
May			
June			
July	Work from home (R2L books)		
TOTAL			

Graph 24: Number of resources stamped prior to accessioning, cataloguing and classification process



Resources Accessioned

Accessioning of resources is the assigning of running numbers to all resources acquired.

Table 13: Summary of the number of materials accessioned from August 2020 to July 2021.

Month	No. of titles	No. of copies	Costing (\$)
August	282	720	11, 558.79
September	391	3, 987	64, 605.05
October	120	988	13, 065.60
November	171	917	22, 915.87
December	Public libraries stock take		
January			
February			
March			
April			
May	COVID 19 - 2 nd wave		
June	Work from home (R2L books)		
July			
TOTAL	1, 246	6, 612	112, 145.31

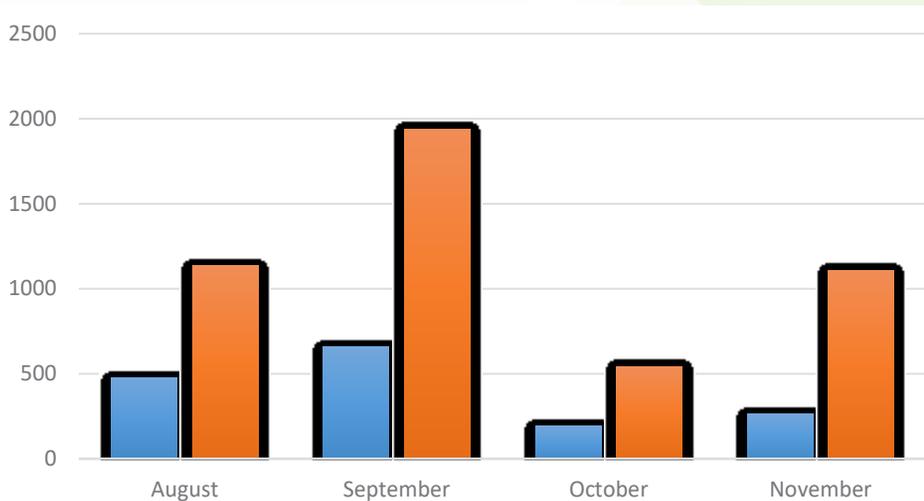
Summary Of Cataloguing Statistics

The resources at LSF are catalogued using the international standard of cataloguing rules. This makes it easier for the library patrons to identify and borrow resources to meet their information needs.

Table 14: Shows the number of books catalogued during this financial year.

Month	No. of Titles	No. of Copies	Costing \$
August	476	1136	18, 715.96
September	657	1939	21, 708.46
October	193	543	4, 949.37
November	262	1109	15, 320.36
December	Public libraries stock take		
January			
February			
March			
April			
April	COVID 19 2 nd wave		
May	Office Closed		
June			
July			
July	Work from home (R2L books)		
TOTAL	1, 588	4, 727	\$60, 694.15

Graph 25: Number of resources catalogued



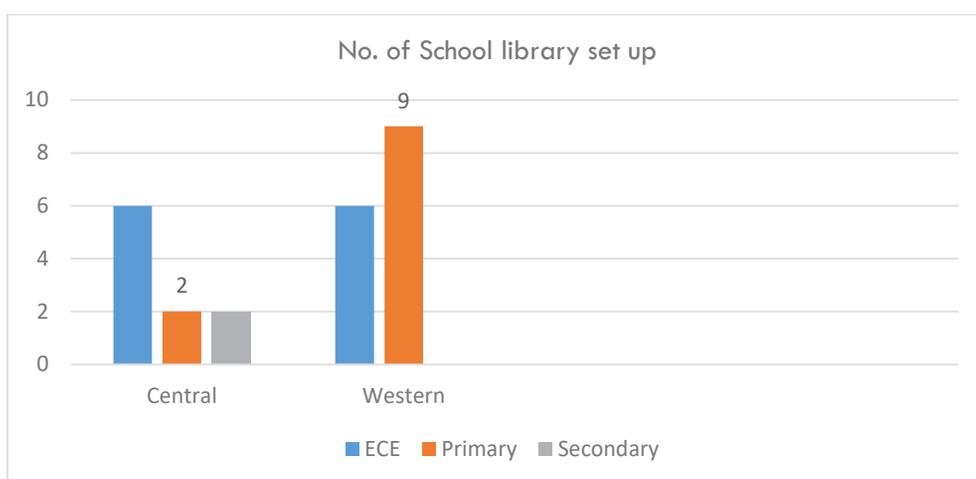
The above graph depicts the number of cataloguing of monographs done during this financial year.

SCHOOL LIBRARY SERVICES

This unit ensures that school library are equipped with relevant and adequate resources to supplement the curriculum offered, with this function the department assists schools in their collection development, setting up of their school library to ensure that their library is fully functional, to allow students to loan resources, write book review, allow students to understand searching for the right information to use.

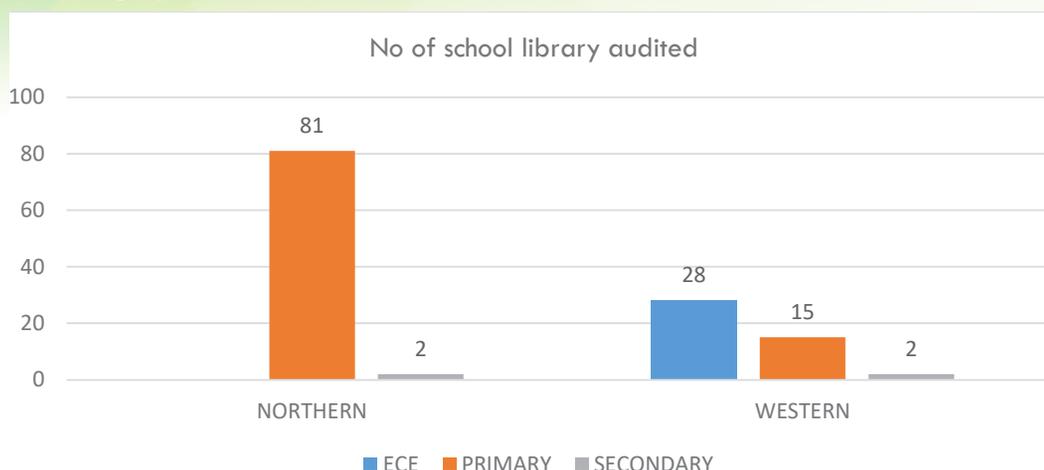
School library Set up is always one of the core activities of the Department, however this fiscal year the challenges faced by COVID 19, reduction of staff due to retirement and vacant positions are still not filled yet, the no job no job policy which has resulted in two of our staff were not left out of work, hence the human resources of the unit was badly affected which contributed to the department not achieving of its targets.

Graph 26: Number of school library set up that the department was able to carry out in the two division.



School library audit is part of the monitoring and evaluation of services in schools. Two divisions carried out school library audit, which is Savusavu and Western.

Graph 27: The graph below shows the number of schools that were audited in this fiscal year.



The graph depicts the number of school libraries that were audited during the fiscal year 2020-2021.

PUBLIC LIBRARY SERVICES

Public library services provided free public library to the community it serves. The 5 public libraries ensure that they provide space for communities to engage, connect, learn and discover at their own pace in their own respective space. This financial year, the major challenge that these public libraries faced was the under-utilization of their services during this 2nd wave of COVID 19, and secondly the impact of system crashes that has affected the online cataloging of resources in our public library.

Statistical data are collated from each public library in terms of new membership, loans management and bureau services. Tabulated in the following tables are the statistical data.

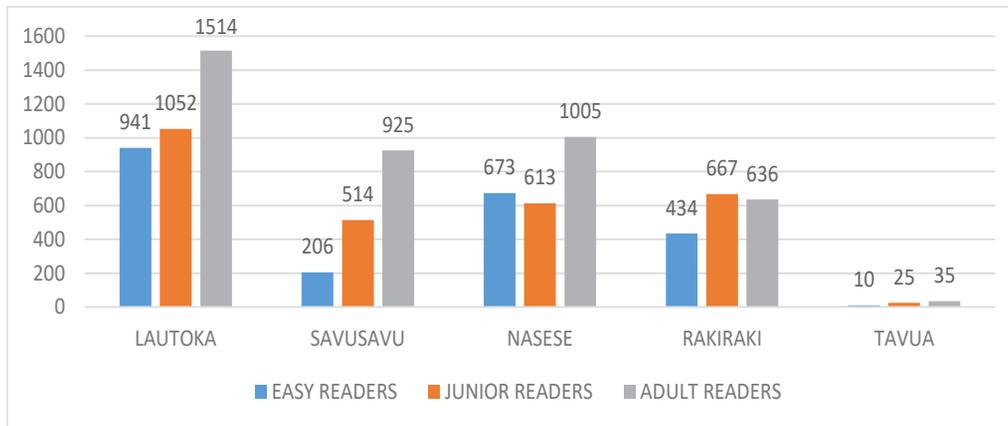
New Membership

Branch Library	Easy Readers	Junior Readers	Adult Readers	Total
Lautoka		51	17	68
Savusavu		16	7	23
Nasese	73	19	31	123
Rakiraki	2	16	3	21
Tavua	3	1		4
TOTAL	78	103	58	239

The graph depicts the number of newly registered members in each branch, Tavua was less due to the library reopening after renovation in October.

Loans Management

Graph 28: This graph depicts the number of loans made by the three main group of readers in the branch library which are easy readers, junior and adult.



Revenue Collected

These are the paid services that the branches offer to its customers for services such as photocopying, printing, laminating, ID cards replacements, overdue fines, scanning, binding and lost books.

Particulars	Wrl	Savusavu	Rakiraki	Tavua	Naseese	Total
Photocopying	17.50	223.55	0	0	0	241.05
Printing	0	193.60	0	0	0	193.60
Scanning	0	30.20	0	0	0	30.20
Laminating	0	7.20	26.00	0	0	33.20
Overdue fines	77.40	124.35	6.50	0	0	208.25
Binding	0	20.00	0	0	0	20.00
Lost books	35.40	115.80	0	4.00	0	155.20
ID Cards replacement	5.00	20.00	26.00	0	0	51.00
TOTAL	135.30	734.70	58.50	4.00	0	932.50

Community Library Services

Since its inception 10 years ago, there were a total of 36 Community libraries established in rural communities to ensure that the vulnerable members of society are not deprived of having access to information as part of the SDG goal which is a priority of the Government.

Communities have noticed the impact of libraries in their society, boosting the academic achievement of their children to become responsible citizens and able to contribute effectively to the economic growth of our Nation.

Community libraries are no exception, the impact of COVID has drastically affected the assistance to the community in terms of monitoring and evaluation due to the restrictions that were in place.

However, the Department was able to assist only 1 community to establish a community library and visited 4 communities and carried out activities such as storytelling, basic research skills and other activities that young children can be engaged with.

Chapter 3: CURRICULUM AND ASSESSMENT



CURRICULUM ADVISORY SERVICES

Overview

Vision

Quality curriculum that is flexible, accessible and responsive to changing needs.

Mission

To improve the quality of education through the creation of quality curriculum tools, resources, products and services designed to promote creativity, innovation and joy for interactive/holistic learning and teaching in the 21st century education contexts.

Roles and Responsibilities

- Review and develop Early Childhood, Primary and Secondary education curriculum and syllabi
- Develop teaching and learning resources for schools
- Conduct in-service training for teachers on curriculum implementation and pedagogies
- Provide professional advice on learning and teaching to School Heads and teachers through school visitations
- Develop external assessments for Years 6, 8, 10, 12 & 13 and final assessments for Years 7, 9 & 11 levels
- Develop Literacy and Numeracy Assessment (LANA)
- Develop strategies and train teachers to support literacy and numeracy education in Primary schools
- Develop internal assessment guidelines and relevant materials for schools
- Develop audio/visual educational materials to support learning and teaching
- Procure, print and dispatch textbooks, syllabi and supplementary educational resources to all schools
- Monitor learning and teaching in schools and assist with school improvement plans

ACHIEVEMENTS

Textbooks

Free Textbook Scheme

The Education Resource Centre successfully procured, printed, packed and dispatched the free textbooks for the 2021 school year to 696 primary and 175 secondary schools that requested for the textbooks.

Table 15: Number of schools assisted.

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

Table 16: Total number of textbooks distributed to primary and secondary schools.

Education District	Primary Textbooks Actual Numbers	Secondary Textbooks Actual Numbers
Suva	69897	50838
Nausori	48993	31819
Cakaudrove	21166	11791
Ba/Tavua	32859	19540
Ra	16567	7120
Nadroga-Navosa	26134	39971
Lautoka/Yasawa	71294	39971
Macuata/Bua	33688	18652
Eastern	19420	11434
Total Books Dispatch	340018	204865
GRAND TOTAL	544883	

Hope Schools Visited

Hope schools were identified using the assessment data and school reports. Support was therefore provided to improve academic performance. The identified schools were offered support through school visitation and professional development to bridge the gap.

Districts	Primary	Secondary
Suva/ Nausori	16	2
Ba/Tavua/Ra		1
Nadi/ Lautoka/Yasawa		5
Bua/ Macuata		6
Cakaudrove		1
Eastern	6	
TOPTAL	22	15

Science Kits

The 20 primary & 5 secondary schools were identified through collaboration with the Eastern Education Office and these kits were all supplied.

