



MINISTRY OF EDUCATION

2022 - 2023 ANNUAL REPORT



Parliamentary Paper No. 109/24

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MINISTRY OF EDUCATION

“Quality Education for Change, Peace and Progress”

Honourable Aseri Radrodro
Minister for Education
Senikau House
SUVA

Dear Honourable Minister

ANNUAL REPORT FOR 2022-2023

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending July 31st, 2023.

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.

A handwritten signature in blue ink, appearing to be 'Timoci Bure'.

Timoci Bure (Mr.)
Acting Permanent Secretary for Education

FOREWORD FROM THE PERMANENT SECRETARY FOR EDUCATION

ACTING PERMANENT SECRETARY OF EDUCATION



It is with great pleasure that I present the Ministry of Education Annual Report for the year 2022-2023. This report highlights the significant progress and achievements made by the Ministry in fulfilling its mandate to provide quality education to all Fijians.

Over the course of the year, the Ministry has worked tirelessly to improve access to education, enhance the quality of teaching and learning, and promote lifelong learning opportunities for all citizens. Our commitment to inclusive education has ensured that every child, regardless of their background or abilities, has the opportunity to receive a quality education.

I am proud of the dedication and commitment demonstrated by our staff, teachers, and partners in advancing the Ministry's goals. Their efforts have led to tangible outcomes, such as improved literacy and numeracy rates, increased participation in technical and vocational education, and enhanced educational facilities across the country.

As we look towards the future, the Ministry remains committed to building on our successes and tackling the challenges that lie ahead. We will continue to work towards ensuring that every Fijian has access to a high-quality education that empowers them to reach their full potential.

I would like to extend my sincere gratitude to everyone who have contributed to the success of the Ministry, and I look forward to our continued collaboration in the years ahead.

Vinaka vakalevu.

A handwritten signature in blue ink, consisting of several loops and a horizontal line at the end.

Timoci Bure (Mr.)
Acting Permanent Secretary for Education



PART I

PART I: OVERVIEW

OUR PORTFOLIO

In 2023, the Ministry of Education, Heritage, and Arts in Fiji had undergone restructuring resulting in the Department of Heritage and Arts now being integrated into the Ministry of iTaukei Affairs. Consequently, the Ministry of Education, Heritage, and Arts has been renamed the Ministry of Education. This reorganization aims to streamline operations and better align the functions related to heritage and arts with the cultural and traditional focus of the Ministry of iTaukei Affairs.

The Ministry of Education will continue to focus on advancing educational policies and programs to enhance the quality of education in Fiji.

The Ministry of Education Portfolio as at 31 July 2023:

Minister for Education



Following the national election in 2022, the Coalition Government was formed. On 24 December, 2022, Honorable Aseri Radrodro took the oath of office as the Minister of Education, succeeding Hon. Premila Kumar from the Fiji First Government.

Permanent Secretary for Education



With the change in government, Mr. Timoci Bure was appointed Acting Permanent Secretary for Education at the beginning of 2023, succeeding Dr Angela Jokhan.

Our Guiding Principles

We believe that every child is unique and has the potential for greatness. We invest in the social and emotional well-being of children. We promote learning experiences that impact life.

We shall be guided by the following principles:

- (i) Striving for excellence in all we do;
- (ii) Build trust through collaboration and partnership;
- (iii) Promote accountability and transparency; inclusivity, and non-discrimination;
- (iv) Responsibility and Accountability;
- (v) Building Team Work (Life Skills);
- (vi) Building cultural competency;
- (vii) Integrate accessibility, safety and security

Our Responsibilities

The explicit roles and responsibilities of the Ministry of Education includes: Design, implementation, monitoring and evaluation of educational legislation, policies and programmes in Fiji. The MOE 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 quality and inclusive education services to the following:

- Early Childhood Education and Care;
- Primary education;
- Secondary education;
- Special Schools for children with special needs;
- Technical, Vocational, Education and Training;
- School Management Committees and other stakeholders.

Our Strategic Priorities

The overarching strategic priority of Ministry in context of national development and aligned to the 2023 Education Summit Thematic Areas is aimed at producing 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 major Strategic Priority Categories for the Ministry:

- Legislation & Policy Administration;
- Planning, Monitoring & Evaluation;
- Finance Administrations;
- Infrastructure and Assets;
- Workforce;
- Curriculum, Assessment & Library;
- Technical and Vocational Education & Training (TVET) & Life Skills;
- Information Technology & Digital Learning;
- Student Wellbeing; and
- Community and Stakeholder Partnership.

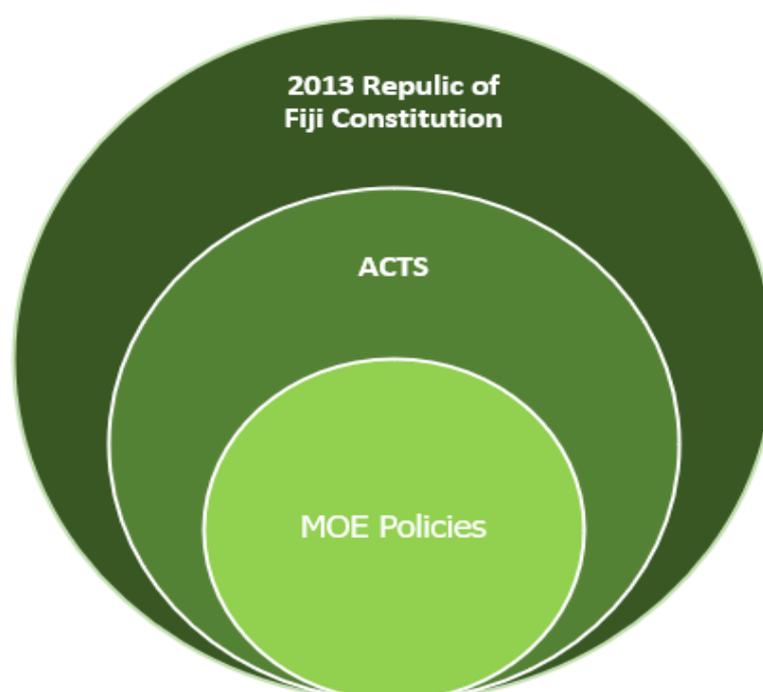
The strategic priorities were created to give the Ministry a broad scope to address the needs of the country in accordance with the National Development Plan; recognize and address sector-specific issues related to Fiji's education, handle situational and risk assessments; carry out ongoing projects; meet aspirational targets; produce operational efficiencies; and put the Ministry in a proactive position to handle sector reforms and upcoming challenges and opportunities.

Our Governing Framework

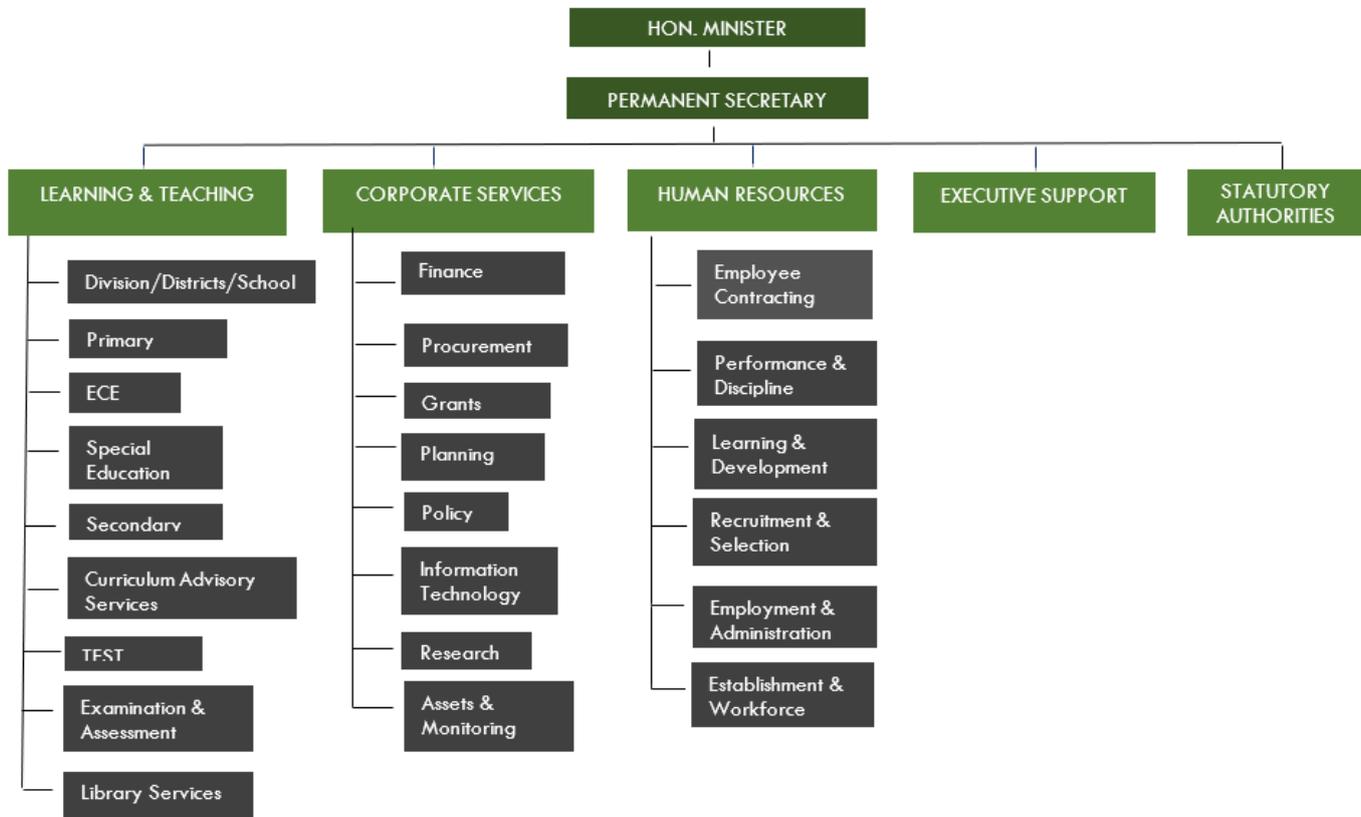
The MOE policies aim to ensure that education programs are relevant, responsive to the needs of learners, and aligned with international best practices. The governing framework for the Ministry of Education in Fiji is outlined in several key documents and legislations:

- 2013 Constitution of Fiji
- Education Act (Cap 262)
- Examinations Act (Cap 262A)
- Fiji National University Act 2009
- Fiji Teachers Registration Board Act 2008
- Higher Education Act 2008
- Library Deposit Act 1971
- National Curriculum Framework 2013
- Substance Abuse Advisory Council Act 1998
- Tertiary Scholarship and Loans Act 2014
- University of Fiji Act 2011
- University of the South Pacific Charter (LN35) 1970

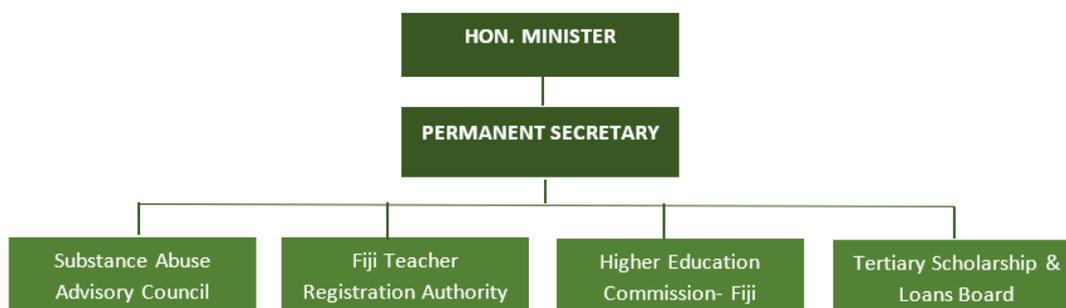
Overall, these documents and legislations provide the governing framework for the Ministry of Education in Fiji, ensuring that education policies, programs, and practices are aligned with national goals and priorities.



OUR STRUCTURE



Statutory Authorities



GOVERNMENT PRIORITIES

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

<p>Enhance and strengthen the support for Higher Education Institutions</p>	<ul style="list-style-type: none"> • Expedite the number of registered institutions to be recognized under the Fiji Higher Education Commission (FHEC); • Increase private and public partnership; • Enhance the use of ICT for tertiary institutions; • Strengthen incentives for higher education institutions; and • Implement the National Accreditation Framework. 	<p>National Development Plan 2017</p> <p>Sustainable Development Goals (SDG) 2015 – 2030</p>
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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>Sustainable Development Goals (SDG) 2015 – 2030</p> <p>National Development Plan 2017</p>
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BUDGET ALLOCATION

During the budget announcement in 2022, the Department of Heritage and Arts including the National Archive of Fiji were still part of the Ministry Education. A total of \$713.4 million has been set aside in the 2022-2023 Budget specifically for the Education Sector, of which \$489.9 million is allocated to the Ministry of Education, Heritage and Arts, \$48.9 million for Higher Education Institutions, \$162.6 million for various scholarships, loans and grants administered by the Tertiary Scholarships and Loans Service and \$12.0 million to support the ongoing rehabilitation and construction of schools.

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, the Tuition Grant for Technical and Vocational Education and Training; the Tuition Subsidy Grant for Early Childhood Education (ECE); provision of Food and Supplies for Boarding Schools and the Printing and Distribution of Textbooks. Governments' initiative to support young girls in Years 7 to 13 on Menstrual Hygiene Management will continue with a budget of \$1.4 million to improve accessibility to basic hygiene products in schools.

Funding for capital projects has been prioritised on needs basis, and the Ministry expects to complete several ongoing construction projects in the new financial year. The Ministry will seek to make significant progress on the rebuilding of schools damaged by TC Gita in Kadavu and Southern Lau.

Graph 1: Ministry's Budget for the last 5 years



Higher Education Institution Budget

The government of Fiji gives operational funding to several of the country's tertiary institutions as part of its commitment in the country's educational system. This grant intends to provide our students with access to professional training and high-quality education, which will increase the competitiveness of the Fijian workforce over the medium- to long-term. By doing this, more Fijians will have the skills necessary to fulfill the needs of the labor market in a dynamic and ever-changing economy. Grants are only given to fully authorized institutions with charity trust status, and they are managed by the Fiji Higher Education Commission.

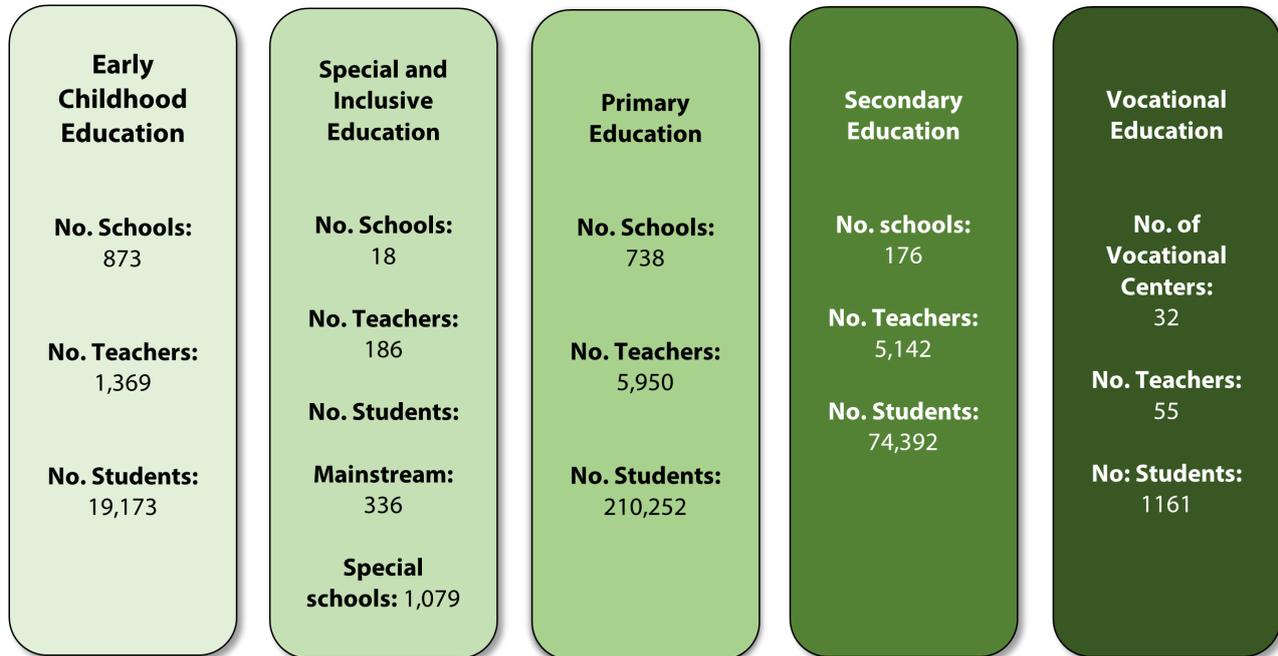
Higher Education Institutions have been allocated \$48.9 million in the 2022-2023 Budget.

Graph 2: Higher Education Institutions Budget for 2022-2023

Vivekananda Technical Centre	\$128,196
Sangam Institute of Technology	\$114,411
Monfort Boys Town	\$492,212
Monfort Technical Institute	\$338,912
Fulton College	\$103,918
Corpus Christi College	\$94,236
Fiji National University	\$45,357,182
University of Fiji	\$2,304,774



SCHOOL DATA



Enrolment Rates

Net Enrolment Rate (NER)

For the past five years, we have persisted in achieving universal primary education for everyone. This is mostly because of the government's ongoing dedication and support, demonstrated by the numerous programs and initiatives it has put in place. Even though we have successfully managed more than 80% of the NER for secondary students over the past five years, the Ministry will continue to ensure that all students in Fiji have access to a fair, high-quality education through ongoing Government initiatives and support.

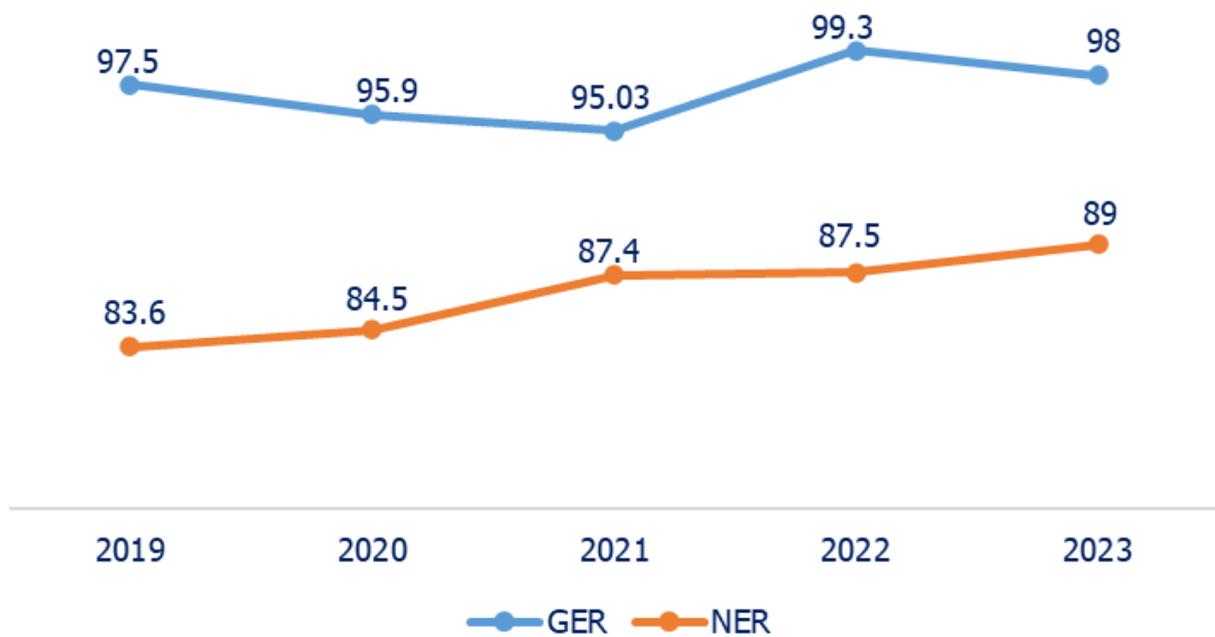
Graph 3: NER and GER Primary for the last five years



There is continuing improvement for student's attendance in primary school. Our GER for primary is more

than 100 per cent, while it is approximately 100 percent Net Enrolment rate secondary for the last five years.

Graph 4: NER and GER for Secondary School for the last five years



We are also doing well in terms of student access at secondary level. We've managed to maintain our 95 percent and above Gross Enrolment Rate while our Net Enrolment Rate have been increasing steadily for the last five years.



GOVERNMENT INITIATIVES

Free Education Grant

239,588 ECE, Primary and Secondary school students benefited from the amount of \$68,389,343 given as Free Education Grant to schools during the financial year.

Table 1: Summary of Free Education Grant given to schools

Description	2022-2023 Budget	Number of students assisted
ECE-Tuition Subsidy Grant	\$2,921,800.00	14,505
Primary FEG	\$34,975,936.00	152,445
Secondary FEG	\$30,491,607.00	72,638
Total	\$68,389,343.00	239,588

Menstrual Hygiene Management Initiative

The amount of \$ 1,448,304 was used to assist 57,549 female students from Y7 to Y13 through this initiative.

Table 2: Summary of Students Assisted by Education Districts

Districts	Primary	Secondary	Total
Ba-Tavua	1298	2864	4162
Cakaudrove	1215	2254	3469
Eastern	1039	1413	2452
Lautoka-Yasawa	3538	7239	10777
Macuata-Bua	1837	4031	5868
Nadroga-Navosa	1296	2305	3601
Nausori	3160	6487	9647
Ra	710	1383	2093
Suva	4909	10571	15480
Grand Total	19002	38547	57549

Transport Assistance Initiative

The amount of \$32,893,173.28 was used to assist 111,664 eligible students attending primary and secondary schools in Fiji.

Table 3: Summary of Students Assisted by Education Districts

District	Primary	Secondary	Bus	Voucher	Female	Male	Grand Total
Ba-Tavua	6488	3816	8891	1413	5135	5169	10304
Cakaudrove	6781	2798	4709	4870	4721	4858	9579
Eastern	2759	978		3737	1845	1892	3737
Lautoka-Yasawa	11790	5482	14730	2542	8629	8643	17272

Macuata-Bua	8738	5115	7877	5976	6950	6903	13853
Nadroga-Navosa	6482	2797	3572	5707	4645	4634	9279
Nausori	14677	6002	9962	10717	10151	10528	20679
Ra	4366	1962	3221	3107	3101	3227	6328
Suva	13880	6753	18241	2392	10398	10235	20633
Grand Total	75961	35703	71203	40461	55575	56089	111664

Boat and Engine

Seven (7) schools benefitted from this initiative and the amount of \$131,649.55 was used to purchase boats and engines for these schools.

Schools assisted included:

- Malake Primary School – 23ft fiberglass boat with 40hp outboard motor engine
- Vunisea Secondary School – 23ft fiberglass boat with 40hp outboard motor engine
- Yawe District School – 23ft fiberglass boat with 40hp outboard motor engine
- Richmond Methodist Primary School – 23ft fiberglass boat with 40hp outboard motor engine
- Onolevu District School – 40hp outboard motor engine: Yet to be handed over/delivered to the schools
- Nabukelevuira Primary School – 23ft fiberglass boat with 40hp outboard motor engine
- Wainimala Secondary School – 28ft wooden boat with 25hp outboard motor engine
- Rokotuivatu District School – 28ft wooden boat with 25hp outboard motor engine



Water Tank Assistance

The amount of \$78704.86 was used to purchase water tanks for schools identified and approved to receive this assistance. 55 primary and 4 secondary schools benefitted from this initiative.

Table 4: Summary of Water Tank Assistance Provided

Project	No. of schools assisted	Actual	Work Progress
Water tanks assistance by Rotomould	55	\$74,123.00	85 water tanks (5,000l) delivered and paid for (primary schools). *Some schools received more than 1 water tanks
Water tanks assistance by Rotomould	4	\$11,904.00	6 water tanks (10,200l) delivered and paid for (secondary schools). *Some schools received more than 1 water tanks



School Textbooks

The free school textbooks initiative continued during the financial year whereby all school textbooks requirement by schools have been distributed.

Library Assistance

Library Services of Fiji continue to assist schools in setting up their libraries including the provision of free library books, bookshelves, book carts, furniture, and other accessories.

Table 5: Summary of School Library Set by School Type

School Type	No. of School Assisted
ECE	10
Primary	16
Secondary	2

Table 6: Summary of schools Assisted With Library Books, Bookshelves, Book Carts, Furniture, and other Accessories

School	Books	Shelves	Book carts	Tables	Chairs & stools	Charts	Rugs
Ratu Simione Matanitobua College	634	10	2	4	16	7	2
Navuso District School	500	10	3	5	30	5	2
Vuci Methodist Primary School	345		3	1	4		1
Ramakrishna Saraswati Primary School	173	4	2	3	18		1
Ramakrishna Saraswati Primary School ECE	36		1			1	1
Nakini Village School	272	4		3	18	4	2
Natoaika Primary School	180	3		3	18		1
Natoaika Primary School ECE	55		1				1
Turagabeci Primary School	209	6		3	18		1
Turagabeci Primary School ECE	46	4	1	3	18		1
Nasauvere Primary School	427	4		3	18		1
Nasauvere Primary School ECE	46		1				
Annesley Methodist Infant School	247			3	18		2
Lawaki District School	223	6	4	3	18		1
Lawaki District School, ECE	24		2				
Lomary Catholic Primary School	219	4		3	18		1
Lomary Catholic Primary ECE	33		1				1
Wailevu Primary School	150			3	18		
Wailevu ECE	46		1				1
Lutukina Primary School	150	1	2	12			
Lutukina ECE			1			1	
Banaban Primary School	159	3		3	18		
Loreto Primary	128			3	18		2
Loreto ECE			1				1
Nadi District School, Bua	94			2	8		
Nadi District ECE	35		1				
Yasawa High School	1002			3	12	5	1
Gaunavou Primary School	1209	6		3	18	5	1

Government Policy of extending retirement Age from 55 – 60 years.

A total of 306 Ministry's staff were re-engaged as a result of the Coalition Government policy on extending the retirement age from 55 years old to 60 years old. These include:

- 19 ECE teachers
- 190 Primary school teachers
- 81 secondary school teachers and
- 16 Non-teaching officers

Repeal of the “No Job No Job Policy”

A total of 197 Ministry’s officers were terminated as a result of the previous government policy on “No Job No Job Policy”. 36 of these officers have since re-applied and re-reinstated during the 2022-2023 FY when the Coalition Government removed the Policy.

Back to School Initiative

The Fiji Government through the Ministry of Education successfully implemented the “Back to School” support initiatives in 2023, aimed at mitigating the financial and logistical challenges faced by Fijian students and their families. Recognizing the critical importance of a smooth transition back to the classroom, these initiatives focused on ensuring equitable access to education and fostering a positive learning environment for all. A total of 223,475 students were paid around \$44.7 million as Back-to-School Support payment for the 2023 school year. Qualified students were provided \$200 each to support them as they return to school during the academic year.





PART II

PART II: REPORT ON PERFORMANCE

CHAPTER 1: HONOURABLE MINISTER'S ENGAGEMENT



INTRODUCTION

On 24 December 2022 the Honourable Aseri Radrodro was appointed Minister of Education in the coalition government of Sitiveni Rabuka and was sworn-in as Minister for Education on the morning on the 25 December by President Ratu Wiliame Katonivere.

The 2022-2023 financial year marked a period of intensified focus on the implementation of the Ministries policies and government initiatives. The Hon. Minister's engagements were instrumental in driving this effort during this period with the commitment to fostering strong partnerships across the education sector. Through numerous school visits, stakeholder meetings, and participation in national and international forums, the Minister actively engaged with educators, parents, and community members. These engagements provided crucial insights into the challenges and opportunities facing our education system, enabling the Ministry of Education to develop targeted and effective solutions.

