



MINISTRY OF EDUCATION, HERITAGE AND ARTS



2021 - 2022 REPORT

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MINISTRY OF EDUCATION, HERITAGE AND ARTS

"Quality Education for Change, Peace and Progress"

Honourable Premila Kumar
Minister for Education, Heritage & Arts
Senikau House
Suva

Dear Honourable Minister

ANNUAL REPORT FOR 2021-2022

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending 31st July 2022.

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, guidance and direction throughout the year.

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

Dr Anjeela Jokhan
Permanent Secretary for Education, Heritage and Arts

FOREWORD FROM THE PERMANENT SECRETARY FOR EDUCATION, HERITAGE AND ARTS

I am pleased to present the 2021-2022 Annual Report for the Ministry of Education. This report highlights our achievements, challenges, and future plans as we work towards providing quality education for all.



Over the past years, we have made significant progress in ensuring access to education for every child, regardless of their background or circumstances. We have expanded our early childhood education programs, providing a strong foundation for our youngest learners. Additionally, we have invested in infrastructure, ensuring that schools across the country have the necessary resources and facilities to deliver quality education.

In line with our commitment to inclusive education, we have implemented policies and programs to support students with disabilities and special needs. Through collaboration with stakeholders, we have fostered an inclusive environment that promotes equal opportunities for all students to thrive academically and socially.

The COVID-19 pandemic presented us with unprecedented challenges, forcing us to adapt quickly to ensure the continuity of learning. We implemented distance learning initiatives, leveraging technology to deliver education remotely. Despite the difficulties, our dedicated teachers and educational professionals rose to the occasion, ensuring that learning continued even in the most challenging times.

Looking ahead, we recognise the need to further enhance the quality of education in our country. We will focus on professional development opportunities for teachers, equipping them with the necessary skills to deliver effective instruction in a rapidly evolving world. The Ministry will also need to prioritise digital literacy, to ensure that our students are prepared for the digital age and can harness the use of technology to its fullest potential.

Furthermore, we will continue our efforts in curriculum development, tailoring education to meet the needs of the 21st-century workforce. We aim to foster critical thinking, creativity, and problem-solving skills among our students to prepare them for the challenges and opportunities that lie ahead.

I would like to express my gratitude to all the stakeholders, including teachers, parents, and partners, whose unwavering support has been instrumental in our accomplishments. Together, we will continue to work towards building a nation where every individual has access to a quality education that empowers them to fulfill their potential and contribute to society.

I invite you to delve into the details of this Annual Report and engage with us as we embark on this journey towards educational excellence.

Dr Anjeela Jokhan
Permanent Secretary of Education, Heritage and Arts



PART I: OVERVIEW



VISION, MISSION AND VALUES



Our Vision

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

Our Mission

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

Our Values

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

These are:

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

Guiding Principles

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

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

OUR PORTFOLIO

Ministry of Education Portfolio as at 31 July 2023.



Hon. Premila Devi Kumar
Minister for Education, Heritage and Arts



Dr Anjeela Jokhan
Permanent Secretary of Education, Heritage and Arts



Timoci Bure
*Head National Education
Delivery Services*



Edwin Kumar
Head Corporate Service



Hem Chand
Head Human Resources

Our Responsibilities

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

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

- Early Childhood Care Education, Kindergarten;
- Primary Education;
- Secondary Education;
- Specialised Schools for Children with Special Needs;
- Vocational Schools;
- Students in the years of compulsory schooling (Year 1 – Year 12) and those participating in Formal studies;
- Students in Vocational Education and Training Programmes;
- Teaching Personnel; and
- School Management Committees and Controlling Authorities.

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

- Implementation of the Higher Education Act 2008 (through the Fiji Higher Education Commission);
- Coordination of the Culture Sector in the country and responsible for the preservation and promotion of Fiji's cultural diversity and unique heritage;
- Identify and address issues arising out of drug and substance abuse (through the Substance Abuse Advisory Council);
- Provision of library services to schools and communities; and
- Modernization and provision of archival services to Government and the citizens of Fiji.

OUR STRATEGIC PRIORITIES

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

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

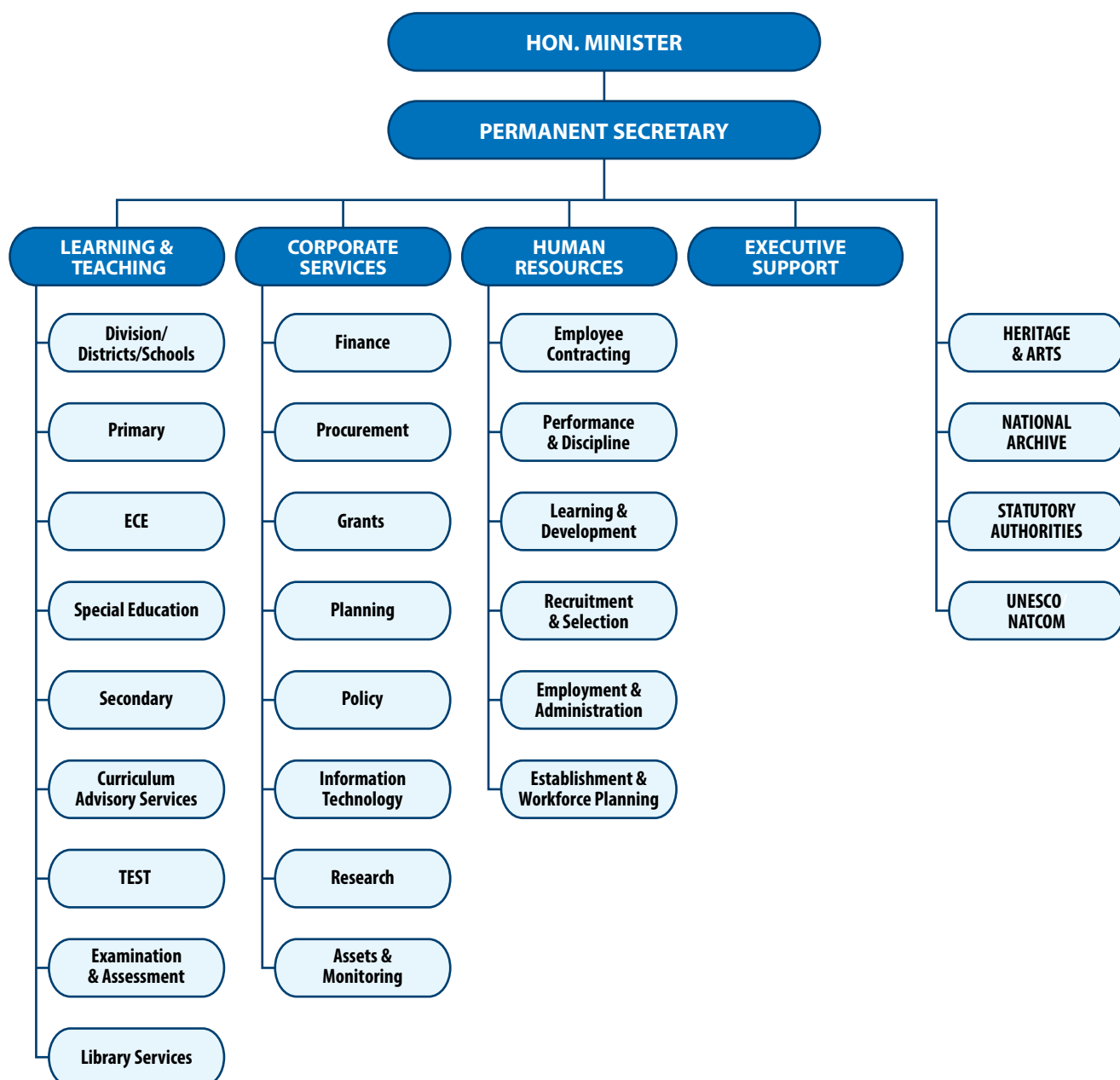
The strategic priorities have been developed to provide the Ministry with an overarching scope to address the national requirements in alignment with the National Development Plan; identify and respond to sectorial issues regarding education, heritage and arts in Fiji; address situational and risk analyses;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

OUR LEGISLATIVE FRAMEWORK

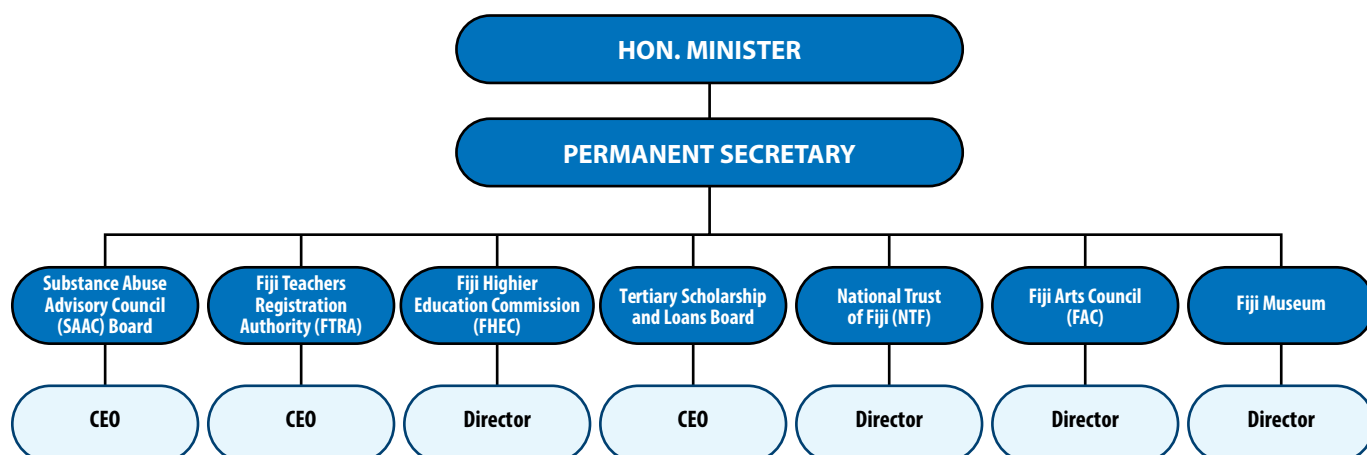
The Ministry of Education is responsible for the following legislation and regulations:

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

OUR STRUCTURE



Statutory Authorities



GOVERNMENTS PRIORITIES FOR EDUCATION IN FIJI

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

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

BUDGET ALLOCATION

Ministry's Budget

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

A total of \$661.6 million has been set aside in the Revised 2021-2022 Budget specifically for the Education Sector, of which \$447.1 million is allocated to the Ministry of Education, \$47.9 million for Higher Education Institutions, \$156.5 million for various scholarships, loans and grants administered by the Tertiary Scholarship and Loans Board; \$10.0 million to support the ongoing rehabilitation and construction of schools and \$100,000 to support Year 13 and Fiji National University students with data bundle.

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.

As part of the Government initiative to improve accessibility to basic hygiene products in schools, a budget of \$1.4 million is allocated for the provision of Menstrual Hygiene Management for girls from Year 7 to 13.

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 Yasa in the North, which has been generously funded by the Australian Government.

Within the Ministry, the Department of Heritage and Arts is charged with safeguarding Fiji's rich cultural and natural heritage. The Department is in the process of finalising a National Culture Policy to support social cohesion and promote national unity. To ensure the safety and security of our national collection, a budget of \$250,000 is allocated for the ongoing upgrading works at the Fiji Museum. A budget of \$2.4 million is allocated to the Department.

The National Archives is allocated a budget of \$0.6 million for the preservation and maintenance of Fiji's historical records so that they can be easily made accessible to the public.