2020 Science Kit Recipient Schools

Table 17: Shows the recipient schools who received science kit

Name of School	District/Division	Name of School	District/Division
Dravuni District School	Naitasiri	Wairuku Primary School	Ra
Drauniivi Public School	Tavua/Ba	Nasau District School	Ra
Nadelei Catholic School	Tavua/Ba	Bucalevu Primary School	Ra
Tataiya Memorial School	Ra	Yalavou Public School	Sigatoka
Rakiraki Methodist Mission	Ra	Wavuwavu Primary School	Bua/Macuata
Naria Primary School	Ra	Eliki Memorial School	Eastern/Kadavu
Vatukaceveceva Village School	Ra	Muaira District School	Naitasiri
Nakorotubu District School	Ra	Toga District School	Rewa
Rakiraki Muslim Prim School	Ra	Dilkusha Girls School	Nausori
Saivou District School	Ra	Navurevure Primary School	Nausori

Capacity building of teachers in developing quality Assessments

Districts	Secondary HOD's and Principals
Nausori/Suva	18
Bua/Macuata	48
Cakaudrove	9
Ba	9
Nadi/Lautoka/Yasawa	42
Suva /Nausori- Primary	48

Improving the quality & quantity of students and teacher-focused aired programs.

Walesi Platform

All recording and broadcast with regards to subject revision & examination tips were televised on FBC channel had been completed.

- About 2520 hours of airtime/ televised was completed in partnership with Walesi.
- About 750 video scripted recordings were done at FBC.
- Videos uploaded on Learning hub
- OER resources uploaded

School Broadcast Unit

Given below is the summary of the total number of recordings conducted by the unit and had been aired in collaboration with FBC

Titles	# of Lessons
Teachers World	16
Hindi (7-8pm rf 2)	12
Vosa Vakaviti (7-8pm)	21
Maths Count	7
Focus	16
Education Bytes	14
Numeracy	20
Literacy	31
Conversational VVV	55
Conversational VVV& FH	5
Conversational Fiji Hindi	36
World Around Us	16
World We Live In	19
Vakasala ni Vuli	151
Domo ni Vuli	29

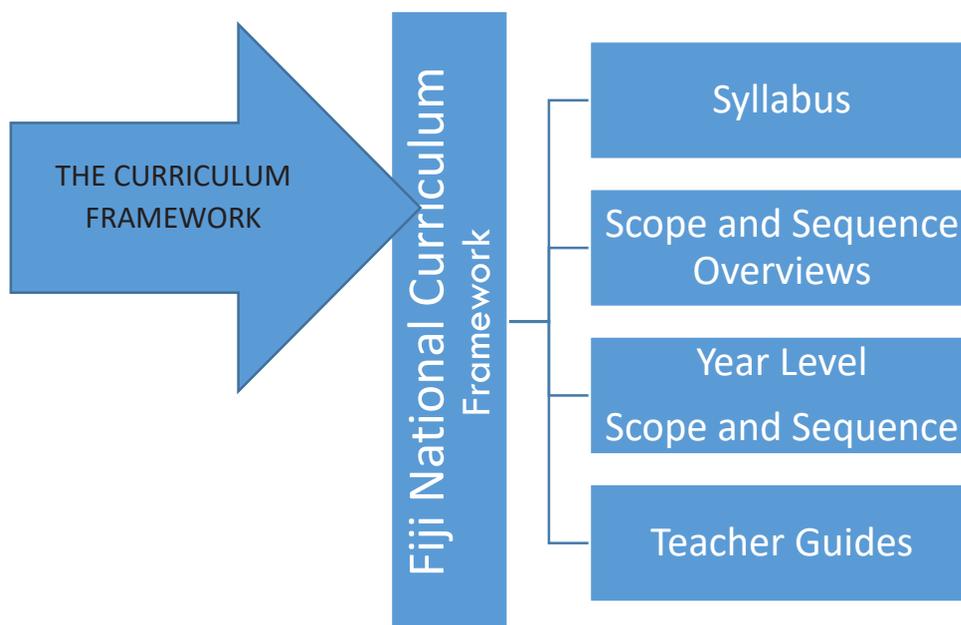
Monitoring of Cultural Education in related subjects

- Collaborated with Ministry of iTaukei Affairs, Indian High Commissions Office, Fiji Muslim League and other relevant institutions on the aspect of culture in the curriculum.
- Align syllabi to the demand and status of cultural aspects taught in the curriculum
Conduct workshop with teachers for the amendments and review of syllabi in relation to culture

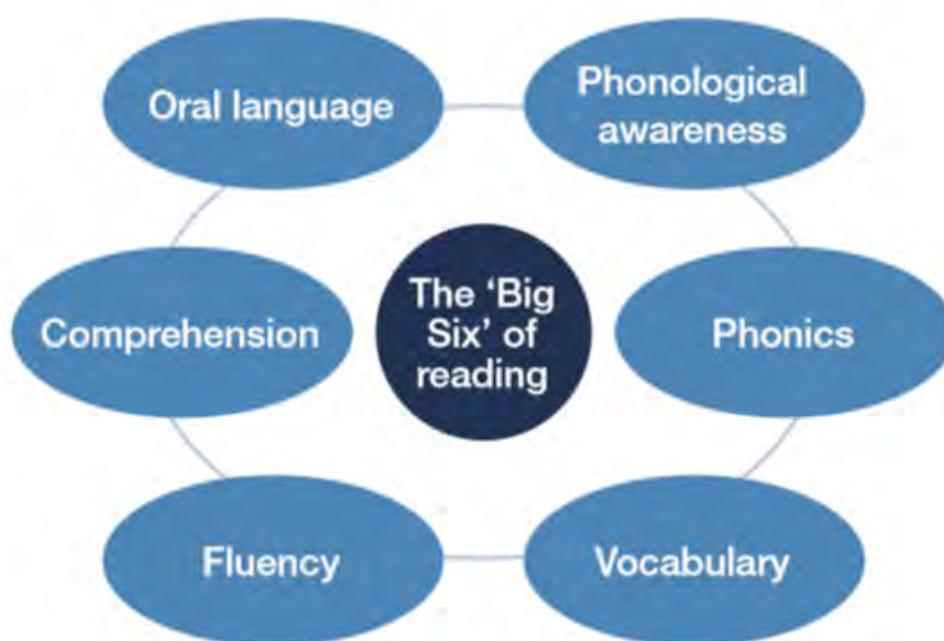
Districts	# of Schools
Central	32
Western	40
Northern	40
Eastern	None- due to COVID Restrictions

Review of the Literacy and Numeracy Curriculum at the Y1-Y8 Levels

The Facility in collaboration with the SCS for English and Maths at the Primary levels made changes to the Y1-Y8 Syllabus.

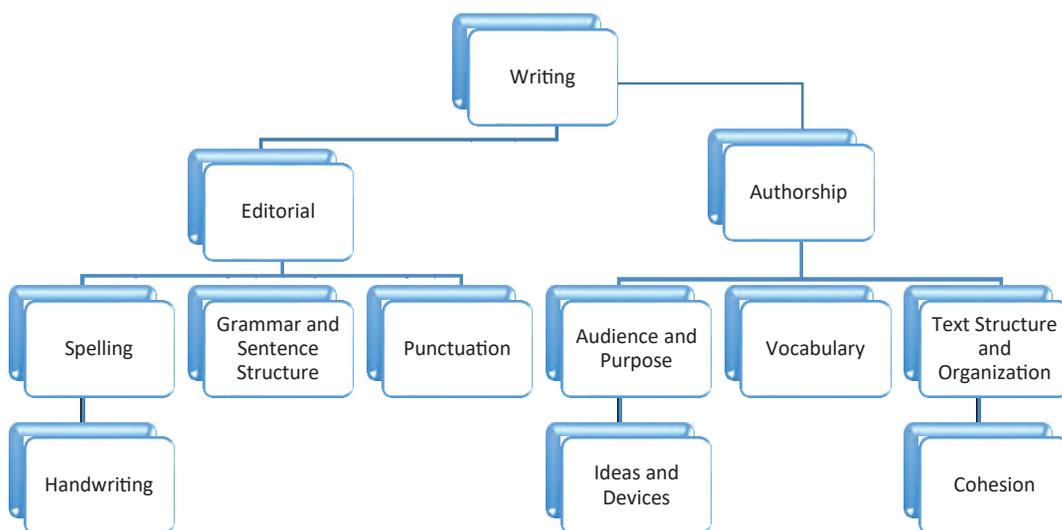


Below are improvements made to the Reading and Viewing Strand at the Primary levels





Creating & Composing Texts- Writing



Examination

Due to the current pandemic and closure of schools it was decided that only the Y12 and Y13 Examination will take place this academic year.

Table 18: Year 12 and 13 subjects to be examined during the external examination during the academic year

YEAR 12 EXAMINATION	YEAR 13 EXAMINATION
1.English	1.English
2.Maths	2.Maths
3.Accounting	3.Accounting
4.Economics	4.Economics
5.Biology	5.Biology

6.Chemistry	6.Chemistry
7.Physics	7.Physics
8.Geography	8.Geography
9.History	9.History
10.Agriculture Science	10.Agriculture Science
11.Computer Science	11.Computer Science
12.Office Technology	12.Office Technology
13. Industrial Arts	13. Industrial Arts
14. Applied Technology	14. Applied Technology
15. Vosa VakaViti	15. Vosa VakaViti
16. Hindi	16. Hindi
17. Urdu	17. Urdu
18. Rotuman Language	18. Rotuman Language
19. French	19. French

Piloting of Life Mathematics in Year 11

With changing times, varying interests and career choices, our Mathematics Curriculum for Years 11-13 will now accommodate two types of Mathematics, which are:

- Life Skills Mathematics and
- Applied Mathematics.

The current Secondary Mathematics Curriculum is categorized as Applied Mathematics while the new Curriculum is Life Skills Mathematics. We have conducted the piloting of the Life Skills Mathematics Year 11 Curriculum in 21 schools, across the country this year, namely:

District	School
Northern	Labasa Sangam
	Bulileka College
	All Saints Secondary
	Labasa Muslim
	Naleba College
	Batinikama College

District	School
Eastern	Levuka Public
	Delana Methodist High
	Saint John's College

District	School
Central	Ratu Sukuna Memorial
	Naitasiri Secondary
	DAV College
	Jai Narayan College
	Suva Sangam College
	Rishikul Sanatan

District	School
Western	Shri Vivekananda College
	Sabeto College
	Nadi Sangam
	Ratu Navula
	Pundit Vishnu Deo
	Maharishi College

Table 19: Number of Students taking Applied and Life Math

Division	School	Total no. in Year 11	No. taking Applied Mathematics	No. taking Life Mathematics
Central	Ratu Sukuna Memorial	144	27	117
	Naitasiri Secondary	56	14	42
	DAV College	184	72	112
	Jai Narayan College	165	147	18
	Suva Sangam College	73	21	52
	Rishikul Sanatan	223	128	95
Western	Shri Vivekananda College	205	115	90
	Sabeto College	60	26	34
	Nadi Sangam	250	154	96
	Ratu Navula	59	27	32
	Pundit Vishnu Deo	136	65	71
	Maharishi College	28	12	16
Northern	Labasa Sangam	154	74	80
	Bulileka College	32	18	14
	All Saints Secondary	114	54	60
	Labasa Muslim	60	20	40
	Naleba College	53	30	23
	Batinikama College	37	21	16
Eastern	Levuka Public	66	33	33
	Delana Methodist High	43	20	23
	Saint John's College	95	47	48
Total		2237	1125	1112

49.7 % are doing Life Skills Mathematics while 50.3% are doing Applied Mathematics in piloted schools.

ASSESSMENT

Shown below are the results of Mid Term 1 assessment carried out in 12 schools

	Life Mathematics	Applied Mathematics	Overall
No. sat	680	573	1253
No. passed	335	310	645
% pass	49.3 %	54.1 %	51.5 %
Highest	100	100	100
Lowest	3	10	3
Mean	47	54	51

The other schools had their assessment scheduled for Weeks 14 which could not be carried out due to early school closure.

Generally students are doing well in Life Mathematics although it is taken mostly by students who have Mathematics as their fifth subject.

TECHNOLOGY EMPLOYMENT AND SKILLS TRAINING

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.
- 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.
- 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.
- Prepare materials and participate in advocacy programmes.

Management of Assessment

a) School Based

- Review assessment for schools to be recognized with FHEC.
- 2020 and 2021 Years 12 and 13 Internal Assessment (Projects and tasks) raw marks. The adding of 40% of internal assessment mark to students External Examination is shelved due to the pandemic.

b) External Examination

- Selection of Examiners, Preparation of Examination Blue Prints, Preparation of External Examination Papers, Moderation, Review of External Examination Papers, Trial Sitting of the External Examination Papers, Proof Reading and submission to EAU through the section head.
- Nomination 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.
- Compilation of detailed Marking Schemes, Examiners Reports, and submission to EAU through the section head.

Monitoring of TEST Centers

The subject advisors visited the TEST Centers in schools including HOPE 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 and the examination results.

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

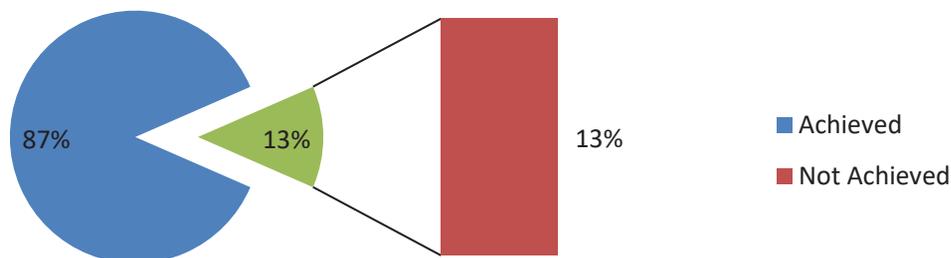
- Attended to the general administrative needs of the Ministry particularly on matters relating to the development of TEST programmes.

Highlights and Accomplishment

TEST ABP Sub-output Achievements

The resulting achievements in the ABP indicate the target focus attitude in the Section. Some of the outputs were put on hold due to COVID-19 budget re-alignment.