Key activities of the Honourable Minister during this financial year is summarised below:

MONTH	OFFICIAL ENGAGEMENT
JANUARY	<ul style="list-style-type: none"> Official Welcome by Ministry of Education Meeting with India's High Commissioner to Fiji Meeting with Officials from Methodist Church in Fiji Official visit – Western Division Office (Lautoka), Ra Education Office, Ba Education Office and Nadroga/Navosa Education Office Keynote address at Fiji Teachers Confederation Celebration of New Appointments Meeting with The Ambassador of the Republic of Korea to Fiji Meeting with The Ambassador of the Republic of Indonesia to Fiji Meeting with The Charge' de' Affaires Australian High Commission Meeting with The High Commissioner of the Republic of Kiribati Keynote address at Samsung Partnership and Fiji MOE Digital Equity Workshop at Sofitel Fiji Resort and Spa, Denarau Nadi Meeting with Officials from Fiji Muslim League <p>School Visitation</p> <ul style="list-style-type: none"> Mahatma Gandhi Memorial High School, Jai Narayan College, Adi Cakobau School, Lelean Memorial School, Ratu Kadavulevu School, Queen Victoria School, Namena District School, Dawasamu Secondary School, Nakorotubu Secondary School, Natabua High School, Muaira Methodist College, Pundit Shreedhar College, Visama Sanatan Dharam Primary School, Nasau Secondary School, Ba Provincial High School, Votualevu College and Sigatoka Methodist College
FEBRUARY	<ul style="list-style-type: none"> Meeting with Higher Education Commission Board Members Delivered welcome remarks at the 12th World Hindi Conference at the Denarau Island Convention Centre in Nadi Meeting with Hon. Dr. Subrahmanyam, the External Affairs Minister for India Attended Commissioning of the EXODUS building at Dilkusha Methodist High School Delivered Maiden Address at First Parliament Sitting 2023 Meeting with NZ High Commissioner Attended the traditional welcome ceremony for the Prime Minister of PNG, Hon. James Marape at GPH

- Attended the 2023 Pacific Early Childhood Education Development (ECED) Forum at Sofitel, Nadi
- Delivered keynote address at the Welcome Dinner for Pacific Early Childhood Development Forum
- Attended Fiji Fire Services 100 Years Anniversary National Fire Authority Headquarters, Walu Bay
- Officiated at CMF College Prefect Investiture
- Meeting with Fiji Principals Association's National Executive members

Pacific Islands Forum (PIF) Meeting in Nadi

- Meeting with Deputy Prime Minister of New Zealand, Hon. Carmel Sepuloni. In attendance was also H.E Charlotte Darlow, the New Zealand High Commissioner to Fiji
- Meeting with the Vice President of French Polynesia, His Excellency Jean C. Bouissou
- Meeting with the President of Palau, His Excellency Surangel Whipps Jnr.
- Meeting with The Prime Minister of Solomon Islands, Hon. Manasseh Sogovare

Overseas Engagement

- Attended 3rd Pacific Island Countries China Political Leadership Dialogue in Beijing, China

School Visitation

- Dilkusha Methodist High School
- CMF Primary School
- CMF College

MARCH

- Officiated at Prefects Induction and Special Awards Ceremony for Mahatma Gandhi Memorial High School
- Meeting with Chinese Ambassador to Fiji, HE Zhou Jian.
- Officiated at the Prefects Induction Ceremony for Kalabu Primary School
- Officiated at the Prefects Induction Ceremony for Suva Methodist Primary School
- Officiated at the Prefects Induction Ceremony for Nabua Secondary School
- Meeting with Honorary Consul for Fiji in Israel, Mr Rafael Dayan
- Meeting with Executive Board, Fiji Primary Schools Rugby Union
- Officiated at the Prefects Induction Ceremony for Naqali District School
- Meeting with Ratu Epenisa Seru Cakobau, Turaga na Vunivalu, na Tui Kaba
- Officiated at the Prefects Induction Ceremony for Nausori Primary School
- Officiated at the Prefects Induction Ceremony for Adi Cakobau School Officiated at the graduation ceremony for FNU's College of Engineering, Science and Technology (CEST)
- Meeting at FNU Natabua Campus with Head of Campus, teaching staff and teacher trainees
- Officiated at the Prefects Induction Ceremony for Davuilevu Methodist Primary School
- Officiated at the Prefects Induction Ceremony for Bau Central College
- Meeting with the General Secretary for Emirates Red Crescent, HE Hamoud Aljneibi along with other United Arab Emirates delegates
- Meeting with European Union Ambassador to Fiji and for the Pacific, HE Sujiro Seam

Overseas Engagement

- Attended Conference of Pacific Education Ministers (CPEM) at Aotea Centre, Auckland, Aotearoa New Zealand
- Lead Conference of Pacific Education (CPEM) Ministers on a tour of Manukau Institute of Technology, Aotearoa New Zealand.

School Visitation

- Bau Central College, Adi Cakobau School, Mahatma Gandhi Memorial High School, Davuilevu Methodist Primary School, Nausori Primary School, Naqali District School, Nabua Secondary School, Suva Methodist Primary School, and Kalabu Primary School

APRIL

- Officiated at Triple 'N' Zone Closing Ceremony
- Delivered keynote address at MOE HQ Easter Service at the Suva Central Community Seventh-day Adventist Church
- Officiated at the closing ceremony of TISI Sangam Convention 2023 in Nadi
- Officiated at Tailevu Zone Closing Ceremony
- Meeting with staff and school management of Korovuto Kindergarten, Korovuto Primary School and Korovuto College
- Commissioned New Classrooms at Malamala Public School
- Launched the Western Student Support Services Hub at Natabua High School
- Officiated at the handing over ceremony of furniture and equipment at Saint Francis College
- Officiated at the Closing Ceremony of the 2023 Fiji Secondary Schools Athletics Competition - Coca Cola Games.

School Visitation

- Malamala Public School, Natabua High School, Saint Francis College,
- Korovuto Kindergarten, Korovuto Primary School and Korovuto College

MAY

- Meeting with the Vunivalu, na Tui Kaba and head of the Kubuna confederacy, Ratu Epenisa Cakobau and his delegation
- Officiated at the Launching of the 16th season of Fiji Fashion week
- Officiated at Fiji Principals Annual General Meeting 2023
- Meeting with Association of Fiji Scouts and Fiji Girl Guides
- Meeting with Chief Executive Officer of Telecom Fiji Limited, Mr Charles Goundar and his senior staff
- Meeting with Minister for Education for the Republic of Kiribati, Hon. Alexander Teabo
- Officiated at Southern Muslim Schools Association Eid Celebration held at Waidra Muslim Primary School
- Meeting with Fiji Secondary Schools Rugby Union Executives
- Delivered keynote address at the Presentation and Unveiling of the Under 14 Rugby Team's Jersey for Christian Mission Fellowship College
- Meeting with teachers and students of Yasayasa Moala College
- Attended the Commonwealth Education Ministerial Action Group (CEMAG) Meeting in London

- Meeting with villagers of Maumi and donated personal training equipment to Maumi Village Rugby Club.
- Meeting with Deputy Secretary General for the Pacific Island Forum Secretariat, Dr. Fillion Manoni
- Attended Ratu Sukuna Day Celebrations at Albert Park
- Meeting with Heads of Schools and Managers of the schools in the Ba/Tavua and Lautoka/Yasawa Districts, including Nadarivatu schools
- Meeting with Ba Provincial Free Bird Institute
- Launched Recycling on the Go Program at Jasper Williams High School
- Launched Recycling on the Go Program at Nadi Sangam School
- Meeting with Heads of Schools, Managers, Senior Education Officials at Swami Vivekananda College from the Nadroga/Navosa District as well as Nadi, Vatulele, and Namamanuca group of schools.

School Visitation

- Jasper Williams Primary School, Jasper Williams High School, Nadi Sangam School, Navuso District School, Ba Provincial Free Bird Institute

JUNE

- Meeting with Heads of Schools and School Managers for the Savusavu mainland and Rabi cluster
- Meeting with Heads of Schools and School Managers for the Nadogo/Macuata North Cluster at Nadogo Central College
- Meeting with Heads of Schools and School Managers for Labasa, Seaqaqa and Dreketi cluster
- Commissioned two new classrooms at Naikavaki College
- Officiated at the ground breaking ceremony for Lekutu District School and Lekutu Secondary School with the Chargé d'affaires of the Australian High Commission in Fiji, Mr Stuart Watts and Ms Erin Magee, the Pacific Humanitarian Specialist at the Australian High Commission in Fiji
- Delivered keynote address at Nausori Education District Heads of Schools and School Managers meeting
- Meeting with Substance Abuse Advisory Council members
- Keynote address at Suva Education District Heads of Schools and School Managers meeting
- Meeting with Head of School and staff of Levuka Public School
- Officiated at the handing over ceremony of the new WASH facility at Toga District School
- Visited Lautoka Delana Primary and provided support to Families of affected Students in the Banaras Lautoka bus accident
- Officiated at the opening of Fiji National University Student Association & Vice Chancellor's Leadership Conference held at FNU Natabua Campus

Handing Over Ceremony and Commissioning of New School Solar Unit at the following:

- Sawau District School
- Yanuca Island School
- Uluinakorovatu Primary School
- Beqa Yanuca Secondary School
- Rukua Raviravi Primary School

- Officiated at the official opening of the Health Professional Education Symposium, organised by FNU College of Medicine, Nursing and Health Sciences held at Holiday Inn
- Attended Reguregu of late Dr Mereia Taufa Vakatale

School Visitation

- Ratu Kadavulevu School (RKS), Moturiki District School, Delana Methodist School, Levuka Public School, St John's College, Dreketi Central College, Dreketi Primary School, Maramarua District School, Galoa Island Primary School, Duavata Primary School, Duavata Secondary School, Beqa Yanuca Secondary School, Lekutu Secondary School, Dogotuki Primari School, Galoa Island Primary School, Sawau District School, Uluinakorovatu Primary School and Rukua Raviravi Primary School

JULY

- Attended Queen Victoria School's Cadet Pass Out Parade
- Meeting with Heads of the various departments and sections of the Ministry to deliberate on its corporate budget for the 2023-2024 financial year
- Addressed Parliament House during July sitting highlighting on the 2023-2024 Budget
- Opened University of Fiji's Art Gallery Display
- Attended the Strategic Planning Workshop at Tanoa International, Rakiraki
- Addressed MOE HQ staff during first ever church service at Nabua Methodist Church
- Meeting with Deputy Minister of Tourism for International Affairs for Saudi Arabia, Hon. Sultan Mohammad Al Musallam
- Meeting with British High Commissioner, Dr Brian Jones
- Addressed delegates at the Kadavu Provincial meeting
- Commissioned Six New Classrooms at Nasau Secondary School with the Ambassador of Japan, His Excellency, Mr. Kawakami Fumihio
- Commissioning of classrooms at Namalata Central School and Ratu Nacagilevu Primary School

School Visitation

- Malake Island School, Vunisea Secondary School, Namalata Central School, Ratu Nacagilevu Primary School, Richmond High School, Kadavu Provincial Secondary School, Muani Village, Ravitaki District School, Vunisei District School, Bulou Dolele Memorial School, Naceva District School, Namara District School, Nasegai District School, Levuka Primary School, Nabukeilevu I Ra District School, Nabukelevu District School, Tavuki District School, Elik Memorial School, Yawe District School, Richmond Primary School, Naivikadi Primary School, Yale District School, Nakasaleka District School, Kavala Bay Primary School, Dravuni Primary School, Buliya Kindergarten and Ratu Varani Memorial School



CHAPTER 2: FIJI NATIONAL EDUCATION SUMMIT



BACKGROUND

The Government through the Ministry of Education decided to convene the Education Summit in 2023 which stems from several key factors. First, it was recognized that significant gaps existed in the country's education system, particularly in terms of quality, inclusivity, and teacher support. Fiji had not hosted a National Education Summit in 18 years, and during this time, evolving global challenges, such as climate change, economic shifts, and technological advancements, called for a re-examination of the National Education Framework.

The Summit aimed to address these challenges by providing a platform for educators, policymakers, and stakeholders to collaboratively develop strategies to reform and transform the education system. A primary motivation was to align Fiji's education sector with modern, sustainable practices, focusing on inclusivity, equity, and relevance. This included addressing teacher shortages, improving assessment methodologies, and developing flexible learning pathways, such as increased focus on Technical and Vocational Education and Training (TVET) programs.

The event will also underscored the need to review existing policies and regulations, like the Fiji Education Act, to build an educational structure that ensures equitable access and supports learners from diverse backgrounds. The Summit will serve as a foundational step towards the creation of a 10-year Education Policy Framework, aiming to set the strategic direction for long-term development.

The Ministry anticipates to see this Summit as an opportunity to "reboot" the education system to be more relevant, efficient, effective, inclusive, sustainable and resilient. Key priorities for the sector would be identified with the aim to maximize improvements to quality of teaching and learning in Fiji. This would require improved prioritization and alignment of commitments, efforts and plans for implementation.

PRE-SUMMIT

Pre-Summits were held in the four education divisions in early July 2023 to capitalize on the developing Summit conversations and to create more momentum in the build-up to the National Education Summit, which was scheduled for the end of 2023.

The aim and purpose of the pre-education summit consultations were to gather comprehensive input from various stakeholders to ensure the summit addressed the most pressing educational issues. These consultations were designed to engage educators, policymakers, community leaders, and other relevant parties across the country to share their experiences, challenges, and recommendations for improving the education system in the following identified Thematic Areas:

- Thematic Area 1a: Curriculum and Sustainable Development;
- Thematic Area 1b: Quality Assurance and Assessment;
- Thematic Area 2: Teaching Profession & Leadership;
- Thematic Area 3: Early Childhood Education, Inclusive Education, Access, Equitable, Safe and Healthy Schools;
- Thematic Area 4: Financing of Education and Effective Governance;
- Thematic Area 5: Technical, Vocational Education and Training, Non-formal and Life-long Learning;
- Thematic Area 6: Digital Learning and Transformation, Information Technology and Cyber safety;
- Thematic Area 7: Education Policy, Planning, Research and Data.

Pre-Summit Locations and Dates

The Pre-Summit was held at strategic location at each of the four Education Divisions. The summary of the total number of participants including the facilitators is summarised below:

Central Division	–	98
Eastern Division	–	74
Northern division	–	288
Western Division	–	229
Total:		689

The tables below summarised the details of the consultations conducted.

Table 7: Venue and Date for the Pre-Summit Consultations Conducted

Dates	Divisions	Location
04/07/2023	Central	Studio 6 Hotel, Suva
07/07/2023	Eastern	Levuka Town Hall, Ovalau
11/07/2023	Northern	Miracle Center, Labasa
14/07/2023	Western	Swami Vivekananda College, Nadi

Summary of Division Consultations

Table 8: Central Pre-Summit Consultation

Venue	Studio 6 Hotel Conference Room
Date	04/07/23
Number of participants invited	62
Number of different organisation represented	51
Number of participants attended	51
Number of MOE Divisional/District participants	1
Number of FNES Taskforce	26
Number of participants that attended the Open Public Consultation	4
Number of organisations with submissions	1
Number of facilitators	16
Zoom participants	none
Male	64
Female	34
Total	98



Table 9: Eastern Division Pre-Summit Consultation

Venue	Levuka Town Hall , Levuka, Ovalau
Date	07/07/23
Number of participants invited	24
Number of different organisation represented	18
Number of participants attended	28
Number of MOE Division/District participant	1
Number of FNES Taskforce	3
Number of Public Consultation participants	none
Number of organisations with submissions	none
Number of facilitators	17
Number of zoom participants	25
Male	36
Female	13
Total	74



Table 10: Northern Division Pre-Summit Consultation

Venue	Miracle Centre, Labasa
Date	11/07/23
Number of Participants Invited	67
Number of different organisation represented	55
Number of Participants Attended	73
Number of MOE Davison/District participants	12
Number of FNES Taskforce	5
Number of participants that attended the Open Public Consultation	28
Facilitators	15
Number of zoom participants	155
Participants Breakdown	
Male	177

Female	111
Total	288



Table 11: Western Division Pre-Summit Consultation

Venue	Swami Vivekananda College Hall, Nadi
Date	14/07/23
Number of participants invited	67
Number of different organisation represented	39
Number of participants attended	84
Number of MOE Division/District participants	14
Number of FNES Taskforce	5
Number of public consultation participants	21
Number of organisations with submissions	10
Facilitators	10
Number of zoom participants	85
Male	130
Female	89
Total	229





CHAPTER 3: HUMAN RESOURCE



WORKFORCE

There are two primary categories within the Ministry of Education workforce:

- Non-teaching Personnel. Are staff members who are in charge of managing, supervising, and administering education.
- Teaching Personnel. They comprise teachers, principals, supervisors, advisors, and teacher trainers/educators.

While the MOE has a total establishment of 15,087 of which, 235 are Government Wage Earners (GWE), it currently has an existing workforce of 13,396 on the ground as summarised below.

Table 12: Number of Workers by Type of Employment by Gender

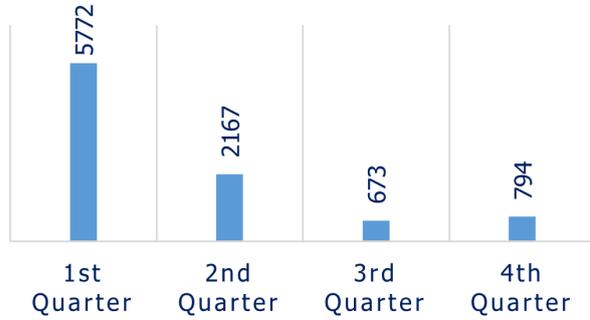
Occupational Type	Number		Total
	Male	Female	
Senior Executives (PS & DS)	2	1	3
Senior Managers (Directors)	5		5
Head Teacher	490	181	671
Principal	115	44	159
Vice Principal	84	76	160
Assistant Principal	82	48	130
HOD	365	432	797
Assistant Head Teacher	116	140	256
Teacher Secondary	1578	2386	3964
Teacher Primary	1594	3578	5172
ECE Teachers	10	1381	1391
SIE Teachers	30	127	157
Non-Teaching	82	237	319
GWE	179	33	212
	4732	8664	13396

**Please note. The post holder numbers are for those that have been confirmed while those acting will be included in their substantive positions.*

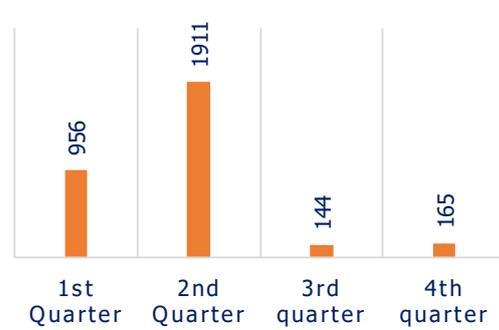


Appointments of Staff

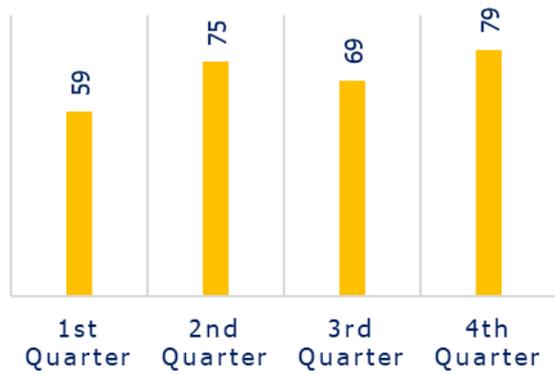
Offer of Appointment letters Issued
Graph 5: Offer of Appointment Issued



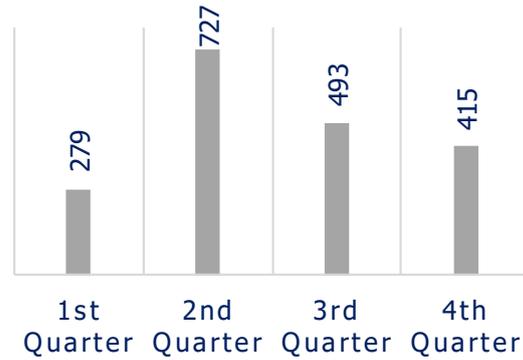
Acting Appointment
Graph 6: Acting Appointment Issued



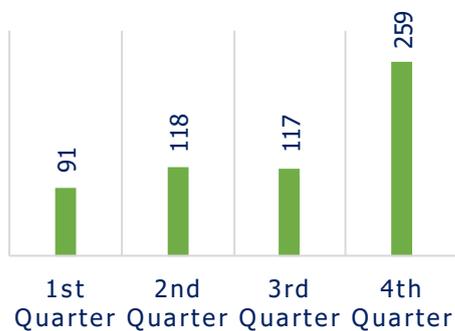
Transfer/ Acting Appointment
Graph 7: Transfer/Acting Appointment Issued



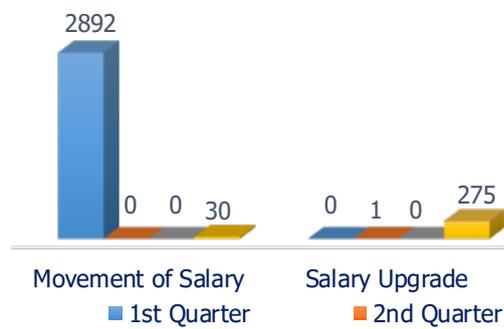
Transfer Appointment
Graph 8: Transfer/Acting Appointment Issued



Relieving Appointments
Graph 9: Relieving Appointments Issued



Qualification/Salary Upgrade
Graph 10: Salary Upgrade/Movement of Salary Issued



Total Appointments issued in the 2022/2023 Fiscal Year

Table 13: Summary of the Total Appointments issued during the 2022-2023 Financial Year

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Offer of Appointment	5,772	2,167	673	794	8,612
Relieving	91	118	117	259	326
Acting	956	1911	144	165	3011
Transfer	279	727	493	415	1,499
Transfer/ Acting	59	75	69	79	282
Movement of Salary	2,892	0	0	30	2922
Salary Upgrade	0	1	0	275	276
Examination Appointments	0	0	0	248	248
Total	7,157	4,999	1,496	2,265	17,176

Learning and Development

Seventy four (74) teachers were awarded scholarship from Tertiary Student Loan Scheme (TSLs) as part-time students in selected areas of study. The summary of the number of teachers supported is summarised below:

Table 14: Summary of Teachers Supported

Program	Gender	Cohort 1	Cohort 2	Cohort 3	Total
		Semester 1, 2022	Semester 2, 2022	Semester 1, 2023	
Diploma in Counselling	Male	3	2	1	6
	Female	8	1	1	10
Bachelor in Psychology	Male	4	3	1	8
	Female	6	0	2	8
Bachelor in ECE	Male	0	2	0	2
	Female	6	14	3	23
Bachelor in Special Inclusive Education	Male	3	0	1	4
	Female	5	7	1	13
Total		35	29	10	74

Trainings

The Ministry's staff participated in trainings organised by the Ministry of Civil Service. The table below summarised the Ministry's staff that attended these trainings.

Table 15: Number of MOE Staff that attended MCS Organised Trainings.

2023 MCS Training	# of Participants	Male	Female
Anti-Bribery & Anti-Corruption	6	3	3
Assessing & Discussing Performance	1	1	-
Customer Service Training	16	5	11
Discipline Investigation Officer	172	96	76
Effective Communication Training	5	1	4
Effective Job Application and Interview	10	3	7
Effective Job Application Training	4	2	2
Effective Performance Management	143	91	52
Events Management Training	4	-	4
Interim Performance Assessment	97	58	39
Investigation Officer Refresher Training	13	6	7
Labor Compliance – ERA	3	2	1
OMRS Panel Readiness Refresher Training	4	2	2
Open Merit Recruitment & Selection Training	7	3	4
Procurement Excellence & Managing Tenders	16	10	6
Procurement Training	3	1	2
Quality Customer Service Training	15	5	10
Records Management	6	1	5
Total	525	290	235

MOE Organised Trainings

The Ministry as part of its capacity building program also conducted trainings for its staff. There were 525 officers who participated in the MOE organised trainings during the financial year.

Table 16: Summary of MOE Staff that attended the Ministry's Organised Trainings

Trainings	Number of Participants	Male	Female
OHS Modules I and II	20	12	8
First Aid and CPR	20	5	15
Woman in School Leadership Phase 1 8 th , 9 th & 10 th March, 2023	31	-	31
Woman in School Leadership Phase 2 10 th , 11 ^h & 12 th May 2023	30	-	30
Woman in School Leadership Phase 3 28 th , 29 ^h & 30 th June 2023	30	-	30

Woman in School Leadership Phase 4 26 th , 27 th & 28 th July, 2023	30	-	30
Child Protection in Emergency Preparedness	25	22	3
HOS Handbook Consultation	27	23	4
Total	213	62	151

In-Service Training

Fourty seven (47) MOE officers were approved to further their university studies during the financial year.

Graph 11: Summary of MOE officers approved to further their University Study

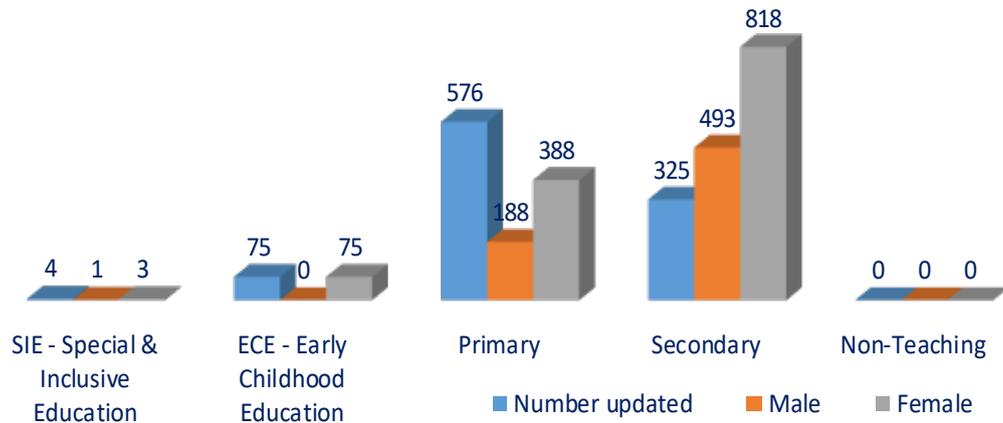


Four (4) teachers were offered study leave with pay under the Ministry's in-service budget allocation of \$50,000.00. These teachers include:

Name	TPF	Program	University	Course Duration
Sera Domoni Naitini	84078	Master's Degree in Wellbeing and Positive Mental Health in Education	Flinders University, Australia	16/01/2023- 03/01/2024
Connie Frances	69479	Bachelor of Arts in Education and Psychology	USP, Fiji	21/03/2022- 31/12/2024
Mareta Ciba	69556	Bachelor of Education in Early Childhood and Primary Education	University of New Castle, Australia	1/1/2023- 31/07/2023
Tarusila Veikoso	110670	Bachelor of Early Childhood Education	FNU	06/02/2023- 31/07/2023

The Ministry also updated 1,473 qualification of MOE staff in our database (FESA).

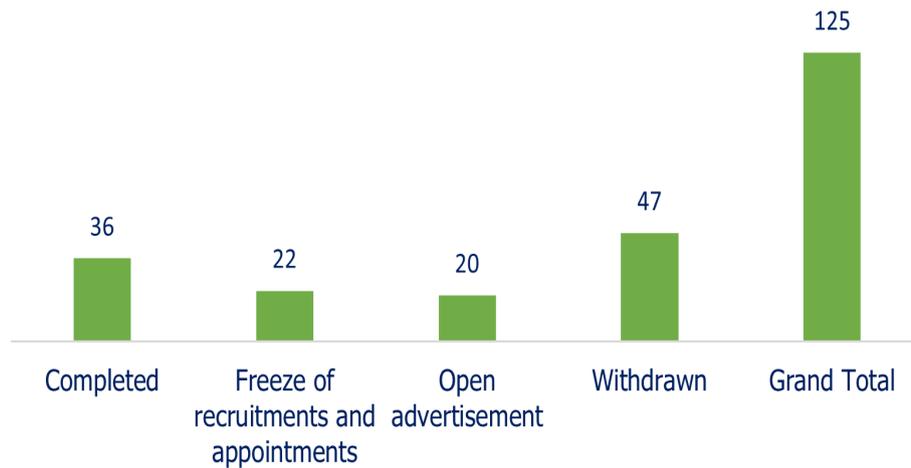
Graph 12: Summary of the Qualification Updated in FESA.



Recruitment and Selection

A total of 125 vacancies were advertised during the year

Graph 13: Summary of the Vacancies Advertised



There was more advertisement withdrawn than those that were processed completely. There were 22 advertisements that became frozen in line with MCS Circular 1/2023 of 5/1/2023. There were 20 open advertisements for classroom teachers for secondary, primary and ECE.

Although there were withdrawn advertisements, most vacancies were processed completely and closed with appointment made accordingly.



Disciplinary Cases

The Mistry's Performance and Discipline Unit registered 338 discipline cases and closed 286 discipline cases for the financial year.

Table 17: Discipline Cases Registered During the Financial Year

Financial year quarters	Number of case registered
1st Quarter	106
2nd Quarter	65
3rd Quarter	135
4th Quarter	32



CHAPTER 4: ACCESS, RETENTION AND COMPLETION



EARLY CHILDHOOD EDUCATION

There are a total of 873 Early Childhood Education (ECE) Centers, spread over the nine (9) Education Districts with 250 stand alone and 623 attached ECE Centers.

Eleven (11) of the ECE Centers are inclusive and are provided support in terms of resources and guidance to the parents and teachers by the Special and Inclusive Unit of the Ministry.

There is no compulsion that children should have attended ECE in order to attend Year 1.

The ECE age bracket for the children to be enrolled in any ECE and be eligible for the Free Education Grant is the child must be 5 years old by 30th of June in the year of admission to ECE.

ECE is play based learning and is based on the Five Areas of Learning and Development.

Challenges are mostly faced by the stand alone ECE centers as in some cases the overseeing Head Teacher is not located nearby.

ECE Statistics

Number of ECE Centers

Table 18: Number of ECE Centers by Education District

Education District	Total	ECE	
		Attached	Stand Alone
Suva	105	54	51
Nausori	141	107	34
Ra	66	36	30
Ba/Tavua	64	56	8
Lautoka/Nadi/Yasawa	107	68	39
Nadroga/Navosa	73	52	21
Eastern	117	110	7
Macuata/Bua	127	89	38
Cakaudrove	73	51	22
Total	873	623	250

Student Enrolment

Table 19: ECE Student Enrolment Numbers

Education District	Male	Female	Total
Suva	2112	1960	4072
Nausori	1867	1728	3595
Ra	475	433	908
Ba/Tavua	624	579	1203
Lautoka/Nadi/Yasawa	1846	1800	3646

Nadroga/Navosa	627	647	1274
Eastern	596	524	1120
Macuata/Bua	964	849	1813
Cakaudrove	817	725	1542
Total	9928	9245	19173

ECE Teachers

There are 1,369 ECE Teachers comprising of 17 males and 1352 females.

While ECE teachers are expected to have diploma in Early Childhood Education as minimum criteria for teaching, some teachers still have Certificate level.

ECE teachers are expected to work 5 hours in a day and report to work before 8.00am till 1.00pm, and 11.00am to 3.30pm if the Centres is having dual session in the afternoon.

The teacher student ratio for ECE classes is 1:15, and another teacher may be employed by a Centre if the student's number is more than 23, based on the approval of the Permanent Secretary for Education.