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

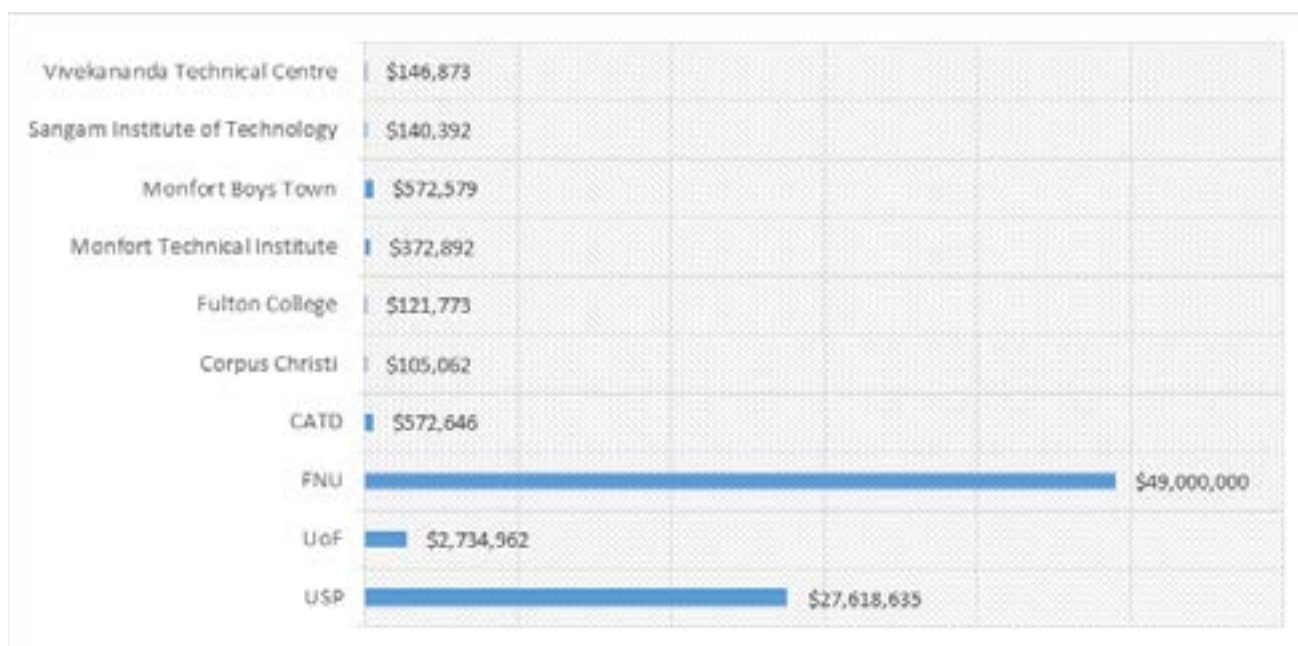


Higher Education Institutions Budget Allocation

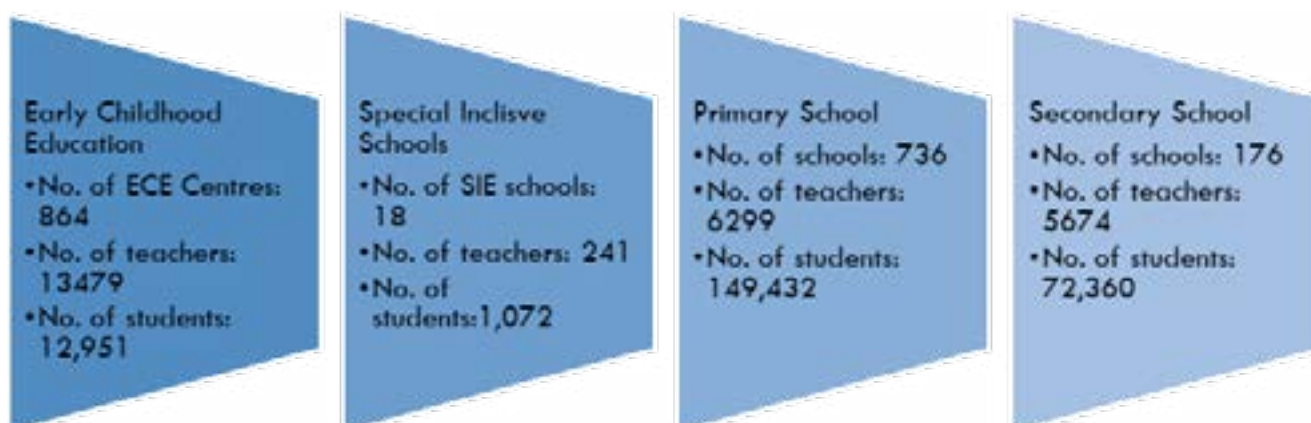
As part of its record-setting investment in Fiji's education system, Government provides operational grants to a number of higher education institutions. This funding aims to boost the competitiveness of the Fijian workforce over the medium- to long-term by giving our students access to high quality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

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

Graph 2: Higher Education Institutions Budget Allocation



SCHOOL DATA



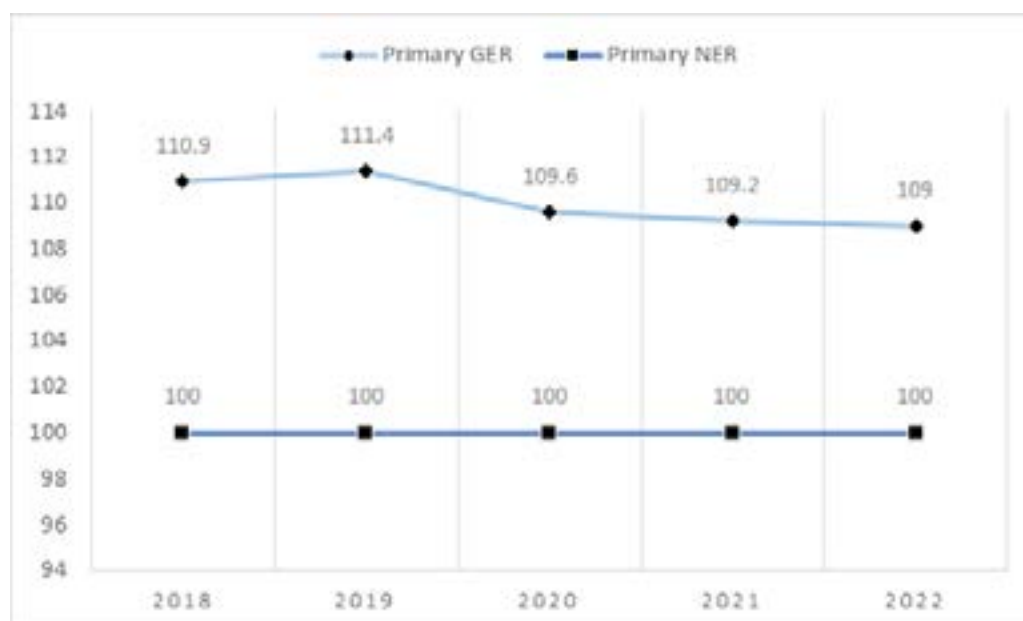
NER, GER AND COMPLETION RATE

Primary Net Enrolment Rate (NER) and Gross Enrolment Rate (GER)

We have managed to attain near universal primary education for the last five years. While our net enrolment rate is almost 100 % for the last five years, our Gross Enrolment Rate is more than 100% as this will take into account overage students and students who may be below the age of 5 years attending primary schools.

The enrolment rates shown is largely due to the continued support and commitment by the Government through the various initiatives in place to ensure improve access to education.

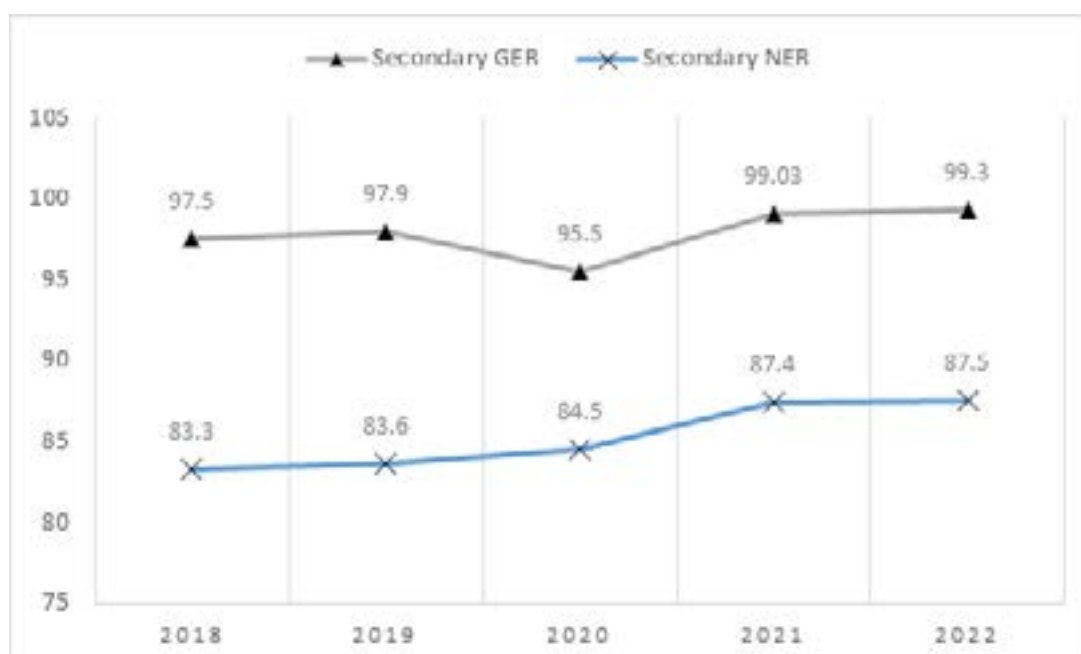
Graph 3: Primary GER and NER for the last five years



Secondary Net Enrolment Rate (NER) and Gross Enrolment Rate (GER)

While there has been an increase in our enrolment rates for the last three years, the Ministry of Education will continue to support parents/guardians including secondary school age children to access quality education in all our secondary schools.

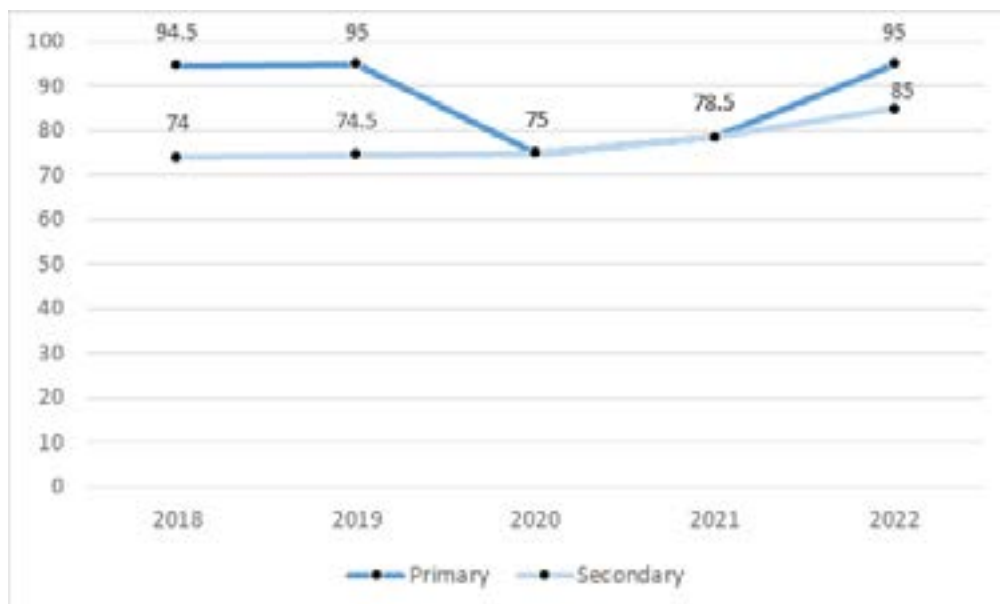
Graph 4: GER for the last five years.



Retention Rate for students in Primary and Secondary

There was an increase in our retention rate for both primary and secondary education for the last 3 years. This is largely due to the current Ministry's initiatives in place like, free education grant, free textbooks and free transport assistance.

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



GOVERNMENT INITIATIVES

Transport Assistance

The Ministry received a budget of \$ 16,426,000 for transporting assistance for eligible students attending primary and secondary schools. A total of 93,114 students benefitted from this initiative.

Table 1: Number of Students benefitting from the Transport Assistance

District	School Type		E-Ticketing	Rural Vouchers	Students		Grand Total
	Primary	Secondary			Female	Male	
Ba-Tavua	6,223	3,519	8,416	1,326	4,815	4,927	9,742
Cakaudrove	6,026	2,538	4,446	4,118	4,257	4,307	8,564
Eastern	2,654	1,045	-	3,699	1,864	1,835	3,699
Lautoka - Yasawa	9,935	4,994	12,976	1,953	7,517	7,412	14,929
Macuata - Bua	7,793	5,070	7,708	5,155	6,586	6,277	12,863
Nadroga - Navosa	5,495	2,304	3,205	4,594	3,890	3,909	7,799
Nausori	11,154	5,070	7,172	9,052	7,992	8,232	16,224
Ra	3,733	1,809	3,086	2,456	2,739	2,803	5,542
Suva	9,148	4,604	11,747	2,005	6,990	6,762	13,752
GRAND TOTAL	62,161	30,953	58,756	34,358	46,650	46,464	93,114

Boat and Outboard Engine Assistance to Schools

The Ministry of education also assisted 6 primary schools and 1 secondary school with boats and engine.