Graph 29: Overall ABP Achievements 2020 - 2021



Review of TVET Policy [COP 2.2]

- 9 virtual meetings with the UNESCO consultant, APTC, FHEC and FNU
- Sharing of relevant documents, guidance were given by the UNESCO consultant on the way forward and current needs
- 3 face-to-face meeting with APTC and FHEC, FNU
- Proposal to hire local consultant has been approved
- APTC will advertise for the hire of local consultant to review the TVET Policy

Curriculum Review

The Senior Education Officers coordinated the analysis and the preparation of the analysis report for the review of the year 12 AE, AT, TD, HE and OT and year 13 CE Syllabi. 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 review and amendment of all the year levels (9 - 13) TEST Textbooks.

Table 20 : TEST Curriculum Review and Textbooks

DEPARTMENT	Textbook – amendments were done for all the year levels (9-13) [COP 7.12]	Syllabi [COP 7.12]	IA Guide [COP 7.16]	National Qualifications Level 1 & 2 for Yr 11 & 12 - Recognition with FHEC [COP 7.14 & 7.15]	COVID-19 Curriculum Alignment	No. of Video Lessons Recorded
Home Economics	Yr 11 – reviewed in 2020 & implemented in 2021	Yr 12 – Questionnaires analysed & report submitted	Yr 11 designed & circulated to schools	Scoping and sequencing of syllabus to unit standards in progress	Yrs 9 – 13 compiled and sent to schools	10
Industrial Arts	Yr 11 AT & TD Textbooks & Workbooks – were reviewed and implemented in schools	Yr 12 AT & TD – Questionnaires analysed	-	Applied Technology – developed	Yrs 9 – 13 compiled and sent to schools	10
Computer Education (CE)	Yr 12 reviewed resources were implemented in 2020	Yr 13 – questionnaires analysed & relevant resources compiled	Yr 12 & 13 Reviewed	ICT Level 2 approved by FHEC	Yrs 11 – 13 compiled and sent to schools	10
Agricultural Education	Yr 11 – reviewed in 2020 & implemented in 2021	Yr 12 questionnaires analysed	Yr 12 & 13 – developed & implemented in schools	Agricultural Science L1 & L2 were developed and approved by the NQ's council	Yrs 9 – 13 compiled and sent to schools	10
Office Technology	1. Yr 11 OT - implemented the reviewed resources in schools 2. Yr 12 Activity Book - developed	Yr 12 Syllabi - Questionnaires analysed	Yr 12 & 13 – developed & circulated in schools	OT L1 & L2 were developed and approved by the NQ's council	Yrs 9 – 13 compiled and sent to schools	10
Enterprise Education	Training of Teachers on Entrepreneur-Ship: Package developed but not able to conduct training due to COVID-19	Training was successfully conducted for 3 subjects: IA, HE and CE for the Central Schools only in March 2021 at GTC.				5
Nutrition	Recipe Bk for Boarding Schools – developed & reviewed in 2020, is in vetting process	Vetting completed and awaiting for responses from schools trialing recipe – delay due to Pandemic.				5
Careers Education	1. Manual for Life skills Training/ Work readiness Packages for NEC – developed (draft) 2. 2021 Careers Handbook – implemented in schools	1. The processes were not completed due to budget restrictions - pandemic 2. Revision in process due to changes in structure and programs in tertiary institutions.				5

Examinations and Assessment

- Examiners Reports for 2020 for the Fiji Year 12 and Year 13 examinations were prepared and vetted by the respective officers for different subjects before submission to EAU.
- The TEST advisors prepared the respective examination blue prints and examination papers for 2021, worked with the moderators in the moderation of the papers and attended the review meetings, conducted the trial sittings and proof readings of the following examination papers:
 - 2020: External examinations Years 12 and 13.
 - 2021: External examinations for Year 12 and 13.
- The total number of TEST examination papers prepared in 2020 and 2021 are given below:

Table 21 : TEST Examination Papers 2020-2021

No	Department	Exam Paper	Year(S)	Total	
				2020 (Yr. 12 & 13)	2021 (Yr. 12 & 13)
1	Industrial Arts	Basic Technology	9, 10	NA	NA
2		Basic Graphics Technology	9, 10	NA	NA
3		Technical Drawing	11,12, 13	2	2
4		Applied Technology	11,12, 13	2	2
5	Home Economics	Home Economics	9 – 13	2	2
6	Agricultural Education	Agricultural Science	9 – 13	2	2
7	Office Technology	Office Technology	9 – 13	2	2
8	Computer Education	Computer Studies	11 – 13	2	2
TOTAL				12	12

Table 22 : Examination Results Analysis 2020

Department	Subject	Year	No Sat	No Pass	% Pass
Home Economics	Home Economics	Y10	NA	NA	NA
	Home Economics	Y12	1255	1115	89
	Home Economics	Y13	841	760	90
Industrial Arts	Basic Technology	Y10	NA	NA	NA
	Basic Graphics Technology	Y10	NA	NA	NA
	Applied Technology	Y12	2464	2051	83
	Technical Drawing	Y12	3179	3007	95
	Applied Technology	Y13	1362	1208	89
	Technical Drawing	Y13	1937	1836	95
Agricultural Education	Agricultural Science	Y10	NA	NA	NA
	Agricultural Science	Y12	2303	1256	55
	Agricultural Science	Y13	1343	843	63
Office Technology	Office Technology	Y10	NA	NA	NA
	Office Technology	Y12	970	714	74
	Office Technology	Y13	687	557	81
Computer Education	Computer Studies	Y12	3955	2487	63
	Computer Studies	Y13	2649	1887	71

2020

- Conducted Markers meeting for FY12CE & FY13CE
- Marked papers, submitted marks to EAU
- Examiners' Reports and Detailed Solutions prepared and vetted before submission to EAU

2021

- Examination Blue Prints, Examination papers for 2021 were prepared and went through the quality assurance processes before final submission for printing and proof reading for External Examinations for Year 12 and 13.

Moderation of Common Assessment Task

- 2020 CAT (Internal Assessment 40%) were shelved due to COVID-19

Monitoring & Evaluation of the Curriculum through School Visits [COP 4.6 & 4.8]

The following schools were visited for the purpose of:

- Capacity building for the schools administrators and teachers via advisory visits.
- Feasibility study for the introduction of the respective TEST subject.

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

Table 23: Schools Visits

TEST Departments	HOPE Schools	Feasibility Study	Advisory Visit
Agricultural Science	Central - 3		
Computer Education	Western - 4		
Home Economics	North - 4		1
Industrial Arts			
Office Technology	Total 11	2	

TEST Procurements [COP 1.1]

- In 2020-2021 there were no procurement for tools and machines due COVID-19 budget re-alignment.

Number of Students taking TEST Subjects in Schools

- Home Economics is predominantly female dominated and as years have progressed, more male students have opted for the subject as well.
- Industrial Arts and Agricultural Science are predominantly male dominated and as years have progressed, more female students have opted for the two subjects as well.
- Computer Studies and Office Technology are progressively dominated by the female students
- This has been encouraging as every effort has been rendered towards inclusivity and gender equality for all.

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

Table 24: Number of Students Taking TEST 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	446	6887	391	6681	99	1341	131	1549	54	975	1121	17433	18554
Industrial Arts	7617	1393	7216	1215	6683	718	6366	742	3453	493	31335	4561	35896
Agricultural Science	3300	4400	3200	4000	1200	1600	1350	1500	800	790	9850	12,290	22,140
Office Technology	1918	2595	1925	2618	435	751	418	735	360	755	5056	7454	12510
Computer Studies	-	-	-	-	2305	2315	2198	2295	1995	2033	6498	6643	13141
Sub-total	13281	15275	12732	14514	10722	6725	10463	6821	6662	5046	53860	48381	102241
Total	28556		27246		17447		17284		11708				102241

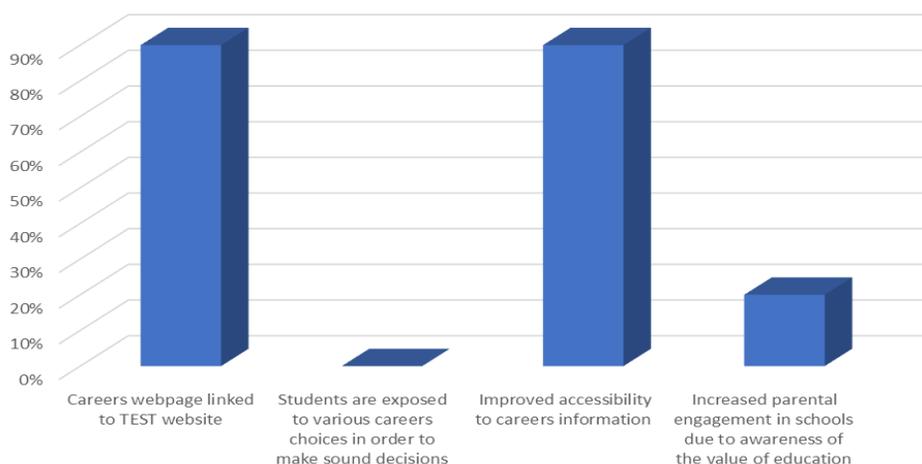
Careers Education

Analysis of ABP Sub-output Achievements [COP 7.13 & 9.5]

Table 25: Careers Outputs

TEST Outputs	Progress to date	Number achieved against target
2.1 Meeting market demands, qualified workforce and increase employment Students are able to access to what is available at the tertiary institutions	<p>For the development of careers online information and advocacy materials through e- portal the following was done:</p> <ul style="list-style-type: none"> • Careers page linked to TEST website awaiting ITC to be included in the MEHA official page. • Awaiting tertiary institutions approval for content sharing. 	90%
2.2 Students are exposed to various careers choices in order to make sound decisions	The proposed Careers exposition in 5 centres around the country was deferred due to budget cuts. The planned Exposition in Q4 was cancelled due to COVID 19.	(0/5) 0%
2.3 Improved learning and teaching	Conducted PSDT workshop for HOS from February 11-13th	
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.	90%
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	Participated in Life Skills Training Workshop with Ministry of Employment through SEEP program for CAPS and Career Talk	(1/5) 20%
2.1.20 TEST& Enterprising Week [COP 7.4]	No official launching due to COVID 19 restrictions. However, one school (St. Joseph's Secondary School) celebrated virtually.	NA

Graph 30: Sub-Output Achievements



E-Learning

Analysis of ABP Sub-output Achievements: [COP 6.7 & 6.8]

a) **CURRICULUM**

1. Year 7 and 8 Computer Education Text Book
 - Dispatched 2 textbooks each to school
2. Procurement
 - No budgetary allocation due to COVID-19

b) **TECHNOLOGY ENABLED LEARNING (TEL)**

1. Smart Classroom
 - i. Survey of Smart Classroom
 - ii. Smart Classroom Installation :
 - Smart Interactive Projectors successfully installed in 20 schools
 - Re-visit of selected schools for Monitoring & Evaluation of Learning(MEL)
 - iii. Training [COP 5.6]:
 - Operational training for Smart Interactive Projectors
 - Pedagogical training for Smart Projectors – 100%

Table 26: Implementation of Smart Classrooms

School Name / Installation location	School Type	Year 4	Year 8	District	Location
		Projectors installed	Projectors installed		
Naleba Primary School	Primary		1	Macuata-Bua	Bucaisau
Rukuruku Primary School	Primary		1	Eastern	Rukuruku, Ovalau
Muanidevo Sanatan Dharam	Primary		1	Macuata-Bua	Malawai
Korotari Arya	Primary		1	Macuata-Bua	Korotari, Labasa
Korotolutolu Primary School	Primary		1	Macuata-Bua	52km from Labasa
Naidovi Primary	Primary	1	2	Nadroga-Navosa	Cuvu Back Road
Koroinasau Primary School	Primary		1	Nadroga-Navosa	Balenabelo, 5km off Vatukarasa Village
Ro Camaisala Memorial School	Primary		1	Suva	Nabukavesi, Veivatuloa, Namosi
Lami Primary School	Primary		3	Suva	Lami Village
Dravo District	Primary		1	Nausori	8km from Nausori Bau Road
Bulolo Sanatan Dharm School	Primary		1	Ba/Tavua	Bulolo, Ba
Bau District School	Primary		1	Nausori	Bau Island, Tailevu
Shantiniketan Pathshala School	Primary		1	Nausori	Baulevu
Naloto District School	Primary		1	Ba/Tavua	Toge, Naloto, Ba
Vatukaceveva Primary School	Primary		1	Ra	9km from Rakiraki Town
Waiqanake District School	Primary	1	1	Suva	10km from Suva off Queens Road.
Mavua District School	Primary		1	Nadroga-Navosa	Raiwaqa Village, Sigatoka Valley
Norah Frazer School for Special Education	Special Ed		1	Eastern	Naiqereqere, Levuka
Bulabula Sanatan Dharam School	Primary		1	Ba/Tavua	Bulabula, Ba
Saint Andrews Primary School	Primary		1	Cakaudrove	3km from Savusavu Town

3. Internet Connectivity

- i. Fiji Program Support Facility (Facility)
 - o 20 schools assisted by Facility
 - o Installations successfully completed

Table 27: Installation of Modems

SCHOOLS	
Burenitu Village School	Koroinasau Primary School
Mau Primary School	Vashist Muni Memorial School
Veivatuloa Village School	Namau Primary School
Vanuakula Catholic School	Nakoroboya Primary School
Naivucini District School	Savatu Primary
Nakorosule District School	Nabau District School
Bureivanua District School	Mataso primary school
Naivucula District School	Nadrau Primary School
Naidiri Bay Khalsa School	Naitasiri Primary School
Qalivakabau District School	Nacamaki District School

- ii. Ministry of Communication (MoC)
 - o 5 schools submitted for piloting
 - o 26 schools in the North without internet to be assisted by MoC.