ECE Teachers Qualifications

Teaching Category	Qualification					
	Masters	Postgrad Diploma	Postgrad Certificate	Bachelor's Degree	Diploma	Certificate
ECE	Nil	1%	Nil	8%	29%	62%

ECE Teacher's Salary Band

Qualification	Band
Certificate	D
Diploma	E
Bachelors	F

ECE Curriculum and Policy

Fiji's Early Childhood Curriculum Framework "**Na Noda Matanicivia**" provides a sound foundation to support quality learning and teaching for young children from 3 to 5 years old. The Ministry is currently working in partnership with relevant ECE stakeholders to:

- review the national ECE policy, and
- revise the existing ECE curriculum

ECE Grant

ECE schools are provided Free Education Grant (FEG) for all registered Fijian students from 5 years old and above for the day to day running of the school. Each eligible child is allocated \$50.00 per term.

Attached ECE Centers are managed by the primary school HOS while the stand alone centers including its

grants is managed by ECE teacher in charge. The District Education Advisors oversee the FEG compliance of these ECE Centres.

Head of Schools and ECE teachers are governed by the FEG utilization procedures set out in the 2020 Management Handbook.

While ECE Centres can accept students below the age of 5 years old, parents of these students may pay the required school fees set by the management of the ECE Centres, to cover the administration costs of running the Centres.

Table 20: ECE FEG has Five Allocation as Summarised Below:

Allocation Category	Allowable expenditures included in this Category	% of Grant that must be spent on this allocation
Administration and Office Operations	As per the FEG allowable expenditures for this category above.	45%
Building and Compound Maintenance	As per the FEG allowable expenditures for this category above.	15%
Nutrition	Milk and fruits.	10%
Recreational Resources and Facilities	Playground equipment/facilities and other recreational equipment for students.	15%
Teaching and Learning Materials	As per the FEG allowable expenditures for this category above.	15%



SPECIAL INCLUSIVE EDUCATION

There are eighteen (18) Special Schools in Fiji with 122 mainstream inclusive schools. The eighteen special schools include:

School	Controlling Authority
Ba School for Special Education	Fiji Crippled Children Society
Fiji School for the Blind	Fiji Society for the Blind
Fiji Vocational Technical and Training Centre	National Council for Persons with Disabilities
Gospel School for the Deaf	Fiji Gospel Churches
Hilton Special School	Fiji Crippled Children's Society
Labasa School for Special Education	Fiji Crippled Children's Society
Lautoka School for Special Education	Fiji Crippled Children's Society
Lautoka School for Special Education and Early Childhood Centre	Fiji Crippled Children's Society
Nadi Centre for Special Education	Intellectual Handicapped Society (IHC NZ)
Nasavusavu Special School	IHC Savusavu Community
Nausori Centre for Early Childhood Education	Fiji Crippled Children Society Nausori
Nausori Special Education	Fiji Crippled Children Society Nausori
Norah Frazer School for Special Education	Levuka Society for the Handicapped
Ra Society School for Special Education	Ra Society for the Handicapped
Sigatoka School for Special Education	Fiji Crippled Children's Society
Sunshine Special School	Lautoka Society for the Intellectual Handicapped
Suva Special School	Suva Intellect Handicapped Society
The Hilton Early Intervention Centre	Fiji Crippled Children Society Suva Branch

Disability Students Number

Table 21: Special and Mainstream Students Number

Schools	Total schools	Number of Students
Special Schools	18	1079
Mainstream Inclusive	122	336
Total	140	1415

Table 22: Special and Mainstream Students Number by Education Districts

Division/Districts	Mainstream Schools & Student with Disabilities (total)		Special Schools & Student with Disabilities (total)	
	Number of School	Number of Students	Number of School	Number of Students
Western				
Ba/Tavua	17	55	2	70
Rakiraki	4	12	1	36
Lautoka/Nadi/Yasawa	13	25	4	370

Nadroga/Navosa	12	20	1	69
Sub Total	46	112	8	545
Eastern				
Eastern	15	27	1	19
Sub Total	15	27	1	19
Central				
Suva	27	130	5	332
Nausori	8	11	2	86
Sub Total	35	141	7	418
Northern				
Macuata/Bua	16	30	1	64
Cakaudrove	10	26	1	33
Sub Total	26	56	2	97
Grand Total	122	336	18	1079

Teachers

There are 186 teachers teaching in special schools alone.

Table 23: Summary of Teachers with Relevant Qualification in Special Schools

Qualification	Number of Teachers
Degree in Special/Inclusive Education	11
Diploma in Special/Inclusive Education	23
Certificate in Special/Inclusive education	22
Total Count (Qualified Teachers)	56

The 56 qualified teachers refers to teachers with Special/Inclusive Education certificates. Of the 186 SIE teachers, 130 don't have the relevant qualifications in Special/Inclusive education.

Other Achievement for the Financial Year

SIE Policy Review

A cabinet paper has been developed for the SIE Policy and submitted to Ministry for Finance for approval due to budget implication for the implementation plan.

FEMIS- Function/Disability

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

- Specific disabilities types, Disability by gender, Severity of Disability categorized under Mild, Moderate and Severe/Profound.
- Assist in staff allocation and forecast budget.

SIE Mobile App

The SIE Unit with the support of the Fiji Program Support Facility has developed a Mobile App for filling of Student Learning Profile. The initiative ensures easy verification of students with disabilities and the app can also be used with and without internet.

SIE Dash Board in FEMIS

Through this platform, SIE Grants (SIEG) can be calculated through FEMIS. From the next financial year, special and inclusive schools will be able upload all acquittals on FEMIS for SIEG.

Training

All nine Education District SEA and HOS of Special and Inclusive Schools has been trained on the verification process, filling and approving of Student Learning Profile.

At present, all 90 champion Schools (for L&N) and all Special HOS are receiving training on SIE.

Cluster School- Resource Centre

Three special schools have been selected to pilot Resource Centre Model and it is funded by the Fiji Program Support Facility. These schools are Ra Special, Nausori Special and Early Intervention Centre.



PRIMARY EDUCATION

There are 738 Primary schools spread over 9 Education districts for 2023. In 2022, there were 736 schools. The two additional schools are Yasawa I Rara Infant from the Western Division and Tebara Seventh Day Adventist from the Central Division, initially a private school but has now become government aided from 2023.

Table 24: Summary of Primary Schools by Education Districts

Division	District	Total no. of Schools
Western	Lautoka/Nadi/ Yasawa	87
	Nadroga Navosa	63
	Rakiraki	43
	Ba / Tavua	62
Central	Suva	81
	Nausori	119
Northern	Macuata/Bua	100
	Cakaudrove	66
Total		738

Controlling Authority

The table below summarises the Controlling Authorities of the 738 primary schools in Fiji

Table 25: Controlling Authorities of Primary Schools

Education District	Government Schools	Faith Based Schools	Committee Managed Schools	Total
Suva	1	46	35	81
Nausori	-	18	101	119
Macuata/Bua	-	8	82	100
Lautoka/Nadi/Yasawa	1	24	59	87
Ba/Tavua	-	26	36	62
Eastern	-	3	114	117
Nadroga/Navosa	-	10	53	63
Cakaudrove	-	9	57	66
Ra	-	9	34	43
Total	2	165	571	738

Student Enrolment

There were a total of 210,252 students in primary schools for 2023 of which 8,0391 were male and 129,861 females

Table 26: Summary of Primary School Enrolment by Education Districts

Education District	Male	Female	Total
Suva	19949	74421	94370
Nausori	13788	12691	26479
Macuata/Bua	7621	7094	14715
Lautoka/Nadi/Yasawa	14806	13883	28689
Ba/Tavua	5329	4786	10115
Eastern	4335	3864	8199
Nadroga/Navosa	5580	5115	10695
Cakaudrove	5814	5120	10934
Ra	3169	2887	6056
Total	80391	129861	210,252

FEMIS data for Term 2, 2023

Teachers

There are a total of 6,099 primary school teachers which include 2,200 males and 6,099 females.

Infant Schools

There are 10 infant schools in Fiji. Infant schools are schools that have Years 1- Years 3 only.

Table 27: Summary of Infant Schools

Division	District	Number of Infant Schools	Names of Schools
Eastern		2	Naicomoto Infant School Dravuni Primary
	Western Ltk/Nadi/Ba/ Tavua/ Rakiraki/ Nadroga	Lautoka/ Nadi/ Yasawa	2
Nadroga/ Navosa		2	Ratu Balavu Infant School Sacred Heart Infant School
Ra		1	Korotale Infant School
Ba / Tavua		-	-
Central	Suva	1	Annesly Infant School
	Nausori	1	Tebara Seventh Day Adventist
Northern Macuata/ Bua/ Cakaudrove	Macuata/Bua	3	Kavula Banikea Infant Ratu Peni Neumi Infant Kabu kei Nailoca Infant
	Cakaudrove	-	-
Total		12	

Boarding Schools

There are 115 boarding schools in primary schools in Fiji. Currently there are 96 boarding schools that are operating. The other 19 boarding schools are currently suspended due damages sustained during TC Yasa and TC Ana, parents opted for children to travel daily and the COVID19 experiences in Fiji.

Table 28: Summary of Boarding Primary Schools in Fiji

District	No. of Primary Boarding Schools	No. of Schools Operating	No of schools not operating as boarding
Nadroga/Navosa	15	15	0
Ba/Tavua	6	5	1
Nausori	9	6	3
Ra	11	7	4
Macuata/Bua	19	18	1
Eastern	27	24	3
Cakaudrove	12	9	3
Suva	8	7	1
Lautoka/Nadi/Yasawa	8	5	3
Total	115	96	19

Free Education Grant

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

Term 3, 2022 - 100%

Term 1, 2023 - 100%

Term 2, 2023 - 50%

Term 3, 2023 - 100%



Centralised School Grant

There are 16 schools out of the 738 schools which have their grant centralised.

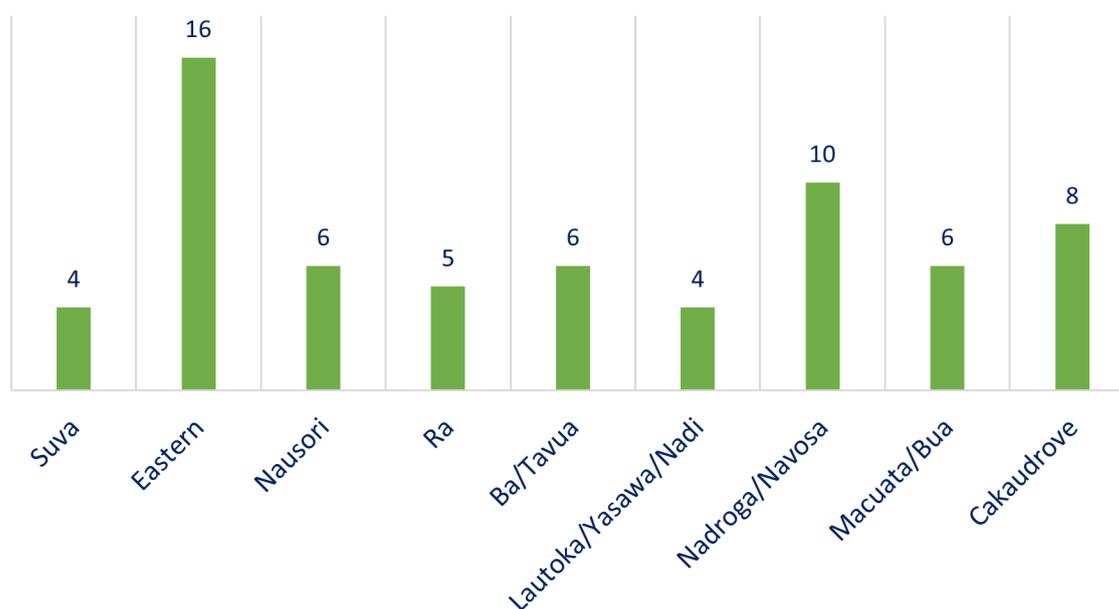
Table 29: Summary of Schools whose Grant were Centralised by Education Districts

Education District	No. of School	Name of the school	Controlling Authority
Eastern	1	Namalata Central,	MOE Grants Unit
Suva	4	Vatuwaqa Primary. Ahamadiya Primary. Narere Primary Suva Special	MOE Grants Unit
Ra	-	-	Ra Education Office
Nausori	3	St Joseph Nailili Primary. Naitavuni Catholic. Navuakece District	MOE Grants Unit
Nadroga	2	Loma Primary Tuva Primary	MOE centralised District Centralised
Macuata/Bua	3	Bulavou District School Maunidevo Sanatan Primary Labasa Special	Labasa Education Office
Cakaudrove	1	Khemendra Central	Labasa Education Office
Ba/Tavua	2	Nakoroboya Primary School Arya Kanya Pathshala	MOE Grants Unit
Total	16		

Boarding Allowance (Per Capita)

Boarding per capita grant was paid to all compliant boarding schools across the nine education districts.

Graph 14: Number of Schools per District that were Eligible for the Grant.



SECONDARY EDUCATION

Number of Schools

In 2022, there were 175 Secondary Schools, Navesau Adventist High School which was privatized in 2019, has rejoined now rejoined the lists of schools funded by the government through the Ministry. The number of existing secondary schools funded and administered by the Ministry now becomes 176.

Secondary schools are categorized as Small, Medium or Large based on the school roll and the number of teachers a school has.

Table 30: Secondary School Classifications

Before 2016		2016 to 2023	
Grade	School Roll	Category	Number of Students per School Number of Teachers per School
4C	10 to 180	Small	Up to 470 students
3C	181 to 270		1 to 25
2B	271 to 390	Medium	471-919 students
2D	391 to 520		26 to 50
1A	521 to 720	Large	920+ students
1C	721 to 940		51 +
1D	941 +		

There are 13 large, 42 medium and 121 small Secondary Schools funded by the MOE in Fiji.

Table 31: Number of Secondary Schools Funded by the Ministry by Education Districts

Districts	No. of schools	Number of Boarding Schools
Lautoka/Yasawa	24	7
Cakaudrove	13	11
Eastern	14	12
Macuata/Bua	24	9
Nausori	27	8
Ba/Tavua	14	2
Suva	38	7
Ra	9	2
Nadroga/Navosa	13	6
Total	176	64

Controlling Authorities

The 176 schools funded by the Ministry are run and managed by School Management Committee or Boards.

Table 32: Number of Secondary Schools by Controlling Authorities

Education District	Government Schools	Faith Based Schools	Committee Managed Schools
Suva	2	24	12
Nausori	4	8	15
Macuata/Bua	1	10	13
Lautoka/Nadi/Yasawa	1	10	13
Ba/Tavua	0	7	7
Eastern	2	4	8
Nadroga/Navosa	0	5	8
Cakaudrove	1	6	6
Ra	0	3	6
Total	11	77	88

Table 33: Summary of School Types

Education District	Co-educational Schools	All Boys School	All Girls School
SUVA	34	1	3
NAUSORI	24	2	1
MACUATA/BUA	24	0	0
LAUTOKA/NADI/YASAWA	23	0	1
BA/TAVUA	14	0	0
EASTERN	14	0	0
NADROGA/NAVOSA	13	0	0
CAKAUDROVE	13	0	0
RA	9	0	0
TOTAL	168	3	5

Co-educational Schools are schools which enroll both male and female students.

Student Enrollment

There were a total of 74,392 students enrolled in secondary schools funded by the government through the Ministry.

Table 34: Summary of School Enrolment by Education District

Education District	School Enrolment		
	Male	Female	Total
Ba/Tavua	2755	2869	5624
Cakaudrove	1954	2252	4206
Eastern	1205	1395	2600
Lautoka/Yasawa/Nadi	6732	7306	14038
Macuata/Bua	3402	3988	7390
Nadroga/Navosa	2048	2256	4304
Nausori	6807	6497	13304
Ra	1406	1434	2840
Suva	9470	10616	20086
Total	35779	38613	74392

FEMIS data for 2023, Term two

School Monitoring

The following schools were visited during the financial year as part of the Units monitoring exercise.

District	School	Purpose
Lautoka/ Nadi/ Yasawa	Muaira Methodist College	To verify the available infrastructure for establishment of Year 11.
Suva	Ratu Simione Matanitobua Secondary School	To verify the available infrastructure for establishment of Year 11.
Ra	Nakorotubu Secondary School	To verify the available infrastructure for establishment of Year 11.
Nadroga/ Navosa	Sigatoka Valley Secondary School, Navosa Central College, Thomas Baker Secondary School, Cuvu College, Sigatoka Andhra College, Saint Theresa College	School visit for Monitoring of Teaching and learning core business and related matters.
Nausori	Noco Secondary School, Vunimono High School	School visit for Monitoring of Teaching and learning core business and related matters.
Suva	Sacred Heart College, Yat Sen Secondary School, Gospel High School, Suva Grammar School, Marist Brothers High School, MGM High School, Jai Narayan College, DAV College, DAV Girls College, Jai Narayan College	Staffing verification

Cakaudrove	Bucalevu Secondary, Niusawa Methodist High School, South Taveuni Secondary School, Holy Cross College	School visit for Monitoring of Teaching and learning core business and related matters.
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Free Education Grant (FEG)

There were 17 schools with FEG centralised at the beginning of 2023. Through consistent reminders and follow up currently only two schools remain centralised:

- Nabua Secondary School
- Ahamadiyya Muslim College, Suva

Table 35: FEG Compliance Status

Year	Term	Percentage of Schools Compliant
2022	1	79%
	2	81%
	3	80%
2023	1	80%
	2	80%
	3	77%

Teachers

There were a total of 5,210 secondary school teachers with 2224 males and 2986 female teachers.



DIVISIONS

There are four Education Divisions namely:

- Western (includes Education Districts from Ra, Ba/Tavua, Lautoka, Yasawa, Nadi, and Nadroga/Navosa)
- Eastern (includes Lomaiviti, Kadavu, Lau and Rotuma)
- Northern (includes Macuata/Bua and Cakaudrove Education Districts) and
- Central Division (include Suva and Nausori Education Districts)

Roles and Responsibilities

The roles and responsibilities of the Education Divisions include:

- Provide transformational leadership in support of MOE vision and reforms for all members of the Division/District Schools Support Centres and Division school communities;
- Lead and manage the development, implementation, and continuous review of comprehensive, fit for-purpose and future-focussed learning and teaching, quality assurance and quality improvement, and school operations support services and processes;
- Give effect to MOE policies, plans, programmes, and processes for all Divisional schools and report progress and outcomes;
- Ensure that all required school support personnel and resources are available in the Division and each District School Support Centre to provide equitable and easily accessible support for quality learning and teaching programmes and outcomes in all schools;
- Develop and manage implementation of a coordinated program of change to achieve high levels of service delivery in all aspects of school support service preparation and delivery across the Division;
- Acquit all delegated authority and accountabilities compliantly, effectively, efficiently, and transparently in support of a decentralized MOE;
- Provide high level policy advice to the Permanent Secretary and to other executive managers on Division, District, and school learning and teaching programmes and outputs;
- Actively contribute to all corporate requirements of the MOE including planning, reporting, budgeting, and working proactively and collaboratively with all members of the executive team;
- Actively contribute to the Division integrated framework that is coordinated by the Divisional Commissioner's Office.

NORTHERN DIVISION

The Northern Division comprises of two Districts, namely, Cakaudrove and Macuata Bua. Currently there are 167 primary schools, 38 Secondary Schools and 195 ECE centers with 2 specialized school in the North. There are two (2) government secondary schools while the rest are faith-based and community operated.

The Divisional Education North looks after both Cakaudrove and Macuata/Bua Education Districts. At each of the Education offices, there is a Senior Education Advisor assisted by two (2) Education Advisors. It is the Senior Education and Education Advisors that looks after the operation of their respective education districts.

Schools are clustered in the education divisions and district. The establishment of schools clusters by the district education offices is essential in enhancing collaborations, resource sharing, and professional developments, all of which contribute to improved educational outcomes for students.

The Division has its own Vision, Mission and Responsibilities which is aligned to the Ministry's Vision, Mission and Responsibilities.

The Northern Divisions has the following number of school clusters:

- Macuata/Bua - 11 Clusters
- Cakaudrove - 12 Clusters

Transport Assistance

Students Assisted with School Transportation Initiatives

Table 36: Summary of the Number of Students Assisted by Education Districts by Transport Assistance Types for the 2022 Academic Year

Education District	Primary	Secondary	E-ticketing	Voucher	Female	Male	Total
Macuata-Bua	8117	5165	8128	5154	6812	6470	13282
Cakaudrove	6280	2706	4859	4127	4466	4520	8986
Total	14397	7871	12987	9281	11278	10990	22268

Table 37: Summary of the Number of Students Assisted by Education Districts by Transport Assistance Types for the 2023 Academic Year

Education District	Primary	Secondary	E-ticketing	Voucher	Female	Male	Total
Cakaudrove	6781	2798	4709	4870	4721	4858	9579
Macuata Bua	8738	5115	7877	5976	6950	6903	13853
Grand Total	15519	7913	12586	10846	11671	11761	23432

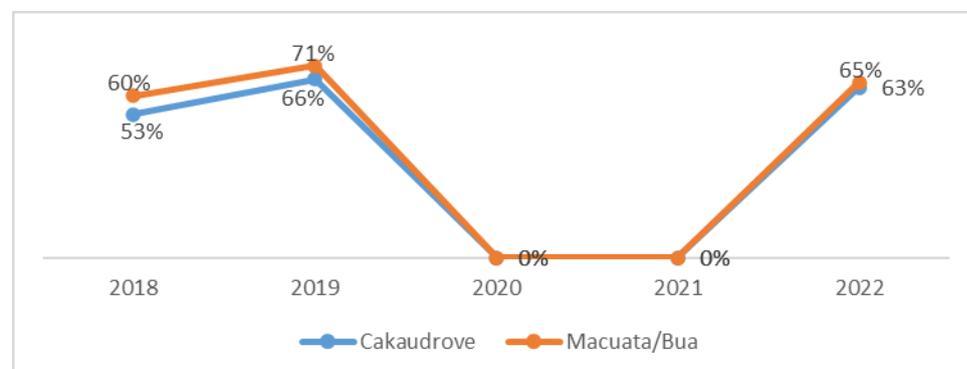
Transport Providers

Table 38: Number of Transport Providers by Types

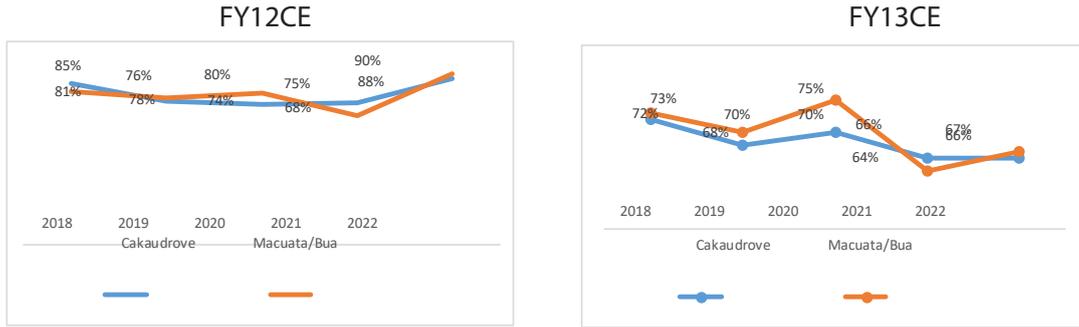
District	RSL	Boat
Macuata-Bua	83	11
Cakaudrove	55	10

Eternal Exams Résulta

FY8E



□ There was no FY8E in 2020 and 2021 due to the impact of the COVID 19.



While both district shows a decline in 2021, Macuata/Bua managed to improved in 2022 while Cakaudrove obtained a consistent result.

For the Y13CE results, both the education districts managed to improve their results in 2022.

HOPE Schools

Macuata Bua	Cakaudrove
20	12

District Officers are assigned HOPE schools to adopt and focus for the year was on reducing the numbers of HOPE schools in each district. CAS officers were also on school monitoring with the Primary and Secondary Unit as well Workshop was also conducted by CAS with all Year 8 teachers. One factor that is common in the 32 schools above is the location and FEG status. All schools are SMALL and are in the periphery of town boundaries as well as rural and remote. Libraries are either shared with staffroom or computer lab.

COP Achievement

Priority 1: Infrastructures and Assets	Establishing improved risk identification, management and mitigation strategies, practicing registration of all infrastructure, assets and resources; and facilitating existing procedures and systems for safer schools.	Activities achieved: <ul style="list-style-type: none"> Established OHS/DRR Committee in both offices/schools SITREPS filed- 5 for flooding (February 2023) Monthly Progress Reports submitted WASH facilities monitoring
Priority 2: Legislation Policies And Planning	Improved divisional and district deliverable structure through review of current SOPs and formulating new ones aligning to restructure standards for increase awareness and compliance amongst Schools and District/ Divisional.	<ul style="list-style-type: none"> Office SOP reviewed and disseminated to all staff Office organization Structure drawn Office Briefing- Mondays Divisional Meeting- monthly either face to face or zoom. Staff PD- 3 and fortnightly zoom
Priority 3: Systems and Processes	Improved data management system within the Division/ District for optimum decision support, efficient administrative purpose and effective resource management	<ul style="list-style-type: none"> In-house FEMIS training- 2 FEG Inspection Visits- ongoing by all district advisors
Priority 4: Standard Monitoring and Quality Assurance	Enhanced workforce management and administrative standards through an improved awareness and compliance of work ethics	<ul style="list-style-type: none"> FEMIS Disability Segregated DATA verification visit- 1 Induction of new SMC- 5 All school clusters active Northern Planner done term wise (FEG SOP not achieved)

Priority 5: Workforce Engagement and Development	Capacity building enhanced through proper and organised in-house sessions	<ul style="list-style-type: none"> ER5/8 collated In house PD/briefing/meeting/zoom/performance conversation/counselling/team talk/celebrations Induction Programmes/EA/HOS
Priority 6: Access and Equity	Improve current programs, resources and technology for inclusivity and quality access	<ul style="list-style-type: none"> Connectivity Status: 18 schools not connected in MB and 14 in Cakaudrove SMART Classroom Project: 5 in MB/1 in Cakaudrove Computer Lab Audit done Early Detection and Intervention Training – 1 for all ECE teachers by SEO SIE
Priority 7: Curricular	Improve school performances through Heads of Schools quality, effective and efficient monitoring of Curriculum deliverables	<ul style="list-style-type: none"> School visits: Macuata Bua Cakaudrove ECE: 116/125 ECE: 70/74 PRI: 98/101 PRI: 64/66 SEC: 24/25 SEC:13/13 All HOPE Schools strictly monitored- minimum Of 2 school visits- 1 training by CAS for all Year 8 teachers – HOPE school School Visit by CAS officers DSPS and team visit HOPE schools and 1 HOS session for MB District and 1 for Cakaudrove
Priority 9: Partnerships, Cooperation and Communication	Strengthen partnership and coordination process through collaboration with developing partners for quality education	<ul style="list-style-type: none"> 2 rounds of Tikina Meetings in Bua, Macuata and Cakaudrove 3 Provincial Meetings Quarterly Meeting-4@ CND Office Monthly IAC meeting Northern Community Education Empowerment Programme Awareness-5 Cluster Programme- 2 per term Contributed \$2000 to the Festival of the Friendly North Lost 2 officers and contributed \$1500 and \$3000 to the family Northern Civil Service inter-building Sports Day

Highlights

The following are highlights for the year 2022:

School Recovery Program: TC Yasa

School	District	Estimated Cost(\$)	Groundbreaking Dates
1.Dama District	Macuata Bua	1.4 million	29/03/23
2.Bua District	Macuata Bua	1.1 million	28/03.23
3.Dreketi Primary	Macuata Bua	2.4 million	28/03/23
4.Maramarua Dist	Macuata Bua	2.5million	28/03/23
5.Nukubolu Primary	Cakaudrove	1.2 million	27/03/23
6.Wailevu West Pri	Cakaudrove	3.4million	27/03/23
7. Ratu Luke Primary	Macuata Bua	2.2million	18/04/23
8. Lekutu District Sch	Macuata Bua	4.1 million	05/06/23
9. Lekutu Secondary	Macuata Bua	5.1million	05/06/23

2023

The Minister for Education, Honourable Aseri Radrodro and the Assistant Minister for Education, the Honourable Iliesa Vanawalu visited the Northern Division from February of 2023.