Table 2: Schools Assisted with Boats and Engine for the fiscal year

Ravitaki District School	Eastern
Vatoa District School	Eastern
Vanuaso District School	Eastern
Tovu Village School	Eastern
Ratu Lalabalavu Secondary School	Nadroga/Navosa
Moturiki District School	Eastern
Onolevu District School	Eastern

Free Education Grants

EG Allocations

Table 3: Budgetary provisions and number of students assisted

Description	2020-2021 Budget	Number of students assisted
ECE-Tuition Subsidy Grant	\$2,504,400.00	13,479
Primary FEG	\$32,154,103.00	152,138
Secondary FEG	\$27,279,781.00	70,855
TOTAL	\$61,938,284.00	236,472

Grants distribution to Schools- System and processes

- The revised School Management Handbook 2020 and the 2019 Policy for Financial Management Arrangements in Schools strengthened the accountability requirements for schools. This has resulted in the increase in efficiencies and effectiveness of grant usage and financial reporting.
- The Ministry has been working to redesign FEMIS in 2021 to ensure that this is aligned with the revised School Management Handbook and ensure more accountability in the management of School Grants.
- The changes to the FEMIS Finance Module includes the automation of School Bank Reconciliations in FEMIS which had commenced with the Secondary and Primary schools in 2021. This provides a higher level of assurance in the grant acquittals prepared by Schools. School Bank Reconciliations also ensures that the Ministry has timely information on the balances of grants remaining in each school. This process will also speed up the processing of grant payments to schools each term.
- From 2021, all schools are recording their Asset Registers in FEMIS rather than offline on paper or in excel. This provides all stakeholders much better information on the number and condition of assets purchased from the FEG held in each school.
- The introduction of a range of new financial reports that are consistent with the School Management Handbook 2020 (ie. budget vs actual reports, detailed transaction reports, etc). This gives all stakeholders a better understanding of the financial position of the school.
- Automation of submission of Annual Financial Reports (AFR)/Annual General Meeting (AGM) Minutes by Schools – the Ministry automated the process of submitting these documents using FEMIS. The new process ensures that the documents are archived electronically and the compliance checking is automatically linked with the grant release for the school.
- The Financial Management in Schools online Moodle Training has been provided to all Primary and Secondary Heads of Schools.
- The Ministry has signed and implemented the Service Level Agreement with the E-Transport Service Provider.

Early Childhood Education

ECE Free Education Grant

\$2,504,400 million was allocated to the 13,479 five year olds attending 864 registered ECE Centres.



Free Textbooks

A total of 490 different level textbooks were dispatched to schools during the financial year. This included 305,923 Primary textbooks and 185,005 Secondary school textbooks.

Water Tanks

39 Primary and 11 Secondary schools benefited from this assistance during the financial year. The initiatives will ensure continuous supply of water to the students and the teachers, thus minimising disruptions to the learning and teaching programme.



Library Resources

Library Resources

- A total of 9 ECE Centres, 17 primary, Secondary and 1 Vocational schools were assisted with their library set-up.
- A total of 1,200 books were distributed to the 36 selected schools.





PART II: REPORT ON PERFORMANCE



CHAPTER 1: WORKFORCE



The Ministry of Education workforce is divided into two main categories:

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

The Ministry has a total of 13,571 staff which is made up of 1,641 Senior Executives, Senior Managers and Support Officers. Approximately 96 % of the total Ministry's work force are based in schools.

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

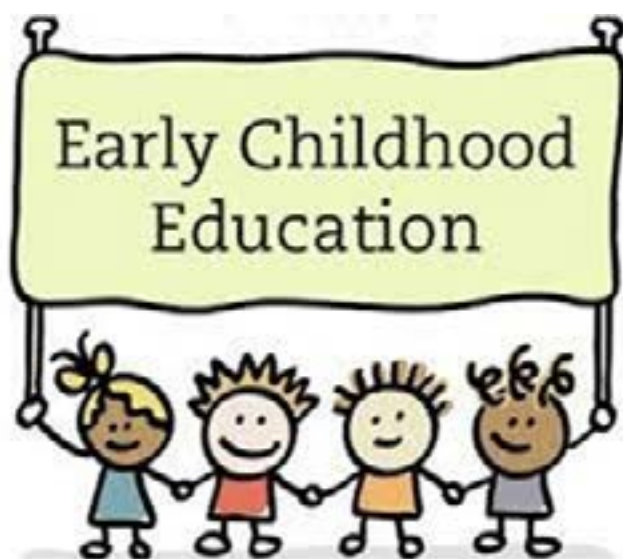
Occupational Type	Number	
	Male	Female
ECE Teachers	15	1326
Primary Teachers	1647	3594
Secondary Teachers	1557	2403
Senior Executives (PS/HHR/HCS/HNES)	4	2
School Administrators (HOD/AP/AHT/VP)	793	824
Senior Managers	14	4
Non-Teaching	115	177
GWE (if still existed)	157	46
Head Primary	531	190
Head Secondary	116	56
TOTAL	4949	8622



CHAPTER 2: ACCESS, RETENTION AND COMPLETION



EARLY CHILDHOOD EDUCATION



The Early Childhood Education (ECE) Unit supports the Ministry's mission of providing the total inclusive learning and holistic development and needs of the child: namely, social, emotional, physical, spiritual, language and cognitive. In addition, ECE supports the health, nutrition, safety and protection of the young child. This holistic approach will ensure optimum learning development and equips the child with the necessary knowledge and skills for later schooling and lifelong learning.

Roles and Responsibilities

The ECE Unit is responsible for coordinating early childhood and pre-school activities which promote the development and improvement of the quality and delivery of ECE services in the country.

The specific functions carried out during the year includes:

- Providing professional and administrative assistance to pre-school teachers through visits to ECE centers;
- Providing advisory services to ECE management committees, teachers, head of schools, parents and the public;
- Investigating ECE centers on issues, concerns and complaints raised from the parents and the public and also providing feedback to immediate supervisor;
- Facilitating ECE center establishments and registrations;
- Facilitating the disbursement of the Free Education Grant to registered kindergartens;
- Assisted in facilitation of Finance Management training for stand-alone schools;
- Liaised and assisted other ministries and Non-Government Organisations on ECE matters; and
- Attended workshops and forums conducted nationally and abroad.

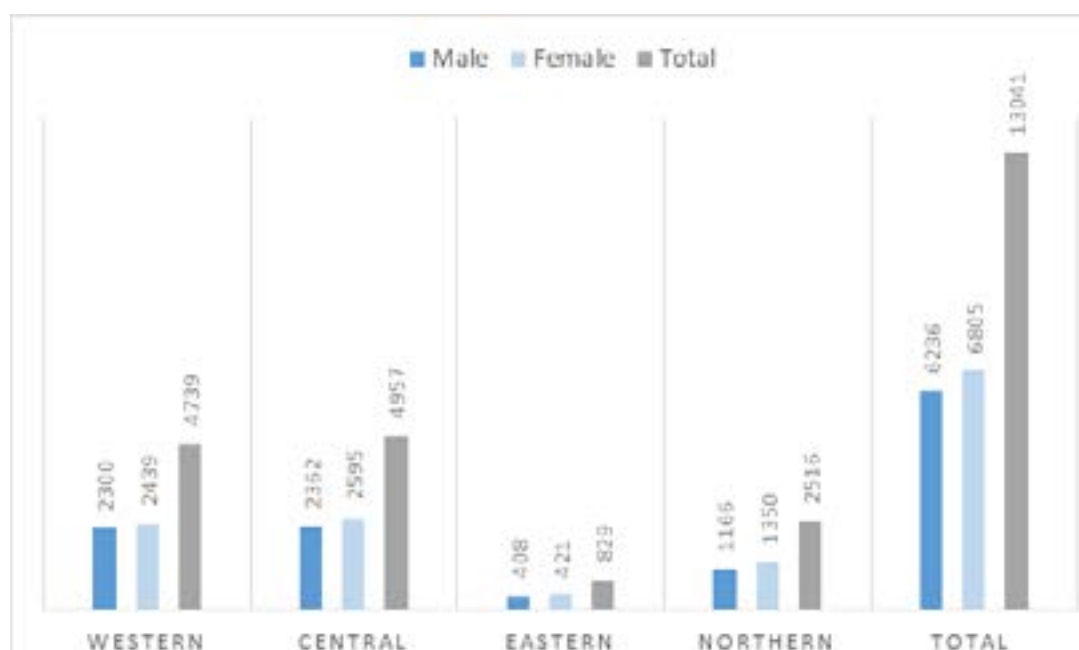
There are 864 ECE Centres in Fiji of which 610 are attached to primary schools while 254 are stand-alone Centres.

Table 5: Summary of Registered ECE Centres

Division	District	Attached	Stand alone	Remote	Rural	Maritime	Urban
Western	Ra	34	32	26	30	4	6
	Ba/Tavua	58	6	19	30	0	15
	Lautoka/Yasawa/Nadi	67	41	12	58	12	26
	Nadroga/Navosa	52	21	22	40	6	5
	TOTAL	211	100	79	158	22	52
Central	Suva	51	53	6	21	7	70
	Nausori	107	34	32	83	4	22
	TOTAL	158	87	38	104	11	92
Eastern	Eastern	102	10	0	0	112	0
Northern	Bua Macuata	88	35	38	45	9	31
	Cakaudrove	51	22	2	40	24	7
	TOTAL	139	57	40	85	33	38
OVERAL TOTAL		610	254	157	347	178	182

Year 5 Student Enrolled at ECE by Gender

There is a total of 12,951 ECE students attending the 864 registered ECE and schools.

Graph 6: Number of Five Year Old ECE Students enrolled by Education Division by Gender

Finance

- ECE schools are provided FEG (Free Education Grant) for all students who are 5 years old.
- FEG given is \$50.00 per child per term.
- The District Education Advisors oversee the FEG compliance. HOS and teachers are to abide by the financial procedures set in the 2020 Management Handbook for the utilisation of FEG.
- Fijian students who are not within the ECE defined age do not qualify for the ECE Tuition Free Grant.
- If ECE Centres accept students outside the defined age range they must ensure they collect sufficient fees from the students to cover all costs related to them (e.g. salary, administration and other learning costs).

Allocation of ECE Grant

The ECE Grant allocation is summarised in the table 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%

ECE Teachers

Table 6: Total ECE Teachers by Education District by Gender

Education District	ECE Teachers	Male	Female
Ra	70	0	70
Ba/Tavua	91	1	90
Lautoka/Nadi/Yasawa	230	5	225
Nadroga/Navosa	90	0	90
Suva	286	4	282
Nausori	226	0	226
Eastern	118	2	116
Bua/Macuata	156	1	155
Cakaudrove	95	2	93
TOTAL	1362	15	1347

Other Activities of the Unit include:

- Reviewing the existing ECE Policy; and
- Revision of the existing ECE curriculum for 5 years olds.



SPECIAL AND INCLUSIVE EDUCATION

The core function of the Special and Inclusive Education Unit is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country. The Special and Inclusive Education Unit works collaboratively with the nine education district officers in ensuring the effective implementation of special and inclusive education policy. The policy supports the education of students with special needs in both special and mainstream schools. The Special & Inclusive Education Unit comes under the Primary Section of the Ministry of Education but its roles and functions is not limited to primary alone, but cuts across all other sections of the Ministry. The main characteristics of special schools and institutions in Fiji are their distinctive structures and facilities to accommodate learners of diverse needs, and their typical locations in major cities and towns.

Roles and Responsibilities

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

There are 18 special schools in Fiji and 122 mainstream schools that offer inclusive education.

Desegregated Data for Student with Disability by Gender

Table 7: SIE school roll for Special and Mainstream Inclusive Schools

Schools	Total schools	Male	Female	Grand Total
Special Schools	18	647	425	1072
Mainstream Inclusive	122	198	138	336
Total	140	845	563	1408

Table 8: Total Number of Students with Disabilities by Division

Education Districts	Number of Mainstream Schools	Number of Student with Disabilities	Number of Special Schools	Number of Student with Disabilities
WESTERN				
Ba/Tavua	17	55	2	76
Rakiraki	4	12	1	37
Lautoka/Nadi/Yasawa	13	25	4	370
Nadroga/Navosa	12	20	1	69
Total	46	112	8	542
EASTERN				
Eastern	15	27	1	19
Total	15	27	1	19
CENTRAL				
Suva	27	130	5	331
Nausori	8	11	2	84

Total	35	141	7	415
NORTHERN				
Macuata/Bua	16	30	1	64
Cakaudrove	10	26	1	32
Total	26	56	2	96
Overall Total	122	336	18	1072

Special and Inclusive Grant

A total of \$729,617 was given as SIE grant to the unit. Of this amount, \$20,800 was given to Mainstream schools whilst \$519,817 was given to Special Schools

STAFFING

Sic personnel were employed by Facility to assist the Special and Inclusive Unit including 4 Inclusive Coaches and 2 Disability Inclusion Coordinators, while the Ministry provided 24 classroom assistants through a special request.

Other Activities of the Unit

There was a FEMIS training conducted on Function/Disability Verification for District officers in March 2022.

The Unit is currently reviewing its SIE Policy through consultations with its stakeholders. In addition, the unit has also developed a Teacher's Guide.



PRIMARY EDUCATION

Roles and Responsibilities

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

The specific functions of Primary Section includes the following:

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

There are 736 Primary schools which spreads over the 9 education districts.

Table 9: Distribution of schools as per Districts

Education Divisions	Districts	Total no. of Schools
Eastern 117	Lau/Lomaiviti/Kadavu/Rotuma	117
Western 254	Lautoka/Nadi/Yasawa	86
	Nadroga/Navosa	63
	Rakiraki	43
	Ba / Tavua	62
Central 199	Suva	81
	Nausori	118
Northern 166	Macuata/Bua	100
	Cakaudrove	66
TOTAL		736



Infant Schools

There are 10 infant schools in Fiji. The table below stipulates the infant schools data. Infant schools are schools that have years 1 -3 only.