- iii. Telecom Fiji Ltd (TFL)
 - o 10 schools in the North without internet to be assisted by TFL

- 2. MOOCs and Online Learning
 - o Online COL training(on-going)
 - o Online CPSC training

- 3. School Broadcast Unit (SBU)
 - o Development and Airing of Educational Radio Lessons
 - Literacy and Numeracy radio lessons (ongoing)
 - Social Science, Social Studies, PEMAC and Healthy Living radio lessons (ongoing)
 - Domonivuli program aired every Sunday
 - Vakasala ni Vuli program aired everyday morning (Mon to Friday)

- 4. Educational Channel (WALESI)
 - o Development and airing of Educational video lessons
 - Lessons from ECE to Y13 aired daily (ongoing)
 - Adobe Creative Cloud licensing renewal annually (ongoing)

- 5. Learning Hub (TFL)
 - o Development of educational resources for the HUB (ongoing)
 - Video lessons developed and uploading (Education Channel)
 - Subject video lessons uploading(subject voice over ppts)
 - OER resources uploading
 - Audio lessons uploading

- 6. OER (COL) Website
 - o project initiated and is on-going
 - development and re-structuring of the website to Fiji’s OER repository with COL
 - attended virtual consultations
 - received training on how to administer the website and resources
 - re-distributing the existing OERs to Fiji’s OER repository

- 7. Moodle
 - Project initiated and on-going
 - 7 schools as phase 1 (ongoing)
 - Training ongoing

- 8. ODFL (ADB)
 - Project initiated and is ongoing
 - ADB to provide implementation plan and schedules
 - Meeting consultations

- 9. E-Book
 - Development of resources ongoing
 - Training ongoing
 - Kotobee Author licensing renewal annually

Nutrition

Analysis of ABP Sub-output Achievements

Table 28: Nutrition Outputs

Planned Activities	Overview Achievement	Achievement Level
Recipe Book Development [Cop 7.12]	Recipe Book : - Completed reviewing and amending the Recipe Book for the boarding schools.	Ready for printing
20% of Hostel Cooks To Be Trained By Quarter 4 [Cop 5.6]	The minute, with logistics and training documents were submitted to conduct the training	Not achieved due to COVID-19 budget re-alignment

Enterprise Education

Analysis of ABP Sub-output Achievements

Table 29: Enterprise Education Outputs

Outcomes	Outputs	Achievements
Increased enrolment rates in TEST subjects and at Tertiary Institution which contribute to address skills gap Increase the quality and employability skills	TEST & Enterprising activities in schools	Did not materialize due COVID and closure of schools.
	10. National competition on TEST & Enterprising in Primary and all secondary schools	
Improved delivery Enhanced and improved learning & teaching	Activity 14 Training of teachers on the following areas of the curriculum: Entrepreneurship,	Training was successfully conducted for 3 subjects: IA, HE and CE for the Central Schools only. [COP 5.6]
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 materialize due to limited funding available after COVID.

20% of TEST teachers and All TEST/TVET officers trained on Cert IV Training and Assessment or Cert IV in TVET, as assessors, validators and moderators by 2021

Examination and Assessment

Achievements

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 features 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 level and for all years of examination results.



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

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 in FEMIS and will be complemented with their examination mark. With this new program the IA marks are easily located if needed and stowed securely.

Previously all IA Marks are scored by the schools and then Moderated by the moderator before it is 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 are involved in adding their subject IA Marks in FEMIS. Unfortunately this 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 and then moderated by the moderator and then these IA Marks are entered into the FEMIS by the Moderators' (CASS and TEST officers) which will be automatically be part of the student Subject Marks in EXAMIS System.

Developing assessment technologies

Technology has rapidly evolved over the years and has become the competitive edges 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 strategies, it has also played some changes to how we do things and strategising our work processes and our systems 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 report, 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 are stored in books and printed materials and these documents cannot be replaced if it get damaged or lost.

We have been putting together some strategic plan in getting this project off the ground but finance is our major obstacle. We have to acquire some scanners that can scan documents dated back to 1950's without having to destroy them. We have engaged the archives officers in getting advices on how best we can protect these documents let alone losing them.

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 Year 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 needs to be identified to form the core items for the 2021 PILNA.

Table 30: The 4 schools that were selected for the PILNA Trials.

PILNA Trial Schools - 2020				
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 to 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 at 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 students sat for the examination post TC YASA despite the severe effects of cyclone them.

Special educational needs

We are committed in 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 31: 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 build awareness to the Chief supervisors on 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 needs to be rewarded. Markers are selected on merit by the HR Department with advice from the Subject Advisors at CAS, TEST and EAU.

Provided below are the Examination Levels and the number of markers that were required to mark.

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

Compassionate and Aegrotat Assessment

There are students who face various types of incidents which affects their attendance during the exams. There is a provision in the Exam Policy where 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 and those that were affected by the impact of a Super Tropical Cyclone during the examination week.

Below are the numbers 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

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

The Department looks after 3 grant assisted agencies (Fiji Museum, Fiji Arts Council and National Trust of Fiji) and 5 Multi-Cultural Centres. The 3 Agencies have governing legislations except the 5 Multi-Cultural Centres.

Table 32: Statutory agencies assisted by the Department:

Institution	Legal Status	Legislation	Governing Mechanism
Fiji Arts Council	Non-Government	Charitable Trust Act	Fiji Arts Council Board
Fiji Museum	Statutory	1. Fiji Museum Act 2. Preservations of Objects, Archaeological & Paleontological Interest Act (POAPI)	Fiji Museum Board
National Trust of Fiji	Statutory	1. National Trust Act, 1970 2. National Trust of Fiji (Amendment) Act, 1988	National Trust of Fiji Board
Multi-Cultural Centres	Established out of Cabinet approval	Not available	5 individual Multi-Cultural Centre Board Members

In 2020, the department continues its core functions with six internal units:

1. Corporate Unit
2. Policy and Convention Unit
3. Intangible Cultural Heritage Unit
4. Cultural Development Unit
5. World Heritage Unit
6. Cultural Grants, Industries and Statistics Unit

The Department of Heritage & Arts was established by the government and had envisaged to pursue:

- the preservation, conservation, protection and development of Fiji's rich indigenous and diverse cultural traditions which are fundamental to its identity and development as a nation;
- the exploration and establishment of the culture, art and heritage sector as a major economic force through the cultural industries in the provision of employment and income-generation activities for its citizens.

These two core issues above prompted the immediate priorities for the Department and that which it still does continue to function or implement annually.

Its central roles include as approved by Cabinet are as follows:

- provision of strategic policy advice to the government in the area of Arts and Heritage including tangible and intangible, moveable and immovable cultural heritage.
- implementation of a coherent national cultural policy and appropriate legislations.
- provision of a coordinated and integrated government and non-government program in the culture, arts and heritage sector.
- development of partnership between governments, non-government program in the arts and heritage sector.
- provision of means to attract investment for culture, arts and heritage infrastructure and development.

Governing Acts and Legislations

The establishment of the Department is yet to be legislated under the proposed overarching legislation for the cultural sector, four major acts of parliament that govern the protection, management and promotion of Fiji's cultural

heritage are in existence. These include the Fiji Museum Act (Cap. 263), Preservation of Objects of Archaeological and Paleontological Interest (Cap.264), National Trust of Fiji Amendment Act (1998), Charitable Trust Act (Cap.67) and now the proposed Draft Bill for the Protection of World Heritage Sites (Heritage Bill).

Governance and Advisories

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

INTERNATIONAL

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

REGIONAL

2. Secretariat of the Pacific Community (SPC) Council of Pacific Arts Member [Director]
3. Secretariat of the Festival of the Pacific Arts 2020 [Director]
4. Melanesian Spearhead Group (MSG) Committee on Culture & Arts, Chairperson [Director]
5. Secretariat of the Melanesian Arts Festival 2019 [Director]
6. Regional Cultural Strategy Technical Working Group Chairperson 2020 [Director]
7. Festival of Pacific Arts and Culture Member [Director]
8. ACP-EU Cultural Industries Project Representing the Melanesian [Director]
9. MACFEST Technical Working Group Chairperson [Director, SPCO]

NATIONAL

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

MINISTERIAL AND DEPARTMENTAL SECRETARIATS

16. Minister for Education, Heritage & Arts Forum Member [Director]
17. Permanent Secretary and Senior Management Meeting Member [Director]
18. Department Cultural Grants Committee Chairperson [Director], Member [PCO], Secretary [SCIO]
19. Fiji Culture and Education Interagency Committee [Director, SCIO, SCDO]
20. Secretariat UNESCO Category 2 Centre CRIHAP Safeguarding and International Assistance Training [PCO, SPCO, EO]
21. Secretariat of the Hague Convention Training [SPCO]
22. Secretariat of the on consultation Fiji National Cultural Policy [Director, SPCO]
23. Secretariat CRIHAP UNESCO FUNDING Access Workshop [Director, SPCO]
24. Secretariat to the Regional Cultural Strategy [Director, SPCO]
25. Secretariat to the FESTPAC Review Working Group [Director, SPCO]

CORPORATE UNIT

The Corporate Unit comprises of Finance, Administration, Communication, Planning and Training that is responsible for staffing, overall management and efficient, effective and prudent use of allocations for the Department provided

for in the annual budgetary provisions for the sector. The unit has important roles for the Department which governs efficient and effective corporate services are provided at all times; developing and promoting effective monitoring and evaluation systems to assess service deliveries and ensuring financial accountability and transparency.

The unit comprises of the following officers:

Unit Advisor	Mr. Collin Yabaki	Director Heritage & Arts
Member	Ms. Seini Vakaloloma	Principal Culture Officer
	Miss. Temalesi Konataci	Executive Officer Admin/Finance
	Mrs. Maca Rabuatoka	Secretary
	Mrs. Alumita D. Romanu	Planning, Training & Communication Officer
	Mr. Maika Rokosugu	Messenger/Cleaner
	Mr. Kaliova Delasau	Driver

ADMINISTRATION

Review of Filing System

This is a continuous filing system whereby all correspondence are properly and carefully filed away into their respective folders and numbered. Currently the team is working on the revamping of registry whereby all correspondences are sorted, numbered and filed away into their correct subject files.

Monthly Absence Return

The Monthly Absence Return (MAR) is normally submitted to Employee Administration Unit (EAU) before the 10th of every month for processing of incongruities. In the last financial year a total of 12 MAR is completed and successfully submitted to EAU for further processes.

Personnel Appointment/Exit

The Department over the years have been faced with a lot of challenges of staff shortage .For the last financial year we are again challenged by the fact that we have a few outgoing officers therefore decreasing our total number of staff from 22 to 18 at present. In addition this leads to be a contributing factor to the achievements of activities therefore changes in activities undertaken for this financial year is considered to match the current staffing in the department. The foregoing are some notable activities in this area:

- 1. Retirement** – Mrs Sovaia Tuberi (EDP 63847) Admin Officer for World Heritage Unit retires on the 2nd of June, 2021.
- 2. Resignation** – Mr Taitusi Arhelger (TPF 85559) successfully resigned on 13th May, 2021 to join SPC.

Board of Survey

The Board of Survey for the Department was conducted annually by one staff member from the National Archives of Fiji and two from the Department for the process of inventorying resources within the Department. A report of the BOS was submitted to Director and Permanent Secretary for Education, Heritage & Arts.

Quarterly Vehicle Return

The vehicle return is submitted to MEHA Accounts for their verification and accountability for official use of the vehicle.

Corporate Social Responsibility

The committee formulates a program that inculcates annual events that contains celebrations of national events, birthdays of staff, festivals (Diwali, Easter, and Christmas). The Department was also involved in special events like Pinktober, planting mangroves, cleaning the foreshore and planting trees in Colo-i-Suva initiated by the Ministry of Forestry.

The committee organized t- shirts for wellness program, Fiji Day kalavata, Pinktober, Remembrance Day and staff are encouraged to wear sari, salwar kameez, kurta suit, during Diwali. This is to encourage the staff to look after their health and wellbeing.

A health and wellness program was organized by the Chinese Cultural Centre on Tai-Chi (Chinese traditional self-defense). Staff of the Department was treated with Medical checkup organized by the Chinese Cultural Centre that includes acupuncture, cupping, chiropractic therapy and massage.

The Department was invited to be the Chief Guest for the Fiji Day celebration that was held at Marist Brothers High School. The students showcased their different cultural diversity of the school which enhanced the multiculturalism.

Quarterly Awards

A committee was formed comprising of the senior leaders of the Department to look at the performance of the units, attendance, punctuality, achievement in KPI's, performance of best unit output, best team leader, best 5S and QC workstation, employee of the quarter, best discipline employee, most outstanding and dedicated unit leader, best innovative officer, and employee of the quarter.

Quality Circle and 5S

A Quality Circle (QC) Committee was set up to manage technique that enlists the help of employees in solving problems related to their own jobs. The committee worked together to discuss problems of quality and devise solutions for improvements. There was a workshop held by the Fiji National University (FNU) at the Department based on the Principles of Quality Circle.

In addition, a 5S Committee was formed to coordinate 5S program. The committee had conducted a workplace assessment based on 5S and QC program. The 5S assessment committee formulated assessment criteria to assess workstations using the 5S categories: sort, set, sign, standardize, and sustain. A feedback was presented to the staff on the 5S tool with the opportunity for improvement.

Planning, Training and Communication

The Planning, Training and Communication Unit spearhead the planning of the activities of the Department Training is important for capacity building purposes and skills enhancement through different strategy both internal and at the national level. In addition, it also develops, review, update policies, plans and strategies to and set new directions for the staff of the Department. This section also acts as a point of contact for all media, organize media conferences, Ministers speech, ministerial release, cabinet responses and press releases for the Department and public relations.

Provided below is the 2020- 2021 DHA Planning & Training Achievements.