Senior Management Visit

Who visited?	Purpose	Date
1. HME	Northern Tour – meet with HOS and School Management Groundbreaking at Lekutu District/Secondary School	29/05/23-03/06/23 05/06/23
2. AHME	Northern Tour- school Visit Taveuni School visit	23/02-24/02/2023 19/03-26/03/23
3. Primary/Sec Team	Taveuni School Visit	14/06 /23
4. Director Library Services	Library Set Up and Community Library visits	10/02/23
5. DAIS	Scoping of Work for Biology lab at Labasa College/ Scoping of Work for Junior Boys Hostel/Scoping of Work for Teachers Quarters/Assessment of Project for release of payment	Ongoing
6. DTEST/SEO VOC	Consultations	

Trainings

- Moderation - CAS

1.	Macuata/Bua	Labasa Education Office	03/10/22
2.	Savusavu	Savusavu Secondary School	05/10/22
3.	Taveuni	Bucalevu Secondary School	06/10/22

Year 12 and 13 English Projects Moderation

Cakaudrove:	30/09/22 and 03/10/22	26
Bua/Macuata	26/09/22 to 29/09/22	44

Literacy/Numeracy Phase 1 Roll Out

Training of Trainers for CAS/ Facility Coaches/ Champion Teachers from Trial Schools

District/Division	Number of Training venues/ Clusters	Males	Females	Total
Northern	1	17	164	181

- o Training of Trainers for CAS/ Facility Coaches/ Champion Teachers from Non- Trial Schools- 181 participants from 7 clusters
 - o LN Training of Trainers [ToT]: November 16th-18th : total of 13 participants
- District Cluster Trainings

	District Clusters	Dates	Venue	Number of participants		Total
				Males	Females	
1.	Bua Cluster	21 – 23 Nov	Nabouwalu Provincial	3	21	24
2.	Labasa Cluster 1	21 – 23 Nov	Youth and Sport Conference	6	28	34
3.	Labasa Cluster 2	21 – 23 Nov	Room Labasa Education Office	2	31	33
4.	Labasa Cluster 3	21 – 23 Nov	Navoalevu Primary School	1	12	13
5.	Savusavu Cluster1	21 – 23 Nov	Yaroi Village Hall	2	51	53
6.	Savusavu Cluster2	21 – 23 Nov	Yaroi Village Hall			
7.	Taveuni Cluster	21 – 23 Nov	Taveuni Central Primary	3	21	24
Total				17	164	181

MOE Training: 1st January, 2023 - 23rd June, 2023

Name of Dept	Training Objective	Date	Participant	Facilitator	Venue	Training Outcomes
SAAC	School Prefects- Leadership Training	15th March 2023	Selected school prefects from Macuata/Bua Secondary schools	SAAC Rep	Labasa College	Empowerment - Leadership
Nadogo Cluster	Taining on Finance, HR matters, Assests Monitoring , Child Protection and School Inspections	1st June	All Nadogo Cluster Heads of Schools and School Managers	MOE Senior Staffs from HQ	Nadogo College	Familiarize with the new MOE Guidelines, systems and processes and access for Quick Responses.
Labasa, Seaqaqa and Dreketi Cluster	Taining on Finance, HR matters, Assests Monitoring , Child Protection and School Inspections	1st June	All Nadogo Cluster Heads of Schools and School Managers	MOE Senior Staffs from HQ	Friendly North Inn Labasa	Familiarize with the new MOE Guidelines , systems and processes and access for Quick Responses.
Bua North Cluster	Taining on Finance, HR matters, Assests Monitoring , Child Protection and School Inspections	2nd June	All North Cluster Heads of Schools and School Managers	MOE Senior Staffs from HQ	Naikavaki College	Familiarize with the new MOE Guidelines , systems and processes and access for Quick Responses.
Bua South Cluster	Taining on Finance, HR matters, Assests Monitoring , Child Protection and School Inspections	2nd June	All Bua South Cluster Heads of Schools and School Managers	MOE	Ratu Luke Secondary School	Train Teachers for L&N Curriculum and use of PM Benchmark kit.
Macuata/ Bua	Literacy & Numeracy Training	06th June	9 Pilot Schools	Facility	Labasa Education Conference room	Familiarise with the FEMIS and the rolling out of the Literacy and Numeracy syllabi for Years 1 to 8
Secondary Macuata/ Bua	English Syllabi Consultation	20th June	All Macuata and Bua Languages Heads of Department	MOE CAS	Labasa College	Changes in the Languages syllabi

Other Organised Trainings conducted

Training for District Advisors

Training Conducted	Date	Participant	Organiser	Venue	Purpose
EIE Disaster Preparedness Training	February 14th	SEA Cakau SEA MB	UNICEF	Friendly North Hotel Labasa	Building capacity of MOE officers, HOS, Teachers on damage assessment tool called ONA application.
Child Protection in Emergencies	May 8 th to 11 th	EA Cakau EA MB	MOE	Southern Cross	Preventing and responding to violence, abuse, exploitation and neglect of children during times of emergency caused by natural and man-made disasters, conflict or other crises.
Literacy & Numeracy Training	May 16 th to 19th	EA Cakau DEON SEA MB EA MB SEA Cakau	Facility	Tanoa Hotel, Rakiraki	Familiarise with the rolling out of the Literacy and Numeracy syllabi for Years 1 to 8
Healthy Workplace Program	May 23rd	EA Cakau	MOH	Takia Hotel	Follow up Meeting on Healthy Workplace Program

In addition, in-house district trainings were ongoing in both districts with sessions on School Management Handbook training, Induction, Handovers, School Monitoring, Leadership and Management and performance conversations. 5 female teachers with DEON were also selected

Community Empowerment Programme

Community	Programme/Purpose	Facilitator	# of Participants (approx.)
Nasarawaqa Community	Awareness- Parental Roles /Responsibilities Single Mothers Empowerment Youth Empowerment	DEON	58 Single Mothers- 10 Youth - 40
Votua	Votua Day	DEON	200
Votua	Women's group	DEON	25
Banikea Village	Awareness in Village Meeting	DEON	38
Galoa Island	SMC Training LN Training Village Programme Awareness	DEON LN Coaches DEON	7 5 Whole village
Naduri Parents	Parents Meeting	DEON	27
Nabukadogo Village	Church Service- Parental Roles/ Responsibilities	DEON	50
Nabukadogo Methodist Circuit- 5 villages	Church Service- Parental Roles/ Responsibilities	DEON	150
Votua Village	Parental Roles & Responsibilities	DEON	Whole village

10.Tikina Lekutu- Turaga Ni Koro	Northern Empowerment Programme Awareness	DEON	11
11.Matani tikina & turaga Ni Koro-Macuata	Northern Empowerment Programme Awareness	DEON	35

CENTRAL DIVISION

Introduction

The Central Division comprises of two Districts, namely, Suva and Nausori. Central Division is looked after by the Divisional Education Central, while the two education districts is looked after by their respective Senior Education Advisors. The Nausori Education Offices is located in Nausori Town while the Suva Education Office is located in Suva.

Government Schools

There are a total of 7 Government Schools in the Division which consist of 1 primary and 6 secondary schools.

Table 39: The table below summarised the number of Government Schools by Type.

Name of School	District	Primary/Secondary	School Level
Delainamasi Government School	Suva	Primary	Large
Nasinu Secondary School	Suva	Secondary	Large
Suva Grammar School	Suva	Secondary	Large
Adi Cakobau School	Nausori	Secondary	Large
Sila Central High School	Nausori	Secondary	Medium
Ratu Kadavulevu School	Nausori	Secondary	Medium
Queen Victoria School	Nausori	Secondary	Medium

Boarding Schools

There are a total of 30 registered boarding schools in the Division.

Table 40: Summary of Boarding School by Education District by school Type

#	Nausori Education District	School Type	#	Nausori Education District	School Type
1	Adi Cakobau School	Secondary	9	Muaira District School	Primary
2	RKS	Secondary	10	Vanuakula Catholic School	Primary
3	QVS	Secondary	11	Naivucini District School	Primary
4	Lelean Memorial School	Secondary	12	Nakurukuruvakatini District School	Primary
5	Naitasiri Secondary School	Secondary	13	Rt Alipate Primary School.	Primary
6	St. Vincent College	Secondary	14	Nabobuco District School	Primary
7	Wainimala Secondary School	Secondary	15	St Vincent De Paul Primary School	Primary

8	Naiyala High School	Secondary	16	Lutu District School	Primary
	Suva Education District	School Type	#	Nausori Education District	School Type
1	Wainimakutu Secondary School	Secondary	8	Fiji School for the Blind	Primary
2	Marist Brothers High School	Secondary	9	Hilton Special School	Primary
3	Ballantine Memorial High School	Secondary	10	Navunikabi Catholic Primary	Primary
4	Nasinu Secondary School	Secondary	11	Ro Matanitobua Memorial Primary	Primary
5	Nuku Secondary School	Secondary	12	Rukua Raviravi Primary School	Primary
6	Beqa/Yanuca Secondary School	Secondary	13	Sawau District School	Primary
7	Namosi Secondary School	Secondary	14	Uluinakorovatu Primary School	Primary

Maritime Schools

The Central Division also has some of its schools located on smaller islands near to Viti Levu. The table below provides a summary of these schools.

Table 41: Maritime schools in the Central Division

Suva Education District		Nausori Education District	
ECE	<ul style="list-style-type: none"> Dakunaicake Kindergarten Naceva Kindergarten Naduruvesi Kindergarten Raralevu Kindergarten Sawau Kindergarten Yanuca Kindergarten 	ECE	<ul style="list-style-type: none"> Qoma Kindergarten Bau Kindergarten Nukui kindergarten Vunikavika Kindergarten Vutia ECE Waivou ECE Tavuya ECE
PRIMARY	<ul style="list-style-type: none"> Yanuca Island School Sawau District School Rukua Raviravi Primary School Uluinakorovatu Primary School 	PRIMARY	<ul style="list-style-type: none"> Bau District School Rewa District School Nukui Village School St Joseph Naililili Vutia District School
SECONDARY	<ul style="list-style-type: none"> Beqa Secondary School 	SECONDARY	<ul style="list-style-type: none"> Rewa Secondary School

School Visits

α) School Visits by Divisional Education Officer Central

Period of Visitation	No. of Schools Visited	Period of Visitation	No. of Schools Visited
August 2022	1 ECE 1 SIE School 13 Primary 9 Secondary Schools	February 2023	24 Primary Schools 12 Secondary Schools

September 2022	1 ECE 27 Primary Schools 10 Secondary Schools	March 2023	10 Primary Schools 10 Secondary Schools 1 Vocational School
October 2022	2 ECE 19 Primary Schools 5 Secondary Schools 1 Vocational	April 2023	26 Primary Schools 15 Secondary Schools 2 Vocational Schools
November 2022	1 ECE 18 Primary Schools 6 Secondary Schools	May 2023	12 Primary Schools 12 Secondary Schools
December 2022	1 ECE 9 Primary Schools 13 Secondary Schools 1 Vocational	June 2023	16 Primary Schools 11 Secondary Schools
January 2023	9 Primary Schools 6 Secondary Schools	July 2023	5 Primary Schools 4 Secondary Schools

β) Schools Visited by His Excellence the President of the Republic of Fiji

Month	School Visited	Remarks
May 2023	RSMS	Ratu Sukuna Day Celebration- This was a national celebrations hosted at the Ratu Sukuna Memorial School

γ) Schools Visited by the Former Prime Minister

Month	School Visited	Remarks
September 2022	Nanenu Village Kindergarten/Village Hall	Opening of the roadside stall
October 2022	Navuso District School	Commissioning of 1 x 3 classroom

δ) Schools Visited by the Current Prime Minister

February 2023	Naitasiri, Naborosawanikula	School Visit
June 2023	Queen Victoria School	School Visit
July 2023	Queen Victoria School	Cadet Pass-Out

ε) Schools Visited By Previous Hon. Minister For Education (Hon. Premila Kumar)

Month	School Visited	Remarks
August 2022	HFC Stadium	Opening of 2022 Coke Games
September 2022	Bhawani Dayal Primary School	Commissioning of the new ablution block
October 2022	Navuso Agriculture Technical Institute	Visit school to see the school facilities
October 2022	Samabula Primary School	Launch ECE Reading Resources

φ) Schools Visited by the current Minister For Education (Hon. Aseri Radrodro)

Month	School Visited	Remarks
January 2023	Mahatma Gandhi Memorial High School	School Visit

January 2023	Adi Cakobau School	School Visit
January 2023	Lelean Memorial School	School Visit
January 2023	Ratu Kadavulevu School	School Visit
January 2023	Namena District School	School Visit
January 2023	Queen Victoria School	School Visit
January 2023	Dawasamu Secondary School	School Visit
January 2023	Visama Sanatan Dharma	School Visit
January 2023	Pt. Shreedhar Maharaj College	School Visit
February 2023	CMP Primary School	School Visit
February 2023	CMF College	School Visit
February 2023	Adi Cakobau School	Talanoa Session
February 2023	Ratu Kadavulevu School	School Visit
April 2023	Queen Victoria School	School Visit
February 2023	Sawau District School	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Sawau ECE	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Rukurua Raviravi Primary School	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Rukua/ Raviravi ECE	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Raralevu ECE	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Naduruvesi ECE	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Naceva ECE	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Beqa Yanuca Secondary School	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Yanuca Island School	Hon. Minister's visit to Beqa/Yanuca Schools
June 2023	Ratu Kadavulevu School	Inspect the damage building caused by fire
June 2023	QVS	Inspect the damage building caused by fire
June 2023	Toga District	Handing over of Ablution block
July 2023	Nausori Primary School	Official National Launching of ECE Week, 2023

γ) Schools Visited by the Assistant Minister for Education, Hon. Iliesa Vanawalu

Month	School Visited	Remarks
July 2023	Nasinu Secondary School	Launching of IDADAIT Week

η) Schools Visited by the Permanent Secretary

Month	School Visited	Remarks
December 2022	Baulevu High School	Graduation and ball night

ι) Schools Visited by the former Minister for Lands and Mineral Resources, Hon. Jone Usamate

Month	School Visited	Remarks
August 2022	Coloi-naivakacere Primary	UNICEF Project – opening of the new walkway

School Infrastructure Improvement Projects

School	Project
Coloi-naivakacere Primary	UNICEF Project - Opening of the new walkway
Navuso District School	Commissioning of 1 x 3 classroom by the former Hon. Prime Minister
Bhawani Dayal Primary School	Commissioning of new Ablution block

New Schools

School	Teachers	Students	Year/Level offered
Tebara Seventh Day Adventist Primary School	4	44	1 – 4
Tebara Adventist ECE	2	24	2 streams

WESTERN EDUCATION DIVISION

The Western Division comprises of four Education Districts, namely, Nadroga Navosa, Lautoka/Nadi/Yasawa, Ba/Tavua and Ra Education District. Currently there are 255 primary schools, 60 Secondary Schools and 314 ECE centers and 6 specialized school in the West. There are two (2) government schools while the rest are faith-based and community operated.

Table 42: 2022-2023 FEG Allocation For The Western Division

Nadroga/ Navosa	T2-2022 50%	T3-2022 100%	T1-2023 100%	T2-2023 100%	Total FEG
ECE	\$44,250	\$46,400	32,850.00	33,800.00	157,300
Primary	794,671.76	821,344.42	790,658.396	763,611.7604	3,170,286.3304
Secondary	630,019.2	554,613.87	548,484.8887	638,835.8725	6,390,091,842.9587
Total	1468940.96	1422358.29	1371993.28	1436247.63	6,393,429,2891
Lautoka/ Nadi/ Yasawa	T2-2022 50%	T3-2022 100%	T1-2023 100%	T2-2023 100%	TOTAL 2022-2023 FEG
ECE	\$119,900.00	124,050.00	119,900.00	123,850.00	\$487700
Primary	\$1,865,926.14	\$1,871,544.11	\$1,869,672.14	\$1,892,926.42	\$7500068.81
Secondary	1,585,178.99	1,564,879.66	1,539,080.67	1,539,080.67	\$ 6,228,219.99
Total	\$3571005.13	3560473.77	\$3432007.09	\$3555857.09	\$14119343.10
Ba/Tavua	T2-2022 50%	T3-2022 100%	T1-2023 100%	T2-2023 100%	TOTAL 2022-2023 FEG
ECE	\$23375.00	\$49650.00	\$49150.00	\$48900.00	\$171075.00
Primary	\$408815.27	\$849881.21	\$782392.54	\$735021.17	\$2776110.19
Secondary	\$392353.92	\$778536.84	\$757844.85	\$798743.84	\$2727479.45
Total	\$824544.19	\$1678068.05	\$1589387.39	\$1582665.01	\$5674664.54
Ra	T2-2022 50%	T3-2022 100%	T1-2023 100%	T2-2023 100%	TOTAL 2022-2023 FEG
ECE	11450	25300	25600	25500	87850

Primary	235,505.24	518,490.49	522,655.82	515,708.51	\$1,792,360.06
Secondary	148,608.97	298,080.94	321194	3391812.76	\$4,159,696.67
Total	395,564.21	841871.43	869449.82	3933021.27	\$6,039,906.73

Activities Progress

- School Upgrading: Construction of the New 7 pan Ablution Block (\$180k) for Natabua Primary School

- Water Tanks Assistance. 2 schools were approved to be assisted with water tanks

- Number of Schools that have executed Emergency, Evacuation Procedures (EEP)

Ba/Tavua - 62 Primary, 14 Secondary

Nadroga/Navosa - 63 Primary, 13 Secondary

Lautoka/Yasawa/Nadi - 86 Primary, 24 Secondary

- Number of schools inspected and approved to reopen during COVID 19 assessments:

Ba/Tavua - 62 Primary, 14 Secondary

Nadroga/Navosa - 63 Primary, 14 Secondary

Lautoka/Yasawa/Nadi - 24 Secondary

Number of school inspected and have OHS Committee:

Ba/Tavua - 62 Primary, 14 Secondary

Nadroga/Navosa - 63 Primary, 13 Secondary

Lautoka/Yasawa/Nadi - 86 Primary, 24 Secondary

SOPS developed

SOP Type	Description
COVID 19 Safety and entry into office	Compliance to COVID 19 safety protocol
Receiving Visitors and Customers	Process and recording
Receiving Correspondence from Schools	Process and recording and filing
Managing Tasks	Process on attempting daily task from HQ
School Visit	Process on school visit
Examination Results	Process on acquiring examination result
Office Cleanliness	Standards and requirements
Opening and Closing Office	Opening and closing office
Using Office Kitchen	Cleanliness and timings and responsibilities
General Submission	Checking for accuracy and timeliness
Leaves	Process of correspondence
Viber Communications	Guidelines on viber platform

School AFR Submission

Ba/Tavua - 100% Primary, 100% Secondary

Nadroga/Navosa - 72% Primary, 92% Secondary

Lautoka/Yasawa/Nadi - 93% Primary,
91.7%Secondary

Number of schools updating their FEG usage in FEMIS

Ba/Tavua - 59/62 – Primary, 52/64 ECE, 14/14 Secondary

Nadroga/Navosa - 50 – Primary, 11 Secondary

Lautoka/Yasawa/Nadi - 85 Primary, 24 Secondary

FEG Utilisation Compliance

Ba/Tavua - 59 Primary, 13 Secondary

Nadroga/Navosa - 50 – Primary, 11 Secondary

Lautoka/Yasawa/Nadi - 86 Primary, 24 Secondary

Other Activities including school visitation from August 2022 –

Attended the following:

- Commissioning of Nanukuloa Primary and Sarava Sanatan Primary School by the Hon. Minister for Education
- Attended meeting with Manager - Navitilevu District School
- Meeting with the HOS Magodro Secondary Schools - Request for approval for Fund Raising / Cadet Training
- Zoom for Careers Virtual training - Nadroga Navosa Secondary Schools (Group 2)
- Muaira Methodist College - Prefects Induction Program
- Visited Nadrau Primary School - School Inspection in preparation for Hon. PM's visit on 10/06/22
- World Environment Day ["Only One Earth" is the campaign slogan, with the focus on "Living Sustainably in Harmony with Nature"]
- Meeting with UNWOMEN consultant

and 2 Min. of Women Children & Poverty Alleviation Staff

- Zoom Meeting with HNESD and 4 Divisionals - discuss draft school reporting template
- Years 1-4 Literacy and Numeracy Pre-assessment - Sigatoka Methodist Primary School
- Zoom for Careers Virtual training - Nadroga Navosa Primary Schools - Group 1
- Meeting with Safety and Protection Cluster -Ministry of Women And Poverty Alleviation [Did not attend]
- Visit to Nadrau Primary School - Logistics for Hon. PM's commissioning on 10/06/2022 / Lewa SDA ECE centre / Lewa SDA Primary School / Savatu Primary School
- Visit - Natabua High School / Muaira Methodist College / Sigatoka Methodist High School - Logistics for Hon. Minister
- Years 1-4 Literacy and Numeracy Pre-assessment - Nawaka District School
- Refresher Training - Investigation Officers
- Zoom for Careers Virtual training - Nadroga Navosa Primary Schools - Group 2
- World Day Against Child Labor Celebration - Nadi Civic Centre
- Hon. PM's visit - Chief Guest for Commissioning of Nadrau Primary School Renovated Facilities Funded by Government of Fiji
- Years 1-4 Literacy and Numeracy Pre-assessment - Rarawai FSC Primary School
- Inauguration of Sigatoka Methodist College in Sigatoka by the Minister of Education
- Zoom for Careers Virtual training - Ltka Yasawa Secondary Schools - Group 1
- Inauguration of Muaira Methodist College in Lautoka by Hon Prime Minister and H.E Hamoud Aljneibi
- Handing over of Golden Age Bus and World Elderly Abuse Awareness Day - Chief Guest Hon. Minister for Women, Children

and Poverty Alleviation

- Meeting with Korovuto College Principal / Manager
- Meeting with Chairman / Principal - South Pacific EZRA Institute
- Inspect Schools in West - Team from UAE RED CRESCENT and H.E Hamoud Aljneibi / PM / Minister for Education
- Zoom for Careers Virtual training - Ltka Yasawa Secondary Schools - Group 2
- Chief Guest for the Opening Ceremony- Lautoka/Yasawa Secondary Schools Zone Athletics Competition -2022
- Boat Handing Over - St Teresa of Liseux College at Waisomo Basement.
- Zoom for Careers Virtual training - Ltka Yasawa Primary Schools - Group 1
- Tavua / Nadarivatu / Ra - Zone Athletics meet at Gavy Park
- Zoom for Careers Virtual training - Ltka Yasawa Primary Schools - Group 2
- Zoom for Careers Virtual training -Ba Tavua , Ra Secondary Schools - Group 1
- DEOW Cluster School Visits - NAKOROBOYA PRIMARY AND Nasesevia Secondary school - Verification of IFMT
- Zoom Meeting - Information Session on COVID-19 vaccination programme for 5-11 years old
- DEOW Cluster School Visits - Natutale Primary School and Noikoro District School - Verification of IFMT
- Visited Sigatoka District School - inspect incomplete building project with Japan Embassy officials
- DEOW Cluster school Visits - Rukuruku District School and Nabaka Primary School - Verification of IFMT
- Visted Sacred Heart Infant School - students attending school in village community hall.
- Visit Nadroga Navosa Education District - Handing over of official mobile phones to Education Advisors
- Zoom for Careers Virtual training -Ba Tavua , Ra Secondary Schools - Group 2
- Zoom for Careers Virtual training -Ba Tavua , Ra Primary Schools - Group 1
- Zoom for Careers Virtual training -Ba Tavua , Ra Primary Schools - Group 2
- DEOW Cluster School Visits - Mataso Primary / Navolau District
- Visit Ba Tavua / Ra Education Districts - Handing over of official mobile phones to Education Advisors
- "DEOW Cluster School Visits - Nasau District - Conduct IFM and visit new secondary school site. Meeting with HOS and school manager regarding new building project / Liwativale Primary - Verification of IFMT"
- CENTRAL COLLEGE - Health Awareness Session for Lautoka Secondary School
- NATABUA HIGH - Health Awareness Session for Lautoka Secondary School
- Visit to Nasesevia Secondary School - HoS transfer issue to be resolved
- TILAK HIGH - Health Awareness Session for Lautoka Secondary School
- Fiji Head Teachers' Conference - Sofitel in Nadi
- Golden Jubilee Celebration at Darul Uloom Vocational Centre Hall - Chief Guest - Hon. PM
- Meeting with Ra District Donar Partners [Save the Children Fiji / Hbitat Fiji / Health Promoting Schools / Fiji Water / MEHA]
- Meeting with Magodra Secondary School Principal
- Address LYN District Principal's Lautoka Cluster Meeting
- Visit Magodro Secondary School - Conduct IFMT Visit Ratu Rusiate Nabuta Primary School / Raviravi Sangam School / Teidamu Primary School – school re-opening monitoring.
- URGENT MEETING - KEY STAKEHOLDERS - Ba Provincial Office conference room - - In preparation for Ba Provincial Council Meeting

- Meeting in Ba Office - In preparation for Ba Provincial Council Meeting
- TEST AND ENTERPRISING WEEK [Schools to organize] - Theme - Rethinking Youth Skills and Training Post Pandemic [Theme colour - Green]
- Ba Provincial Council Meeting AT Sorokoba Community Hall, Ba [Chief Guest - Hon Prime Minister]
- Meeting with LYN SEA / EA's - In preparation for Transforming Education System
- Zoom Meeting - Final Draft SIE Policy Review Consultation
- Visit Navala & Yakete schools in Ba [Navala Catholic and Ba Sangam Primary School]
- Transforming Education Consultation in Nadi Tanoa International
- DEOW school visits to Ralet Primary School - Land issue / Ratu Navula College - Visit HoS / Nadi Airport School - SMC and HoS Issue
- School tsunami siren site verification visits by HQ Team
- West TCF Centres / Vocational School Visitation
- Meeting at Gurukul Primary School with SEA LYN / HoS / Parents - Truancy -Yr 8 Boys
- Visit Dreketi Sangam School for bus issues / Ba Education District for SEA's handing over
- Visit Nadroga Navosa Provincial office with Mr Lemeki to meet the Roko Tui NN regarding the TCF centre Nadroga/ Navosa.
- Meeting with Roko Tui NN / HQ Team / DEOW / NN EA's - regarding the TCF centre Nadroga/ Navosa.
- Staff Talanoa Session with PSEHA
- ECE Validation Workshop at Novotel Nadi
- West TCF Centres / Vocational School Visitation [By HQ Team]
- RA / BA Education district visitation for briefing
- Visit Nadroga Navosa Education District Office / conduct IFM at Natutale Primary School / debrief with NN steering committees at 3.30pm to discuss acquittal & SWOT analysis regarding Mr Rika's funeral / Visit Savusavu Public School / Tau Primary School / Namata Primary School / Wai District School / Lomawai Primary School
- / Visit Tavua Primary School
- Visit Lautoka/ Yasawa Secondary School netball tournament
- Attend Western Division Rugby Quarterfinals Tournament
- WESTCOSIE GAMES 2022 - Opening
- Farewell - Mr Atendra Kumar - at DEOW'S Conference Room
- Visit Tavua Andhra Sangam / Ra High School
- Visit District Primary School Rugby Tournament in Ba & Lautoka
- Attend Ezra Institute official Opening at 10.00am.
- Attend Hon PM Water official opening of Bottle Company & Talanoa Sesion at 11.00am.
- Attend Western Secondary Schools Rugby Semi Final Tournament.in Nadi
- Meeting with NASSAC team - Counselling space at Natabua High School
- Media Learning Programme Roll out Starts in schoos [Did not attend]
- International Library Week - Theme - Connect with your library
- International Literacy Day - Theme - Transforming Literacy Learning Spaces
- Hon. Minister's visit - Lautoka Teachers Talanoa Session at Tilak High School
- Farewell Former SEA Ba / Tavua at Ba Education Office
- Visit Vakabuli Primary School regarding water issue - Scouts Rally in progress
- Commissioning of New Waiwai Treatment Plant by Hon. Prime Minister at Waiwai, Ba
- Hon. Minister's visit - Nawai Secondary School [Did not attend]

- Hon. Minister's visit - Nadroga Teachers Talanoa session at Tuva Primary School [Did not attend]
- Visit Scouts Camp at Vakabuli Primary School / visit Prince Chales Park Nadi and Ba for sports event
- 1st Heads of Department meeting
- Visited Saint Francis College - issue suspension letter and Ra High School meeting with the two heads of schools
- Hon. Minister's visit to Xavier College
- Meeting with LTA officials - Ilisapeci / Shameel
- DRR TOT Training at Tanoa Hotel [Faciliated by Save the Children & MEHA AMU]
- USP CONSULTATION Tanoa Waterfront Hotel, Lautoka
- Visit Ra / Ba Tavua Education District for briefing
- DRR TOT Training at Tanoa Hotel [Faciliated by Save the Children & MEHA AMU]
- Preliminary investigation at Drasa Secondary School
- PSEHA's visit to DAV College Ba
- "LAUNCHING OF E-DEVICE FOR THE TEACHERS & OPENING OF THE FITNESS CENTRE" [Chief Guest: Honourable Minister for Education]
- Hon. Minister's Talanoa session in Tavua
- USP OPEN DAY FUNCTION [DID NOT ATTEND]
- Ba Girl Guides 2022 camp
- 2022 Fiji Primary School Rugby Union Vodafone Kaji Season launch
- Attended National Deans Soccer Final in National stadium in Suva
- Visit Ra Education District for briefing
- Visit Penang High and ECE parents and teachers consultation on 2023 academic calendar
- Zoom meeting with SEA's / EA's regarding consultation on 2023 academic calendar
- Official opening Invite - FSSFA Soccer Championship AT Tilak High School [PSEHA will officiate] [DID NOT ATTEND]
- Meeting with Drasa Muslim Primary School President and Auditor West
- Consultation regarding 2023 academic year with PSEHA
- Fiji Police Remembrance Day
- Visit Nadroga Navosa Education District for briefing / Visit Nadroumai Primary School
- Annual Cadets Review - Natabua High School [Chief guest: Deputy Commander Military forces Commodre Humphery Tawake]
- Chief Guest at Nadi Scouts Rally at Nadele Public School
- National Deans Secondary School Semi Final Tournament in Nadi
- World Food Day [theme is Leave no one behind 'Better production, better nutrition, better environment, better life.]
- Meeting with Permanent Secretary - Enrolment
- Finance Training 2022 [Clerks / EX's]
- Lautoka District - HOD Meeting
- Quarter 1 district Committee Meeting
- Centennial Celebration to show tribute to Sadhu Vasist Muni
- Commissioning of Nasau Health Centre and the Namarai District Office by Hon. PM
- Ra Provincial Council meeting
- Chief Guest - Catering & Tailoring Vocational Open Day at Nakauvadra High School
- Suva - Change of our vehicle from Kia Motors / Visit AMU & HR to clarify on few issues which were raised during Ra Provincial Meeting / Attend to general matters for West
- Visit Natabua Primary School - routine school monitoring
- Meeting with Principal - Natabua High School