Table 10: Summary of Infant Schools by Education Division/Districts

Education Divisions	Districts	Total no. of Schools	Names of Schools
Eastern		2	Naicomoto Infant School Dravuni Primary
Western Ltk/Nadi/Ba/ Tavua/ Rakiraki/ Nadroga	Lautoka/Nadi/Yasawa	1	Navotua Infant School
	Nadroga/Navosa	2	Ratu Balavu Infant School Sacred Heart Infant School
	Ra	1	Korotale Infant School
	Ba / Tavua	0	-
Central	Suva	1	Annesly Infant School
	Nausori		
Northern Macuata/ Bua/ Cakaudrove	Macuata/Bua	3	Kavula Banikea Infant Ratu Peni Neumi Infant Kabu kei Nailoca Infant
	Cakaudrove	0	-
TOTAL		10	

Boarding Schools

There are 115 Boarding Primary Schools in Fiji of which 98 are operational whilst 7 were closed due to damages sustained by natural disasters.

Table 11: Summary of Boarding Schools Operating

District	No. of Primary Boarding Schools	No. of Schools Operating	No. of Boarding Schools Closed
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	11	1
Suva	8	7	1
Lautoka/Nadi/Yasawa	8	5	3
TOTAL	115	98	17

Free Education Grant (FEG)

The following percentage of FEG has been paid to primary schools who have complied with the FEG usage requirements.

Term 3, 2021 - 50%, 80% paid to all compliant schools
Term 4, 2021 - 80%
Term 1, 2022 - 100%
Term 2, 2022 - 50%

School Grant Centralized as per District

There are 16 schools out of the 736 schools which have their grant centralized due to non-compliance.

Table 12: Schools whose FEG have been centralized

Districts	No. of School	Name of the School	Controlling Authority
Eastern	1	Namalata Central	Marela Head Office - Grants Section
Suva	4	1. Vatuwaqa Primary. 2. Ahamadiya Primary. 3. Ro Camaisala Primary 4. Narere Primary	Marela Head Office - Grants Section
Ra	-	None	-
Nausori	3	1. St Joseph Nailili Primary. 2. Naitavuni Catholic. 3. Navuakece District	Marela Head Office - Grants Section
Nadroga	0		
Macuata/Bua	4	1. Bulavou District Sch. 2. Holy Family Primary . 3. Rt Luke Primary Sch 4. Muandidatevo Sanatan Primary Sch	Labasa Education Office
Cakaudrove	2	1. Khemendra Central 2. Mabuco catholic	Labasa Education Office
Ba/Tavua	2	1. Nakoroboya Primary School 2. Arya Kanya Pathshala	Marela Head Office - Grants Section
TOTAL	16		

Students' Roll

There are 149, 432 students attending the 736 registered primary schools in Fiji.

Male	Female	Total
77 620	71 812	149, 432

Teachers

At present, there are 6,299 primary school teachers in our 736 primary schools.

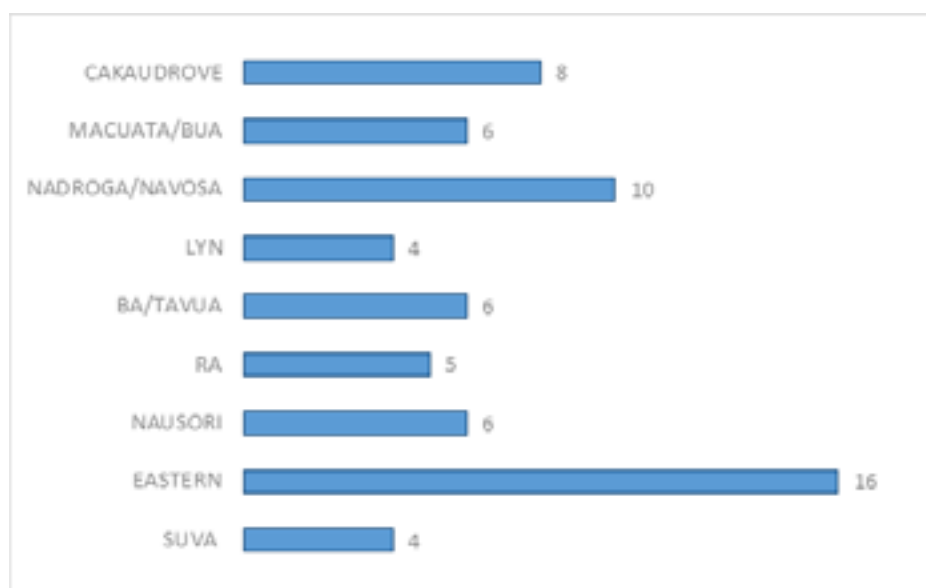
Table 13: Number of Teachers by Education District by Gender

District	Teacher Count	Female	Male
Ba/Tavua	519	228	291
Cakaudrove	474	171	303
Eastern	535	234	301
Lautoka/Nadi/Yasawa	1043	332	711
Macuata/Bua	789	342	447
Nadroga/Navosa	468	202	266
Nausori	984	354	630
Ra	280	111	169
Suva	1207	347	860
GRAND TOTAL	6299	3978	2321

Primary Schools Boarding Allowance

Boarding per capita grant was paid to 65 boarding schools across the nine districts. The graph below reflects the number of schools from each education district that were eligible for the grant.

Graph 7: Number of Schools from each Education District eligible for the Grant.



School Visits

A total of 65 Primary Schools were visited by SEO Primary in the Western, Central and Northern Divisions. It was an advisory visit where teachers were reminded of their roles and their delivery. After the visit a report was submitted to the relevant education district officers, school HOS as well as to the Head National Education Service Delivery.

School Re-opening

A Technical working group was established which consisted of Primary Sections, AMU, UNICEF and Ministry of Health. The Team was tasked to review the Safe reopening of schools and provide advice the Permanent Secretary on the best option available.

Literacy and Numeracy Revised Curriculum Rollout

The SEO Primary Section was part of the induction and the training of the 90 HOS in the Western and Northern Division.

FEMIS Monitoring

The Primary Section assisted the IT Unit in the monitoring of school information on FEMIS. Some of the school information that was monitored includes:

- Individual schools check
- Report for double student entry
- Student Attendance – missing records
- FEG compliance - AGM, AFR and class audit.
- Students Not Enrolled

SECONDARY EDUCATION

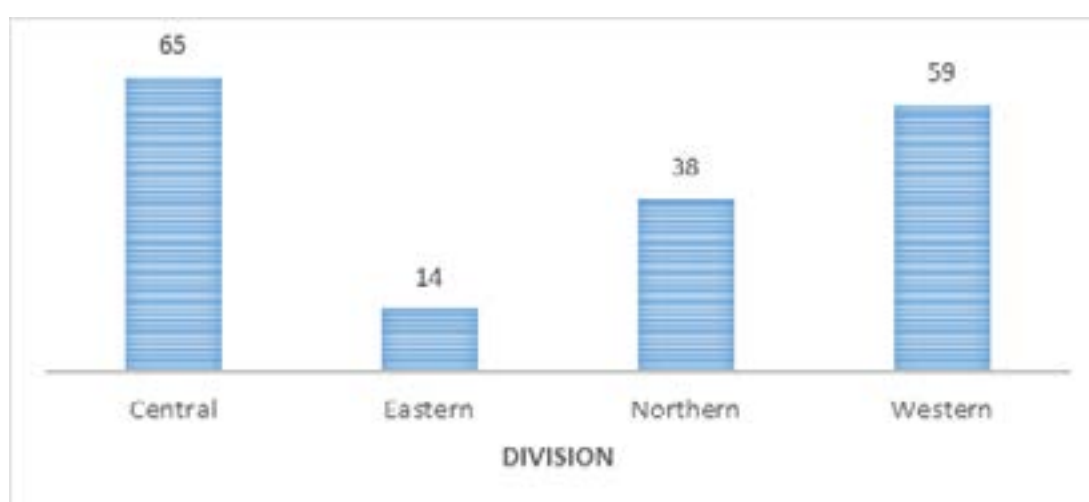
Roles and Responsibilities

The Section continues to engage in the following activities:

- Promoting excellence by supporting schools, through their school leadership teams and teaching staff to achieve continuous improvement in teaching and learning through effective instructional leadership;
- Formally evaluating school principals' and teachers' performance; defining areas for improvement and supporting principals to make the necessary improvements;
- Assisting schools to be culturally and socially responsive to their staff, student body and the wider community they serve;
- Assist the schools to develop their school plan aligned to the Ministry's Plan;
- Promoting excellence in the administration and management of secondary education, including the secondary teacher training institutions, in accordance with the Ministry's policy and guidelines;
- Facilitating the distribution of the Free Education Grants (FEG) for all the 176 secondary schools and the distribution of the remission of fees and Boarding per Capita Grant for the secondary boarding schools;
- Facilitating the processing of the travelling and transfer allowances for the secondary school teachers;
- Monitoring and evaluating the management of committees, including the divisional and district offices; and
- Building and sustaining strong professional relationships within the organization with the Permanent Secretary, Deputy Permanent Secretaries, the Minister's Office, across the Public Service and with a diverse range of stakeholders.

There are 176 Secondary Schools in the 4 Divisions

Graph 8: Total Number of Secondary Schools by Education Division

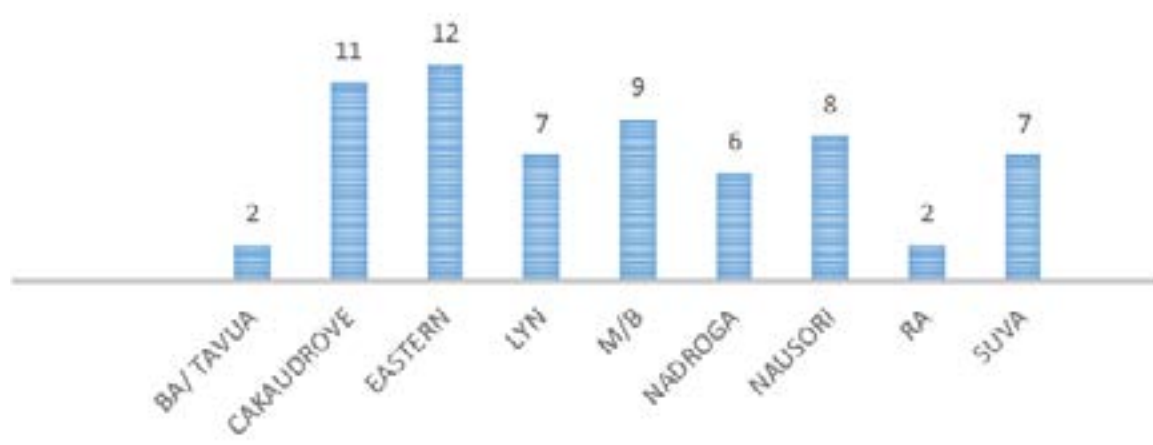


School Classification

Secondary Schools are classified as either Small, Medium or Large. From the 176 secondary schools, 121 are small, 42 medium and 13 are considered large.

Secondary Boarding Schools

Graph 9: Summary of the number of registered secondary boarding schools by Education Districts.



Student Enrolment

Table 14: Student's Roll as per District by Gender

District	Total Student Roll	Total Male students	Total Female students
Ba/Tavua	5562	2667	2895
Ra	2458	1178	1280
Suva	19611	9015	10596
Nadroga	4172	1927	2245
Cakaudrove	3926	1747	2179
Eastern	2691	1210	1481
Lautoka	13738	6506	7232
Macuata/Bua	7170	3314	3856
Nausori	13032	6782	6250
TOTAL	72360	34346	38014

Number of Teachers

Table 15: Number of Teachers by Education Districts by Gender

District	Total Number of Teachers	Total Male Teachers	Total Female Teachers
Ba/Tavua	452	196	256
Ra	194	86	108
Suva	1396	516	880
Nadroga	330	157	173
Cakaudrove	349	165	184
Eastern	332	174	158
Lautoka	902	362	540
Macuata/Bua	704	335	369
Nausori	1015	463	552
TOTAL	5674	2454	3220

Free Education Grant

The following FEG have been paid to all secondary schools which have complied with the requirement of the grant administration.

TERM 1- 4 2021 FEG ANALYSIS						
District	Total No. School	Term 1 100% Paid	Total Term 2 100% Paid	Term 3 50% Paid	Total Term 4 Paid 80% Paid	Total
Ba/Tavua	14	\$598,322.82	\$624,415.09	\$392,014.79	\$321,708.33	\$1,936,461.03
Ra	9	\$241,787.96	\$259,411.41	\$164,004.63	\$2,061,286.84	\$2,726,490.84
Suva	38	\$1,744,205.78	\$2,095,710.51	\$1,323,027.36	\$262,950.28	\$5,425,893.93
Nadroga	13	\$444,162.58	\$489,525.24	\$290,861.11	\$1,368,105.34	\$2,592,654.27
Cakaudrove	13	\$320,641.81	\$455,630.31	\$285,616.07	\$498,541.12	\$1,560,429.31
Eastern	14	\$244,338.10	\$360,920.47	\$216,150.51	\$822,474.06	\$1,643,883.14
Lautoka	24	\$1,268,697.33	\$1,487,038.62	\$926,260.68	\$1,440,038.91	\$5,122,035.54
Macuata/Bua	24	\$787,527.58	\$846,843.57	\$533,353.90	\$280,629.52	\$2,448,354.57
Nausori	27	\$1,251,843.20	\$1,434,690.64	\$876,218.26	\$626,447.86	\$4,189,199.96
TOTAL	176	\$6,901,527.16	\$8,054,185.86	\$5,007,507.31	\$7,682,182.26	\$27,645,402.59

School Grant Centralised As Per District

A total of 13 schools had their grant centralised and was managed by the Grant Section of the Ministry. These schools include:

- Ratu Finau Secondary School
- Kadavu Provincial Secondary School
- St. John's College
- Nabua Secondary School
- Ahmadiyya Muslim College
- Beqa Yanuca Secondary School
- Rt Navula College
- Holy Family Secondary School
- All Saints Secondary School
- Ratu Luke Secondary School
- Wainimala Secondary School
- Dawasamu Secondary School
- Napuka Secondary School

Secondary Schools Psychosocial Support

Psychosocial Support Training (PSS) was conducted for the Year 12 and Year 13 students when schools re-opened on the 1st of November 2021 to ensure that students recovered from the experiences and trauma of COVID 19.