ACTIVITY	ACHIEVEMENTS
2020 – 2021 Annual Business Plan	100% completed
Monthly Reports	100% completed
IWP Review	100% completed
Annual Business Plan Review	100% completed
Annual Performance Assessment [APA]	100% completed
DHA Planning Exercise	100% completed

No.	TYPE OF TRAINING	VENUE/INSTITUTION	OFFICER ATTENDED
1.	UNICEF Training	Peninsula Hotel	1. Arunesh Kumar 2. Taitusi Arhelger 3. Vereniki Nalio
2.	ILO Workshop	Nadi	Collin Yabaki
3.	Key Stakeholders Consultation for World Heritage Convention Third Cycle State Party (Fiji) Periodical Reporting	Grand Pacific Hotel, Suva	All DHA staff

4.	IWP Training	Nasese Training Centre, Suva	1. Seini Vakaloloma 2. Vereniki Nalio
----	--------------	---------------------------------	--

POLICY & CONVENTIONS

The Policy & 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 which is stated in the 5Year-20 Year National Development Plan has gone through the phase of national consultation and will be in the finalization stage in the 2020-2021 Financial Year. Formulation of cabinet papers towards to the ratification of the Hague Convention and its Protocols has also been submitted and amendments are currently being carried out which will in turn be submitted to the Office of PSEHA and in line ministries before being tabulated for parliament. Research and benchmarking was also a component of the work carried out by the sub-unit. In this financial year, we had a major challenge of implementing most of the planned activities due to the major outbreak of COVID19 pandemic that restricted movements and implementation of cultural policies like consultations meetings and field activities

Provided below shows the achievement of the activities carried out in the Unit

1	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 ▪ Ministries and Stakeholders Consultation ▪ Submission of NCP National Consultation Report 	100%	Amendments to the NCP currently being carried out which will encompass the recommendations made through the national consultation and in-line ministries.
2	Hague Convention Cabinet Paper	<ul style="list-style-type: none"> ▪ Submission of Cabinet Paper to DHA ▪ Amendments carried out ▪ Hague Convention Report ▪ Technical Working Group 	100%	Amendments to the cabinet paper being carried out and will be submitted to the office of PSEHA new financial year 2021-2022
3	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 ▪ Minute submission to PSEHA 	100%	Final amendments to the document will be carried out in the fourth quarter before implementation in the 2020-2021 Financial Year. A total amount of \$9,500FJD was approved by PSEHA for the development of the document.

4	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.
5	Regional Obligation	<ul style="list-style-type: none"> ▪ Technical Working Group for the Regional Cultural Strategy ▪ Providing Fiji's response regarding the RCS ▪ FESTPAC Working Committee 	100%	<p>This key deliverable revolves around the work with the Pacific Community.</p> <p>Director Heritage (Fiji) is the current chairman of the Technical Working Group</p>
6	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
7	Heritage Bill	The Department also had a milestone achievement this financial year after the consultation with the Office of the Solicitor General to re-introduce the Heritage Bill in parliament. The Heritage Bill is now under the consultation spearheaded by the Standing Committee for Justice, Law and Human Rights.	Ongoing	The Heritage Bill is currently under consultation awaiting the passing of the Bill.

INTANGIBLE CULTURAL HERITAGE

Brief explanation of the overall activity for 2020-2021

The implementation of the 2003 Intangible Cultural Heritage Convention at the national level has been a success in the 2020-2021 Financial Year. The implementation of the Convention involves working closely with inline ministries which implement the Convention; developing of national strategies; cultural mapping; international obligations; regional obligations; development of ICH resources; providing technical expertise regarding the 2003 Convention at the national level and addressing the sustainable development goals through ICH. In this financial year, we had a major challenge of implementing most of the planned activities due to the major outbreak of COVID19 pandemic that restricted movements and implementation of Intangible Cultural Heritage activities like consultations meetings and fieldwork.

No	Event	Description	Achievement Status (%)	Remarks
1	Cultural Mapping	<ul style="list-style-type: none"> ▪ Rotuman Chiefs Capacity Building ▪ Rabi and Kioa Intangible Cultural Heritage Inventorying ▪ Rabi and Kioa Phase 2 postponed due to COVID19 	100%	<p>Rotuman cultural mapping is carried out in various phases.</p> <p>Rabi & Kioa Programme to be conducted in 2021-2022 financial year due to COVID19.</p>
2	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 was carried out and awaiting reverted documents from SGs Office
3	UNESCO Intangible Cultural Heritage (ICH) Periodical Report 2024	<ul style="list-style-type: none"> ▪ Compiling of reports from relevant ministries towards the ICH Periodical Reporting UNESCO 	On-going	UNESCO Periodical Reporting Cycle due in 2024.

4	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 Session Preparation 	100%	Fiji worked alongside UNESCO Pacific Office and International Training Centre for Intangible Cultural Heritage – which is 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.
5	International Obligation	<ul style="list-style-type: none"> 14th Session of Safeguarding of Intangible Cultural Heritage – Bogota, Colombia 	100%	Fiji was represented to the international gathering. Fiji presented on behalf of the Samoan government
		<ul style="list-style-type: none"> ICH Periodical Payment 	100%	Payment to the ICH Fund made annually.
6	Implementation of the ICH Convention at the National Level	<ul style="list-style-type: none"> Completed ICH National Workshop 	100%	Completed ICH National Workshop.
		<ul style="list-style-type: none"> Development of digital resources – in response to COVID-19 working with in line ministries. 	Ongoing	Digital resources have been developed in collaboration with the Ministry of iTaukei Affairs and the Curriculum Development Unit of the Ministry of Education – addressing vernaculars.
		<ul style="list-style-type: none"> Collaboration with inline ministries in addressing the SDGs in relation to ICH. 		Formulation and development of resources regarding ICH in ongoing work that the secretariat carries out.
		<ul style="list-style-type: none"> Resource Development - working with in line ministries and stakeholders 		

CULTURAL INDUSTRIES, GRANTS & STATISTICS

Cultural Industries

The current COVID-19 pandemic has brought about new challenges across all sectors of the economy with the Culture Sector being one which was severely affected. The downturn in the tourism industry due to the impacts of the current pandemic has resulted in an unprecedented economic decline where it has become difficult for practitioners to earn a living from income generated through the tourism market.

In the 2020/2021 financial year, the Cultural Industries (CI) has been working closely with the Fiji Arts Council (FAC) to secure assistance and support from regional and international organizations through funding of various CI projects that will directly provide the backing sufficient enough to sustain small culture driven businesses and allow them to venture into other forms of businesses that will help assist in their daily livelihoods.

The Department had awarded some funding assistance on a case by case basis to some small cultural entrepreneurs that had been approved by the Permanent Secretary for Education Heritage & Arts for the financial year 2020/2021. In addition, FAC secured a funding in partnership with UNDP's "Small Grants Project Proposals for Artisanal & Small Scale Mining of Development Minerals" and the Department of Heritage & Arts. The project focused on assisting the Salt Makers of Lomawai Village and Pottery Makers of four (4) iTaukei Villages in Nadroga Province (3 Villages) and Rewa Province (1 Village) in the development of structures, product branding and market set-ups to name a few. This was in direct response to the problems and needs that the Salt Makers of Lomawai and Potters of Nadroga & Rewa were faced with in their daily productions due to the impacts of COVID 19 not forgetting the influences caused by Climate Change.

An estimated amount of about \$40,000 was secured through this funding partnership Cultural Industries project with implementation done through DHA, FAC, and the Provincial Offices of Nadroga & Rewa.

As our local Cultural Industries starts adjusting to the new normal brought about by the current COVID-19 pandemic, the Cultural Industries Unit and FAC will continue to strengthen its collaborations and work towards securing more regional and international support that will assist our local practitioners, arts organizations, entrepreneurs' during this pandemic.

Agencies Grants

Government Grants issued to the Departments three (3) flagship agencies on an annual basis is administered by the Cultural Industries unit. These annual grants include Operational Grants for FAC, NTF, and FM including a Capital Grant for the Upgrading of the FM. Grants is released on a quarterly basis depending on the fulfillment of submission requirements stipulated in the MOA and those by the MEHA Grants Section.

The table below is a summary of Operational & Capital Grants released to NTF/FM/FAC:

a. Operational Grants

Agency	Qtr.1 (\$)	Qtr.2 (\$)	Qtr.3 (\$)	Qtr.4 (\$)	Total Annual Grant Paid (\$)
NTF	133,500	133,500	133,500	133,500	534,000
FM	133,500	133,500	133,500	133,500	534,000
FAC	87,000	87,000	87,000	\$87,000	348,000

b. Capital Grants

Agency	Qtr.1 (\$)	Qtr.2 (\$)	Qtr.3 (\$)	Qtr.4 (\$)	Total Capital Grant Paid (\$)
FM (Upgrading of the Fiji Museum-\$200k)	50,000	50,000	50,000	-	150,000

These Agencies are governed by their respective Boards/Councils upon which the three (3) respective Directors report to as stipulated in their Acts or Constitutions. The compositions of the NTF/FM/FAC Boards/Councils are as follows:

a. National Trust Board of Trustees:

Name	Term of Appointment	
Mr. Craig Powell - Chairperson	27/11/2020	26/11/2023
Mr. Solomoni Nata	20/11/2020	19/11/2023
Ms. Christine Fung	20/11/2020	19/11/2023
Mr. Marika Tuiwawa	19/11/2020	18/11/2023
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 - Chairperson	02/04/2020	01/04/2023
Mr Micheal Yee-Joy	02/04/2020	01/04/2023
Mr Asaeli Tokalau	02/04/2020	01/04/2023
Mr Meleti Bainimarama	02/04/2020	01/04/2023
Ms Anjeela Jokhan	The Permanent Secretary for Education	
Director FM	Secretary to the Board	

c. Fiji Arts Council

Name	Term of Appointment	
Ms. Florence Swamy - Chairperson	10/07/2020	09/07/2022
Mr. Jerry Wong	10/08/2020	09/08/2022
Ms. Shobhana Channel	11/08/2020	12/08/2022
Mr. Saimoni Waibuta	12/08/2020	11/08/2020
Director Heritage & Arts	In place of the Permanent Secretary for Education	
Director FAC	Secretary to the Council	

The unit comprises of the following officers:

Unit Advisor	Mr. Collin Yabaki	Director Heritage & Arts
Member	Mr. Meli Tokaibai	Senior Cultural Industries Officer
	Mrs. Ulamila Liku	Assistant Cultural Industries Officer

CULTURAL STATISTICS

The Inaugural Session of the National Cultural Statistics Framework (NCSF) Technical Working Committee (TWC) held in March 31st, 2021 was a break through by the CS unit towards the development of the NCSF. The TWC comprised the following persons:

1. Mr Kemueli Naiqama (FBOS) –Chairperson
2. Mr Collin Yabaki (DHA) – CO- Chair
3. Mr Peni Cavuilagi (FAC)
4. Mr Metuisela Gauna (MEHA)
5. Dr Frances Koya Vaka'uta (SPC)
6. Mr Neelesh Goundar (USP)
7. Mr Sipiriano Nemani (FM)
8. Mr Serevi Baledrokadroka (Alternative Indicators of Well-Being Local Consultant)
9. Ms Sainiana Kirisitiana (Min. of Agriculture)

Other achievements of the Cultural Statistics unit includes the endorsement and implementation of the internal cultural data surveys and the continuous work on the development of an external cultural data survey focusing on FM/NTF/ FAC at this initial phase. The aim is also to cover other cultural organizations and associations within the culture sector so as to ascertain the type of data available within the cultural sector. The Cultural Statistics unit has been working very closely with the Culture Development Unit in the finalization and implementation of the Culture Development Survey in Schools in Fiji. These surveys will provide a strong and wide platform in supporting the information and data needed during the development phase of the National Cultural Statistics Framework. The CS unit is adamant that government will provide financial support needed to ensure that the development of the NCSF is achieved by 2022 as required under the Governments 5 & 20 years National Development Plan.

The Unit comprises of the following officers:

Unit Advisor	Mr. Collin Yabaki	Director Heritage & Arts
Member	Mr. Meli Tokaibai	Senior Cultural Industries Officer
	Mrs. Kula Balesikasavu	Statistics Officer

WORLD HERITAGE

The Department of Heritage and Arts through the World Heritage Unit is tasked with prime responsibility as the lead government agency in Fiji for World Heritage matters. The World Heritage Unit of the Department was established in 2005. It has an ongoing role to play in World Heritage activities to ensure that Fiji's international obligations under the 1972 World Heritage Convention signed in 1990 are being met and implemented. This is addressed through the provision of advice regarding Fiji's responsibilities under the World Heritage Convention, Legislation, financial measures for the protection of World Heritage, stakeholder coordination and the role of government in World Heritage conservation in Fiji.

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 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
- (xi) To provide for capacity building and reporting duties

State of Affairs

Since the successful listing of the Historical Port Town of Levuka onto the World Heritage Listing, the focus has been made towards the Implementation of the Levuka Management Plan. Much has been done over the years to take advantage of Government support through the provision of funding for the management of the World Heritage site.

Principal Activities

Activities conducted through the year centered on fulfilling 4 out of the 5C's Strategic Objectives of Sustainable Management of a World Heritage Site (standards set by UNESCO) with Levuka as the main site of focus.