- Official Opening of the Gurukul Centenary Building
- Chief Guest - Namaka Public School 60th Anniversary Celebration
- Meeting with Manager - Ba Provincial Secondary School
- Ra High School - U19 Awards Day
- HNESD's Meeting with DEOW & Districts SEAs/ EAs
- Nawaka District School - Chief Guest for Year 8 graduation ceremony
- Meeting with Korovuto Ayodhyapur Kindergarten staff / HoS and Auditor
- School visit to Hindu Maha Sabha Primary School
- Visit Nadroga Navosa district office and schools
- Workshop - Dissemination on Fiji MICS 2021 Survey Findings & Snapshots 24th November, 2022
- Mount Zion Kindergarten Graduation - Chief Guest PSEHA
- Retirees Awards Function
- Andrews Primary School - Chief Guest - Annual Awards Day
- Meeting with Central College Parent
- Kamil Muslin College - Chief Guest - Staff Awards Night Function
- Farewell - Mr Sharan (Principal) and Mr Murthi (Assistant Principal)
- Votualevu College Chief Guest - Annual Awards and Year 13 graduation 2022
- Ra Education Office meeting - Nakorotubu Secondary School - Y11 new stream establishment / Navunibitu ECE EA2 & EA3 applications
- Ba Education office - Briefing
- Nadroga Navosa Education district briefing / Sacred Heart Primary school [Postponed]
- LYN District office briefing - Y10 establishment for Votualevu College / Yasawa I Rara Infant classes establishment

2023 Activities

- Visit Ra Education office
- Loma Primary School [Represent Hon. Minister for Education] - Prefects Investiture Ceremony
- Sigatoka District School [Represent Hon. Minister for Education] - Prefects Investiture Ceremony
- Prefects Induction at Natabua High School - Chief Guest - AG & Minister for Justice Hon. Siromi Turaga
- Hon. Minister's meeting with UAE delegates
- Hon. Minister's meeting with UAE delegates
- Meeting with Chinese Education Representative and Immigrations Officer
- Visit Loma District School - Investigation
- Meeting with Vuda District School HoS
- Meeting with Ba Provincial Secondary School Manager
- Girit Day Celebration Committee Meeting - Preparation for Girit Carnival [EA - LYN Mr Maniesh Chand Attended]
- Visit Yasawa Schools - transport text books via helicopter
- Meeting with TFL officer Mr Desman
- Visit Ba Tavua Education office
- Visit Nadroga Navosa District office / Cuvu College / Nadroga Arya College
- National Youth Policy Re-validation Workshop
- 144th Girit Day Anniversary Celebration - Stakeholders meeting [EA - LYN Mr Maniesh Chand to attend]
- Fiji National Council For Peron with Disability District Quarter 3 Meeting [DISCOM] - [Did not attend]
- Luncheon in appreciation of support provided to NZDF Exercise Tropic Astra
- Meeting with SDA Parent body and Ltka SDA Management regarding establishment of new Secondary School
- Trip to Ra with AMU team

- Visit Navosa Central College / Magodro Secondary School/ Ratu Nalewavada Public School
- Meeting with Mr Selwa Nandan - Secretary, Fiji Gimit Council - arrangement for the oratory competition for schools during the Gimit Day celebration
- Visit Sigatoka Valley Secondary School / Bemana District School
- Gimit Day Celebration Committee Meeting - Preparation for Gimit Carnival
- Chief Guest - Ltka Secondary Schools Athletics Association Closing Ceremony
- Visit Malamala Public School - Preparation for Hon. Minister for Education's visit.
- Visit Ba Education Office - Attend to pressing issues
- 79th Annual Andhra Convention - Opening Ceremony [Chief guest His Excellency Mr P. S Karthigeyan] [Did not attend]
- Visit Tanoa International Hotel Nadi - Protocols for Hon. Minister for Education's West visit
- TISI Sangam Convention Closing Ceremony - Protocols for Hon. Minister for Education's visit.
- Visit Malamala Public School - Preparation for Hon. Minister for Education's visit / Visit Cuvu College - case to investigate
- Visit Korovuto Primary School / Malamala Public School - Preparation for Hon. Minister's West visit
- Korovuto Primary School Conference Room- Hon. Minister for Education's visit
- Malamala Public School building commissioning by Hon. Minister for Education.
- Western Counselling Centre opening at Natabua High School by Hon. Minister for Education.
- Furniture handover at St Francis College by Hon. Minister for Education.
- Protocols for Hon. Minister For Education's West visit
- Protocols for Hon. Minister for Education's flight to China
- Visit Jasper Williams Primary School - Case to attend
- Gimit Day Celebration Committee Meeting - Preparation for Gimit Carnival
- Visit Natabua High School - regarding plaque
- Visit Ba Provincial Free Bird Institute
- Visit Natabua Primary School - facilitate AMU team / Contractor with site meeting for the new ablution block. [Successful Contractor who has been given the award to build new ablution block -Included main contractor-Ashok Kumar Designs and Architect as well as Mr Munesh from AMU -Meeting with LCC Building engineers on release of building permits].
- Fiji Primary Schools Leadership In Rugby Workshop - Opening
- Meeting with Ministry of Health Coordinator for HPS
- Meeting with AMU Mr Inoke Raikoro and Mr Lorima Voravora regarding establishment of a new school
- Meeting with Mr Takali - assistance from Turtle Island Resort to schools
- Meeting with Ms Ana - Tribal Pacific Education & Visa Services to Y 13 students
- Fijian Drua Activity at Vuda District School [Talanoa with your favourite Drua players] [Declined]
- Visit Nadroga Navosa Education District regarding HQ's visit on 26/04/2023 / Tagaqe District School - investigation on issues related to school on exposed forumn
- Arrange protocols with Ministry of Foreign Affairs for Hon. Minister's arrival from China on Friday [Finalize arrival and specification of al programs]
- Meeting with special school heads
- Visit all closed West Technical Colleges with HQ Team - Nadroga Navosa Provincial High School / Nadi College / Lautoka Sanatan / Nukuloa College Vocational Block / Tagitagi Public School / Penang Sangam College Technical Block

- Provide protocols to Hon. Assistant Minister For Education while visiting Nadroga Navosa Schools
 - Provide protocols to Hon. Minister for Education at Nadi International Airport - arrival from China
 - University of Fiji Graduation Ceremony Saweni Campus Lautoka [Declined]
 - Chief Guest - Eid Celebration at Mulomulo Muslim Primary School
 - Meeting with committee for new Secondary School in Yako
 - Commissioning of Ba Free Bird Institute new gym
 - Meeting with Head HR in Suva regarding staff audit
 - Meeting with water authority officials
 - Meeting with Fiji Roads officials regarding Nalagi Public School - tarsealing of road
 - Provide protocols for Hon. Minister For Education's visit to England with Bio Security and Nadi International Airport
 - Protocols to Hon. Minister - Visit Ratu Navula College and Nadi International Airport - Hon. Minister's Flight to England
 - Stakeholders Consultation with Mr Tevita Bose Waqa and the Team
 - Meeting with Central Finance Officials
 - Chief Guest - Key Note Address for review of Coke Games - Fiji Secondary Schools Athletics Association
 - Visit Ba Tavua and Nadroga Navosa
- Education Districts - Protocols for Assistant Minister in Nadroga
 - Gimit Day Celebration
 - Literacy & Numeracy Workshop
 - Visit Buruwa Primary School
 - Virtual MCS Workshop on Strategic Management
 - Virtual MCS Workshop on Strategic Management
 - Virtual MCS Workshop on Strategic Management
 - NNHTA Professional Development Meeting [Postponed]
 - Awareness Meeting with the FTRA CEO
 - Visit Ba Education Office - Induct new Education Advisor
 - Welcome Hon. Minister for Education on his West visit
 - Hon. Minister For Education's visit - Jasper Williams High School - Recycling on the Go Ambassador Launching
 - Hon. Minister For Education's meeting with Ba, Tavua, Ltka , Yasawa School Heads / School Managers
 - Hon. Minister For Education's visit - Nadi Sangam School - Recycling on the Go Ambassador Launching
 - Hon. Minister For Education's address to Nadi, Namamanuca, Nadroga, Navosa School Heads / School Manager

EASTERN EDUCATION DIVISION

The Eastern Division is an all-maritime education division with its own share of challenges. This report highlights deliverables that schools in the division managed to achieve through support by the Ministry and education partners and must not be equated with data and achievements by the other three education divisions. The division comprises the provinces of Kadavu, Lau, Lomaiviti and the far District of Rotuma, and data and achievements reported herewith are those Eastern rural-maritime schools reached based on status that are inclusive of school population, staffing, funding support, location and economic challenges, human resource capacities and support and community support.

Distribution of Schools by Type and Province

Table 43: Summary of school type by province in the division

Province	Secondary	Primary		ECE		Totals
		Mainstream	Special	Stand Alone	Attached	
Kadavu	3	30	0	4	26	63
Lau	5	46	0	1	44	96
Lomaiviti	5	36	1	5	32	79
Rotuma	1	4	0	0	3	8
Totals	14	116	1	10	105	246

Total School Population

Table 44: Summary of the number of student enrolled in the Division by school type.

School Type	Kadavu		Lau		Lomaiviti		Rotuma		TOTALS	
	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students
ECE	32	297	47	232	39	412	3	37	121	978
Primary	148	2560	182	2119	199	3542	20	324	549	8545
Secondary	88	557	86	519	136	1295	18	173	328	2544
Total	268	3414	315	2870	374	5249	41	534	998	12067

FEG and ECE GRANTS

Table 45: Summary of the Free Education Grant total amount received by school type in the Division

School Type	Term 1	Term 2	Term 3	TOTALS
ECE	\$19,250.00	\$29,200.00	\$31,800.00	\$80,250.00
Primary	\$781,250.46	\$858,765.07	\$858,765.07	\$2,498,780.60
Secondary	\$47,565.99	\$49,894.66	\$49,578.99	\$147,039.64
Total	\$848,066.45	\$937,859.73	\$940,144.06	\$2,726,070.24

TRANSPORT ASSISTANCE

The table below provides a summary of student number assisted through the transport assistance initiatives

Table 46: Summary of the number of student assisted by school type

Province	Primary	Secondary
Kadavu	733	27
Lau	115	74
Lomaiviti	1019	719
Rotuma	183	129
Totals	2050	949

TRANSPORT PROVIDERS SUMMARY

Table 47: Summary of the number of transport providers by province in the Division

Province	Boat	RSL
Kadavu	20	02
Lau	03	05
Lomaiviti	06	37
Rotuma	0	03
Totals	29	47



ASSETS MONITORING UNIT

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

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

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

Highlights

Assets/Development

Upgrading and Maintenance of Institutional Offices (\$224,361.70)

Project Allocation	Project	Committed	Actual	% Utilisation	Work Progress
Western Regional Library	Interior Upgrading Works	\$48,702.50	\$44,671.67	91%	Re-painting and re-tiling by Super Constructions. Works completed, all payments released.
SAAC Building	Architectural & Engineering Services Construction of New Building	\$26,450.00	\$5,186.87	19%	1. By Ethos Edge Architecture \$26,450. P1 paid. 2. Drawings by Ethos Edge yet to be submitted. (400k)
Mualevu House	Refurbishment of Ground Floor Electricals Upgrade	\$23,992.70	\$17,048.90	71%	1. By Ashok Consultants \$15,260. Works completed. P1, P2, R1 and R2 all paid. 2. By Letrik Pte Ltd \$15,260. Works completed. P1-P2 \$8,732.70 paid.

Marela House	Refurbishment to Assistant Minister's Office.	\$50,000	\$49,348.01	98%	1. Payments 1, 2 & 3 paid to 4K Constructions. Pending are Payments 4, R1 & R2. 2. Payments 1, 2, 3, 4 & R1 paid to Unique Blinds & Carpets Pte. Pending is R2.
Gohil Level 1 & 3	Examinations Office - Electrical upgrade	\$60,000	\$15,269.86	25%	Installation of additional power points For its air-conditioning unit - Contractor is Big Synergy Electricals. P1-R1 paid.
Library Service of Fiji – Nasese, Suva	Electrical Upgrading	\$50,000	\$37,783.65	75%	For Overall Building 64E \$50,000. Payments 1-4 paid to Integral Energy.
Nakaidrau Primary School	Construction of 1x2 Teachers Quarters	\$100,000	\$48,240.00	48%	P1 released to School Development Account.

Upgrading and Maintenance of Government Schools (\$296,662.49)

Project Allocation	Project	Committed	Actual	% Utilization	Work Progress
Natabua Primary School	Upgrade & Maintenance of existing Ablution block	\$1,985.00	\$1,985.00	100%	By Chand Maintenance \$43,273. Project Completed. R2 paid.
Natabua Primary School	Architectural & Engineering Services	\$19,725	\$10,351.11	52%	By Ethos Edge \$19,725. Payment 1, 2 \$14,202, P3 & R1 paid. Drawings completed and submitted. Pending is R2.
Natabua Primary School	Construction of new 7 Pan Ablution Block	\$180,000	\$43,832.57	24%	Payments 1 & 2 paid to Ashok Kumar Consultants."
Nasinu Secondary School	Renovation of double storey girls dormitory	\$100,000	63,290.53	63%	Payments 1 & 2 paid Yanjian Group (Fiji) Company.
Nasinu Secondary School	Construction of the Pedestrian Bridge	\$2,290.10	2,290.10	100%	Project is completed. R2 paid to Jenn's Constructions

Upgrading and Maintenance of Non-Government Secondary Schools (\$513,761.77)

Project Allocation	Project	Committed	Actual	% Utilization	Work Progress
Ballantine Memorial School	Renovation works to current structure	\$200,000.00	\$7,786.24	3%	Payments 1 & 2 paid to NRW Macallan Fiji Ltd.
Nadarivatu Secondary School	Renovation works to Vocational classroom	\$25,000.00	\$15,644.50	62%	Payment 1 deposited to the school Development Account.
Kadavu Provincial Secondary School	Variation Costs	\$396,212.84	396,212.84	100%	Variation of Works cost of \$431,872 deposited to the school FEG Account. (Less \$35,659.16 VAT)

Boat and Engine Assistance

Eight schools benefitted from this initiatives.

Table 48: Summary of the amount spent on the eight schools.

No.	Project Allocation	Project	Actual	Work Progress
1	Purchase of fiberglass boats & engines (\$131,650)	For 8 non-government schools	\$131,649.55	All paid

Water Tank Assistance

91 water tanks were distributed to 59 schools from around Fiji.

Activities Highlights

UNICEF Tent Training

Training conducted by Assets and Monitoring together with UNICEF on erecting a 1x72sqm UNICEF tent at Dreketi Primary School



Nakaidrau Primary School

Project: 1x7 Pan Toilet

Funded by UNICEF

Total project cost: \$97,253.40

Contractor: Chands Maintenance Pte Ltd



QVS Project: 1x16 Double Storey Classroom Building Funded by Government of the Republic of Indonesia

Design & Build for 1x16 Classroom block at QVS (replacement of temporary classroom)

Works commenced on 21st March, 2022

Contractor : Concrete Solutions

Contract sum is \$2,997, 874.31 (VIP)

Contract Duration : 56 weeks

End Date July , 2023

Progress 100% Complete.

Design & Built Project – Bliss Consultant (Architect & Engineer)



Boat and Engine Assistance 2023

Boat Handing over at Malake Primary School



Commissioning at Ratu Nacagilevu Memorial School

Project: 1x3 Classroom

Project cost: \$345,750.00

Contractor: Friendly Builder Contractors

Funded by Embassy of Japan



Commissioning at Namalata Central School

Project: 1x3 Classroom

Project cost: \$315,750.00

Contractor: Friendly Builder Contractors

Funded by Embassy of Japan

Date of commissioning: 27/7/23



Education In Emergency and Disaster Risk Reduction Programs

Trainings and Workshops

Table 49: The table below summarised the trainings and workshops organised by AMU during the financial year.

Activity	Date	Funded	Targeted Group	Remarks
Education in Emergencies & Disaster Preparedness Training Northern Division	14/02/23	UNICEF	Technical & Vocational Teachers, Counsellors, Child Protection Officers, HOS and ECE Teachers	45 teachers attended
Education in Emergencies & Disaster Preparedness Training Western Division	17/02/23	UNICEF	Technical & Vocational Teachers, Counsellors, Child Protection Officers, HOS and ECE Teachers	45 teachers attended
Training on Assembling and Dismantling of 1 x 72sqm High Performance UNICEF Pacific Tent	11/04/23	UNICEF & FACILITY	Dreketi Primary School teachers and school staff	9 participants
Weather Ready Nation Stakeholders Workshop	21-25/08/23	USAID/ BHA	Clusters members	15 attended

RKS Fire Assistance

Sukuna House Students affected by the fire were provided with school bags and stationaries.

LIBRARY SERVICES OF FIJI

Library Services of Fiji (LSF) establishment by the British Council in 1964 was to do research into the problems and methods of bringing about the overall development of libraries in Fiji. The Department supports the vision and mission of the Ministry of Education. Herewith the Department contributes its support in ensuring provision of library services that are vibrant, relevant and responsive to the changing information needs of all citizens of Fiji.

LSF plays a vital role in the education system by providing strategic direction to school, public, community, municipal, and special libraries. It embarks to ensure libraries in schools, public, and communities to enable students, teachers, researchers, and citizens:

- To have access to relevant and adequate information to serve the information needs of the school community;
- To develop and sustain in students the habit of reading and learning, and the use and importance of libraries;
- To improve the literacy level of students and help them to be lifelong learners; and
- To embrace the concept that intellectual freedom and access to information is vital to become effective and responsible citizens.



Technical Service Unit

This Unit is responsible for the collection development and management activities for school libraries, public libraries and community libraries.

Collection development comprises of selection, ordering, receiving, and accessioning of new resources. The new book titles in consultation with curriculum advisory service (CAS) department are selected from the local vendors to update library resources as supplement to the curriculum in schools. Table illustrated the purchase of reading resources during the fiscal year.

Newly acquired reading resources were checked against the invoice to ascertain the quantity of books supplied by the local vendors. Table showed the number of newly acquired reading resources accessioned throughout the year.

Table 50: Acquisition of Reading Resources

Vendor	No. of Book Titles	No. of Copies	Amount (FJD)
Bookmasters	23	255	23,711.00

Table 51: Reading Resources Accessioned

Vendor	No. of Book Titles	No. of Copies
Bookmasters	158	1301
Bulk Direct	52	386
Pacific Studies	4	40
Bookmasters	280	2219

Collection Management

Collection management includes the activities such as cataloguing, classification, end processing and dispatching of processed reading resources, and binding/maintenance of reading resources. End Processing comprised of pasting of date due slip, book card pocket, and spine labeling, and inserting book card. Apart from these, the unit also processed and dispatched 'Lets Read Project Reading Resources, Read To Lead Project Reading Resources', and the 'AUSFIJI Facility School Library Project Reading Resources'.

School Library Service Unit

The unit is responsible in providing assistance in terms of furniture (Shelves, Tables, Chairs, Stools, Book Carts, Rugs), and books that supplements the curriculum in schools to meet the information needs of the community (students and teachers). In addition, the unit also provides advisory services, proper library organizations, information literacy skills training, school/teacher librarian workshop training. There is a need to set up a school library with the provision of relevant reading resources and library activities that will assist students in building early literacy skills as well as in setting a foundation for a successful life journey. In this regard, LSF is proud to help schools in setting up school libraries for children to grow; help school librarians to engage students through library programs.

School Library Set Up

Library set up normally transforms the school environment and lure students to visit their library. In this fiscal year, LSF has set up the following schools library and distributed the books, bookshelves, book carts, furniture, and other accessories as stated in the table below.

Table 52: School Libraries Set Up (Category wise)

Category	Requests Assisted
ECE	10
Primary	16
Secondary	2
Total	28

Table 53: School Libraries Set Up (Division wise)

Category	Requests Assisted
Central	17
Western	2
Northern	7
Eastern	2

Table 54: Summary of School Library Set-Up –Items Distributed

School	Books	Shelves (Big & Small)	Book carts	Tables	Chairs & stools	Charts	Rugs
Ratu Simone Matanitobua College, Namosi	634	10	2	4	16	7	2
Navuso District School, Nausori.	500	10	3	5	30	5	2
Vuci Methodist Primary School, Nausori	345		3	1	4		1
Ramakrishna Saraswati Primary School, Waidalice,	173	4	2	3	18		1
Ramakrishna Saraswati Primary School ECE,	36		1			1	1
Nakini Village School Naitasiri	272	4		3	18	4	2

Natoaika Primary School Naitasiri	180	3		3	18		1
Natoaika Primary School ECE	55		1				1
Turagabeci Primary School, Wainibuka	209	6		3	18		1
Turagabeci Primary School ECE	46	4	1	3	18		1
Nasauvere Primary School, Wainimala	427	4		3	18		1
Nasauvere Primary School ECE	46		1				
Annesley Methodist Infant School, Suva	247			3	18		2
Lawaki District School, Tailevu	223	6	4	3	18		1
Lawaki District School, ECE	24		2				
Lomary Catholic Primary School	219	4		3	18		1
Lomary Catholic Primary ECE	33		1				1
Wailevu Primary School	150			3	18		
Wailevu ECE	46		1				1
Lutukina Primary School	150	1	2	12			
Lutukina ECE			1			1	
Banaban Primary School	159	3		3	18		
Loreto Primary	128			3	18		2
Loreto ECE			1				1
Nadi District School, Bua	94			2	8		
Nadi District ECE	35		1				
Yasawa High School	1002			3	12	5	1
Gaunavou Primary School	1209	6		3	18	5	1

School Library Monitoring

The unit continued to monitor school libraries as part of its services to ensure that schools do provide resources and programs that are relevant to the literacy level and information needs of the students. It is through monitoring that the unit measured how schools were: (i) able to gauge the impact of library on the reading level of students; (ii) using the FEG library allocations; (iii) the usage of school library and (iv) the teachers attitudes towards the school library.

The information gathered in this exercise helped us to know and understand the reality of school libraries in respective schools. The unit was able to gauged Head of Schools and Principals value the importance of a school library. Monitoring team were able to obtain information on the usage of library FEG which will also help us in providing assistance in each schools.

Public Library Service Unit

The five public libraries located at Nasese, Western Regional Library Lautoka, Tavua, Rakiraki, and Savusavu, are regarded as community institutions where any person can obtain free access to the recorded history, learning, and knowledge of mankind. These provide access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community.

Through these public libraries, LSF offers its services and programs not only to general public but also to schools communities.

Library Collections

The Public Libraries consist of the following physical resources collections such as Pacific, Reference, Junior Reference, Fiction (Adult and Junior), Non-Fiction (Adult and Junior), Audio Visuals, Easy Readings, Magazines, Newspapers, and the like. Table highlighted the physical resources collections of five public libraries.

Customer Services

The public libraries offers the following services such as School/ Community/ Special Library Set up, Membership and Circulation, Reference Services, Online Public Access Catalogue, Service Bureau (Photocopy, Printing, Scanning, Laminating, Binding), Computer and Internet Services, and the like. Table illustrated the following customer services offered by the public libraries.

Table 55: Customer Services

Library	New Members		Users					
			Adult		Junior		Easy	
	F	M	F	M	F	M	F	M
WRL	62	52	926	1226	1003	408	235	253
Tavua	13	7	548	706	1703	1714	162	214
Rakiraki	13	15	605	606	1241	606	505	306
Nasese	34	26	550	546	987	513	225	223
Savusavu	13	21	5	6	5	3	3	12

Community Library or Community Information Centre

The establishment of Community Information Centre (CIC) Program started in 2012, in rural and remote areas to empower and improve the capabilities and skills of the community in terms of education, economy, culture, literacy and so on. This community library initiative aligned itself with the wayforward for Fiji as **“Making Fiji knowledgeable society”**. LSF assess the utilization of resources through Face to Face Interview, Telephonic Interview, and Survey forms. CIC also utilised by the parents to complete their Kids homework. The pass rate of students increased by the utilisation of CIC resources. This kinds of success stories motivated other parents to use the CIC resources well.

CIC Summary

CICs in Fiji	CIC Set-up after COVID
28	One (Naganivatu)

Table highlighted that the Naganivatu Village CIC was set up on the 9th of March, 2023 as requested by the village committee to uplift the literacy level. More importantly this would enable them to set high

standards for their external examination results as they would be working and assisting one another in the library.

Continuing Professional Development

The professional world is becoming increasingly competitive, so professional development and continuing learning is more important than ever in being successfully and achieving career goals. Technology and best practices are evolving and progressing in every industry, making it crucial for both new and experienced professionals to continue developing their skills and honing their knowledge.

Table 56: CIC Summary

CICs in Fiji	CIC Set-up after COVID
28	One (Naganivatu)

Training/Attachment

LSF staff, school librarians, and students have been encouraging to continue their professional development through the various professional development programs such as training, workshops, conferences, webinars, study, attachment and the like. Table showed the LSF staff, school librarians, and students' attachment as they attended various CPD programs.

Table 57: Various PD Program

Categories	No. participants	CPD Program Description
Students	2	Industrial attachment for the award of their degree
School Librarians	23	Basic Library Management Training
LSF Staff	11	25 training/workshops at National and International Level

Library and Information Studies

Library and information professionals are encouraged to enhance their knowledge by upgrading their qualification in the library and information studies area so that their professional advancement and further success could be possible. In this regard, Table highlighted that one LSF staff attended her Bachelor in Library and Information Systems program, while 2 staff continued their study as Diploma in Library and Information Studies.

Representation in Professional Associations/Organisations

The library professionals continue their professional development in many ways as by participating in National Association (Fiji Library Association) and International Association (International Federation of Library

Table 58: Study Program

Program's Name	No. of staff attended	Subject
Bachelor	1	Library and Information Systems
Diploma	2	Library and Information Studies

Association & Institutions) through individual membership or institutional membership. Table depicted the LSF staff representation at national and international library professionals associations as part of their continuing professional development.

Library Advocacy and Outreach Programs

National Library Week and International Literacy Day Celebration

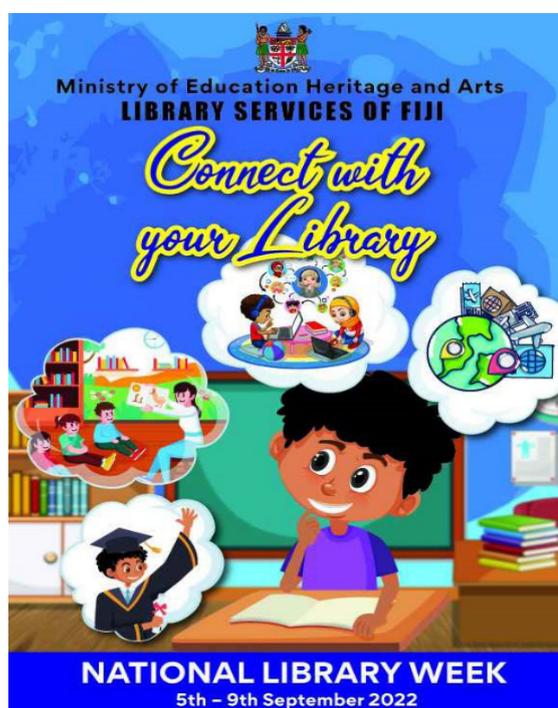
The National Library Week (NLW), a yearly event, was celebrated by The Library Services of Fiji in schools and public libraries in Fiji from the 5th to the 9th of September, 2022. It coincided with International Literacy Day (ILD), which falls on the 8th of the same week.

Table 59: Representation at Professional Associations

Level	No. of staff attended	Association
National	4	Fiji Library Association (FLA)
International	1	International Federation and Library Association & Institutions (IFLA)

The theme for National Library Week is **“Connect with Your Library,”** and the theme for International Literacy Day is **“Transforming Literacy Learning Spaces”.** These two important events provided an opportunity to reconsider our school, public, municipal, and special libraries as our learning spaces that enable community members to get connected with the physical and digital world of knowledge.

The main aim of this celebration was to promote reading and acknowledge the significant roles played by libraries and library professionals in transforming communities and enhancing literacy.



Schools Programs/Activities

All Heads of Schools were asked to commemorate National Library Week and International Literacy Day 2022 and to plan classroom-based activities such as poster displays, poetry or recitals, book character parades, book mark competitions, quizzes, creative writing, book swaps, and the like to promote literacy. Schools were encouraged to share their literacy success stories and photographs. Apart from these, the primary and secondary schools were also encouraged to participate in digital competition through creating and uploading a 90-second video on the theme to win fabulous prizes.

The following primary and secondary schools from each division won the fabulous prizes.

During the celebration, the LSF staff has been the chief guest at the following schools: Ra mpur Primary School, Navua; Gospel Primary School, Samabula; Kalabu Fijian Primary School, Nasinu; Navuso District School, Nausori; Nasautoka District School, Wainibuka; Waiqanake District School, Naboro; and Ro Delainamako Primary School, Naboro.

Public Libraries Programs/Activities

The four nearby Early Childhood Centers such as RFMF ECCE, Muanivatu ECCE, Lotoloto ECCE, and Bright Little Ones were invited to participate in the commemoration activities as Storytelling, Literacy games and activities, Educational movies and phonics, and Face painting.

Library research: The Year 7 and 8 students of Kingdom Ambassador International School (KAIF) turned up unexpectedly to be part of the programs. They were taken inside the library and taught how to use library resources for their research and school projects. They were given white Vanguard sheets to work on in groups to write and discuss what they had learned.