A PSS Technical Working Group (TWG) was formed at each education district cluster to oversee the implementation of the programme in schools. The PSS TWG training included refresher course for MEHA Counsellors, improving the counselling SOPs, and planning the PSS programme in schools. The PSS programme in schools were supported by UNICEF, DFAT, Medical Service Pacific and Empower Pacific.

MEHA Counsellors

- The rolling out of the PSS programme was overseen by the thirty five (35) MEHA Counsellors who are based in their schools within Suva, Nausori, Ra, Ba/Tavua, Lautoka/Nadi/ Yasawa, Nadroga/Navosa, Bua/Macuata and Cakaudrove education districts.
- The maritime secondary schools were not visited when school re-opened on 1st November, as the movement restriction was still in place. However, all the three Ovalau secondary schools were visited in week 5 (2nd -3rd December) where the PSS programme was conducted to all Year 12 and 13 students and teachers.

Table 16: Analysis of the PSS Conducted in Schools

Activity		Central	Western	Northern	Eastern	Total
No. of schools visited		53	43	30	3	129
No. of PSS awareness conducted in school		143	152	94	3	392
No. attended	Students Y12 & Y13	4222	2488	2034	190	8934
	Teachers	319	240	97	24	680

Counselling Services Support

Counselling services was also provided to students that were referred by the HOS. From the 67 students referred for counselling, 22 were males while 38 were females. There were also 7 teachers (3 males and 4 females) that were referred by the HOS for counselling support. Counsellors also conducted follow up sessions with their clients to ensure that they recover mentally.

Table 17: Number of Students and teachers assisted with Counselling Services

	Central	Western	Northern	Total
Male	10	8	4	22
Female	24	11	3	38
Teachers	6	0	1	7
TOTAL	40	19	8	67



ASSETS MONITORING UNIT

Executive Summary

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

Roles and Responsibilities

Assets Development & Capital Project

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

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

Education in Emergency & COVID-19

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

The AMU acted as the MEHA focal point in compiling and reporting on the impact of COVID-19 pandemic on schools, ensuring the safe re-opening of schools. The AMU also collaborates with the MEHA donor partners throughout this exercise.



Capital Projects

Upgrade and Maintenance of Institutional Offices

Output	Targets	# Achieved	Costs	Comments
Access & Retention	4	4	\$87,402.52	<ol style="list-style-type: none"> 1. Gohil Building EAU – R2 \$16,186.50 paid to Deuba Points Limited 2. SAAC Building <ul style="list-style-type: none"> • Asbestos clearance \$9,875 • Fire assessment of burnt SAAC Building submitted by Kapadia Consultants \$4,140 • Architectural & engineering services for construction of new SAAC Building by Ethos Edge Architecture – contract signed 3. Western Regional Library <ul style="list-style-type: none"> • Refurbishment to existing Library completed by Super Constructions \$48,495 • Interior upgrading works (re-painting & re-tiling) to existing Library by Super Constructions \$48,702.50 – work now started 4. Mualevu House – Refurbishment of Ground Floor completed by Ashok Kumar Consultants \$15,260

Upgrade and Maintenance of Government Schools

Output	Targets	# Achieved	Costs	Comments
Access & Retention	4	4	\$196,681.31	<ol style="list-style-type: none"> 1. Natabua Primary School <ul style="list-style-type: none"> • Upgrade of existing Ablution completed by Chands Maintenance • Architectural & engineering services for new 7 pan ablution submitted by Ethos Edge Architecture 2. Adi Cakobau School – R2 for Electrical Works paid \$983.03 3. Nasinu Secondary School <ul style="list-style-type: none"> • Architectural & Engineering Services for construction of pedestrian bridge by Chands Engineering submitted • Construction of pedestrian bridge completed by Jenn's Constructions 4. Queen Victoria School – R2 \$100,797.13 paid to Concrete Solutions

Development Projects

BGA: Upgrade and Maintenance of Non-Government Secondary Schools

Output	Targets	# Achieved	Costs	Comments
Access & Retention	7	7	\$207,493.72	<ol style="list-style-type: none"> 1. Wainimakutu Secondary School 2. Tailevu North College 3. Napuka Secondary School 4. Dreketi High School 5. Ballantine Memorial School 6. Namosi Secondary School 7. Nuku Secondary School

Education In Emergencies (EIE), Disaster Risk Reduction (DRR) & Safer School and Pandemic

Schools Identified and Graded as Evacuation Centers

Output	Targets	# Achieved	Comments	
Safety & Care	500	524	1. Ba/Tavua – 23 2. Lautoka/Nadi/Yasawa – 27 3. Nadroga/Navosa – 28 4. Ra/Rakiraki – 51 5. Lami/Veisari/Naboro/Wainadoi – 12 6. Navua/Beqa – 7 7. Rewa – 6 8. Naitasiri – 18 9. Tailevu South – 16	10. Tailevu North – 14 11. Bua – 26 12. Macuata – 88 13. Cakaudrove – 78 14. Lomaiviti – 33 15. Lau – 81 16. Kadavu – 14 17. Rotuma – 2

Schools Assisted Through Water Tanks

Output	Targets	# Achieved	Costs	Comments
Safety & Care	39 (P)	39 (P)	\$60,415.09	Primary <ul style="list-style-type: none"> • Eastern (75) • Central (5) Secondary <ul style="list-style-type: none"> • Eastern (17) • Western (6) • Central (3)
	11 (S)	11(S)	\$38,506.86	All payments released to Rotomould Fiji Limited

Communities, CSOs and Organisations Participating in Information Sessions Held on WASH, EIE, School Safety Policy & COVID-19

Output	Targets	# Achieved	Comments	
Community Empowerment	50	45	1. FTA WASH (3) 2. District Education Officers (3) 3. HTs (34) 4. School Managers (34) 5. School WASH Coordinators (34) 6. CIU & Budget-Ministry of Economy 7. SPC Coordinator (1) 8. Engineering 9. UNICEF Liaison Reps 10. Save The Children Fund 11. UNDP 12. NDMO 13. NSAAC 14. FWCC 15. Facility DFAT 16. MFAT 17. CND Office 18. Catholic Education Board	19. Fiji Womens Link 20. Disable Peoples Association 21. JICA Alumni Association 22. JICA 23. Embassy of Japan 24. Curriculum Advisory Services/ TEST 25. University of the South Pacific 26. Ministry of Health 27. Live & Learn 28. Catlist Foundation 29. ADRA 30. GIZ 31. UNESCO

Donor Funded Projects

Schools Assisted Through WASH Programs (UNICEF Funded)

0

Output	Targets	# Achieved	Costs	Comments
Safety & Care	1	1	\$207,493.72	Nakaidrau Primary School work still in progress

Japanese Embassy Funded Kadavu Projects

Output	Targets	# Achieved	Costs	Comments
Access & Retention	3	3	\$207,493.72	1. Vunisea Secondary School 2. Richmond Methodist Secondary School 3. Kadavu Provincial High School



LIBRARY SERVICES OF FIJI

Overview

From the early part of this fiscal year, our immediate priorities were to support the wider national public efforts, protect the wellbeing of our staff and ensure the safety and security of the collection that we care for. We continued to purchase new items and worked remotely where we could to catalogue and process as much as possible. The professionalism and dedication of staff who have continued to attend the site regularly throughout the lockdown have been inspiring.

School Unit

Information, once something that trickled into our lives through newspapers, television, and encyclopedias, now pours into our lives at a staggering rate. All of that information needs a filter. Fortunately, schools and communities have an incredible one: the library. It is a dynamic space where groups of people come to learn, access resources, and build a life. All of this is true for a school library as well.

We all live in a high-tech, information driven world. The progression of technology has made information accessible with a click of a finger. But can these gadgets really overshadow the benefits of a library for students? A school library is an integral component of the school system. It is the nerve centre of academic learning and a wonderful place to spend leisure time as well.

Students interpret the graphemes, or letter on the page into words, but they struggle to identify the purpose of a text or to analyse it in a meaningful way. We could say that they have poor literacy skills. Some students are not encouraged at home or do not have a quiet space to read.

On the other hand, schools are faced with the challenges in creating a library environment that is conducive to reading and learning.

Working to create a more positive school library environment may seem like a waste of time some school administrators who face a host of more pressing issues at school. However, creating a happier place for students to read and learn can motivate student to visit the library often and access books that are available thus help in cultivating the habit of reading.

On the above note, the Ministry of Education through the Department of Library Services is responsible for providing strategic directions to assist schools in:

- Re-organising a school library so as to provide an environment that is conducive to learning;
- Provide relevant reading resources that supplements the curriculum;
- Help school librarians in the identification of relevant literacy programmes and resources to help struggling readers and non-readers.

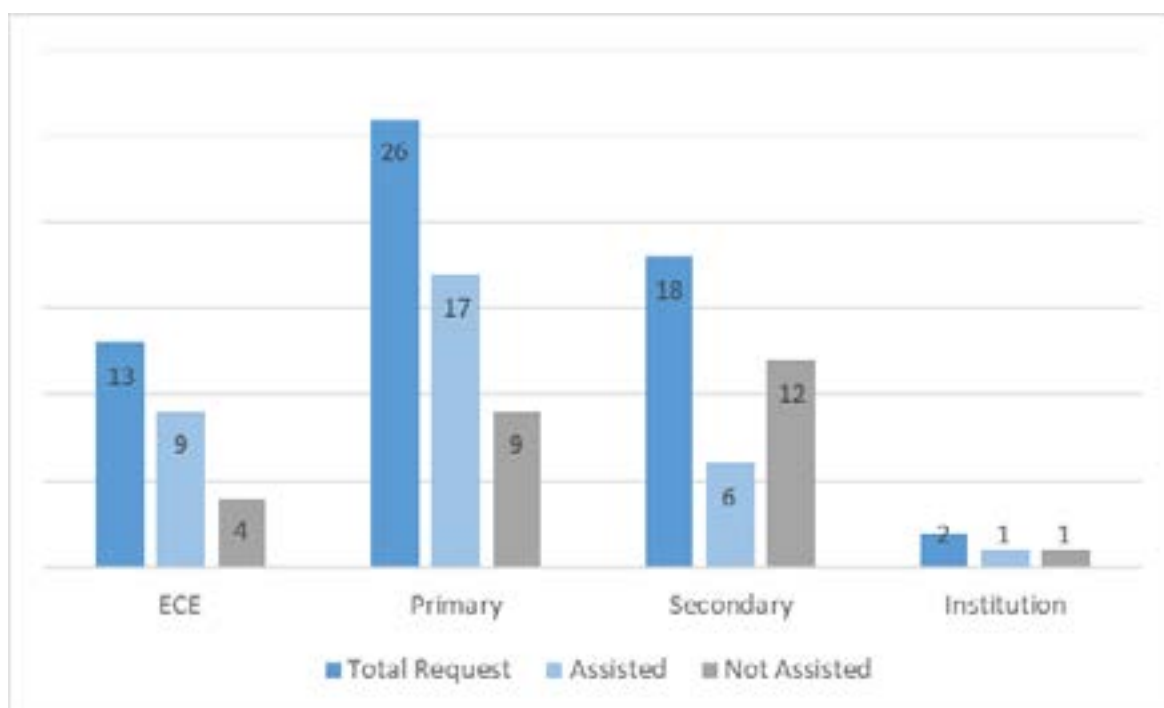


Activities Update

School request and assistance

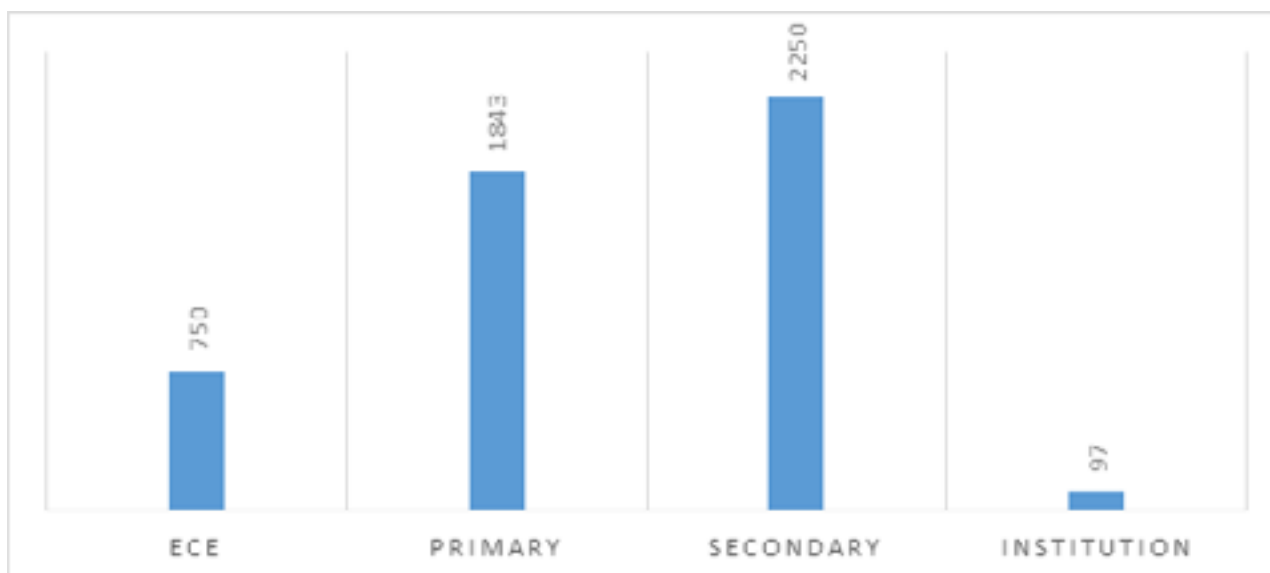
A total of 59 library set up requests were received from ECE, primary, secondary including institutions. The Library Services were only able to assist 33 schools.