Provided below are the major Achievements of the Unit as planned in the BP:

DESCRIPTION	ACTIVITIES UNDERTAKEN
1. Enhancement of the role of communities in the Implementation of the World Heritage Convention	<ol style="list-style-type: none"> a. Facilitation of 4 x Levuka World Heritage Stakeholders Awareness Campaign/Sessions for key stakeholders of Government, local government, churches, schools, local communities and visitors b. Facilitation of 1 x Ovalau Craft Fair for the Womens Group in Ovalau and Moturiki on Traditional Crafts c. Facilitation of Joint Heritage Tourism Program for 5 x villages of Lovoni, Nasaumatua, Vuniivisavu, Nukutocia and Tokou for the development of their Village Heritage Tourism Action Plan d. Preparation of Papers for the Rejuvenation of the Fiji National World Heritage Committee Meeting and briefing of new PS MOE e. Facilitation of 6 x full committee meeting of the Levuka Heritage Committee Meetings in Levuka

2. Strengthen the credibility of the world heritage list	<ul style="list-style-type: none"> a. Full Completion of the Levuka Historical Port Town State of Conservation Report - Section 1(National Focal Points) Online conducted at the National Level by National Focal Points (Director Heritage & Mr. Vereniki Nalio) in Suva, before submission to the UNESCO World Heritage Centre b. Full Completion of the Levuka Historical Port Town State of Conservation Report – Section II (Site Managers) Online conducted at the site level in Levuka by Site Managers (Mr. Josese Rakuita (CEO LTC) and Snr World Heritage Officer), before submission to the UNESCO World Heritage Centre
3. Ensure effective conservation of the world heritage property	<ul style="list-style-type: none"> a. Revision of 1 x Standard Operating Procedure of the Facilitation of the Levuka Capital Project in partnership with the Construction Implementation Unit of the Ministry of Economy b. Facilitation of all consultations with Standing Committee on Justice & Law on Fiji Heritage Decree c. Facilitation and attendance of all Committee Meetings of the Projects Steering Committee for the Levuka WH Structures Upgrading Project
4. Increase public awareness involvement and support for world heritage through communication	<ul style="list-style-type: none"> a. Provision of 4 x success stories of the Levuka World Heritage site UNESCO World Heritage Review and Google Arts and Culture Program b. Facilitation of 6 x Committee meetings of the Levuka World Heritage in Young Hands Committee

The Third Cycle Periodic Report

Also, one of the units' major achievements for this financial year was the 3rd Cycle Periodical Reporting for the Asia Pacific Region at the National Level and at the Levuka World Heritage site level. This was completed and submitted by the 31st of March, 2021.

Provided below are other achievements of the unit during the financial year:

DESCRIPTIONS	ACTIVITIES UNDERTAKEN
World Heritage Convention Annual Subscription	1. Payment of UNESCO World Heritage Convention Annual Subscription to the UNESCO World Heritage Centre as part of Fiji's obligation under the World Heritage Convention.
Funding for TC Yasa and TC Ana	2. Consultation with Levuka Town Council, Levuka Public School, NTF, Delana Methodist School Primary and Levuka Public Secondary School and UNESCO on WH international Funding for TC YASA and TC ANA
Contract of Agreement	3. Monitoring of Contract of Agreement of the Demolition of the Former Bond Store as part of the Levuka World Heritage Structures Upgrading Project in partnership with the Construction Implementation Unit of the Ministry of Economy
Collaboration with Levuka Town Council	4. Consultation with Levuka Town Council on Business Project, Business Building Renovations, Residential Homes Repairs and General Enquiries on Levuka World Heritage Site.
Tourism Heritage Cruise & Tour	5. Consultation with FIJI AIRWAYS and CAPTAIN COOK CRUISE for possible Tourism Heritage Cruise and Heritage Day Tour Program to Levuka
Levuka Ambassadors Tour	6. Participated in Ambassadors Tour of Levuka

CULTURAL DEVELOPMENT AND MULTI –CULTURAL CENTERS [MCC]

The unit coordinates various cultural development programs including community-based and educational activities. In addition, developing and finalisations of the culture and education strategy for Fiji aligning it to the Fiji National Culture Policy. Also, the unit is tasked to conduct research on cultural development project best practices to be adapted in Fiji. Also, it contributes to the formal education curriculum consultations and the co-ordination of various related cultural festivals. The Unit also oversees and monitor activities carried out in the 5 Multi-Cultural Centers [MCC].

In the 2020-2021 financial year, the Unit carried out its work at the school, community, agencies and the national level. The Fiji Culture and Education Strategy which is stated in the 5Year-20Year National Development Plan has gone through the phase of amendments and in-house consultation and will be in the finalization stage in the 2021-2022 Financial Year. Research and benchmarking was also a component of the work carried out by the sub-unit on the cultural program in schools in collaboration with the Cultural Stats Unit. In this financial year, we had a major challenge of implementing most of the planned activities due to the major outbreak of COVID19 pandemic that restricted movements and other cultural/community activities. The Multi-Cultural centers managed to carry out meetings online platforms such as Zoom, Microsoft Teams, Viber and Messenger.

Event	Description	Achievement	Remarks
Fiji Culture and Education Strategy	<ul style="list-style-type: none"> ▪ FCES 1st consultation with artists has taken place. The amendment with the inclusion of the COVID-19 response has been included and ready for more consultation in the – Central, West and Northern Division ▪ Logistical Preparation towards the Consultations ▪ Stakeholders Consultation ▪ More consultation with the consultant 	65%	<ul style="list-style-type: none"> • Amendments to the FCES IS currently being carried out which will encompass the recommendations made through first consultation and other comments by the consultant.
Monitoring and Evaluation of Schools Culture and Vernacular Language teaching and Learning	<ul style="list-style-type: none"> ▪ The unit has collaborated with the ICH Unit and the Curriculum Advisory Services, ▪ Central Division 32 schools completed ▪ Northern and Western Division 60 schools completed. 	100%	<ul style="list-style-type: none"> • 92 schools visited and report has been submitted to the Directors desk. • More monitoring and evaluation of the schools will allow the unit to develop more cultural and vernacular language policies and recommendations to higher authorities. • The Monitoring and Evaluation Programme will give the two institutions an overview of the realities on the ground regarding vernacular subjects and the strategies that will need to be developed to address these issues
Community outreach program	<ul style="list-style-type: none"> ▪ On 17TH September 2020 one collaboration was made with the major stakeholders and Koroqaqa Baulevu community where 45 participants worked together and the cultural exchange program. The 2nd collaboration was on the 8th February, 2021. ▪ This was at the Nauduru Settlement in Nausori where 80 participants took part. It was a fortunate event since it collaborated with the Chinese New Year and Post Fiji CEO Mr. Bhansod also launched the Chinese New Year stamp in collaboration with the People’s Republic of China and the Department. 	100%	In conducting such community outreach programs, community participants will first of all learn for themselves and secondly learn from other culture and arts programme. These community participants can use the lessons and knowledge learnt and inculcate in their lives and also increase their livelihood.

Multi-Cultural Centre Activities	<ul style="list-style-type: none"> • There are five Multi Cultural Centres that had been established around the country, namely Labasa, Savusavu, Ba Nausori and Suva and their major role is to revitalize cultural programmes in the centers for students and also reaching out to their different communities for revitalization and awareness purpose. • In Fiji's 5 years and 20 years Development Plan one of the Culture and Heritage Goal is the protection and promotion of unique cultural heritage for sustainable development and to achieve this there is a need to build community partnership through advocacy and community awareness. Innovation at the centres is the key driver. 	100%	<ul style="list-style-type: none"> • Enhances community partnerships, • Proper usage of grants in enhancing cross cultural programs, • Administrators to properly managed the funds released and provide proper financial management, • Create more multi-cultural activities within the current activities and greater community engagements techniques to be developed.
----------------------------------	---	------	---

The Girit Celebration

14th May is a significant date for all Fijians of Indo Fijian Decent and stands out on the Fijian calendar as an event commemorating the sufferings of those who were brought to Fiji through the Indentured labor system and their resilience and perseverance in moving towards a better future. The Girit Anniversary is commemorated to the hard working Indentured laborer individuals. The British and other European colonial powers started the Indian indenture system in 1838, as a cheap source of labor to their colonies after African slavery was abolished in 1833. Under this system, some 1.2 million Indians were displaced from India to the colonies between 1838 and 1916. Indian indentured emigration to Fiji began in 1879. It was started by Sir Arthur Gordon, the first substantive governor of the colony (1875-80), to meet the shortage of labour caused by the prohibition of commercial employment of the Fijians and by the increasing uncertainty and cost of the Polynesian labour trade.

Fijians of Indian descents are direct descendants of Giritiya of Fiji. The achievement of Fiji is partially dedicated to the Indentured laborers who toiled the harsh lands and planted so that their future generation can enjoy the fruits of their hard labour.

Harsh conditions of the land at that time can be compared to their life style in those days however they overcame their fear and harsh reality and enjoyed the victory when they were given pathway to their home country and some settled forever in Fiji.

The Ministry of Education, Heritage and Arts has been involved with the Girit Celebrations on a yearly basis.

The Girit celebrations were held at the following centers:

- Albert Park Suva
- Vunimono Hall Nausori
- Civic Centre Labasa
- Girit Center Lautoka

During COVID-19 pandemic the Prime Minister of Republic of Fiji Islands, Honorable Josaia Voreqe Bainimarama visited the descendents of Girit in Wainibokasi Nausori. The Girit descendants were very excited to meet the Prime Minister and share their stories which was passed onto them by their grandparents.

Their willingness to persevere and never give up is a testimony to the very impressive and commendable achievements of their descendants today in both the private and public sectors.

The Girit pioneers have written their history and have written them well leaving behind legacies and principles that continue to challenge many of us today. Some of the challenges of the journeys in this life will test our patience and endurance beyond our limits and it is only then, that we realize we have the potential to push beyond our normal boundaries.

We need to support this effort by embracing the different cultures that exist around us and work together towards a peaceful and prosperous future. We should be united and stay stronger in diversity.

NATIONAL ARCHIVES OF FIJI

OVERVIEW

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.

The National Archives main focus is set on three key areas;

- o Preservation
- o Access
- o Good Governance

These three key areas focused on two main objectives as spelt out in the mandate that governs the work of the department. These are:

- Evidence & Education – Making Fiji a Knowledge Based Society
- 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 has been specifically spelt out under these two legislation;

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

These objectives are best carried out by the various units who plays an important role within the Archives. The five units include”

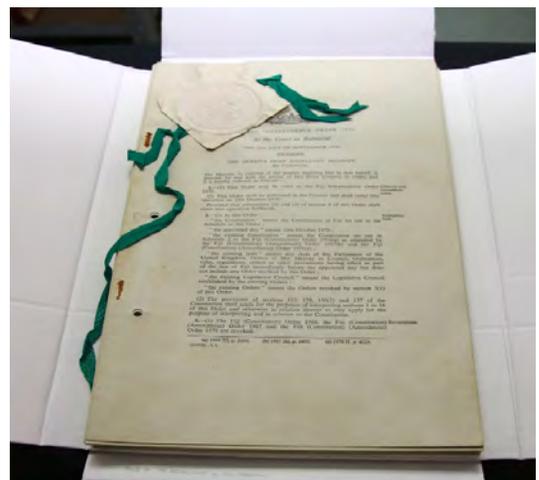
- o Archives Advisory & Records Management
- o Library & Research
- o Digital Continuity
- o Preservation
- o Corporate

Vision:

Uniting Fijians through Authentic and Accessible Archival Records

Mission:

- Inspire Fijians to explore the records of their country
- Safeguard our recorded Cultural heritage by preserving archival materials in accordance with International standards
- Support Evidence based governance by providing sound recordkeeping policies, standards and training.
- Build a sense of shared responsibility for recordkeeping in the Public Service
- Expand Fiji's knowledge base by encouraging in-depth archival research
- 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.

Our Workforce

The department has an establishment of a total of 36 posts with 2 un-established.

No. of Established Post	36
Unestablished	2
TRCO	5
Acting	3
Vacant	16

Out of the 36 posts 16 are vacant, with 5 filled by temporary relieving officers, 3 Officers are acting on vacant posts which includes the Director Heritage & Arts who is also given the responsibility of overseeing the operation at the National Archives.

This 36 post includes the five post approved in the 2018 Budget. This is yet to be filled as the Ministry of Education is still undergoing reform.

Learning and Development

In the year of review the department has been supporting staff to develop and maintain the most up to date skills, knowledge and capabilities so that they can deliver on their most complex and technical work requirement.

This year some staff have attended professional training provided by the respective Universities. Two of the staff graduated in their post graduate qualification in the area of Archives & Records Management and one graduated in the field of Library & Information studies. These are courses relevant to the archival profession.

Outline below are the qualification level of the 25 Staff;

1	Postgraduates	3
2	Degrees	4
3	Diploma	4
4	Certificate	8
5	Other	4

Development path is largely driven by the customer's needs, current archival records status and the Departments 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.

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 gatherings. However, at the same time the department continues to receive public request through online request and on the social media platforms.

Our mode of communication for users to get access to archival records include:

- E-mails
- Phone Calls
- Facebook page
- Walk in (face to face consultation)

OUR USERS

Archival records currently kept with the Archives repositories are being preserved to ensure that they are accessible

for future reference. These records are being accessed by a diverse number of people from around Fiji and even internationally.

Our user's range from academics, civil servants, writers, legal practitioners, church ministers, and even from villagers. Displayed below are our users during the year of review including where they reside and reasons for visiting the Archives.

A Total of 1,710 visitors visited the Archives from August 2020 until April 2021. Out of this 95% visited the Archives to conduct archival and library search. Most of the researchers are from the Central and Western division.

Prior to COVID 19 pandemic, around 200 visitors normally visited the Archives and this has dropped during the pandemic period

Performance Analysis

Performance against our Business priorities

National Archives of Fiji Statement of Service performance

Output 1: Access & research

This involves delivering access to the collection online and to the reading room, provision of reference services, preparing for public programs which includes exhibition. It also includes lending services to other Government agencies.

ACTIVITY	TARGET	ACTUAL
Online research request	100 Request	Received and attended to 46 request
In-depth research	100 Request	90 per cent achieved
Number of Researchers that accessed Archival records	2000 researchers	241 users accessed archival records
Archival records accessed by researchers	400 records	982 records released
Archival records Accessed by Government Agencies to support their role	100 records	83 request from Government Agencies

Output 2: Collection Management

The management and maintenance of the collection covers the acquiring, describing, and preservation on records of national value that are already in the custody of the department ensuring their accessibility. This includes physical archival records, manuscripts, Audio Visual records and photographs.