World Book and Copyright Day Commemoration

The **World Book and Copyright Day** is commemorated annually on the 23rd of April. Every year, the Ministry of Education through the Library Services of Fiji hosts this significant event to mark this day in all the schools, public, and special libraries in Fiji. **The World Book and Copyright Day** theme was **“Indigenous Languages”**

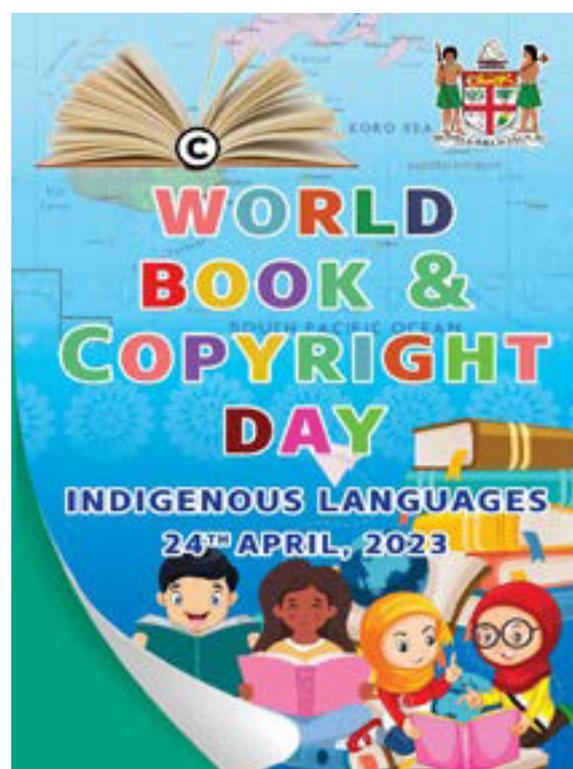
to advocate linguistic diversity and multilingualism. Libraries may be sites for engaging communities, listening, and working together to preserve and give access to Indigenous knowledge, language, and culture in a culturally appropriate and community-determined manner. The main aim of this celebration is to provide an opportunity for all not only to consider libraries as their favourite learning place and books as their best friends, but also to get connected with the world of knowledge and the minds of great authors.

This significant event was celebrated at schools and public libraries on April 24, 2023, to pay honor to authors and books. During this commemoration, the AUSFIJI Facility School Library Project funded by the AUSFIJI Facility Program was launched at the Loreto Primary School, Levuka, Ovalau, Fiji to equip the 98 remote and maritime primary schools with reading resources, furniture, and basic library management training.

It is anticipated that the user communities might pick a book to read and develop reading habits that will improve literacy or life chances for children now and for generations to come.

Table 60: Digital Video Competition Winner

Division	School Name	School Type
Northern	Vunika Primary School	Primary
	Guru Nanak Primary School	Primary
	Valebasoga Public School	Primary
	Tabia Sanatan College	Secondary
	Bulileka Sanatan College	Secondary
Central	Holy Trinity Anglican School	Primary
	Suva Primary School	Primary
	Jai Narayan College	Secondary
	John Wesley College	Secondary
	Rampur College	Secondary
Western	Davota Primary School	Primary
	Vaturu District School	Primary
	Rarawai FSC Primary School	Primary
	Nilsen College	Secondary
	Tavua College	Secondary
	A D Patel College	Secondary
Eastern	Bureta District School	Primary



Modernization of Libraries

Library Integrated Information System in Public Libraries

The Public Libraries Integrated Information System Project started in 2014 by introducing the Softlink Liberty Library Management Software. By using this software, LSF manages acquisitions, serials, cataloguing, circulation, Inter-Library Loans, Asset tracking and maintenance, reports, and the like. It is utilized to make the public libraries operation and services impactful.

Free Internet for the Public Libraries Registered Users

A vital role of the public libraries is to bridge the gap by providing public access to the internet. This new journey has been exciting opportunity to bring everyone into a global conversation and to bridge what is often called “the digital divide.” Therefore, free internet services for public libraries registered users was started in 2022.

Table 61: Free Internet Service

Public Libraries	Internet for Users
Nasese	Broadband Internet 200GB & WiFi
WRL Lautoka	Broadband Internet 200GB & WiFi IPVPN Link (2mbps) for govnet
Tavua	Broadband Internet 200GB & WiFi
Rakiraki	Broadband Internet 200GB & WiFi
Savusavu	Broadband Internet 200GB & WiFi

Service Bureau Equipment

The service bureau includes such as Photocopy, Printing, Scanning, Laminating, and Spiral Binding. To restart the service bureau, LSF purchased the binding and laminating machines for the five public libraries as the machines were not working.

Computers in Public Libraries

Access to digital resources, online catalogues, and databases is essential for modern libraries, and computers play a key part in this. They facilitate the efficient and speedy retrieval of requested materials for patrons. Library patrons can also peruse digital archives, online journals, and e-books via their computers. Furthermore, library computers facilitate educational programmes, aid with job searches, and teach digital literacy. In general, computers improve library use by increasing patrons’ access to materials and information. Considering the above advantages, LSF through IT department has given the computers to the public libraries as stated in the Table.

Computers/Laptops

Public Libraries	Staff	Users
Nasese	10	2
WRL Lautoka	1	4
Tavua	1	-
Rakiraki	1	-
Savusavu	1	-

Collaborative Projects - MOU with American Embassy

The MOU has been reviewed and amended and forwarded to the Permanent Secretary for Education for her comments. After her comments, it went on hold.

Upon discussion with Acting Permanent Secretary, the MOU was started again. It was amended and sent along with draft cabinet paper to SG’s Office, Ministry of Foreign Affairs and Ministry of Finance to get their comments.

Read To Lead Project

Read To Lead project initiated in 2015 by Vision Fiji and funded by Fiji Water in collaboration with Ministry of Education (MOE) with an aim to provide at least 250 reading resources (Books, CDs, Flip Charts, and Activity Boxes) to the Primary Schools in Fiji. The main aim of this project was to help every child to know how to read, write and communicate proficiently in the English language by the end of year 5. The reading resources are based on different topics suitable for their different age groups. The received resources at the LSF need to be processed before distributing to respective schools. The processing includes: Stamping – for ownership purpose so as to easily identify these resources once it is distributed to students. Accessioning – assigning of number on an individual title. Date due slip – to gauge how often each title is issued out to students; and Books List – printed list of books distributed to respective school and maintained in school and LSF school files. In this fiscal year, LSF processed and distributed resources for the 21 schools left from phases 5 and 6. This project comprises of 8 Phases of resources distribution as highlighted in the Table.

Resources Distribution Summary

Phase	Year	No. of Schools	No. of Book Titles Per School	Total No. of Books Distributed
1	2015	110	250	27,500
2	2016	240	250	60,000
3	2017	132	250	33,000
4	2018	110	250	27,500
5	2019	116	250	29,000
6	2020	79	250	19,750
7	2021	115	250	28,750
8	2022	160	250	40,000

Lower Primary Schools

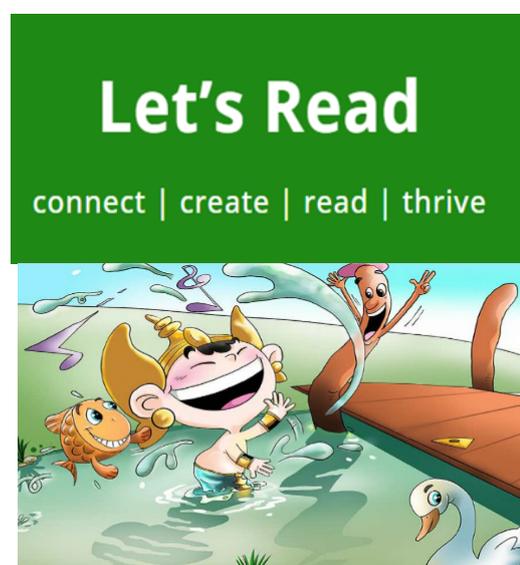
Let's Read Project

The Let's Read Project commenced by The Asia Foundation in collaboration with the Ministry of Education. The aim of this project was to strengthen Years 1 – 3 of the Primary Schools by providing 30 books for each schools. These books are based on the themes: Oceans and Climate Action and available in the 3 languages, English, Fiji Hindi, Vosa Vaka Viti.

"The Asia Foundation, Lets Read Digital Library Project is dismantling barriers to literacy by uniting local talent with technology in an unprecedented, locally driven digital library."

Click

[Lets Read Digital Library](#)



AUSFIJI Facility School Library Project

Under the Fiji Education Program's community engagement pathway, the AUSFIJI Facility School Library Project was initiated to establish the libraries or library corners in very remote and maritime primary schools. The objective was to assist students with reading resources to help them with their literacy and numeracy skills, and to support the roll out of the revised literacy and numeracy curriculum.

The uniqueness of this project is community engagement where mother's club looks after the library

operations such as loaning the resources, recording and stock taking under the guidance of Head of School (HOS).

Project Committee Formation

The Acting Permanent Secretary for Education nominated a committee representatives from the following departments: Library Services of Fiji (LSF), Exam and Assessment, Curriculum Advisory Services, Primary Section, and AUSFIJI Education Program.

Criteria for Schools Selection

The following criteria was applied to select the 98 primary schools as:

1. Focus on primary schools
2. Remote and maritime schools
3. Schools on lower quartile in Literacy and Numeracy Assessment (LANA)
4. Schools with low results in Fiji 8th Year exam

Current champion schools were eliminated because they were already benefitting from the pilot literacy and numeracy program. Schools included in the MOE library assistance in 2022 and those earmarked for 2023 were also eliminated.

Using the above mentioned criteria, the 98 primary schools were recommended because they have been included in the Curriculum Advisory Section of the MOE's support in 2023.

Selected Remote/ Maritime Primary Schools

Division	Numbers
Western	29
Eastern	16
Northern	29
Central	24
Total	98

Criteria for Library Resources Selection

The reading resources were selected as reference, fiction, nonfiction and other donated books. These donated books titles included as Oceans, Climate Change, Disaster, Gender Sensitivity, Disability and social inclusion and those suitable for the reading ages in the primary schools. These books titles were recommended and finalized by the Curriculum Advisory Services and Gender Inclusion team.

On the analysis of schools, the committee also recommended 383 books titles, 4 book shelves, 2 tables, and 10 chairs for some selected schools only.

Selected Books Titles

Book Titles per School	Book shelves	Tables	Chairs
383	4	2	10

Funding

For this project, the budget allocation AUD300, 000 were approved. The project processes activities were completed in June 2023.

Launch of Project

The school library committee nominated Loreto primary School, a maritime school on the island of Ovalau in the Eastern Division as venue for launching of the project during the World Book and Copyright Day, 24th April 2023. The responsibility of running the school library were assigned to the mother's club by the school manager and the Head of School. This allowed the teachers to concentrate on their classroom work and not taken out for library supervision. Roster of Mothers on the library periods was ensured to carry out the library operations. Before implementing the roster, the LSF staff provided the Basic Library management Training to the mother's club.

The Mother's club president also planned for mothers to provide evening supervisory duties for high school students from the community at the library. This is to assist students in the provision of a quiet and conducive space for study and completing homework. While primary students use the facility in the day, their elder siblings use them on allocated nights. The plans were taken to the village community meeting for approval.

Books Over the Sea Project

Books over the Sea was established by a couple Andrew and Miriam Verus in 2015 who lived in Kadavu Island from 1995 to 2002. Donating books and computers is one way of them giving back to the school communities around Fiji and especially in Kadavu. The donors assisted with the building of 3 schools in Kadavu Island, namely Vacalea Primary School (2015), Kadavu Provincial Secondary (2017) and Ratu Varani Memorial School (2019) as well as were also responsible for furnishing the above named schools with books, shelves, photocopiers and now computers.

Donated Items

Items	Quantity
Used Apple desk top computers	16
Used laptops	55
Box of fiction and non-fiction books	140
Box of second hand sporting clothes	15 - 20
Box of second hand running shoes	2
Box of preschool toys/educational materials	3

LSF acted as a partner, paid half of the shipping charges for receiving the stated items in the table above.



CHAPTER 5: CURRICULUM ADVISORY SERVICES



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, 8, 12 & 13
- 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

Year 12 Life Mathematics

Fiji's Mathematics Curriculum for Years 11-13 is now accommodating two types of Mathematics, that is:

1. Life Mathematics
2. Pure Mathematics.

Life Mathematics curriculum was developed as a new way forward to accommodate students who did not need Mathematics as a priority area given that most students found Mathematics a challenging subject to take up.

Pure Mathematics is recommended for students planning to undertake further studies in Mathematics or in related disciplines where mathematics has a vital role or for those who have a strong interest or aptitude in mathematics. It is a basis for direct career pathways in Physics, Chemistry, Accounting, Economics, Finance, Technology and Engineering (mechanical, civil, software, electrical, electronics), Computer, Information System, Statistics, Medicine (Doctor, Dentist, Pharmacist, Radiologist, Pathologist, Physiotherapist), Pilot, ECE/Primary School Teacher, Meteorology and the like.

Life Mathematics, on the other hand, is essentially for those students who do not require specialist knowledge of abstract mathematics in their career. Some career examples are that of Tourism and Hospitality management studies, English and Vernacular Language studies, Social Sciences, Biology, Journalism, Sociology, Psychology, Business Administration, Agriculture studies, Food Sciences, Maritime courses, Human Resource management, Land management studies, Law studies, Nursing, Dietician and jobs such as that of tailors, carpenters, panel beaters, mechanics, plumbers, welders, spray painters, chefs, joiners, beauty therapists, hairdressers, surveyors, police, army and the like.

Year 12 Life Mathematics Curriculum Implementation

Year 12 Life Mathematics Curriculum was rolled out this year after successful piloting of this curriculum last year. A workshop on the strategies to successfully implement Life Mathematics curriculum had been

carried out.

Table 62: Total Numbers in Year 12 taking Life and Pure Mathematics

	Total	
Life Mathematics	7162	(49%)
Pure Mathematics	7470	(51%)
Total	14632	

2022 Fiji Year 12 Certificate Exam Life Mathematics Pass Rate = 52%

Survey of Year 12 Life Mathematics

A survey was carried out in the following schools:

Ratu Sukuna Memorial , Naitasiri Secondary, DAV College , Jai Narayan College, Suva Sangam College, Rishikul Sanatan, Shri Vivekananda College, Sabeto College, Nadi Sangam Ratu Navula , Pundit Vishnu Deo, Maharishi College, Labasa Sangam, Bulileka College, All Saints Secondary, Labasa Muslim, Naleba College, Batinikama College, Levuka Public, Saint Johns and Delana Methodist

(a) Summary of Survey of Y12 Life Mathematics Syllabus

According to the teachers and students, the contents are linked to situations and contexts that are relevant to everyday life. Teachers have found that the syllabus can be presented at the pace students can learn. There is ample time for whole-class instruction as well as group or individual activities with opportunities for open-ended problem solving and hands-on explorations.

(b) Summary of Student Surveys

Life Mathematics is viewed as an important subject which develops fundamental mathematics skills for everyday living by 90% of the students and they have even felt happier as they have found Life Mathematics classes and its contents exciting than other classes.

70% of the students stated that by taking Life Mathematics, their confidence, seeing the importance of mathematics as well as their interest and engagement in Mathematics has been increased.

Teachers have indicated that teaching mathematics in real life contexts has enhanced majority of the students' enjoyment of Life Mathematics lessons as they generally feel at ease and are comfortable in solving problems which are essential for everyday living.

Years 4 – 6 Moral Values and Civic Education Curriculum (MCE)

The implementation of a Moral Values and Civic Education Curriculum is crucial in addressing the decay in moral values and compassion in our society. It is evident that over the years, the media has highlighted an increase in social ills in our communities, such as crimes and graffiti. Additionally, incidents of bullying in schools, including brawls after organised sporting competitions in urban areas, have become alarmingly common.

One of the contributing factors to this disintegration of moral values is the crumbling or breaking apart of family units. Many children are being raised by single parents or grandparents and relatives. The lack of a stable family structure can have detrimental effects on a child's upbringing and their understanding of moral values and ethics.

Moreover, the technology era has presented young people with unique challenges and problems that previous generations did not face. The social media and the constant exposure to online influences can lead to the erosion of moral values and a disregard for compassion and empathy.

Introducing the Moral Values and Civic Education Curriculum at an early age is essential as it focuses on the development of a child's character and helps them become responsible citizens. Teaching moral values such as love, respect, good manners, and discipline lays a strong foundation for a child's moral compass. When children are taught to respect others, show gratitude, help those in need, and be honest, they are more likely to become empathetic and compassionate adults.

The implementation of Moral Values and Civic Education Curriculum, will ensure that future generations are equipped with the necessary values and skills to navigate the complex challenges of today's world. It is only through a strong moral and civic education that we can hope to counter the decay in moral values and foster a society that is compassionate, empathetic, and responsible.

The MCE Curriculum and the Teacher's Guide were developed by the Curriculum Specialists of the Curriculum Development & Advisory Unit. In 2023, the Years 4 – 6 MCE Curriculum was implemented.

Support to Teachers

The Moodle Platform and Online Google Survey are valuable tools implemented to assist teachers in effectively teaching the Moral Values Curriculum to students in Years 4 - 6. In addition to these technological resources, teachers also receive support through direct communication channels such as phone calls and emails. This comprehensive approach ensures that teachers have multiple avenues for assistance in delivering quality education on moral values to their students.

Moodle Platform

- 5937 Teachers are active members of MCE Moodle Platform.
- Teacher's Guide for Years 4 - 6 is only available in electronic copies. These resources are accessible to teachers through MOE Moodle and Textbook Drive <https://drive.google.com/drive/folders/18JsjFIUs3SgUzp51On2ywkGt7nwalmry> ensuring that they can be easily downloaded and utilised.
- Schools are being informed through Circular 02/2022 and Circular 08/2023 to make use of the available electronic copies of the guides, which can be accessed through the online platform.

Online Google Survey

- 452 teachers responded to the Years 4 - 6 MCE Google Survey, those who did not receive the Circulars, Syllabi, and Teacher's Guide were provided assistance.
- Teachers were also informed on how to navigate the MCE resources available in the MOE Moodle platform. This proactive approach ensures that all teachers have access to the necessary materials and know how to utilise the available resources effectively.

Internal Assessments (IA)

Y12 Vosa Vakaviti Projects

The District Moderation of Year 12 Vosa VakaViti Projects was carried out in Week 10 of Term 2 as per the MEHA Circular 15/2022. A total of 158 Year 12 Vosa VakaViti schools project were moderated this year compared to 154 in 2019. Altogether, 133 teachers as panel members attended the eight workshop centers and assisted in the moderation process. All Vosa VakaViti Projects from the Eastern Division, Yasawa High, Yasawa North, Beqa Yanuca Secondary School and Duavata Secondary School in the north have been received and moderated in the Central Division.

The filled Project Feedback report were distributed at the end of the moderation process to those panel moderators who have attended the workshop and others have been sent through mail. All moderated project marks have been entered in FEMIS. The Year 12 Vosa VakaViti Research Projects will contribute 20% towards the Fiji Year 12 Certificate Examination marks.

The Year 12 Vosa VakaViti Research Project themes for 2022 – 2026 are as follows, which is subject to change every four years:

Vosa VakaViti Research Project Themes

Year 12

Na Vanua (Traditional beliefs, Significance of names, Traditional Handicraft making, Traditional Medicines, Meke, Games and Ceremonies)

Na Draki Veisau (Climate Change)

Na Kilakā Vakailavo (Financial Literacy)

The 2022 moderation for the Year 12 Vosa VakaViti Research Projects took place in Week 2 to Week 4 of Term 3, of the following dates and venues with the relevant Year 12 teachers.

Districts	Moderation Venues	Dates
Ba/Tavua/Ra	Tavua College	19/09/22
Lautoka/Nadi	Jasper William High School	20/09/22
Sigatoka	Sigatoka Methodist High School	22/09/22
Suva 1	Waisomo House, Conference Room	27/09/22
Suva 2	Waisomo House, Conference Room	28/09/22
Nausori/Tailevu	Sila Central College	29/09/22
Macuata/Bua	Labasa Education Office	03/10/22
Savusavu	Savusavu Secondary School	05/10/22
Taveuni	Bucalevu Secondary School	06/10/22

Vosa

Y12 Hindi Project

Moderation

The district moderation of Year 12 Hindi Project was carried out in three divisions -Central, Western and Northern.

Altogether, 29 teachers as panel members attended the workshop at 3 centers and assisted in the moderation process. The filled Project Feedback report were distributed at the end of the moderation process to the panel moderators at the workshop venue.

All moderated project marks to the respected schools were filled on the FEMIS. The Year 12 level Hindi Research Projects will contribute 20% towards the Fiji Year 12 Certificate Examination marks.

Venues

- Nausori/Suva - CAS Conference Room
- Bua/Macuata – Labasa Education Office Conference Room
- Western Division -Jasper William High School – Library

Verification Process – is the same as the Y12 Vosa Vakaviti Project processes.

Y12 Urdu Project Moderation

Students at Year 12 level compiled Urdu Research Projects which contributes 20% towards their Fiji Year 12 Certificate Examination marks. Students discussed projects in groups while projects were done individually. A circular regarding the moderation of research projects was sent to all schools upon approval from the office of the Permanent Secretary for Education.

The Urdu Research Project themes focused on the following aspects:

- Environmental Issues
- Modern Technology / Social Media
- Sports
- Issues related to Teenagers
- Traditional Beliefs
- Traditional Artifacts



The moderation of projects facilitated the consistency of procedures of marking students' work so that quality output was derived as per appropriate standards since the compilation of Urdu research projects were carried out under various processes and guidelines which were supervised, monitored and evaluated by Urdu teachers at the Year 12 level.

Research Project compilation and its moderation are relevant to the Urdu Curriculum as conducting a research project at Year 12 level allowed for the progressive development and acquisition of the seven (7) Major Learning Outcomes of learning destinations which the Fiji National Curriculum Framework stipulates for all students to achieve by the end of their secondary schooling.

In the process of completing the research, students were actively involved in conducting investigations by identifying issues, identifying relevant sources of information (primary and secondary sources), collecting relevant data, organising and analysing data, recognising and analysing limitations, making inferences, conclusions and recommendations based on their topic of research. Thus, students will gain skills in using information relevant to their topic of research by critically selecting, evaluating and presenting appropriate and specific information for reliability, validity and point of view to suit audience and purpose.

There is also evidence of communicating effectively when students write questionnaires and interview questions verbally and in writing in order to arrange and conduct interview sessions, distribute questionnaires, analyse and interpret relevant information gathered to achieve the aims and objectives of the research.

It also enables learning when students work individually and collaboratively and become responsible for

their actions in meeting project deadlines, take risks in the entire process of compiling the research and identify solutions to issues in their various topics.

Most importantly, students developed research and report writing skills which they will make consistent use of in their tertiary studies and beyond such as in their career paths. This culminates to the fact that project compilation skills are relevant to the Urdu Curriculum and learning and is sequenced in its destination for the acquisition of useful skills for the future. For these valuable reasons, its quality checks were carried out in the best possible manner. This process would reinforce the reliability and validity of the entire process at a National Level, at one venue.

As an essential requirement 20% (moderated marks) are added to the Fiji Year 12 Certificate Examination as stated in the Policy of External Exam.

Therefore, during the moderation workshop, selected projects and mark sheets went under procedural scrutiny adhering to the standard operating procedures of project moderation by a panel of 5 members whereby the invited participants were Urdu teachers selected from two nearby Secondary schools from the central division due to ease of travelling and time factors as the process was to be completed in one day.

Further to this, a new digital data entry process has been activated from this year where the Year 12 Urdu Teachers were required to enter their student's project marks and the moderation panel leader was required to enter the moderated I.A marks on the MOE FEMIS platform.

The MOE IT Team and the Examinations & Assessment Unit, provided the necessary training for this new data entry process to all teachers and Curriculum Specialists. In this way the data entry was completed successfully. The project moderation workshop also enabled the Project Coordinators, Language HODs and CAS Urdu Officer's connectivity and interaction and the feedback provided by the facilitator are sent back to the schools by postage services.

Furthermore, the Curriculum Development & Advisory Unit, through the Senior Curriculum Specialist-Urdu, communicated all essentials of IA projects and requirement details to the Urdu teachers at large. The officer was in direct contact with Head of Schools and Language HODs in terms of facilitating correct, current and complete information from the onset, so that quality targeted outcomes for project work are successfully achieved. The teachers sent in their Urdu Research Projects via postage on the agreed date as 26th of September, 2022 at the latest.

As past practice, the 2022 National Urdu Moderation procedure was planned for one whole day only. Finalization and verification of all the marks took place on the same day with the moderation team where all panel members allocated their individual marks for each project and then the panel leader (SCS Urdu) guided the team to come to a consensus on the average score.

Table 63: List of Secondary Schools Offering Urdu

Name	Education District	Schools that did not do projects this year	Comments
Labasa Muslim College	Macuata-Bua		
Valebasoga Secondary School			
Tabia Sanatan College	Macuata-Bua	×	No students at year 12 level this year.
Suva Muslim College	Suva	×	No students at year 12 level this year.

Vashist Muni College	Suva	×	No students at year 12 level this year.
Lautoka Muslim College	Lautoka-Yasawa		
Kamil Muslim College	Ba-Tavua		
Seaqaqa Central College	Macuata-Bua		
Vunimoli Islamia Secondary School	Macuata-Bua		
Nadi Muslim College	Lautoka-Yasawa		
Nasinu Muslim College	Nausori		
Sigatoka Andhra Sangam College	Sigatoka	×	Urdu teacher had retired and replacement was not sent on time.

Library	Collections
Western Regional Library	7252
Tavua Public Library	3612
Rakiraki Public Library	3750
Nasese Public Library	7362
Savusavu Public Library	9808

Y12 and Y13 English Project Moderation

The District Moderation of Years 12 and 13 English Projects was carried out from Week 10 of Term 2 to Week 2 of Term 3 as per the MEHA Circular 17/2022. A total of 155 face to face Year 12 and 13 and 13 out of 14 Eastern schools' projects have been received and are being moderated. The 14th

school is being awaited for. Altogether, 155 teachers as panel members attended the seven workshop centers and assisted in the moderation process. The filled Project Feedback reports were distributed at the end of the moderation process to those panel moderators who have attended the workshop. Moderated project marks are still being entered on FEMIS due to the largest number of about 8000 Year 13 and 13000 Year 12 mark entries. These projects will contribute 20% towards the external examination. Most importantly, profuse appreciation is extended to the PEO CAS/TEST and the Team for all the assistance throughout the process.

Workshop Objectives

- The prime purpose of this workshop was for teachers to verify and report on the English research projects.
- Also for teachers to understand the verification process thoroughly and be aware of how the Marking Criteria is followed (MEHA Circular 17/2022), The Fundamentals Textbook and the project booklet information
- To also empower teachers in assisting students to write good projects.
- To develop the capacity of teachers in terms of up skilling and increased knowledge in administering projects in their schools.
- To enable participants in verifying the projects for quality assurance so that beyond school, students can acquire the minimum requirement of research compilation.

Education District	Dates	# of Participants
Ba/Tavua/Ra	18/10/22 to 19/10/22	42
Lautoka/Nadi	20/10/22 to 21/10/22	44
Sigatoka	27/10/22 to 28/10/22	22
Suva 1	20/09/22 to 21/09/22	38
Suva 2	22/09/22 to 23/09/22	36

Nausori/Tailevu	19/09/22, 05/10/22, 06/10/22 and 26/10/22.	54
Cakaudrove:	30/09/22 and 03/10/22	26
Bua/Macuata	26/09/22 to 29/09/22	44

Climate Change

Climate Change has become a normative concept in the lives of ordinary Fijians including our young. It is not necessarily a matter of concepts used to enhance the comprehensive nature of climate change but most congruous, the experiences of the adversities that stem from climate change. Our young have seen and experienced their homes decimated by coastal inundation, schools blown away by tropical cyclones, towns flooded by raging waters from the increasing continuous rainfall, salt water intrusion in water ways and many more devastations that have wounded their dignity. They have suffered huge learning losses and have had to adapt to the effects of climate change. Despite this, students and the education system has surged on in its endeavor to overcome obstacles that stand in the way of learning. Adaptation and resilience, is the key concept to mitigate the change experiences brought about by Climate Change.

This is why Climate Change Education is instrumental. Although Climate change is not a standalone subject, it is saliently embedded in several subjects across the curriculum.

Work on Climate Change Education was initiated from the endorsement by the Pacific Forum Island leaders in 2005 on the Pacific Islands Framework for Action on Climate Change 2006 - 2015 (PIFACC). During this period, the Pacific developed the Regional Framework for Action on Disaster Risk Reduction and Disaster Management (2005 – 2015) (RFA) as a guide of relevant actions and coordination activities strengthening the capacities of the Pacific Island Countries and their peoples to be resilient to the risks and impacts of climate change.

Education therefore became a critical and important factor in ensuring that awareness of the PIFACC and the RFA is created effectively and sustainably, and capacity building of countries was implemented to strengthen resilience to the risks and impacts of climate change and disasters.

In Fiji, the Fiji National Climate Change Policy (FNCCP) was developed and endorsed by Cabinet in 2012. The FNCCP seeks to direct national actions and priorities on climate change issues. It was developed as a result of extensive consultation across all sectors (private and government), including the education sector. The National Curriculum Framework incorporates climate change as a curriculum perspective and the Ministry of Education endeavors to bring knowledge on climate change to school children in a language that they can understand and empowers them to act.

There is a need to strengthen existing outputs on CCE and to further enhance and promote the delivery and transfer of climate change knowledge to students in Fiji. Education leaders envision that this will adequately increase students' capacities to deal appropriately with climate change impacts and eventually reduce greenhouse gas emissions. To ensure the effective mainstreaming of climate change education outcomes into Fijian classrooms, the Curriculum Advisory Services (CAS) with support from SPC/GIZ CCCPIR and UNESCO, continues to work collaboratively to ensure that climate change knowledge is transferred effectively to teachers and students in the classroom. To support this process of effectively teaching climate change inside the classroom and effective delivery of climate change knowledge to students, a concept note approved by the Ministry of Education gave an overview of the expected deliverables for teacher training. This involves: ensuring that relevant teaching and training materials on climate change education are available to teachers and students and used effectively, piloting training of teachers in all districts, working with local education district offices and the Ministry of Education's Professional Development Unit in district level teacher trainings and developing a resource guide manual to guide facilitators in using these localised resources on climate change education.