Graph 10: Summary of School Libraries Assisted.



1. Total request – Total number of schools that requested for library set up: ECE, Primary, Secondary and other Institutions.
2. Assisted – Schools that has been assisted.
3. Not assisted – yet to assist

Graph 11: Number of Books Distributed



Resources Distribution

Table 18: Summary of library resources distributed

School Library Set-Up	No. of Sch	Total Number of books distributed						Total Number of Furniture Distributed							
		Library Resource Scheme (LRS- Charts/ ECE Resources)		Donation		Big Shelves		Small Shelves		Tables		Chairs		Book Cart	
		Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)
ECE	11	338	4,779.31	412	824	-	-	-	-	-	-	-	-	11	1925
Primary	17	1,406	24,716.37	4,237	8,378	18	3,330	34	4,495	52	292	23,870	-	-	-
Secondary	7	808	25,049.27	1,742	3,484	25	4,625	10	1,450	43	172	19,608	-	-	-
Institution	1	54	569.45	43	86	-	-	2	290	3	14	1604	-	-	-
	36	1200	30,065.13	455	910	25	4,625	12	1740	97	478	45,082	11	1925	-

Public Libraries

A vital role of the public libraries is to bridge the gap by providing public access to the internet. This new journey has an exciting opportunity to help bring everyone into this global conversation and to bridge what is often called “the digital divide”.

This report helps put into words some of the social, economic, cultural, recreational, and educational benefits of the public libraries.



Learning and Research

We inspire young people and learners of all ages attending on-site learning sessions. The passion for community and innovation shown by our staff members from front-line staff, programme planners and those working behind the scenes have shaped the library's response to our community's need this fiscal year.

We play a key role in promoting national literacy efforts in the communities we serve and are in a good position to provide a wide variety of literacy opportunities. All branch libraries provide literacy resources and programmes for children, youth and adults at all proficiency levels, thereby making an enormous contribution to supporting a reading culture and creation of a literate society.

Harnessing the potential power of libraries by integrating their activities with the national literacy efforts and strategies will help achieve the literacy targets set out in the 2030 Agenda for Sustainable Development.

We believe that literacy challenge needs to be addressed from a creative lifelong learning perspective at an early age.



We credit our team members' shared creativity and care for the many ways the public libraries has responded to the vulnerabilities our community faced due to COVID-19.

As we worked towards ensuring we were meeting community needs as best as we could, soon after the public restrictions, all public libraries are back into business thus operating as normal providing information services to our customers.

We look forward to the year ahead, knowing that our team is inspired by everything we have learned and accomplished throughout the pandemic and we are excited to welcome more customers as we continue to build community and transform lives.



Achievements

Public Libraries Collection Holdings (Books)

Branch	Holdings
Western Regional Library	7660
Tavua Public Library	3640
Rakiraki Public Library	3728
Nasese Public Library	7534
Savusavu Public Library	9983

Statistics in Public Libraries

Branch	Membership	Adult Users	Junior Users	Easy
Wrl	1403	1260	1741	138
Tavua	1975	1657	1775	561
Rakiraki	1162	1081	1885	779
Nasese	596	1449	1321	551
Savusavu	565	2462	2888	449

Services Outcomes

Branch	Services								
	New Member-ship	Loans & Returns	Printing & Photo-copy	General Information Reference	Research	Studying	Literacy Activities	Reading Newspapers	Computer & Internet search
Tavua	26	1869	\$17.40	346	225	768	300	753	-
Rakiraki	31	5142	-	4032	1677	1325	2654	1533	70
Nasese	80	1317		112	102	169	486	903	260
Savusavu	41	2980		-	310	293	277	1726	131
TOTAL	178	11308	\$17.40	4490	2314	2555	3717	4915	461

Technical Unit

Acquisitions in 2021-2022

Book supplier	Date of order	Received Date	Invoice No.	No. of titles	No. of copies	Total Cost
2ND QUARTER						
Itaukei Trust Fund Board	19/11/21	22/11/21	00002028	1	500	\$5,000.00
Pacific Press	26/11/11	10/12/21	71435	2	20	500.00
Textbook Wholesalers	12/01/22	14/01/22	10548 - 10550	22	28	\$2,000.00
Textbook Wholesalers	12/01/22	14/01/22	10542 - 10546	52	149	\$3,909.65
Bulk Direct	24/01/22	05/04/2022	0525	34	371	\$15,010.10
3RD QUARTER						
Waicula Publications		08/03/2022	01313	1	25	\$499.50
4th QUARTER						
Clarke Book masters	26/05/2022	03/06/2022		60	317	\$15,239.02

Team Building

LSF have witnessed team building in this fiscal through the

- The important dates display and preparation of morning tea revealing each person's unique personality traits and talents. Provides the opportunity for coworkers to get to know each other better, both personally and professionally;
- Spark creative and innovative ideas embedded in the suitable and relevant programme needed to revive our service to our customers. They feel comfort in the connections they have made and are more willing to share their ideas and opinions for doing what they believe should be done.



Read To Lead Project

Read to Lead Fiji is a project by Vision Fiji to strengthen collaboration in the facilitation and distribution of reading books and educational materials to the Fijian Primary Schools. Its vision is to help every child to know how to read, write and communicate proficiently in the English language by the end of year 5.

The project commenced in 2015 aiming to provide 736 Primary schools with at least 250 books.



Upon receipt of these resources there are procedures that need to be done before the resources are distributed to respective schools. This includes stamping; accessioning; pasting of date due slip and printing of distribution lists.

The main purpose of these tasks are:

1. Stamping – for ownership purpose so as to easily identify these resources once it is distributed to students.
2. Accessioning – assigning of number on an individual title.
3. Date due slip – to gauge how often each title is issued out to students; and
4. Books List – Printed List of books distributed to respective schools - school and for LSF school file.

Currently, we are distributing resources targeted for Phase 7. We have received Phase 8 targeting the ECE.

Phase	Category	Total Number of Schools
1	Primary	110
2	Primary	240
3	Primary	132
4	Primary	110
5	Primary	120
6	Primary (Schools That Were Affected By Tc Winston)	122
7	Primary (Schools That Were Affected By Tc Winston)	155
TOTAL		989

The Year Ahead

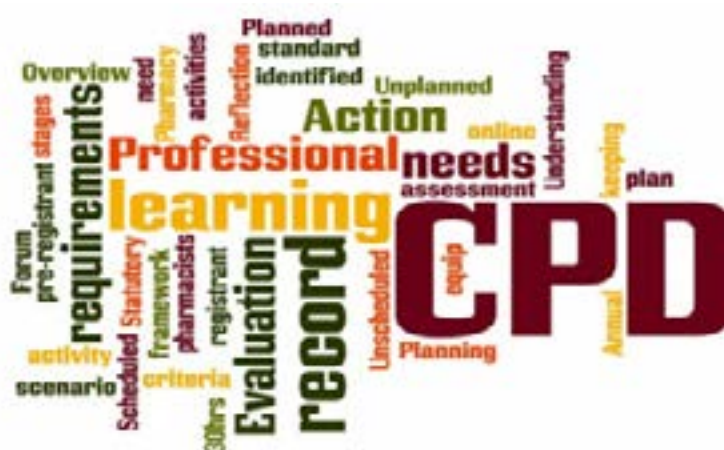
1) Virtual Library

A Virtual Library is a digital space that keeps and organises books and their associated documents. It can also refer to a space where the books can be read. These spaces can include computers, mobile devices and the internet. Information handling has become so dynamic today that the development of virtual libraries seems to be the alternate ahead for our public libraries. The department has embarked on automation in 2016. During the COVID-19 lock down and public restrictions period, all public libraries were closed to the public. While some library work already took place online, the work from home disruption proved to be difficult for many staff whose work was heavily dependent on the physical spaces and infrastructure. Staff could not continue to expand access to digital resources, launch virtual programs and coordinate with our customers because we do not have the infrastructure to help us make the necessary transition.



2) Continual Professional Development (CPD)

The Concise Oxford Dictionary (2006) defines training as “bringing a person to a desired state of efficiency by instruction and practice”. For an organisation to be effective and able to deliver its intended outcomes, its workforce needs to be skilled, competent and confident. In addition, the nature of libraries across all sectors, are subject to continual change, especially in today’s digital information environment. Similarly, the political and economic environments in which libraries operate will mean that we need to be flexible, agile and continually evolving. In order for a library to embrace change, its workforce must continually develop its professional and technical skills. The Department of Library Services Staff desperately needs support in this regard.



The concept of “lifelong learning” is central to the mission and values of the school, public and community library. Usually, we talk about wanting to facilitate the lifelong learning of our library users; while this is critical, our focus on turning others into lifelong learners can sometimes mean that we neglect our own needs for continued

growth, particularly when it comes to our professional learning. The professional world is becoming increasingly competitive, so professional development and continual learning is more important than ever in being successful and achieving career goals. Technologies 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 owning their knowledge.

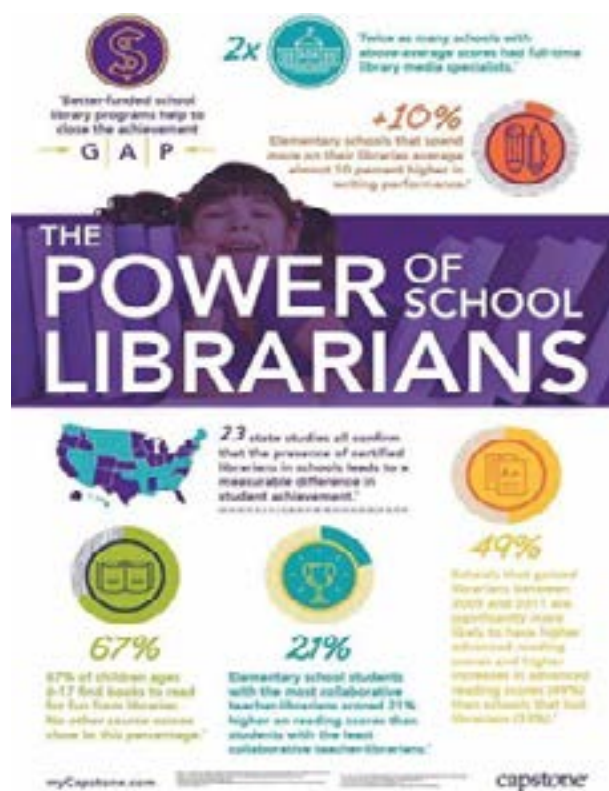
There are an abundance of library professional conferences and trainings with many innovative learning opportunities. For example, IFLA, LIANZA, VALA - Libraries Technology, and the Future to name a few are providing:

- Internal training programs: professional local academic librarians can be consulted to provide training programs or IT and software training, customer service training and etc.
- External training programs – external library groups can range from local consortia to regional branches of our professional associations, such as Australian and New Zealand Library Association (ALIA) and IFLA. While they have programs of events throughout the year (excluding conferences), they also provide excellent opportunities to attend special library and information oriented events.
- Academic programs, vocational qualifications and professional accreditation: all LSF staff need more formal study programme. The University of the South Pacific offers the Diploma in Library and Information Studies while the Fiji National University offers the Degree is the only two academic institutions that offers programme in this discipline.