The National Archives is the only Government Repository which holds about six kilometers of records of 96 Government Agencies, 474 private manuscripts, 2000 hours of Audio Visual footage and about 70,000 collection of photographs.



These archival collection which have intrinsic value to the people of Fiji, hold legal, administrative, financial, educational and historical value to the society.

Not all of these collection are in digital form, however, the Audio Visual and Photographic collection have been digitized and are stored in a media management system, which is currently in-accessible due to some technical problems.

Archival collection currently stored in the Archives dates back to 1835.

These records requires proper environmental control as well as preservation techniques, so they are able to prolong

their lifespan.

So the current practice used in the Archives are;

- monitoring and controlling temperature and humidity in the repositories;
- collection survey to identify records that needs conservation attention;
- repackaging of records through the use of acid free paper and boxed to slow down deterioration process;
- ensure that we minimize access to original copies so other working copies are made and even digitized and
- provision of Preservation advice on the best records management practice.

For Archives users to access these publications and archival information, the National Archives Library provides the facilities for search building a bridge for citizens to reach back in time and find vital information for present day issues such as genealogy search, Itaukei history, debates on land purchased prior to Cession, pension entitlements and other areas pertaining to archival information. Together the records capture the development of Fiji through time, a valuable tool for researchers and for decision makers who consult the archives to determine precedents, understand their obligations, and formulate policies that have been beneficial for the citizens of Fiji.

ACTIVITY	TARGET	ACTUAL
Percentage of Records consignment received from Government Agencies processed to standard	95%	67 % Consignment completed from Ministry of Lands & Cabinet office.
Percentage of Records consignment repackaged	100%	80% consignments repackaged
Number of Indexes compiled to allow easy access	100%	12 Indexes compiled and vetted an Achievement of 109 per cent
Digitize Black & White Photo	6,000	119.95% of photos digitized
Back-up Digital Black & White photo	6,000	162 % of photos backed-up
Repackaging negatives	3,000	Re-packaged 97% of negatives
Cleaning of photos	500	140 % Achieved
Appraising Analogue AV tapes	2000	About 108 % achieved.

Additionally, management of collection involve activities which includes the conservation and preservation of archival materials. Presented below are some of the achievement on critical activities.

ACTIVITY	TARGET	ACTUAL
Providing Quality Archival enclosures for damaged records	1000 records	95% Achievement
Interleaving of archival pages	1000	95 % Achievement
Restoration and maintenance of archival records and legal deposit collection	100 records	139% Achieved
Boxing of damaged and bound Archival and legal deposit volumes	25 Volumes	Achieved 100%
Dismantling of Pages of Damaged Volumes	500	155% Achieved
Restoration and Conservation treatment for damaged records	1,000	180% Achieved

Output 3: Information Governance

These activities includes records surveys, provision of records management training, and providing best advice as per their needs.

Summarize below are some of the achievement

ACTIVITY	TARGET	ACTUAL
Records Survey to Government Agencies	30 Surveys	17 Surveys conducted
Records Management Training	5 Records Management Training	3 Trainings conducted

Appraisal and Issuance of Destruction certificate	4 Appraisals	1 Appraisal conducted with Bureau of Statistics
---	--------------	---

Better records management will ensure good Governance. The department is mandated under the PRA to monitor and provide advice and assist government agencies in the proper management of their records to ensure corporate memories are safeguarded. One of the major activities involves ensuring that Government agencies transfer records according to the transfer policy.

In the year of review there were 2 transfers from the;

- o Public Enterprise
- o Ministry of Education

The process of transfer has to go through a channel of processes before clearance is given for transfer.

Remembrance Day Exhibition

Enhancing Archival services through Partnership and International Relations.

The department continues to explore and strengthen relationship through partnership and collaboration on special projects. Currently the department is a member of the Pacific Regional Branch of the International Council of Archives (PARBICA). Our participation over the past few years has been overwhelming with the objective of identifying areas of interest and developing strategies that will assist us as custodians of the national records.

Some of the program that we participated in through PARBICA are;

- digitization of Archival records such as Indian Indentured Records (1879 – 1916) by National Library of Australia;
- development of the Pacific Virtual Museum which is coordinated by Archives Zealand;
- some of the benefits from our participation include;
- use of the Pacific Recordkeeping Toolkit for developing Policies, developing guidelines and assisting us in conducting Records Appraisal as well as developing File plan;
- sharing of Information and Resources that will ensure that the department keeps abreast with latest developments;
- we are able to partner with International Researchers to explore the 19th century records concerning a project on “Climate Histories of the Tropical South Pacific” and
- currently we have been chosen to be one of the two countries that will pilot the use of a Records management system called ATOM which is still in its initial phase.



Awareness Program

The department has also been actively involved in the promotion of the Archives as well as educating people on our role, the services we provide as well as how they can best utilise the Archives for educational purposes.

In the year of review the department was able to accommodate 4 visits. These are from tertiary education institution and offices.

Tour Groups	Dates
Verto Education Group - USA	15.03.21
FNU Campus - Nasinu	26.3.21
Natula Family	12.04.21
Fiji Museum	19.04.21

Outreach program

The Department also participated in the following programmes as part of its outreach campaign:

- o USP Careers fair
- o International Mother Language Day
- o Remembrance Day Program
- o 150th Year Independence day Celebration

COVID 19 Program

The department was closed during the pandemic period from 26 April and opened on 10 September.

During this period all officers continued to work from home due to the restriction of movement. This changed after restriction was lifted between Suva and Nausori.

The lockdown period has also allowed for the department to re-look at its operational plans on how it continues to operate during any disaster. Focusing on continuity, the department staff continues to have meetings and worked on activities that would assist the department in serving its customers. The department also continues to attend to users through facebook, emails as well as phone calls.

Some of the achievement and work conducted during the lockdown period include:

- o development of Covid 19 Guidelines on Work Bubbles and user guidelines when restrictions are lifted;
- o records management Training content Review;
- o review and Update of Standard Operating Procedures;
- o transfer to electronic format – Archival Index;
- o black & white photo cataloguing;
- o attending online customers request and
- o listing and Update of Accession Library register.

Most of the work also involves attending zoom meetings and updates, which are collated after very week.

Donations Received

In supporting the work carried out by the National Archives of Fiji, The Chinese government donated laptops worth \$10,000.00. This will assist the department to ensure that records are preserved and made accessible to the Fijian communities.

Supporting our Communities

The department continues to support our communities not only through provision of Archival services. The department corporate social responsibility program also focusses on the health needs of our communities.

PART III: INDEPENDENT AUDIT REPORT





MINISTRY OF EDUCATION, HERITAGE AND ARTS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2021

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT.....	3
MANAGEMENT CERTIFICATE.....	5
Schedule 1 HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE.....	6
Schedule 2 HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE.....	7
HEAD 21: APPROPRIATION STATEMENT.....	8
HEAD 26: APPROPRIATION STATEMENT.....	9
STATEMENT OF LOSSES.....	10
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS.....	11

OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



Level 1, Modyl Plaza
Karsanji St. Vatuwaqa
P. O. Box 2214, Government Buildings
Suva, Fiji



Telephone: (679) 330 9032
E-mail: info@auditorgeneral.gov.fj
Website: www.oag.gov.fj



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 2021, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, 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 Opinion

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 2021**

The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the year ended 31 July 2021 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:

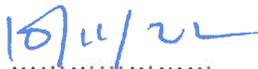
- (a) fairly reflect the financial operations and performance of the Ministry of Education, Heritage and Arts and of Higher Education Institutions for the financial year ended 31 July 2021; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004 and Finance Instructions 2010.



Dr. Anjeela Jokhan
Permanent Secretary



Dinesh Kumar
Manager Finance

Date: 

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 1

 HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE
 FOR THE YEAR ENDED 31 JULY 2021

	Notes	2021 (\$)	2020 (\$)
RECEIPTS			
State Revenue			
Fees Examination		62,931	70,598
Tuition Fees - TCF & Foreign Students		30,565	20,299
Fees Government Boarding Schools	3 (a)	311,523	413,153
Fiji Teachers Registration	3 (b)	793,287	214,911
FHEC Registration	3 (c)	20,100	39,880
Commission		155,121	151,033
OPR in Previous Years		-	2,875
Sale of School Farm Produce		1,276	8,073
Student Fees - Technical College of Fiji	3 (d)	-	2,840,221
Sale of Items from Technical College		-	1,127
Total State Revenue		1,374,803	3,762,170
Agency Revenue			
Miscellaneous Revenue (Exam Result Fees)	3 (e)	49,657	65,225
Total Agency Revenue		49,657	65,225
TOTAL RECEIPTS		1,424,460	3,827,395
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (f)	336,303,605	362,593,145
Government Wage Earners	3 (g)	2,991,807	3,948,657
Travel & Communications	3 (h)	558,694	627,407
Maintenance & Operations	3 (i)	769,102	972,766
Purchase of Goods & Services	3 (j)	5,641,303	8,357,409
Operating Grants & Transfers	3 (k)	84,122,899	71,665,986
Special Expenditure	3 (l)	161,763	631,747
Total Operating Expenditure		430,549,173	448,797,117
Capital Expenditure			
Construction	3 (m)	646,700	3,279,278
Purchases	3 (n)	219,087	637,169
Grants & Transfers	3 (o)	663,458	2,933,049
Total Capital Expenditure		1,529,245	6,849,496
Value Added Tax		496,859	847,293
TOTAL EXPENDITURE		432,575,277	456,493,906

HIGHER EDUCATION INSTITUTIONS

Schedule 2

HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31 JULY 2021

	Notes	2021 (\$)	2020 (\$)
EXPENDITURE			
Operating Expenditure			
Operating Grants and Transfer	3 (p)	53,730,416	87,332,918
Total Operating Expenditure		53,730,416	87,332,918
Capital Expenditure			
Capital Grants and Transfers	3 (q)	-	14,822,488
Total Capital Expenditure		-	14,822,488
TOTAL EXPENDITURE		53,730,416	102,155,406

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 3

HEAD 21: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2021

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	339,113,418	---	339,113,418	336,303,605	---	2,809,813
2	Government Wage Earners	4,115,597	---	4,115,597	2,991,807	---	1,123,790
3	Travel & Communications	632,900	32,966	665,866	558,694	---	107,172
4	Maintenance & Operations	958,500	55,738	1,014,238	769,102	---	245,136
5	Purchase of Goods & Services	8,321,237	(424,137)	7,897,100	5,641,303	---	2,255,797
6	Operating Grants & Transfers	92,891,840	(7,520)	92,884,320	84,122,899	---	8,761,421
7	Special Expenditure	447,000	(1,621)	445,379	161,763	---	283,616
Total Operating Costs		446,480,492	(344,574)	446,135,918	430,549,173	---	15,586,745
Capital Expenditure							
8	Capital Construction	1,470,704	428,838	1,899,542	646,700	---	1,252,842
9	Capital Purchases	400,545	(18,864)	381,681	219,087	---	162,594
10	Capital Grants & Transfers	1,134,185	(65,400)	1,068,785	663,458	---	405,327
Total Capital Expenditure		3,005,434	344,574	3,350,008	1,529,245	---	1,820,763
13	Value Added Tax	1,100,772	---	1,100,772	496,859	---	603,913
TOTAL EXPENDITURE		450,586,698	---	450,586,698	432,575,277	---	18,011,421

HIGHER EDUCATION INSTITUTIONS

Schedule 4

HEAD 26: APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 JULY 2021

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	81,385,814	---	81,385,814	53,730,416	---	27,655,398
	Total Operating Costs	81,385,814	---	81,385,814	53,730,416	---	27,655,398
	Capital Expenditure						
10	Capital Grants & Transfers	---	---	---	---	---	---
	Total Capital Expenditure	---	---	---	---	---	---
	TOTAL EXPENDITURE	81,385,814	---	81,385,814	53,730,416	---	27,655,398

**STATEMENT OF LOSSES
FOR THE YEAR ENDED 31 JULY 2021**
Loss of Money

There was \$200.00 loss of money recorded for the financial year ended 31 July, 2021. Cash stolen (Accountable advance) inside the Employee Administration Unit office. Awaiting loss recovery decision from Ministry of Economy.

Loss of Revenue

There was no loss of revenue recorded for the financial year ended 31 July 2021.

Loss of Assets (other than money)

The following items worth \$4,320 were reported as loss for the financial year ended 31 July 2021.

Asset	Amount (\$)
Office Equipment	4,320
Total	4,320

Following the 2020 – 2021 Board of Survey, items worth \$324,223 were written off, pending approval by the Permanent Secretary for Economy. The items have been grouped into categories and the totals of the same have been captured.

Asset	Amount (\$)
Furniture & Fittings	92,485
Inventories	74,736
Office Equipment	157,002
Total	324,223

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021****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.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2021**NOTE 3: SIGNIFICANT VARIATIONS**

The Ministry noted a decrease in its revenue and expenditure. Total revenue decreased by \$2,402,935 or 63% and total expenditure decreased by \$23,918,629 or 5% in 2021 compared to 2020. Detailed breakdown of the revenues and expenditures are discussed in the notes below.