Selected Curriculum Specialist officers, for Biology, Chemistry, Basic Science, Geography, History, Commercial Studies and Vosa VakaViti, Hindi and Rotuman were trained on how to train the teachers on the components of CCEd in their curriculum. A science and social science teacher were also trained on how to teach CCEd which was already incorporated in their curriculum. They were to go back and train all science and social science teachers because CCEd was clearly captured in the three subject areas. In 2019, planning was done with GIZ to start the monitoring in 2020. Unfortunately, COVID-19 halted the monitoring process.

In recent years and currently, \$5 000 has been allocated in the budget to assist with the monitoring.

A National Climate Change Competition was designed to promote climate change awareness in schools. The involvement of students in this competition will stimulate students demand, generate, interpret and apply information on current and future climate challenges. The competition has the objective to further support awareness of climate change issues with students in the area of reducing waste.



The theme of the competition is 'Promoting Rs for a Waste Free Fiji'. The competition will be at two levels; primary (Years 6 and 7) and secondary (Years 9 and 10). The Primary competition will be based on 'Recycle, Reuse and Reduce' while the Secondary competition will be based on 'Refuse, Recover, Rethink and Repurpose'.

Students were required to produce a 3 to 5 minute video clip that promotes the message of reducing waste and link their message to climate change. The video is to be original and relevant to the theme of the competition, and using the R's according their year levels. The videos were submitted to eLearning to be uploaded on the learning Hub. Winners from the 4 Divisions were awarded with cash, trophies, certificates, and 3 rubbish disposals of 240L.

Waste management programmes in schools like the Recycling on the Go initiative fosters good practices and behaviour in students to create and maintain a better environment for all of us to live in. Recycling is one of the key solutions in strengthening our fight against climate change.

Implementation of the Revised Y1-Y4 Literacy and Numeracy (English and Mathematics) Curriculum

Shared Vision: To improve Literacy and Numeracy for all students in Fiji.

MOE initially engaged the Fiji Program Support Facility in 2019 to develop a set of scope and sequence documents for Primary Years 1-8 Literacy and Numeracy that would support the improvement of teaching and learning in Fiji. The funding agency involved in all the processes was and currently is DFAT.

The purpose of the revised Literacy and Numeracy Curriculum for Primary Years 1-8 is to improve teaching and learning in Fiji by:

- vertically and horizontally articulating the curriculum
- scoping and sequencing the curriculum in incrementally rigorous steps, providing a progression for learning
- supporting teachers to understand and implement the core curriculum

Curriculum Review Processes

The curriculum review process include:

- Using data sets for Literacy and Numeracy taken from LANA 2016 – 2019. Literacy and Numeracy Assessment (LANA) data for Years 5 and 7 indicate a significant percentage of students achieving

- below proficiency levels in both literacy and numeracy.
- Review all current curriculum in ECE – Year 8.
- Read and research a wide range of literature and other international curriculums to develop an understanding of evidence-based approaches to teaching and learning.
- Scope and Sequence the current curriculum to identify gaps, inconsistencies
- Develop SCOPE AND SEQUENCE OVERVIEWS to articulate the curriculum vertically.
- Revise SYLLABI to reflect these changes.
- Develop YEAR LEVEL SCOPE AND SEQUENCE Documents to articulate the curriculum horizontally and provide elaborations on how each outcome should be taught.
- Revise TEACHER GUIDES to articulate pedagogies, procedures and high impact teaching strategies to improve teaching and learning.
- Consultations with stakeholders: Teacher Training Institutions (TTIs), Faith Based Organisations, School Committees (not faith based), Heads of Schools representatives, Teacher Unions (only FTA was represented), Trial schools' (and teachers and students' responses during the trial period on the draft curriculum.
- Trial of the revised documents in 90 selected schools for Years 1-4 as a staggered approach in Phase 1 (depended on the availability of funds from MOE and DFAT).
- Editing of the draft copies after feedback from trial schools.
- Printing of the final copies.
- Training of Trainers (ToT).
- Teacher Training for 9 districts on the revised documents, pedagogies and strategies.
- Roll-out for implementation of the curriculum after teacher and HOS trainings.
- Monitoring of the Years 1-4 implemented curriculum.
- Currently, the trial of the revised curriculum for Years 5 to 8 in Phase 2.

Curriculum Premise

This include:

- Contextualising to Fiji (including Vernacular language)
- Addressing current gaps and short falls
- Explicitly outlining the scope and sequence of outcomes taught from Years 1 – 8
- Articulating students' achievement expectations
- Promoting intellectual rigour and achievement for all students and addresses gender equality, disability and social inclusion
- Providing clarity for teaching and learning across year levels and years
- Precise, concise, functional and user-friendly
- Basing on international best practices and research
- Using consistent meta-language in and across Year Levels
- Articulating pedagogies and high impact strategies for effective teaching and learning.
- Considerations and consultations

To achieve this purpose, the following were studied:

- Fiji National Curriculum Framework
- Current syllabi
- Current Teacher Guides
- Current literature
- Fiji's context
- Available data sets
- Quantitative (LANA)
- Qualitative data (Reports/ feedback collected from AQEP initiatives for LN)
- International curriculums of excellence
- Benchmarking (United Kingdom, Scotland, New Zealand, Australia, Canada, Singapore, Finland, Papua New Guinea and Vanuatu)



The Revised Curriculum

Articulates terms when CLOs are introduced and consolidated. It also unpacks CLOs into elaborations or ideas to teach each CLO in a logical, sequential manner across the year

The revised curriculum also provides further, more detailed guidance for planning for students who are out-of-phase learners



The revised curriculum ensures the move from thematic based to concept based as it:

- Covers all curriculum areas because literacy and numeracy are evident in each Key Learning Areas (KLA)
- Assessment focus – Formative
- Addresses literacy and numeracy in a very explicit and clear manner - No need to unpack CLO's
- Incrementally rigorous
- Aims to provide clarity on what effective reading and writing look like
- Development of the Numeracy Progress Tracker (NPT) to collect data from diagnostic assessments to reflect the concept knowledge of individual student.
- Inclusion of PM Benchmark reading levels and revised Reading Progress Tracker (RPT) to reflect reading standards.

Ongoing LN Support provided to schools

Support provided to schools include:

- Weekly webinars to non-trial schools on Tuesdays and trial schools every Thursdays. This is done to support teachers and HOS to better understand the curriculum documents, pedagogies and teaching strategies
- All schools to log in using the link given out to the district office and to all schools to make use of the information and clarify doubts
- Curriculum documents such as syllabus are uploaded on the FEMIS and Moodle page.

Resources provided to schools:

- PM Benchmark kits for 736 primary schools and 145 PM Benchmark Kits were distributed to medium and large schools.
- Waddington license for 736 primary schools in Fiji (FEMIS under Resources)
- 90 trial schools were provided with LN Kits
- 646 schools were provided with the basic kits.
- 850 Dienes Block for all primary schools (2 sets for medium and large schools).
- 648 final Syllabus and LN Guides for Years 1 to 4 supplied to all primary schools and 250 draft copies for the trial phase in 90 schools.

Selection of 90 Trial Schools in PHASE 1 (Years 1-4)

Ninety schools have been selected from the 9 districts in Fiji. Schools have been selected based on having a selection based on:

- Geographical location
- Balance urban/rural/remote
- Special Inclusive Schools
- Culturally, linguistically and socially diverse
- Structural classroom set-ups of some composite classes, straight classes with single and multiple

streams (the selection has been done with the assistance of the district education officers)

Each school nominated a Literacy and Numeracy Champion teacher. One teacher from Years 1 to 4 was selected as a champion teacher in small schools, whereas two teachers were selected for large and medium schools. All Literacy and Numeracy Champions will receive focused training and support in the implementation of the revised curriculum.

In addition, online self-paced training modules, "Training 24/7" access were bought for all champion teachers for Years 1-4 in the trial school.

Each Literacy and Numeracy Champion will continue to receive ongoing support from the L and N Coach. Selected schools also received a Literacy and Numeracy kit.

Each education district has its own coaches, who have specialised knowledge and training skillsets to coach L and N Champions and provide school and district wide professional development.

The SEAs from the 9 Education district have already undergone face to face training in Suva regarding the revised curriculum rollout, as they will be assisting the HOS in the monitoring of the rollout at the ground level.

The Heads of School. Heads of School will be required to:

- Attend training on the revised curriculum.
- Nominate and support L and N Champions from their school and support them.
- Communicate and support the coaches.
- Mentor teachers to support the implementation.
- Provide scheduled time each fortnight for professional development sessions in staff meetings for all the staff to take part in.
- Monitor and provide feedback on the progress of Phase One and ensure timely upload of data into FEMIS- Reading Progress Tracker (RPT)– literacy, Numeracy Progress Tracker (NPT)-numeracy, and Monitoring Support Tool (MST).

Literacy and Numeracy Launch and Implementation

The official launch of the revised curriculum was on March 31, 2022, at one of the trial schools, Nehru Primary School, by the Australian High Commissioner to Fiji - H.E Mr. John Feakes and by the former Minister for Education.

In 2023, the implementation of the curriculum for Years 1-4 began in all primary schools.

Phase 1 Literacy and Numeracy Training Data 2022-2023

Table 64: Summary of Training of Trainers for CAS/ Facility Coaches/ Champion Teachers from Trial Schools

District/Division	Number of Training venues/ Clusters	Males	Females	Total
Central & Western	1	21	217	238
Northern	1	17	164	181
Total	2	85	727	812

Teachers Trained from Non-Trial schools

District/Division	Number of Training venues/ Clusters	Males	Females	Total
Central	10	21	217	238
Western	11	25	256	281
Northern	7	17	164	181
Eastern	4	22	90	112
Total	32	85	727	812

LN Training of Trainers (ToT) -Central 7-9 November 2022

Training of Trainers	Venue	Number of participants		Total
		Males	Females	
LN Champion Teachers	FTA Hall, Suva		23	23
CAS and Facility LN Team	FTA Hall, Suva	1	6	7
LN Coaches	FTA Hall, Suva	3	7	10
Total		4	36	40

Northern 16 – 18 November 2022

Training of Trainers	Venue	Number of participants		Total
		Males	Females	
LN Champion Teachers	Labasa Education Conference room	1	7	8
CAS and Facility LN Team	Labasa Education Conference room		1	1
LN Coaches	Labasa Education Conference room		4	4
Total		1	12	13

Cluster Trainings by Division – Central 14-16 November 2022

District Clusters	Venue	Number of participants		Total
		Males	Females	
Nausori Cluster 1	Naqali District School	6	31	37
Nausori Cluster 2	Naqali District School	-	-	-
Nausori Cluster 3	Saraswati Dilkusha Primary School	1	22	23
Nausori Cluster 4	Vunimono Sanatan Primary School	5	31	36
Nausori Cluster 5	Tailevu North College	1	35	36

Suva Cluster 1	Rishikul Primary School	1	17	18
Suva Cluster 2	Delainamasi Govt. Primary School	1	22	23
Suva Cluster 3	Suva Methodist Primary School	1	18	19
Suva Cluster 4	Suva Primary School	-	17	17
Suva Cluster 5	Vashist Muni Memorial School	5	24	29
Total		21	217	238

Western Division Training - 7 - 9 November 2022

District Clusters	Venue	Number of participants		Total
		Males	Females	
Sigatoka Cluster 1	Sigatoka Methodist Primary School	4	27	31
Sigatoka Cluster 2	Sigatoka District School	4	22	26
Nadi Cluster 1	Namaka Public School	1	28	29
Nadi Cluster 2	Nadi Muslim Primary School	0	28	28
Lautoka Cluster 1	Lautoka Muslim Primary School	3	25	28
Lautoka Cluster 2	Jasper Williams Primary School	0	33	33
Ba Cluster 1	St Teresa's School	1	21	22
Ba Cluster 2	Rarawai FSC	3	18	21
Tavua Cluster	Tavua Primary	4	18	22
Ra Cluster 1	Penang Sangam High School	2	19	21
Ra Cluster 2	Ra High School	3	17	20
Total		25	256	281

Northern 21 – 23 November 2022

District Clusters	Venue	Number of participants		Total
		Males	Females	
Bua Cluster	Nabouwalu Provincial	3	21	24
Labasa Cluster 1	Youth and Sport Conference	6	28	34
Labasa Cluster 2	Room Labasa Education Office	2	31	33
Labasa Cluster 3	Navoalevu Primary School	1	12	13
Savusavu Cluster1	Yaroi Village Hall	2	51	53
Savusavu Cluster2	Yaroi Village Hall			
Taveuni Cluster	Taveuni Central Primary	3	21	24
Total		17	164	181

Eastern 23 – 25 January 2023

District Clusters	Venue	Number of participants		Total
		Males	Females	
Eastern Cluster 1	Suva Primary School	5	26	31
Eastern Cluster 2	Holy Trinity Primary	5	18	23
Eastern Cluster 3	Holy Trinity Primary	8	18	26
Eastern Cluster 4	Holy Trinity Primary	4	28	32
Total		22	90	112

Monitoring of Implementation of the Revised Years 1-4 LN Curriculum (ongoing/ in progress) conducted by educating districts

District	Number of Schools
Nausori	4
Suva	9
Eastern	7
Nadi	6
Nadroga/Navosa	4
Total	30



TECHNICAL VOCATIONAL EDUCATIONAL TRAINING

The Technology Employment and Skills Training (TEST) Section is committed to the provision of quality technical education for all Fijian Children so that they are equipped with lifelong learning skills and prepared for skills based employment. This report provides information about the various activities, achievements and challenges of the TEST Section in the fiscal year 2023 -2024. It further explains the number of students taking TEST subjects in schools and the number of schools assisted with tools and equipment.

Our Vision

Unlocking Quality Technical Education for a skilled and prosperous Fiji.

Our Mission

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

Overview

The main purposes of the TEST Section are to:

- ensure that it provides employability skills training to meet the needs of the local and global market.
- promote skills development with emphasis on Entrepreneurship Education.
- empower students to become job creators rather than job seekers.
- improve the image of TVET in Fiji in terms of its significance in the world of work and in improving economic growth and sustainability.
- advocate for TVET as the master key to address youth unemployment and to empower young people to have decent and gainful employment.

The TEST Section in its new mission aims 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's vision and mission.

Current Status of TEST

As instructed by the Honorable Minister of Education and overwhelmingly supported during the Fiji National Education Summit, the TEST Section of MOE was re – established and strengthen with its proper staffing and new office. The Section increased the number of officers from 5 to:

- 13 TVET Officers
- 3 Careers Officers
- 4 E Learning Officers
- 3 Support Staff.

The Section is based at Level 1 Waisomo House.

Subjects Offered

The following Technical subjects are currently offered in secondary schools ever since the inception of outcome –based approach and the National Curriculum Framework

Department	Subject	Year	Assessment	Remarks
Home Economics	Home Economics	Y9	CBA	Home Economics has an amalgamated approach, whereby 3 areas in HE are embedded as one; clothing & textiles, Food and Nutrition and Home Management.
	Home Economics	Y10	CBA	
	Home Economics	Y11	CBA	
	Home Economics	Y12,Y13	CAT & Exams	
Industrial Arts	Basic Technology	Y9 & 10	CBA	Incorporated woodwork/metalwork/ Tech drawing
	Basic Graphics Technology	Y9 & 10	CBA	Incorporated Tech drawing/Graphics
	Applied Technology	Y11	CBA	Incorporated Metalwork and Engineering Tech
	Applied Technology	Y12,Y13	CAT & Exams	
	Technical Drawing	Y11	CBA	
	Technical Drawing	Y12,Y13	CAT & Exams	Phased out Introduction to Technology
Agricultural Education	Agricultural Science	Y9,Y10	CBA	
	Agricultural Science	Y11	CBA	
	Agricultural Science	Y12,Y13	CAT & Exams	
Office Technology	Office Technology	Y9,Y10	CBA	Introduced to align to Secretarial Studies
	Office Technology	Y11	CBA	
	Office Technology	Y12,Y13	CAT & Exams	
Computer Education	Computer Studies	Y11	CBA	
	Computer Studies	Y12,Y13	CAT & Exams	

Table 65: Summary of Number of Students Taking TEST Subjects in Schools

Subject	No. of Students									
	Year 9		Year 10		Year 11		Year 12		Year 13	
	M	F	M	F	M	F	M	F	M	F
Home Economics	446	6887	391	6681	99	1341	131	1549	54	975
Industrial Arts	7617	1393	7216	1215	6683	718	6366	742	3453	493
Agricultural Science	3300	4400	3200	4000	1200	1600	1350	1500	800	790
Office Technology	1918	2595	1925	2618	435	751	418	735	360	755
Computer Studies	-	-	-	-	2305	2315	2198	2295	1995	2033
Sub-Total	13281	15275	12732	14514	10722	6725	10463	6821	6662	5046
Total	28556		27246		17447		17284		11708	

There has also been a significant increase in both genders showing interest for TEST Subjects (which is evident towards achieving SDG 5 on Gender Equality). For instance:

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.

This is evident that our curriculum is flexible, responsive, inclusive and promotes the development of generic attributes, behaviors and skills in our students with emphasis on green technology and entrepreneurship.

Vocational Education

In 2015, the establishment of Technical College of Fiji reduced from 92 Vocational Centres to 35 centres. The students from these closed centres attended the 15 Technical Colleges of Fiji. All Technical Colleges centres are now closed (since 2021).

Currently, there are 32 vocational centres located at different geographical locations within the Fiji Islands, still offering important life-long skills learning through Vocational Education Training. All existing Vocational courses are offered within the school based programme, whereby, it is attached to the formal system (secondary education) and abides by the rules and regulations of the school.

Vocational Education and Training has been within our education system for more than 45 years, offering traditional courses like:

Subjects	2021		2022		2023	
	Students	Teacher	Students	Teacher	Students	Teacher
Carpentry & Joinery 16 centres	147	18	210	16	181	15
Welding & Fabrication 2 centres	67	3	92	3	78	3
Hospitality Studies 17 centres	406	18	273	18	438	19
Fashion & Design 3 centres	26	3	44	3	30	3
Vocational Agriculture 4 centres	196	5	166	5	221	4
Automotive Engineering 5 centres	185	8	178	8	209	8
Office Technology 1 centre	5	1	2	1	4	1
Total	1032	61	965	59	1161	55

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 66: 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)	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	10
Industrial Arts	Yr 11 AT & TD Textbooks & Workbooks – were reviewed and implemented in schools	Yr 12 AT & TD – Questionnaires analysed	-	Applied Technology – developed	10
Computer Education (CE)	Yr 12 reviewed resources were implemented in 2020	Yr 13 – questionnaires analysed & relevant resources complied	Yr 12 & 13 Reviewed	ICT Level 2 approved by FHEC	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	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	10
Enterprise Education	Training of Teachers on Entrepreneurship: 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
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Careers Education	Manual for Life skills Training/ Work readiness Packages for NEC – developed (draft) 2. 2021 Careers Handbook – implemented in schools	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
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Examinations and Assessment

Examiners Reports for 2022 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 2023, 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:

- 2022: External examinations Years 12 and 13.
- The total number of TEST examination papers prepared in during the financial year are given below.

Table 67: TEST Examination Papers Preparation

Department	Exam Paper	Year(S)	Total
			2023 (Yr. 12 & 13)
Industrial Arts	Basic Technology	9, 10	NA
	Basic Graphics Technology	9, 10	NA
	Technical Drawing	11,12, 13	2
	Applied Technology	11,12, 13	2
Home Economics	Home Economics	9 – 13	2
Agricultural Education	Agricultural Science	9 – 13	2
Office Technology	Office Technology	9 – 13	2
Computer Education	Computer Studies	11 – 13	2
Total			12

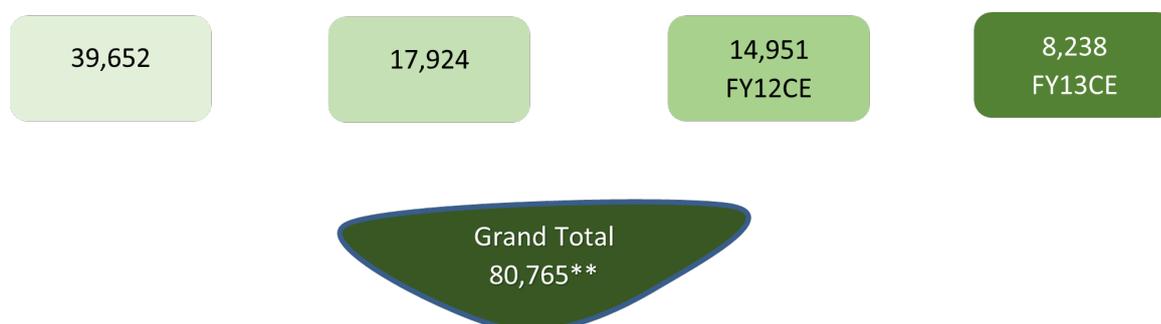
EXAMINATION AND ASSESSMENT UNIT

Introduction

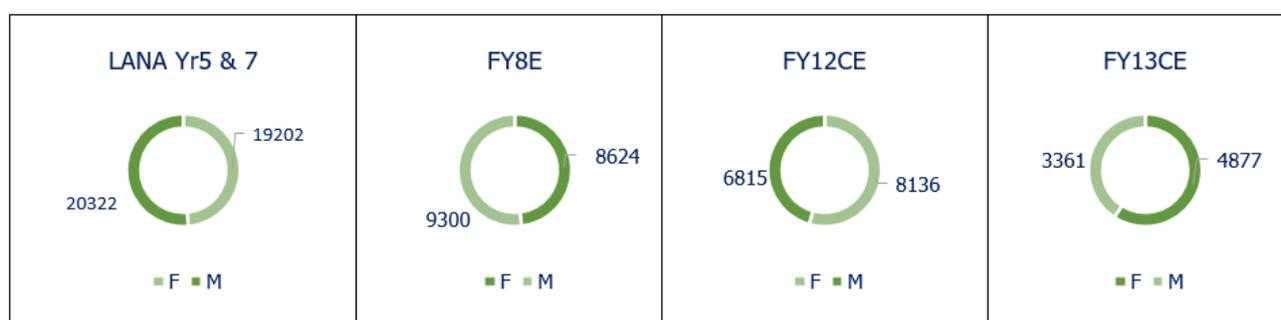
With the support of our stakeholders, The Unit managed to navigate this far and remained proactive in providing feedback services to schools and teachers through a rich array of examination statistics and exemplars on candidates' performance for improving teaching and learning. In addition, the Unit have also assisted the Ministry as a whole using the analyzed data gathered from examinations and assessment, which offer insightful feedback to MOE Sections/Units including the the District and Divisional offices.

2022 National Examinations and Assessment Statistics

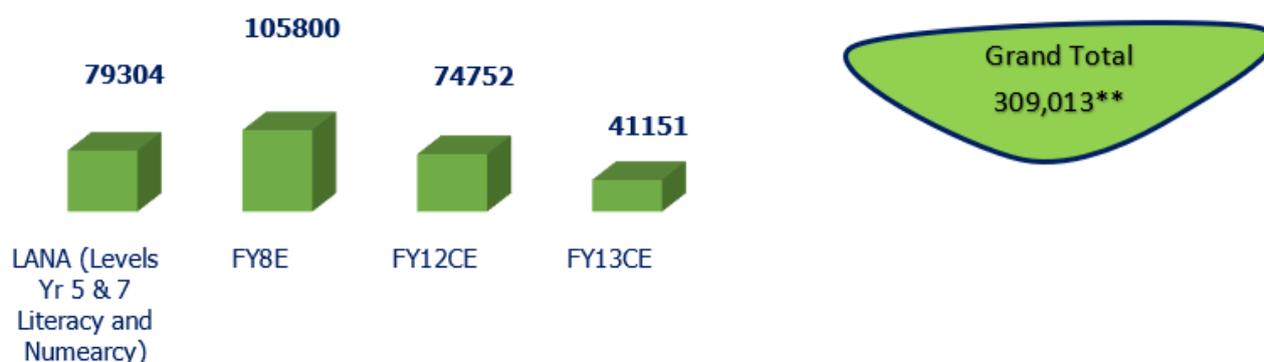
No. of Candidates



No. of Candidates by Gender



Number of Script



- Number of script refers to the number of candidates who registered for at least one subject in the respective examinations
- The figures above represents the total number of candidates registered in LANA, FY8E, FY12CE and FY13CE respectively

2022 National Examination Results by Levels

Examination Levels	Results
FY8E percentage English greater then 50 + 4 Best Subjects	National 62%
	Female 71%
	Male 53%
FY12CE percentage English greater then 50 + 3 Best Subjects	National 66%
	Female 68%
	Male 63%
FY13CE percentage English greater then 50 + 3 Best Subjects	National 70%
	Female 71%
	Male 69%

Developing Assessment Technologies

EXAMIS; The Examination Administration System Assessment of Teaching & Learning Administration System (ATLAS) 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 20 years since 2002.

The Examination and Assessment Management Information System (EXAMIS) has been developed and deployed to the quality assurance (QA) environment for testing.

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

New Automated Result Notice

Our current policy is such that we can only print our Official Examination Certificate and result notice once. However, over the years there has been an increase in demand for results verification locally and abroad. We have now designed and adopted a new Automated Result Notice. This is also becoming the official transcript for all level and for all years of examination results.

The Unit is 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.

Testing Internal Assessment Entry of Marks in FEMIS.

In the month of September 2022 the online internal assessment system was tested. MEHA IT and Information & Research (I & R) were properly consulted for this. Bringing back IA in 2022 gives an opportunity for schools to participate in such program. The CAS and TEST officers who had IA components in their respective subject were established with proper username and password credentials to allow accessibility in FEMIS for entries if IA moderated marks. The accommodation of this online entry system comes into completion by the end of October, 2023 and has been established online for mark to be entered by schools after initial assessment. The District moderation enable subject coordinators to validate based on the work samples before confirming the final moderated score making it a rigorous and efficient marking standard. During the year, information regarding online moderation continued to be shared with teachers through training sessions. A trial version was piloted before the national implementation this year.

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 finances are our major obstacles. 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.

2023 LANA Item Writing Workshop

The item writing is a core process in the LANA cycle in preparation for LANA and it is an annual event where it ensures that items are created fairly based on the learning outcomes set out in the primary level.

The training provides support to the item writers on how to create successful items, both open ended item and multiple choice. Item writers are teachers selected from schools with in the central division in consultation with the school heads, senior curriculum Specialist – Primary English and Maths. There were a total of 12 teachers in each group for Literacy and Numeracy who were guided by the CAS, EAU and EQAP officers to achieve 1000 items per teacher. The new items created will be vetted and then tested in the trial to determine whether the items fits the model required for the LANA test in 2024.

Special Education 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 12 candidates with special educational needs. The measures included provision of enlarged question papers, extension of examination time and the provision of brailled scripts.

Table 68: The table below shows the Special Accommodations offered for 2022.

Levels	No of Students	Brailled Papers	Vision Impairment	Reader	Down syndrome	No Enlarged	Modified Timetable
LANA (Y5 & Y7)	8	8					8
FY8E	4	1		1		3	4
FY12CE	8	2	5		1	5	8
FY13CE	2		2			2	2
Total	14						14

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 Specialists at CAS and TEST. The marking program started from the 16th Dec, 2022 – 6th Jan, 2023.

Table 69: Tabulated below are the Examination Levels and the number of markers that were required to mark for 2022.

Examination Level	Number of Markers
FY8E	364
FY12CE	327
FY13CE	236
Total	926

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 but this required revision due to the various forms of compassionate received from schools.



Table 70: Below are the Numbers of Students who had Requested for this Assistance in 2022.

Exam Level	Number of students requesting assistance
FY8E	12
FY12CE	102
FY13CE	56
Total	170

Exams Post Process – Recount and Remark.

For reconsideration of marks, students are given the opportunity to apply for a recount or remark of their subjects. With a fee levied at \$5.00 for a subject on recount and \$25.00 for remark for a subject respectively, students rush for such opportunity should they feel unsatisfied with marks obtained. For 2022, this process has taken a period of 30 days for provisional, allowing yet again for such reconsideration should they wish to apply.

Table 71: The Table Below shows the Number of Recount and Remark Processed for 2022.

Exam Level	Recount	Remark
FY8E	39	106
FY12CE	437	1028
FY13CE	838	1561
Total	1314	2695

Participation in Professional Development

Occasionally, Quality Assurance is also invited to take professional development sessions with interested schools and teachers. A PD session was conducted for the Makoi Cluster which included schools like: Kalabu Secondary, William Cross College, Ahamidiyya Muslim College and Basden College with 8 participants from each school. The topic of interest was Effective Strategies for preparation towards External Examinations where discussion was based on how to effectively answer various types of questions such as MC and open ended questions. Also, to prepare teachers on empowering students to deal with examination anxiety and in general motivate students towards a good performance.

Instrument Development section has carried out these activities in the last quarter of 2022-2023:

- Paper development timeline was prepared.
- Examiner's training workshop preparation began in June. (resource collection, training packages)
- Year 8 Paper writing began in May.
- Prepared examiners contract and submitted to HR.
- Coordinated and facilitated examiner's training workshop from 23rd June.
- Writing of paper began from 25th June.

The Admin and Finance Section plays an important role in recruiting the Exams Casuals position; these includes the Examination Supervisors, Markers, Coders and Packers. In this financial year, the Admin team managed to recruit and paid all the Exams Casuals position.