3) School Librarian

The most important task of a library is to inculcate and encourage reading habits among the students. To achieve this, a close coordination between classroom teaching and library use is required. A student needs to be:

- Provided with regular and continuous service by the librarian in library use;
- Taught on the availability of the variety of books in the library:
 - a) How to select books;
 - b) How to handle and maintain these books and;
 - c) How to make notes etc.
 - Acquainted with the use of catalogue, reference books, and audio-visual materials;
 - Given assignment by teachers which requires use of library resources, for example, writing a book review, dictionary and atlas use, etc.
 - How to stay safe online while surfing the internet.
 - Involved in various library projects and programmes like book week, reader's club, book seminars, etc.
 - Most importantly the sustainability of the library resources and cleanliness of the library environment.
 - We can set up libraries year in and year out but without a personnel responsible for the maintenance and usage of these library resources, we cannot gauge the impact of a school library on student's performance.



School Unit

Library Resource Scheme (LRS) and Donation Distribution 1st – 4th Quarter

Date	Name of School	Total LRS titles/Charts/ other ECE resources		Total Donated titles	
		Quantity	Cost (\$)	Quantity	Cost (\$)
27/9/21-01/10/21	Saraswati College	106	3,722.75	277	554.00
12/10/21-14/10/21	Nawaisomo District School	109	2,388.44	300	600.00
	Nawaisomo ECE	40	565.02	20	40.00
26-27/10/2021	Nabau Primary School	100	1,737.87	432	864.00
12-14/10/2021	Navunibitu Catholic School			395	790.00
28/10/21	Queen Victoria School	146	2,519.15	352	704.00
28/10/21-29/10/21	Nabobuco District School	107	2,203.00	255	510.00
	Nabobuco ECE	67	1,189.89	50	100.00
16-18/11/2021	Magodro Secondary School	22	2495.00	225	450.00
23-25/11/2021	Magodro District School			205	410.00
07/12/21-08/12/21	Ro Delainamako Primary School			435	820.00
09/12/21-10/12/21	Namata District School	101	1,940.84	163	326.00
	Namata ECE	33	345.90	20	40.00
14/12/21-16/12/21	Veiuto Primary School	32	866.73	230	460.00
22/12/21-23/12/21	KAIF Infant School	147	2,080.16	649	1,298.00
25/01/22-26/01/22	Bhawani Dayal Arya College	157	5,083.03	196	392.00
01/02/22	Naikawaga ECE	35	407.81	113	226.00
01/02/22	Tai District ECE	35	363.41	113	226.00
03-04/02/2022	Naivucini Primary School	161	2,468.20	184	368.00
	Naivucini ECE	39	331.55	20	40.00
21/03/22-22/03/22	Vunidawa Sanatan Primary School	71	1,323.93	156	308.00
21/0/22-22/03/22	Daku Village School	122	1,995.98	100	200
	Daku ECE	27	385.22	23	46.00
24/03/22-25/03/22	Naqia SDA Primary School	70	981.00	138	236.00
	Jack Berrie Kindergarten	32	439.55	28	56.00
29/03/22-30/03/22	Muaira District School	71	1,255.59	130	260.00
26/04/22-03/05/22	Suva Grammar School	146	2,630.06	398	796.00
04/05/22-06/05/22	St Christopher's Home	54	569.45	43	86.00
09/05/22-11/05/22	St Joseph the Worker Primary School	63	830.27	104	208.00
11/05/22-12/05/22	Kaba District School	95	1,557.31	165	328.00
	Kaba ECE				
16/05/22	Raiwai Community ECE	43	864.16	25	50.00
17/05/22-19/05/22	Gospel High School	99	4,035.24	48	96.00
24/06/22-25/06/22	Muaniweni College	132	4,564.04	246	492.00
06/06/22-15/07/22	Natabua High School	103	4,376.26	100	300.00

Furniture Distribution for the 1st and 2nd Quarter

Date	Name of School	Furniture Distributed									
		Big Shelves		Small Shelves		Tables		Chairs		Book Cart	
		Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)	Qty	Cost (\$)
27/9/21-01/10/21	Saraswati College	3	555.00			5	980.00	20	1,300.00		
12/10/21-14/10/21	Nawaisomo District School	3	555.00	2	290.00	3 tables with 18 chairs = 1,725.00					
	Nawaisomo ECE									1	175.00
12-14/10/21	Navunibitu Catholic School	1	185.00	4	580.00	3 tables with 18 chairs = 1,365.00					
28/10/21	Queen Victoria School	19	3,515.00			20	3,920.00	80	5,200.00		
28-29/10/21	Nabobuco District School	3	555.00	4	580.00	4 tables with 24 chairs = 2,060.00					
	Nabobuco ECE									1	175.00
16-18/11/21	Magodro Secondary School	3	555.00			3	588.00	12	780.00		
23-25/11/21	Magodro District School	1	185.00	2	290.00	3 tables with 18 chairs = 1,365.00					
07/12/21-08/12/21	Ro Delainamako Primary School					3 tables with 18 chairs = 1,365.00					
9/12/21-10/12/21	Namata ECE									1	175.00
22/12/21-23/12/21	KAIF Infant School			1	145.00	3 tables with 18 chairs = 1,365.00					
01/02/22	Tai District ECE									1	175.00
01/02/22	Nakaiwaga ECE									1	175.00
03-04/02/22	Naivucini Primary School	2	370.00	1	145.00	4 tables with 24 chairs = 2,060.00					
	Naivucini ECE									1	175.00
21/03/22-22/03/22	Vunidawa Sanatan Primary school					2 tables with 12 chairs = 1,030.00					
21/03/22-22/03/22	Daku Village school	2	370.00	3		3 tables with 18 chairs = 1,365.00					
	Daku ECE										
24/03/22-25/03/22	Naqia SDA primary school	2	370.00	3	435.00	3 tables with 18 chairs = 1,725.00					
	Jack Berrie ECE									1	175.00
29/03/22-30/03/22	Muaira district school	3	555.00	3	435.00	3 tables with 18 chairs = 1,725.00					
26/04/22-03/05/22	Suva Grammar school					6	1,176.00	24	\$1,560		
04/05/22-06/05/22	St Christopher's home			2	290.00	1 round table with 6 stools-695.00					
						2 r/ tables	392.00	8 chairs	520.00		
09/05/22-11/05/22	St Joseph the worker primary school			2	290.00	2 round tables with 12 chairs=\$1,390.00					
11-05/22-12/05/22	Kaba district school			5	725.00	2 round tables with 12 stools = \$1,390.00					
						2 rectangle tables with 12 chairs=\$670.00					
	Kaba ECE					2 rectangle tables with 12 chairs=\$670.00					
										1	175.00
16/05/22	Raiwai Community ECE									1	175.00
17/05/22-19/05/22	Gospel High school			2	290.00	3 rectangle tables with 12 chairs = \$1,368.00					
24/06/22-25/06/22	Muaniweni College			8	1160.00	3 round tables(196x3)=588.00 3 rectangle tables (196x3)=588.00 24 chairs x \$5.00=1560.00					

CHAPTER 3: CURRICULUM AND ASSESSMENT



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 6, 8, 10, 12 & 13 and final assessments for Years 7, 9 & 11 levels;
- Develop Literacy and Numeracy Assessment (LANA);
- Develop strategies and train teachers to support literacy and numeracy education in Primary schools;
- Develop internal assessment guidelines and relevant materials for schools;
- Develop audio/visual educational materials to support learning and teaching;
- Procure, print and dispatch textbooks, syllabi and supplementary educational resources to all schools;
- Monitor learning and teaching in schools and assist with school improvement plan.

Achievements

Free Textbook Scheme

The Education Resource Centre successfully procured, printed, packed and dispatched the free textbooks for the 2021 school year to the 736 primary and 175 secondary schools that requested for the textbooks.

Table 19: Summary of the Number of Schools Receiving Free Textbooks

Education District	Number of Schools receiving free textbooks	
	Primary Schools	Secondary Schools
Nausori	118	27
Suva	81	38
Ra	43	8
Ba/Tavua	62	14
Lautoka/Yasawa	86	24
Nadroga-Navosa	63	13
Eastern	117	14
Macuata/Bua	101	24
Cakaudrove	66	13
TOTAL	736	175

Table 20: Summary of the Number Of Free Textbooks Distributed to Schools

Education District	Primary Textbooks Actual Numbers	Secondary Textbooks Actual Numbers
Suva	77228	62583
Nausori	54577	38900
Cakaudrove	22697	13726
Ba/Tavua	6108	4402
Ra	17215	8187
Nadroga-Navosa	27461	15476
Lautoka/Yasawa	59323	15505
Macuata/Bua	38686	23703
Eastern	2628	2523
Total Books Dispatch	305,923	185,005
GRAND TOTAL	490,928	

HOPE Schools Visited

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

Districts	Primary	Secondary
Suva/ Nausori	12	12
Ba/Tavua/Ra	67	12
Nadi/ Lautoka/Yasawa		
Bua/ Macuata	6	6
Cakaudrove		
Eastern	4	3
TOTAL	89	33

Science Kits

The 5 secondary schools which were assisted with science kits include:

1. St. Francis College
2. Yasayasa Moala College
3. Koro High School
4. Richmond Methodist
5. Rt. Finau College

School Broadcast Unit

Given below is the summary of the total number of recording conducted by the unit which has been aired in collaboration with FBC.

Quarters	1	2	3	4	TOTAL
# of aired lessons	30	64	113	90	297

Offering Radio Lessons is another mode of reaching out to students so that they can better understand concepts through listening and taking part in activities set out by the curriculum specialist. Students in remote and island schools benefitted a lot from these programs since they have poor connectivity and cannot access internet for research purposes.

The following programs are offered through this mode for students:

- Teachers World
- Hindi (7-8pm rf 2)
- Vosa VakaViti (7-8pm)
- Maths Count
- Focus
- Education Bytes
- Numeracy
- Literacy
- Conversational VVV
- Conversational VVV & FH
- Conversational Fiji Hindi
- World Around Us
- World We Live In
- Vakasala ni Vuli
- Domo ni Vuli

Curriculum Review

Year 10 Vosa Vakaviti Curriculum Review Meeting – Northern Division (Macuata Education District).

Reason for Curriculum Review

The Curriculum Review of Year 10 Vosa VakaViti Syllabus and the newly developed Year 10 textbooks and Teacher's Guide aligned to the Reviewed Syllabus will incorporate the scoping and sequence of subject content outlined in 2015 as per CAS Circular 60/2015.

New system of spelling approved by the Cabinet Decision in 2008 [IGP (08)77] - The 2008 Cabinet Decision had approved the adoption of the new system of spelling for all Government Agencies and Institutions and in particular Fiji's Education System. Below were the Vosa VakaViti resources already being reviewed and/or developed with the adoption of the new system of spelling.

- National curriculum perspective such as Financial Literacy, Climate Change and Career which are considered crucial to a broad and holistic Educational Framework but are missing from the current Year 10 Vosa VakaViti Syllabus.
- Use of ICT which lacks in the Year 10 Vosa VakaViti Syllabus to make teaching and learning more effective. By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills and improving motivation and productivity.

Table 21: Number of Participants at the Education Division's

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

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

- Literacy Pre-assessment for 10 selected Control schools in the Western, Northern & Central was conducted between the periods of 6th – 10th June.
- Pre-assessment included Waddington Reading, Waddington Maths, Writing Prompts and PM Benchmark reading for 5 data tracking students for each of the 10 schools.

Re-development of the Secondary Year 9 Mathematics Curriculum

Introduction

The re-development of the Secondary Mathematics curriculum has been undertaken to extend the primary literacy and numeracy curriculum re-development project into the secondary sector. The draft documents are produced by the Secondary Mathematics curriculum re-development team which is a partnership between CAS

and the Secondary Mathematics Team at Fiji Program Support Facility (FPSF).

Using a staged approach, the Pure Mathematics curriculum has been re-developed to be relevant to Fiji's context and aligned with the National Curriculum Framework (NCF) and regional and international best practices. Consultations to support the re-development project were held with secondary Mathematics teachers, teacher training institutions, universities, and organisations offering relevant technical expertise in educational assessment and cross-cutting issues such as climate change and disaster risk reduction and gender equality, disability and social inclusion.

Workshop

The Unit conducted a 1 day face to face consultation workshop on the draft scope and Sequence Documents for Years 9-13 with 98 participating teachers from the 4 Divisions.

The outcomes were:

1. Sharing the re-developed Pure Mathematics scope and sequence with teachers for their information and feedback.
2. Gaining knowledge of diverse learners and their development in social contexts.
3. Gaining insights of classroom practices in the teaching, learning and assessment of Pure mathematics in diverse school settings.