- (a) Government Boarding Schools Fee decreased by \$101,630 or 25% in 2021 compared to 2020. This decrease was due to second term 2021 enrolment not done in nine Government boarding schools. The enrolment was not done due to COVID-19 pandemic outbreak and that the schools remained closed.
- (b) Fiji Teachers registration fee increased by \$578,376 or 269% in 2021 compared to 2020. The increase in fee was due to most teachers 3 years' teacher registration license was due for payment within 2020-2021 financial year. The renewal license payment was received hence the increase in revenue.
- (c) FHEC registration fees are charged as per gazetted fee schedules to Higher Education Institutions (HEIs) 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. FHEC fee decreased by \$19,780 or 50% in 2021 compared to 2020. The decrease in fee was due to previously the receipt of FHEC fees combined with the Fiji Teachers Registration revenue which has been corrected in 2021.
- (d) The Technical College of Fiji student fees decreased by \$2,840,221 or 100% in 2021 compared to 2020. 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.
- (e) Miscellaneous Revenue (Exam Result Fees) decreased by \$15,568 or 24% in 2021 compared to 2020. 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 \$26,289,540 or 7% in 2021 compared to 2020. The decrease in expenditure is due decrease in budget for personal emoluments since the vacant positions budget was not provided. Suspension of location allowance for primary and secondary school teachers. Reduction in FNPF employer contribution from 10% to 5%.
- (g) Government Wage Earners decreased by \$956,850 or 24% in 2021 compared to 2020. This decrease was due to overtime payment stopped in 13 Government schools, districts, divisions and headquarters. Reduction of employer FNPF contribution from 10% to 5%.
- (h) Travel & Communication decreased by \$68,713 or 11% in 2021 compared to 2020. This decrease was due to the COVID 19 pandemic whereby the travels were 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.

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2021**

NOTE 3: SIGNIFICANT VARIATIONS (Continued)

- (i) Maintenance & Operating Expenses decreased by \$203,664 or 21% in 2021 compared to 2020. This decrease was due to Covid-19 pandemic which caused lockdown and narrowed containment zones. Expenditures were reduced for vehicle fuel & oil, power supply, water, maintenance of office equipment's, office stationery and printing.
- (j) Purchase of Goods & Services decreased by \$2,716,106 or 32% in 2021 compared to 2020. This decrease was due to the Covid-19 pandemic which caused lockdown and narrowed containment zones. Expenditures were reduced for primary and secondary school library scheme, suspension of budget for free milk program, Government boarding school food rations not paid for second term due to school closure, printing of exam papers and expenses of exams. The decrease in the above allocations was noted as the programs were not rolled out as expected due to the pandemic.
- (k) Operating Grants & Transfers increased by \$12,456,913 or 17% in 2021 compared to 2020. For the FY 2019-2020, grants were released to only compliant schools. Due to school closure from April 2021 onwards, the Ministry decided to release Term 2, 2021 grants to all schools regardless of compliance conditions. This was done to assist all schools to meet its minimal operational activities such as payment of ancillary staff wages, utility bills and facilitating printing of worksheets for students' home study. Since term 2, 2021 grants were released to all schools regardless of compliance conditions, the expenditure incurred in 2021 was higher than in 2020. The 2019/2020 FHEC budget was reduced from \$2,100,000 to \$690,000 due to COVID-19 response budget and in 2020/2021 FHEC budget was increased by \$1,220,000 with total grant being \$1,910,000, therefore increasing expenditure. The increase in transport assistance included the 100% Term 2, 2021 top up of E-ticketing cards.
- (l) Special Expenditures decreased by \$469,984 or 74% in 2021 compared to 2020. The SEG comprises of the expenses for special programs such as ECE forums, E-Learning Program, Cultural Statistic Framework and Audit, Education Forum 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 decreased by \$2,632,578 or 80% in 2021 compared to 2020. This decrease was due to the reduced budget for construction of new facilities for Government schools, repairs & maintenance of Government quarters, upgrade & maintenance of non-Government school, construction of new facilities for non-Government schools and teacher's quarters' repairs & maintenance for non-Government schools.
- (n) Capital Purchase Expenditure decreased by \$418,082 or 66% in 2021 compared to 2020. This decrease was due to no budget allocated for purchase of furniture & fittings for schools, reduced budget for primary school's water tank, reduced expenditure for purchase and supply of water tanks for primary and secondary due to impacts of Covid-19 pandemic outbreak.
- (o) Capital Grants and Transfers expenditure decreased by \$2,269,591 or 77% in 2021 when compared to 2020. The decrease was due the reduction of budget for completion of new Bau College, building grant for non-Government secondary schools and upgrade maintenance for non-Government schools.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2021

NOTE 3: SIGNIFICANT VARIATIONS (Continued)

- (p) Operating grant expenditure for Head 26, Higher Education Institution decreased by \$33,602,502 or 38% in 2021 compared to 2020 due to reduction of grant allocation to higher education institutions and University of South Pacific grant was not paid to the institution.
- (q) Capital grant expenditure for Head 26, Higher Education Institution decreased by \$14,822,488 or 100% in 2021 when compared to 2020. The decrease was due to no 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 2021:

DV#	From	To	Amount (\$)	DV#	From	To	Amount (\$)
DV2101	SEG 6	SEG 6	718,659.00	DV2109	SEG 5	SEG 4	10,000.00
DV2102	SEG 4	SEG 5	473.00	DV2109	SEG 13	SEG 13	900.00
DV2102	SEG 3	SEG 5	1,200.00	DV2110	SEG 3	SEG 5	737.00
DV2103	SEG 5	SEG 8	250,000.00	DV2110	SEG 4	SEG 5	5,530.00
DV2104	SEG 5	SEG 4	29,000.00	DV2110	SEG 4	SEG 4	10,278.00
DV2105	SEG 6	SEG 6	633,078.00	DV2110	SEG 13	SEG 13	1,423.00
DV2106	SEG 4	SEG 4	5,000.00	DV2111	SEG 5	SEG 3	27,383.00
DV2106	SEG 13	SEG 13	450.00	DV2112	SEG 4	SEG 8	14,576.00
DV2107	SEG 6	SEG 3	7,520.00	DV2112	SEG 5	SEG 8	79,998.00
DV2108	SEG 5	SEG 4	5,312.00	DV2112	SEG 13	SEG 13	8,512.00
DV2109	SEG 7	SEG 4	1,621.00				

The Permanent Secretary for Economy approved the following transfers of funds during the financial year ended 31 July 2021:

DV#	From	To	Amount (\$)
V21001	SEG 8	SEG 8	227,643.00
V21001	SEG 9	SEG 8	18,864.00
V21001	SEG 10	SEG 8	65,400.00
V21001	SEG 13	SEG 13	15,088.00

There were no redeployments during the financial year.

SIGNIFICANT SAVINGS

SEG 1

The \$2.8m savings in SEG 1 was mainly due to personal emoluments funds were not fully utilized. The major contributor has been program 2, Primary Education. The first reasons behind Primary Education, Personal Emoluments not fully utilized was due to the fact of COVID-19 outbreak, the schools were closed from April 2021 until it partially opened for year 13 in December 2021. During the closure period, there were no appointment of teachers on relieving or new appointment.

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2021**

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)

Secondly, there has been school reclassification in Primary Education. In 2019 there were 14 large, 388 medium and 337 small schools. After reclassification, 34 large, 194 medium and 508 small schools were noted. Majority impact was on Assistant Head Teacher since before reclassification there were 416 and after reclassification 262. The 154 Assistant Head Teacher (AHT) positions do not exist anymore and the teachers were reverted to teacher primary positions.

SEG 2

The \$1.1m savings in SEG 2 was due to balance of funds in Government school's wages earners allocation. There was also some balance of funds in other program and activities which has contributed to overall savings in SEG2.

SEG 5

The \$2.3m savings in SEG 5 was mainly due to goods and services in all program and activities could not be fully purchased because of closure of schools due to COVID-19 outbreak. The Government school food rations grant worth \$953,574 was not paid since there were no boarders in the facility and the schools were closed. \$176,068 budget for printing of text book was not utilized since \$1,658,124 was sufficient to purchase the text that were required. NTPC Levy \$131,560 was not paid to FNU due to person to post reconciliation could not be made available. \$129,255 Exam expenses budget was not utilized since full scale exam could not be rolled out. \$110,288 Primary & Secondary school library schemes was not fully utilized since the budget was reduced and vendor was not agreeing to supply on reduced quantity. \$100,082 from Printing of exam papers could not be utilized since all exams were suspended except year 12 and 13. These was due to COVID-19 outbreak and protocols that were in place to control the outbreak. There were other items in SEG5 that could not be utilized due to COVID-19 outbreak and travel restrictions.

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 3, 2020 and Term 1, 2021 was provided taking into consideration the budgetary provision received and the fact that schools were closed from April 2021 to the financial year end. 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 at the end of the financial year. For centralized schools, savings are identified when these schools are not able to utilize the total FEG entitled to the school. These un-utilized funds are savings at the end of the financial year.

Transport Assistance allocation.

Due to schools being closed from April 2021 to the financial year end, 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.

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2021**

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)

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.

National Substance Abuse Advisory Council

Partial Grant released of quarter 1 - 4 due to non-submission of latest audited financials.

National Trust of Fiji

Partial Grant released for quarter 4 due to non-submission of latest audited financials.

Fiji Teachers Registration Authority

Partial Grant released for quarter 3 and 4 due to non-submission of latest audited financials.

Fiji Museum

Partial Grant released for quarter 4 due to non-submission of latest audited financials.

Multi-Ethnic Cultural Centers

Monitoring of Multi-Cultural Center (MCC's) activities was not done due to COVID-19 restrictions and MCC Ba Quarter 4 was not released due to payment not being processed before close of accounts. Due to lockdown areas the relevant staff could not access the office for release of these payment.

SEG 8

\$1.3m savings in capital projects were due to COVID-19 outbreak protocols which lead to staff not being able to implement the projects on ground. The site inspections and consultations with engineers could not be completed therefore the projects could not progress to award contracts for work to commence.

Due to COVID-19 outbreak protocols and restrictions, staff were not being able to implement most of the projects on the ground. The site inspections and consultations with engineers could not be completed therefore the projects could not progress to award contracts for work to commence.

\$231,901 was balance in Upgrade & Maintenance of Non-Government Secondary School. The RIE application for the building grant returned from Economy asking further requirement. Later this allocation was diverted towards TC Yasa rehabilitation in the Northern Division. \$200,000 was vired out for payment towards construction of classrooms at Lekutu Secondary Schools.

\$105,968 Construction of new facilities Government Schools. QVS retention 2 did not fall in 2020-2021 financial year as planned previously. This amount has been paid from 2021 - 2022 financial year.

\$217,495 Upgrade & Maintenance of non-Government Primary Schools. The application for the building grant returned from Economy for further requirements. Later this allocation was diverted towards TC Yasa rehabilitation in the Northern Division. \$200,000 was vired out for payment towards construction of classrooms at Dama and Bua District Schools

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2021

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)

\$82,859 Construction of new school facilitates non-Government Primary. The application for the building grant returned from Economy for further requirement. Later this allocation was diverted towards TC Yasa rehabilitation in the Northern Division. \$200,000 was vired out for payment towards construction of classrooms at Dama and Bua District Schools

\$448,656 upgrade & maintenance of institutional offices. Projects budgeted were for Mualevu House, Senikau House and Gohil Building. Projects were signed but works were postponed due to the lockdown/ restrictions and uncertainty period of COVID19.

\$165,963 upgrade & maintenance of Government Schools. Project budgeted was for Natabua Primary School Ablution, the contract was awarded, signed, re-tendered and then works were postponed due to the lockdown and restrictions and uncertainty period of COVID19.

NOTE 5: OPERATING TRUST

As at 31 July 2021, the operating trust fund account had a credit balance of \$1,232,838 (SEG 86 \$1,107,176) and (SEG 89 \$125,662). 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 2021, the Drawings Account had a zero balance.

NOTE 7: REVOLVING FUND ACCOUNT (MISCELLANEOUS)

As at 31 July 2021, the Revolving Fund Account had a debit balance of \$167,415. The balance in this account relate to accountable advance yet to be retired.

NOTE 8: AID IN KIND

As at 31 July 2021, the Ministry received aid-in-kind materials or equipment's as per table below;

Project	Student Back Pack	Tarpaulin [4x5 meters]	Tarpaulin [4x50 meters]	Tent Shades
EIE Distribution	5,250	165	78	10

As at 31 July 2021, the Ministry received aid-in-kind materials or equipment's as per table below;

Project	40 Kg Rice	40 Kg Sugar	Potatoes (Bags)	25 Kg Dhal
ADRA Assisted - Ba & Ra Boarding Schools Food Distribution List	10	10	78	10

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
 FOR THE YEAR ENDED 31 JULY 2021

NOTE 8: AID IN KIND (Continued)

Project: Facility TC Yasa Emergency Response First Stage of Assistance	
Description	Quantity
Exercise Book Package	
B4	114
B5	117
A4 100 pages	11
A4 200 pages	64
School Furniture (Desk) Upper Primary (UP)	370
School Furniture (Desk) Lower Primary (LP)	244
School Furniture (Chair) Upper Primary (UP)	361
School Furniture (Chair) Lower Primary (LP)	253
Water Tanks & Fittings for 21 schools	2,000L x 12 5,000L x 25 10,000L x 4
Generator Sets 5KVA (CND - Commissioner Northern Division)	15
Quick Fix School Building Materials	27 Schools
School bags with stationary (11 Schools)	665 Bags with stationaries

Project	Tent (42 square meters)	Tent (1 x 42 square meters Teacher Quarter)	Tent (72 square meters)	Tarpaulin (4 x 5 meters)	Tarpaulin (4 x 50 meters)	School in a box	Emergency Children Disaster Kit (ECD) Kits	Recovery Kit
TC YASA UNICEF Items for 78 schools	35	20	27	291	35	104	36	31

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
FQF	Fiji Qualifications Framework
FinEd	Financial Education
FICAC	Fiji Independent Commission Against Corruption.
FCES	Fiji Culture And Education Strategy
FNCP	Fiji National Cultural Policy
FTA	Fijian Teachers Association
FTRA	Fiji Teachers Registration Authority
FTU	Fiji Teachers union
HA	Heritage and Arts
HEI	Higher Education Institution

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

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