Administration Activities

Customer Service

The Admin and Finance Section oversee the serving of customers at the counter and directing visitors to

respective sections. In the past financial year, the section was able to serving the customers' requests in these areas:

Request for past years exam results at the counter and districts offices:

- English letter for migration purposes and further studies;
- Receipting of recount and remark application;
- Answering queries from students, parents, guardians, teachers and other stakeholders;
- Change of name;
- Answering of telephone calls

Casual Coders/ Packers

- In 2022, Examination and Assessment Unit (EAU) engaged 40 Casuals for each levels for the Coding and Check Marking of Year 8, Year 12 and Year 13 external examination papers.
- Their work includes the receiving of scripts from Supervisors, code and sort. Packing of scripts in the envelopes or cartons and distribute to the Markers. Receiving of scripts from the Markers, check marking of scripts and enter in the mark sheet and submit to the Education Officer responsible for endorsement.
- A total amount of \$305,285.45 was paid to the Exams Casual Coders.
- The Temporary Coders post was effective from 13/12/2022 – 10/03/2023 in which EAU will advise their termination of contract once result is release. Only 10 Temporary Coders remain after the release to mend the recount and remark process which is open for one month.
- The Examination Packers post was effective from 03/10/2022 – 23/12/2022 for the packing of Year 8, Year 12 and Year 13 Examination scripts. They were re-engaged effective from 10/05/2023 – 07/07/2023, for the packing, dispatching and receiving of LANA examination scripts.
- A total amount of \$39,108.53 was being paid to them.

Supervisors

- Examination and Assessment Unit (EAU) engaged 1676 Supervisors for Year 8, 513 Supervisors for Year 13 and 729 Supervisors for Year 12 level.
- All 2022 Supervisors allowance and transport claims have been paid in which a total amount of \$760,230.74 has been paid. The increase is due to the increase of fuel price.
- Fees and travel claims:
 - Chief Supervisors - \$7.50 an hour
 - Assistant Supervisors - \$6.28 an hour
- Taxis may only be used during the process of transporting of examination papers and in an emergency. taxi should be taken from the taxi stands close to the dispatching Centres.
- Only the Chief Supervisors is allowed to claim for their transport and boat fare.
- All supervisors must submit their bank account, telephone number (MPAISA), TIN number and FNPF details. Whereas FNPF deduction is compulsory for all.
- All Supervisors are external Supervisors whereas their allowances payment will pay through FMIS.

Markers

- Examination and Assessment Unit (EAU) engaged 350 Markers for Year 8, 249 Marker for Year 13 and 307 Markers for Year 12.
- External Examination Markers are remunerated according to the revised 2018 Examination Markers Remuneration.
- Markers are being paid through payroll since we are engaging teachers only. There are no external markers and retirees.
- A total amount of \$860,836.95 was paid to the 2022 Examination Markers.

Recount/ Remark

- Recount and remark process was open for one month from the release of exam results.
- A recount fee is \$5 per subject whereas the remark fee is \$25 per subject as per in the Examination policy.
- Recount process is open to all candidates who wish to get their papers to be counted again. Recount results will be released after 3 working days.
- Whereas remark, they have to go through the recount process first before they can apply for remark. Remark results will be released after 5 working days.

Restoration of Archives

- The Examination and Assessment Unit is working on the restoration work of an old and weathered examination records for Fiji Intermediate Examination and Fiji Junior Certificate Examination.
- These weathered examination records are being taken to the Archives of Fiji for restoration; original copy is to be kept in the Archives of Fiji and the copy is given to back to Exams.
- This activity was started in 2018. So far, the unit have managed to compile and archived 15 copies of examination records; 4 of which was process in the 2021 – 2022 financial year.
- The unit needs to purchase a book eye scanner in order to keep all the records safe.



CHAPTER 6: EXTRA CURRICULA ACTIVITIES IN SCHOOLS



SCHOOL SPORTS

Sports play an integral role in the holistic development of our students, fostering discipline, teamwork, and resilience. Beyond the classroom, these events provide invaluable opportunities for students to showcase their talents and cultivate a sense of national pride. The 2023 academic year witnessed a vibrant and dynamic display of athletic prowess and sportsmanship across Fiji's secondary and primary schools.

The Coca-Cola Games, a hallmark of our sporting calendar, once again captivated the nation, showcasing the exceptional athletic abilities of our young athletes. The Deans Trophy Competition, deeply rooted in Fiji's rugby culture, witnessed intense rivalries and remarkable displays of skill and determination.

Furthermore, this report extends beyond these flagship events to acknowledge the dedication and achievements of all students participating in other sporting disciplines, including but not limited to, netball, soccer, volleyball, and swimming. These diverse sporting activities contribute significantly to the overall well-being and development of our students.

The Ministry of Education recognizes the unwavering commitment of students, teachers, coaches, parents, and communities in making these events a resounding success. We are committed to fostering a culture of sports excellence and providing our students with the necessary resources and support to reach their full potential.

Coca Cola Games 2023

The 2023 Coca-Cola Games National Championships was held at the HFC Stadium in Suva from May 11-13. Approximately 3,156 athletes from around 151 secondary schools participated in the 2023 Coca-Cola Games. This made it one of the largest games on record.

Overall Winners

- Boys' Division: Marist Brothers High School (MBHS)
- Girls' Division: Adi Cakobau School (ACS)

The 2023 Vodafone Deans Trophy secondary school rugby competition culminated in exciting finals held at the HFC Bank Stadium in Suva. Towards the end of the school year.

The premier event, the Under-18 final, saw Queen Victoria School (QVS) emerge victorious, defeating Natabua High School.

The competition featured finals across various grades, showcasing the depth of secondary school rugby talent in Fiji.



Grade Winners

- Under 18: Queen Victoria School (QVS) won against Natabua High School.
- Under 19: RKS won against QVS
- Under 17: MGM High School won against RKS 16-15
- Under 16: Ratu Kadavulevu School (RKS) won against QVS.
- Under 15: Marist Brothers High School won against RKS.
- Under 14: Marist Brothers High School won against Suva Grammar.



The Weet-Bix Raluve Competition also had finals played, with Sigatoka Methodist College winning the under 16 final while Dawasamu Secondary School was crowned the Weet-bix Raluve Under-18 champions. The Tailevu-based school edged Mahatma Gandhi Memorial School 14-12.

GIRL GUIDES, SCOUTS, CADETS, AND OTHER EXTRACURRICULAR ACTIVITIES IN SCHOOLS

Beyond the academic curriculum, Fiji's schools offer a rich tapestry of extracurricular activities, including Girl Guides and Scouts for primary schools and Cadets for secondary schools, and a variety of clubs and societies. These activities play a vital role in shaping well-rounded individuals, fostering crucial life skills, and contributing to the overall development of our students.

Girl Guides

The Girl Guides program continued to empower young women across Fiji, focusing on leadership, community service, and personal development. While the program is not offered in all schools, those students who participated have continued to further enhance their abilities in areas such as first aid, camping, and teamwork. The program's emphasis on fostering self-reliance and civic responsibility will definitely played a significant positive impact on the participating girls through:

- Empowers young women to become confident and responsible citizens;
- Develops leadership skills, teamwork, and problem-solving abilities; and
- Promotes community engagement and a sense of social responsibility.



Scouts

The Scouts movement remained a strong presence in primary schools throughout Fiji, providing boys

with opportunities for adventure, outdoor learning, and character development. Activities ranged from camping expeditions and hiking trips to community service projects and skill-building sessions. The program's emphasis on integrity, loyalty, and service has instilled valuable life lessons in the participating boys.

In 2023, the Fiji Scouts Association, with the support of the Government of Fiji, emphasized the importance of scouting in promoting positive activities among youths, allocating \$80,000 to support various scout initiatives. The 10th Fiji National Camboree was a success, with over 800 students participating, including students from Years 1 to 5 who camped at Veiuto Primary School for this year's cub national program.



Scouting programs foster friendship, tolerance, understanding, and perseverance, providing a platform for youths to overcome challenges and develop positive values. The Fiji Scouts Association, with over 10,000 members, is committed to instilling scouting values into the lives of young people.

Cadets

Fiji's school cadet scheme is one of the successful educational programs that helps to install self-discipline in every young children growing up on Fiji. Disciplinary forces take part in training of school cadets at secondary schools.

In 2023, Suva Grammar School, Saqani High School, Queen Victoria School, and Natabua High School were among the schools in Fiji that held cadet pass-out parades, signifying the completion of cadet training programs.

The Cadet program continued to provide students with structured training in discipline, teamwork, and leadership. Cadets participated in drills, parades, and exercises designed to build physical fitness and mental resilience.





PART III

PART III: INDEPENDENT AUDIT REPORT

OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



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



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File: 387

22 April 2024

The Honourable Viliame Rogoibuli Gavoka
Deputy Prime Minister and Minister for Education, Tourism and Civil Aviation
Ministry of Education, Heritage and Arts
Senikau House
SUVA

Dear Honourable Gavoka

MINISTRY OF EDUCATION, HERITAGE AND ARTS
AUDITED FINANCIAL STATEMENTS - 31 JULY 2023

The audited financial statements of the Ministry of Education, Heritage and Arts for the year ended 31 July 2023 together with my audit report on them are enclosed.

Particulars of any errors and omissions arising from the audit have been forwarded to the Management of the Ministry for their necessary action.

Yours sincerely

Sairusi Dukuno
ACTING AUDITOR-GENERAL

cc: Ms. Selina Kuruleca, Permanent Secretary, Ministry of Education, Heritage & Arts, Suva.



MINISTRY OF EDUCATION, HERITAGE AND ARTS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2023

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2023**

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INDEPENDENT AUDITOR'S REPORT

Ministry of Education, Heritage and Arts

Report on the Audit of the Financial Statements for the year ended 31 July 2023

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 2023, 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 Accountants' *Code of Ethics for Professional Accountants* (IESBA Code) together with the ethical requirements that are relevant to my audit of the financial statements in Fiji and I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matter

I draw attention to the following matter:

The internal control over clearance of Operating Trust Fund and Revolving Fund account balances were generally weak. The Operating Trust Fund account balance of \$1,792,434 for the year ended 31 July 2023, comprised of 78% carried forward balance from previous year and the Revolving Fund Account balance of \$263,754 for the year ended 31 July 2023 comprised of 63% of the balance not cleared for more than one year.

My opinion is not modified in respect of the matter.

Other Matter

The Ministry did not have in place written policies, procedures, and guidelines for monitoring of Grants to Government Schools.

Responsibilities of the Management and Those Charged with Governance for Financial Statements

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

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

Other Information

The Management of the Ministry are responsible for the Other Information. The other information comprises the Annual Report but does not include the financial statements and the auditor's report thereon.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained during the audit, or otherwise appears to be materially misstated. If, based upon the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

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
22 April 2024

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
MANAGEMENT CERTIFICATE
FOR THE YEAR ENDED 31 JULY 2023**

The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the year ended 31 July 2023 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 2023; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004 and Finance Instructions 2010.



Selina Kuruleca
Permanent Secretary



Shayal Sharma
Acting Director Finance

Date: 19/04/2024

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 1

HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2023

	Notes	2023 (\$)	2022 (\$)
RECEIPTS			
State Revenue			
Fees Examination		86,147	68,115
Tuition Fees - Foreign Students		23,083	20,536
Fees Government Boarding Schools		381,616	371,094
Fiji Teachers Registration	3 (a)	290,426	343,489
FHEC Registration		39,985	53,253
Commission		164,995	163,772
OPR in Previous Years		---	130
Sale of School Farm Produce		1,350	6,444
Total State Revenue		987,602	1,026,833
Agency Revenue			
Miscellaneous Revenue (Exam result recount & recheck fees)	3 (b)	94,218	46,219
Total Agency Revenue		94,218	46,219
TOTAL RECEIPTS		1,081,820	1,073,052
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (c)	356,073,355	335,999,377
Government Wage Earners	3 (d)	3,716,537	2,851,645
Travel & Communications	3 (e)	1,163,195	944,524
Maintenance & Operations	3 (f)	971,845	849,293
Purchase of Goods & Services	3 (g)	8,365,389	6,893,547
Operating Grants & Transfers	3 (h)	107,172,944	82,279,899
Special Expenditure	3 (i)	223,358	354,900
Total Operating Expenditure		477,686,623	430,173,185
Capital Expenditure			
Construction	3 (j)	758,942	649,977
Purchases	3 (k)	228,793	90,754
Grants & Transfers	3 (l)	1,332,197	278,134
Total Capital Expenditure		2,319,932	1,018,865
Value Added Tax		740,535	572,732
TOTAL EXPENDITURE		480,747,090	431,764,782

HIGHER EDUCATION INSTITUTIONS

Schedule 2

**HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2023**

	Notes	2023 (\$)	2022 (\$)
EXPENDITURE			
Operating Expenditure			
Operating Grants and Transfer	3 (m)	47,098,979	47,933,841
Total Operating Expenditure		47,098,979	47,933,841
Capital Expenditure			
Capital Grants and Transfers		--	--
Total Capital Expenditure		--	--
TOTAL EXPENDITURE		47,098,979	47,933,841

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 3

HEAD 21: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2023

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$) (Note 4)	Revised Estimate (\$) a	Actual Expenditure (\$) b	Carry - Over (\$)	Lapsed Appropriation (\$) (a-b) (Note 9)
	Operating Expenditure						
1	Established Staff	357,949,948	—	357,949,948	356,073,355	—	1,876,593
2	Government Wage Earners	3,883,320	—	3,883,320	3,716,537	—	166,783
3	Travel & Communications	703,950	565,116	1,269,066	1,163,195	—	105,871
4	Maintenance & Operations	914,500	182,052	1,096,552	971,845	—	124,707
5	Purchase of Goods & Services	9,398,882	(521,082)	8,877,800	8,365,389	—	512,411
6	Operating Grants & Transfers	110,975,401	(2,003,210)	108,972,191	107,172,944	—	1,799,247
7	Special Expenditure	133,700	134,705	268,405	223,358	—	45,047
	Total Operating Expenditure	483,959,701	(1,642,419)	482,317,282	477,686,623	—	4,630,659
	Capital Expenditure						
8	Capital Construction	2,070,000	(1,035,214)	1,034,786	758,942	—	275,844
9	Capital Purchases	453,000	(200,000)	253,000	228,793	—	24,207
10	Capital Grants & Transfers	2,218,000	(885,803)	1,332,197	1,332,197	—	—
	Total Capital Expenditure	4,741,000	(2,121,017)	2,619,983	2,319,932	—	300,051
13	Value Added Tax	1,230,794	(169,695)	1,061,099	740,535	—	320,564
	TOTAL EXPENDITURE	489,931,495	(3,933,131)	485,998,364	480,747,090	—	5,251,274

HIGHER EDUCATION INSTITUTIONS

Schedule 4

HEAD 26: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2023

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	48,933,841	(1,834,862)	47,098,979	47,098,979	---	---
	Total Operating Expenditure	48,933,841	(1,834,862)	47,098,979	47,098,979	---	---
	Capital Expenditure						
10	Capital Grants & Transfers	---	---	---	---	---	---
	Total Capital Expenditure	---	---	---	---	---	---
	TOTAL EXPENDITURE	48,933,841	(1,834,862)	47,098,979	47,098,979	---	---

**STATEMENT OF LOSSES
FOR THE YEAR ENDED 31 JULY 2023**

Loss of Money

There was no loss of money recorded for the financial year ended 31 July 2023.

Loss of Revenue

There was no loss of revenue recorded for the financial year ended 31 July 2023.

Loss of Assets (other than money)

1. The following items worth \$4,980 were reported as loss for the financial year ended 31 July 2023.

Asset	Amount (\$)
Office Equipment	4,980
Total	4,980

2. Following the 2022-2023 Board of Survey, items worth \$213,522 were written off as approved by the Permanent Secretary for Finance. These items have been grouped into categories and the totals of the same have been captured.

Asset	Amount (\$)
Furniture and Fittings	15,501
Inventories	12,498
Office Equipment	185,523
Total	213,522

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2023**

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. We 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, 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 Finance. VAT input on the other hand is claimed on payments made to the suppliers and sub-contractors for expenses incurred.

The VAT payment as per the statement of receipts and expenditure relates to the VAT input claimed on payments made to the suppliers and sub-contractors for expenses incurred and VAT payments to 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 recognized when actual cash is received by the Ministry.

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2023****NOTE 3: SIGNIFICANT VARIATIONS**

The Ministry noted an increase in its revenue and expenditure. Total revenue increased by \$8,768 or 0.8% and total expenditure increased by \$48,982,308 or 11% in 2023 compared to 2022. Detailed breakdown of the revenues and expenditures are discussed in the notes below.

- (a) Fiji Teachers Registration decreased by \$53,063 or 15% in 2023 compared to 2022. This decrease was due to many teachers' teacher licence were already paid for 3 years and not many had to renew their teaching registration.
- (b) Miscellaneous Revenue increased by \$47,999 or 104% in 2023 compared to 2022. Most of revenue was from the examination result recounting and recheck which is usually collected when the external exam results is out. The high percentage of students who needed recheck and remark resulted to the increase in revenue.
- (c) Established staff cost increased by \$20,073,978 or 6% in 2023 compared to 2022. The increase in expenditure is due to the payment of salary upgrade for teachers, appointment of non-teaching staffs, filling up of vacant positions through acting and the increase in pay out of location allowance to teachers based on eligible schools.
- (d) Government Wage Earners cost increased by \$864,892 or 30% in 2023 compared to 2022. The increase was due to GWE positions at the government schools which were vacant due to resignation and retirement were filled.
- (e) Travel & Communication cost increased by \$218,671 or 23% in 2023 compared to 2022. There were increase in local and overseas travelling in 2023 since the COVID-19 travel restrictions were uplifted. The team had to travel to attend training, meetings, investigations and disciplinary cases at various schools in Fiji. The increase in school visits and monitoring in 2023 is reflected in the 23% increase.
- (f) Maintenance & Operating Expenses increased by \$122,552 or 14% in 2023 compared to 2022. The increase in expenses was mainly due to increase in purchase of vehicle fuel and oil. In financial year 2021-2022 there were less movement of vehicles due to post COVID-19 travel restrictions however the fuel and oil expenditure increased once the travel restrictions were normalised since January 2022 till 2023.
- (g) Purchase of Goods & Services cost increased by \$1,471,842 or 21% in 2023 compared to 2022. The increase was mainly due to the purchase of new IT equipment for new officers and the office furniture due to renovation works at the Ministry. The pay out of Fiji National Training Levy of \$109,249.06 in 2023 also increased our goods and service expenditure.
- (h) Operating Grants & Transfers increased by \$24,893,045 or 30% in 2023 compared to 2022. The increase was due to the restoration of the Transport Assistance Initiative allocation budget to pre-COVID19 period. There was also increase in bus fare and Rural Service Licence (RSL) rate as well as the increase in the number of students who were eligible for the transport assistance (Due to the unemployment caused by COVID-19, there was a significant increase in the number of households earning less than \$16,000).

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2023

NOTE 3: SIGNIFICANT VARIATIONS (Continued)

- (i) Special Expenditures decreased by \$131,542 or 37% in 2023 compared to 2022. The major contributor to decrease in the expenses was the Education Forum which was budgeted for and not used. The Early Childhood allocation had a budget of \$40,000 but was not fully utilised due to the non-occurrence of the Early Childhood Education (ECE) Forum in 2023.
- (j) Capital Construction cost increased by \$108,965 or 17% in 2023 compared to 2022. The increase is mainly due to major renovation of some major Government and Non-Government secondary schools such as Nasinu Secondary school hostel, Natabua Primary, Kadavu Provincial Secondary School, Ballantine Memorial and Nadarivatu High School in 2023. There were also construction works done at institutional offices such as Gohil Building, Library services and construction of teacher's quarters which showed the increase in Capital construction.
- (k) Capital Purchase Expenditure increased by \$138,039 or 152% in 2023 compared to 2022. The increase was due to the purchase of boat and outboard motor engines and school water tanks in this financial year ended 31 July 2023.
- (l) Capital grants and Transfers expenditure increased by \$1,054,063 or 379% in 2023 when compared to 2022. The increase was due to the upgrade works at Fiji Museum and Levuka World Heritage Structure in 2023.
- (m) Operating grant expenditure for Head 26, Higher Education Institution decreased by \$834,862 or 2% in 2023 compared to 2022. Fiji National University (FNU) Operating grant budget was reduced in 2023 compared to 2022. This allocation is a major contributor for the decrease in expenditure in Appropriation Head 26.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2023

NOTE 4: DETAILS OF APPROPRIATION CHANGES

The Permanent Secretary for Education approved the following transfer of funds during the financial year ended 31 July 2023:

DIV NO.	SEG From	SEG To	AMOUNT (\$)
DV2101	SEG 5	SEG 3	43,833.94
DV2101	SEG 13	SEG 13	3,945.06
DV2102	SEG 4	SEG 4	17,000.00
DV2103	SEG 3	SEG 3	7,567.34
DV2104	SEG 5	SEG 5	5,000.00
DV2105	SEG 6	SEG 3	20,000.00
DV2105	SEG 6	SEG 5	40,480.84
DV2106	SEG 6	SEG 3	30,000.00
DV2107	SEG 5	SEG 5	80,000.00
DV2108	SEG 6	SEG 5	90,000.00
DV2109	SEG 6	SEG 4	165,000.00
DV2109	SEG 6	SEG 5	191,544.00
DV2110	SEG 6	SEG 3	115,467.00
DV2111	SEG 5	SEG 3	30,000.00
DV2111	SEG 5	SEG 4	1,011.97
DV2111	SEG 5	SEG 5	173,988.03
DV2112	SEG 5	SEG 5	3,407.00
DV2113	SEG 4	SEG 4	3,500.00
DV2114	SEG 6	SEG 3	80,000.00
DV2115	SEG 6	SEG 3	90,000.00
DV2115	SEG 6	SEG 4	15,000.00
DV2115	SEG 6	SEG 5	135,000.00
DV2116	SEG 5	SEG 6	100,000.00
DV2116	SEG 6	SEG 6	150,251.00
DV2117	SEG 3	SEG 5	3,000.00
DV2117	SEG 6	SEG 3	7,750.00
DV2117	SEG 6	SEG 5	86,240.00
DV2118	SEG 3	SEG 5	1,100.00
DV2118	SEG 4	SEG 4	3,300.00
DV2118	SEG 4	SEG 5	3,800.00
DV2118	SEG 6	SEG 3	10,000.00
DV2118	SEG 6	SEG 5	87,688.00
DV2119	SEG 3	SEG 4	1,500.00
DV2119	SEG 5	SEG 4	1,500.00
DV2119	SEG 5	SEG 5	35,000.00
DV2119	SEG 7	SEG 4	3,470.00
DV2119	SEG 13	SEG 13	3,150.00
DV2120	SEG 5	SEG 3	13,761.47
DV2120	SEG 5	SEG 5	3,000.00

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2023

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)

DIV NO.	SEG From	SEG To	AMOUNT (\$)
DV2120	SEG 13	SEG 13	1,508.53
DV2121	SEG 5	SEG 5	75,926.00
DV2121	SEG 6	SEG 5	352,933.57
DV2122	SEG 6	SEG 5	105,000.00
DV2123	SEG 5	SEG 3	10,000.00
DV2123	SEG 5	SEG 5	50,000.00
DV2123	SEG 13	SEG 13	5,400.00
DV2124	SEG 5	SEG 3	10,000.00
DV2124	SEG 5	SEG 5	40,000.00
DV2124	SEG 13	SEG 13	4,500.00
DV2125	SEG 5	SEG 5	26,880.73
DV2125	SEG 5	SEG 13	2,419.27
DV2126	SEG 4	SEG 7	560.00
DV2126	SEG 6	SEG 3	35,000.00
DV2126	SEG 6	SEG 5	45,000.00
DV2127	SEG 6	SEG 5	63,493.00
DV2127	SEG 6	SEG 6	100,000.00
DV2128	SEG 5	SEG 5	9,174.31
DV2128	SEG 13	SEG 13	825.69
DV2129	SEG 4	SEG 3	1,070.00
DV2129	SEG 6	SEG 3	40,000.00
DV2129	SEG 6	SEG 5	30,000.00
DV2130	SEG 6	SEG 6	100,000.00
DV2131	SEG 6	SEG 6	171,518.00
DV2132	SEG 6	SEG 6	18,959.00
DV2133	SEG 5	SEG 3	33,833.94
DV2133	SEG 5	SEG 6	10,000.00
DV2133	SEG 13	SEG 13	3,945.06
V21001	SEG 9	SEG 9	35,350.00
V21002	SEG 10	SEG 7	137,614.68
V21002	SEG 10	SEG 13	12,385.32

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 6

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2023

NOTE 4: DETAILS OF APPROPRIATION CHANGES (Continued)

There were some redeployment of funds for both Appropriation Head 21 and Head 26 in the financial year ended 31 July 2023.

Budget Allocation	Allocation	Allocation Name	Amount (\$)
Head 21			
21-1-1-8	1-21101-91018-080425	Upgrade and Maintenance of Institutional Offices	(155,638.30)
21-1-1-8	1-21101-91012-080705	Upgrade and Maintenance of Government Schools	(393,337.51)
21-3-3-8	1-21303-91018-080215	Upgrade and Maintenance of Non-Government Secondary Schools	(136,238.23)
21-8-1-10	1-21801-91017-100199	Rehabilitation of Levuka World Heritage Structure	(435,803.04)
21-1-1-8	1-21101-91018-080425	Upgrade and Maintenance of Institutional Offices	(350,000.00)
21-1-1-13	1-21101-91012-130101	VAT	(31,500.00)
21-1-1-9	1-21101-91012-090142	Procurement of Equipment	(200,000.00)
21-1-1-13	1-21101-91012-130101	VAT	(18,000.00)
21-3-1-5	1-21301-91016-059999	Menstrual Hygiene Management	(500,000.00)
21-3-1-13	1-21301-91012-130101	VAT	(45,000.00)
21-4-1-5	1-21401-91074-059108	Production of Texts And Materials	(500,000.00)
21-4-1-13	1-21401-91012-130101	VAT	(45,000.00)
21-5-1-6	1-21501-9101G-060140	Vocational Grant	(400,000.00)
21-7-1-5	1-21701-91019-059110	Examination Expenses	(500,000.00)
21-7-1-13	1-21701-91012-130101	VAT	(45,000.00)
21-8-1-10	1-21801-91017-100109	Upgrade of Fiji Museum	(300,000.00)
21-1-1-6	1-21101-91012-060165	Tertiary Scholarships and Loans Service	122,386.00
Head 21 Total Redeployment			(3,933,131.08)
Head 26			
26-1-1-6	1-26101-9101F-060102	Fiji National University Operating Grant	(1,834,862.00)
Head 26 Total Redeployment			(1,834,862.00)

NOTE 5: OPERATING TRUST

As at 31 July 2023, the operating trust fund account had a credit balance of \$1,849,265 (SEG 86 \$1,792,434) and (SEG 89 \$56,831). 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.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2023

NOTE 6: DRAWINGS ACCOUNT

As at 31 July 2023, the Drawings Account had a zero balance.

NOTE 7: REVOLVING FUND ACCOUNT (MISCELLANEOUS)

As at 31 July 2023, the Revolving Fund Account had a debit balance of \$263,754. The balance in this account relates to the accountable advance yet to be retired.

Note 8: AID IN KIND

The Ministry received no Aid in Kind in the financial year 2022 - 2023.

NOTE 9: SIGNIFICANT SAVINGS

SEG 1 Established Staff

The \$1.9 million savings in SEG 1 was mainly due to the funds not fully utilized. The major contributor was the payment of 95% acting on all vacant position for Head of Schools and Head of Departments. These 95% acting allowance were only paid during school terms and was ceased during school holidays which resulted in the major savings in SEG 1.

SEG 2 Government Wage Earners

The \$166,783 savings in SEG 2 was mainly due to the balance of funds in some allocations which was not utilized during 2023 due to the reduction of overtime hours for GWE officers.

SEG 5 Purchase of Goods & Services

The \$512,411 savings in SEG 5 was mainly due to the some major payment was not fully paid due to the closing of financial year accounts. Some main vendors did not meet the timeline to supply goods thus the underutilization of funds.

SEG 6 Operating Grants & Transfers

The \$1.8 million savings in SEG 6 was mainly 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 is savings at the end of the financial year. \$122,386 was redeployed to Tertiary Scholarship Loan Scheme for its urgent payments towards the end of the financial year, however it could not processed due to the closing of accounts, thus the savings.



PART IV

PART IV: REFERENCES

REFERENCES AND ACRONYM

AQEP	Access Quality Education Program
DS	Deputy Secretary
ECE	Early Childhood Education
EQAP	Educational Quality & Assessment Programme
EXAMIS	Examination and Assessment Management Information System
FACILITY	Fiji Program Support Facility
FEMIS	Fiji Education Management Information System
FTA	Fijian Teachers Association
FY12CE	Fiji Year Twelve Certificate Examination
FY13CE	Fiji Year Thirteen Certificate Examination
FY8E	Fiji Year Eight Examination
GER	Gross Enrolment Rate
GWE	Government Wage Earners
HECF	Higher Education Commission Fiji
HOD	Head of Department
HOS	Head of School
IA	Internal Assessment
ICT	Information and Communications Technology
IT	Information Technology
KLA	Key Learning Areas
L & N	Literacy & Numeracy
LANA	Literacy and Numeracy Assessment
LSF	Library Services of Fiji
MCE	Moral and Civic Education
MOE	Ministry of Education
MOU	Memorandum of Understanding
NER	Net Enrolment Rate
NPT	Numeracy Progress Tracker
PEO	Principal Education Officer
PS	Permanent Secretary
RPT	Reading Progress Tracker
SAAC	Substance Abuse Advisory Council
SDG	Sustainable Development Goal
SEA	Senior Education Advisor
SG	Solicitors General
SIEG	Special Inclusive Education Grant
SOP	Standard Operating Procedure
TC	Tropical Cyclone
TEST	Technology Employment and Skills Training
TLTB	iTaukei Land Trust Board
ToT	Training of Trainers
TSLs	Tertiary Scholarship and Loans Service
TTI's	Teacher Training Institutions
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund (formerly, United Nations International Children's Emergency Fund)
USAID	Literacy & Numeracy
WASH	Water, sanitation and hygiene



MINISTRY OF EDUCATION