4. Discussing strategies to improve learning outcomes in Pure Mathematics.
5. Gathering suggestions for contents to be included in the Teacher's Guide for Years 9 to 13

Attendance

Education District	School	Education District	School
Nausori	<ul style="list-style-type: none"> • Adi Cakobau School • Baulevu High School • Bhawani Dayal Arya College • Davuilevu Methodist High • Dawasamu Secondary School • Dilkusha Methodist High School • Lelean Memorial School • Lomaivuna High School • Muaniweni College • Naitasiri Secondary School • Naiyala High School • Nakasi High School • Nasinu Muslim College • Noco Secondary School • Pt Shreedhar Maharaj College • Queen Victoria School • Ratu Kadavulevu School • Rewa Secondary School • Saraswati College • Sila Central High School • St Vincent College • Tailevu North College • Vunimono High School • Waidina Secondary School 	Suva	<ul style="list-style-type: none"> • Adventist High School • Ahmadiyya Muslim College • Assemblies of God High School • Ballantine Memorial School • Basden College • Beqa/Yanuca Secondary School • Christian Mission Fellowship • D A V College • D A V Girls College • Dudley High School • Fiji L D S College • Gospel High School • Jai Narayan College • John Wesley College • Kalabu Secondary • Lami High School • Lomary Secondary School • Mahatma Gandhi Memorial High School • Marist Brothers High School • Nabua Secondary School • Namosi Secondary School • Nasinu Secondary School • Nuku Secondary School • Rampur College • Ratu Latianara Secondary School • Ratu Sir Lala Sukuna Memorial School • Rishikul Sanatan College • Sacred Heart College • St Joseph's Secondary School • Suva Grammar School • Suva Sangam High School • Yat Sen Secondary School
Ba/Tavua/Ra	<ul style="list-style-type: none"> • A D Patel College • Ba Methodist High School • Ba Sanatan College • Ba Sangam College • Balata High School • D A V College, Ba • Kamil Muslim College • Khalsa College • Nadarivatu High School • Nilsen College • Nukuloa College • Tavua College • Tavua District Secondary School • Xavier College • Penang Sangam High School • Ra High School • Rakiraki Public High School 	Macuata/Bua	<ul style="list-style-type: none"> • Ahmadiyya Muslim • All Saints Secondary School • Batinikama College • Bua Central College • Bulileka Sanatan College • Dreketi Central College • Duavata Secondary • Holy Family Secondary School • Immaculate Conception Secondary School • Labasa College (Holy Family Secondary School) • Labasa Muslim College • Labasa Sangam (S K M) • Lekutu Secondary School • Nabala Secondary School • Nadogo Central College

Education District	School	Education District	School
Cakaudrove	<ul style="list-style-type: none"> Bucalevu Secondary School Holy Cross College Napuka Secondary School Nasavusavu Secondary School Navatu Secondary School Niusawa Methodist High School Saint Bedes College Saqani High School South Taveuni Secondary School 	Suva	<ul style="list-style-type: none"> Adventist High School Ahmadiyya Muslim College Assemblies of God High School Ballantine Memorial High School Basden College Beqa/Yanuca Secondary School Christian Mission Fellowship D A V College D A V Girls College Dudley High School Fiji L D S College Gospel High School Jai Narayan College John Wesley College Kalabu Secondary School Lami High School Lomary Secondary School Mahatma Gandhi Memorial High School Marist Brothers High School Nabua Secondary School Namosi Secondary School Nasinu Secondary School Nuku Secondary School Rampur College Ratu Latianara Secondary School Ratu Sir Lala Sukuna Memorial Rishikul Sanatan College Sacred Heart College St Joseph's Secondary School Suva Grammar School Suva Sangam Yat Sen Secondary School

Year 11 Life Mathematics National Implementation Workshop and Year 12 Trial Program

The Ministry of Education through the department of Maths and Physics, trialled Year 11 Life Mathematics Curriculum in 21 schools in 2021. This curriculum was developed as a new way forward and also to accommodate students who did not need Mathematics as a priority area given that most students found Mathematics as a challenging subject to take up. This approach will ensure that students maintain their interest in Mathematics and have a deeper understanding of the subjects significance and practical applications.

After the successful piloting of Year 11 Mathematics Life Curriculum, it is rolled out in all schools, whilst the Year 12 Life Mathematics Curriculum was piloted in 21 schools in 2022. These 21 schools has piloted the same in Year 11. Thus:

- Year 11 students in all schools this year either took Life Mathematics or Pure Mathematics based on Year 10 Mathematics marks and /or career choices;
- All schools provided 5 hours of parallel Mathematics classes per week;
- Students who take up Pure Mathematics can switch to Life Mathematics based on both their performance in Pure Mathematics as well as changes in career choices or employment aspirations. Ideally, students who pass Year 10 Mathematics can continue to take Pure Mathematics even if their career choice does not require specialist knowledge of Mathematics and can opt later for Life Mathematics if they cannot cope with Pure Mathematics.

Summerised below are the 21 schools that piloted the Life Mathematics from the 4 Education Divisions.

Central	Ratu Sukuna Memorial School	Western	Shri Vivekananda College
	Naitasiri Secondary		Sabeto College
	DAV College		Nadi Sangam
	Jai Narayan College		Ratu Navula College
	Suva Sangam College		Pundit Vishnu Deo
	Rishikul Sanatan		Maharishi College
Northern	Labasa Sangam	Eastern	Levuka Public
	Bulileka College		Delana Methodist High School
	All Saints Secondary School		St. Johns College
	Labasa Muslim		
	Naleba College		
	Batinikama College		

Year 12 Pilot Schools Workshop

A workshop had been conducted for all divisions. In this workshop, the Heads of Departments have been trained and empowered with targeted presentations on careers related to Life Mathematics, assessment for/of learning, teaching & learning plans and the child-centered teaching strategy to make all students active in the lesson. The outcomes of the workshop were:

- Understanding the contents of Life Mathematics Syllabus and its relation to relevant careers;
- Using the life mathematics syllabus effectively to develop lessons with appropriate teaching strategies;
- Developing formative and summative assessments to assess learning outcomes;
- Implementing Life Mathematics Syllabus effectively in their schools;
- Sharing of experiences to enhance teaching and learning of Mathematics.

Attendance

All HODs/Teacher In charge from 176 Secondary schools attended this workshop. Teaching Mathematics in real life contexts has enhanced majority of the students' enjoyment of Life Mathematics lessons as they are generally feeling at ease and are comfortable in solving problems which are essential for everyday living. All in all, these pathways in a dynamic subject like Mathematics will definitely drive the re-imagination in the way mathematics is taught in schools. Most importantly, it has been developed to support success for all students in Mathematics.

Y1 – Y3 Moral and Civic Education Training (MCE)

This face to face and virtual training took place from the 29th – 31st of March 2022 in all the districts. The purpose of training is to develop all students to their full potential by offering them the essential basic knowledge, skills, values and attitudes they will need in society.

The support of parents and guardians is essential. Education will prepare and nurture students life as they continue to develop over the years, empowering them to understand their existence in the world as members of a global community. It will also prepare students for education at the secondary level, encouraging them to develop their individual abilities, interests and skills. A new curriculum introduced at the primary level known as the Moral Values and Civic Education (MCE) hopes to promote a love for learning and the common shared values and moral dispositions we, as a nation, advocate and strive to uphold. Moral Values and Civic Education begins from Year 1 and continues to Year 8 at the primary level. Moral and Civic Education (MCE) Curriculum attempts to nurture in children and students values which will enable them to peacefully relate and connect with people from different cultural and social groups. It strives to empower them to become active, responsible, local and global citizens. This will further enable them to develop a common understanding and respect for differences in the society.

Objectives of the MCE Workshop

At the end of the workshop, participants were:

1. Familiar with and competent in teaching the new Moral Values and Civic Education Curriculum for Years 1 - 3.
2. Able to contextualise most of the activities in the Teacher's Guide according to their locality.
3. Able to develop innovative activities and integrate it with other core subjects.
4. Able to amend and make recommendations to the ERRATA sheets provided.

Table 22: Number of Participants by Education Districts

Districts	Number attended
1 .Bua	42
2 .Labasa	224
3. Lautoka /Yasawa	151
4. Nadroga	172
5. Taveuni	30
6.Savusavu	132
7.Suva	250
8.Nausori	321
9.Tavua	58
10. Eastern	250 (virtual training)
TOTAL	1630 teachers and HoS



TECHNOLOGY EMPLOYMENT AND SKILLS TRAINING

Overview

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

Roles and Responsibilities

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

Planning and Policy

- Assist in the formulation of the Ministry of Education Strategic, Corporate and Business Plans, in alignment to the Fiji Government's National Strategic directions and priorities.
- Develop long and short term plans for the future development of TEST in alignment to the Ministry of Education's vision and priorities.
- Assist in the preparation of the Ministry of Education's cabinet papers and reports relating to TEST programs
- Plan and prepare budget submissions for funding TEST programmes and initiatives for the enhancement of education and training for students taking TEST programmes.
- Liaise with other NGO's and government departments in promoting partnership in the development of technological knowledge, skills, values and attitude for students.
- Conduct research and survey for new initiatives related to the general development of TEST.

Management of Test Staffing

- Assist HR Section on any staffing issues relating to TEST teachers in secondary schools.

Management of Curriculum Services

- Assist in the design, development, review and implementation of the Fiji National Curriculum Framework and related documents.
- Assist in the design, development, review, implementation, testing and monitoring of TEST curriculum.

Provision of Advisory and Advocacy Services

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

Management of Assessment

a) School Based

- Review assessment for schools to be recognised FHEC to be aligned to the recognition requirement of the FHEC.
- In 2021, the Years 12 and 13 Internal Assessment (Projects and tasks) raw marks were shelved due to the pandemic.

b) External Examination

- The Unit coordinate the selection of Examiners, Preparation of Examination Blue Prints, Preparation of External Examination Papers, Moderation, Review of External Examination Papers, Trial Sitting of the External Examination Papers, Proof Reading and submission to EAU through the section head.

- It also coordinates the nomination of markers, attend Marker's meetings and conduct the marking of External Examinations.
- Facilitate recount and remarking of External Examination scripts as per students' requests.
- Compilation of detailed Marking Schemes, Examiners Reports, and submission to EAU through the section head.

Monitoring of TEST Centers

The subject advisors visited the TEST Centers in schools including HOPE schools for monitoring of programmes, specialised rooms, feasibility studies and counselling of teachers. The needs of individual schools were based on termly department reports submitted from each school and the examination results.

Management of Funds and Resources

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

Administration

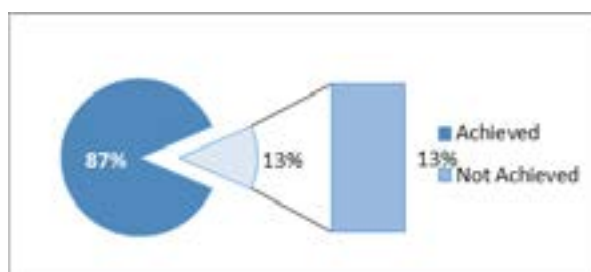
- Attended to the general administrative needs of the Ministry particularly on matters relating to the development of TEST programmes.

Highlights And Accomplishments

TEST ABP Sub-output Achievements

The resulting achievements of 87% by the Units in the ABP indicate the targeted focus attitude in the Section. Some of the outputs were put on hold due to COVID-19 budget re-alignment.

Graph 12: Overall Achievements 2020 – 2021



Review of TVET Policy [COP 2.2]

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

Curriculum Review

The Senior Education Officers coordinated and prepared 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 23: TEST Curriculum Review and Textbooks

DEPARTMENT	Textbook – amendments were done for all the year levels (9-13) [COP 7.12]	Syllabi [COP 7.12]	IA Guide [COP 7.16]	National Qualifications Level 1 & 2 for Yr 11 & 12 - Recognition with FHEC [COP 7.14 & 7.15]	COVID-19 Curriculum Alignment	No. of Video Lessons Recorded
Home Economics	Yr 11 – reviewed in 2020 & implemented in 2021	Yr 12 – Questionnaires analysed & report submitted	Yr 11 designed & circulated to schools	Scoping and sequencing of syllabus to unit standards in progress	Yrs 9 – 13 compiled and sent to schools	10
Industrial Arts	Yr 11 AT & TD Textbooks & Workbooks – were reviewed and implemented in schools	Yr 12 AT & TD – Questionnaires analysed	-	Applied Technology – developed	Yrs 9 – 13 compiled and sent to schools	10
Computer Education (CE)	Yr 12 reviewed resources were implemented in 2020	Yr 13 – questionnaires analysed & relevant resources complied	Yr 12 & 13 Reviewed	ICT Level 2 approved by FHEC	Yrs 11 – 13 compiled and sent to schools	10
Agricultural Education	Yr 11 – reviewed in 2020 & implemented in 2021	Yr 12 questionnaires analysed	Yr 12 & 13 – developed & implemented in schools	Agricultural Science L1 & L2 were developed and approved by the NQ's council	Yrs 9 – 13 compiled and sent to schools	10
Office Technology	1. Yr 11 OT - implemented the reviewed resources in schools 2. Yr 12 Activity Book - developed	Yr 12 Syllabi - Questionnaires analysed	Yr 12 & 13 – developed & circulated in schools	OT L1 & L2 were developed and approved by the NQ's council	Yrs 9 – 13 compiled and sent to schools	10
Enterprise Education	Training of Teachers on 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
Careers Education	1. Manual for Life skills Training/Work readiness Packages for NEC – developed (draft) 2. 2021 Careers Handbook – implemented in schools		

Examinations and Assessment

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

Table 24: TEST Examination Papers 2020-2021

DEPARTMENT	EXAM PAPER	YEAR(S)	TOTAL
			2021 (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

Table 25: Examination Results Analysis 2020

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

2020

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

2021

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

Moderation of Common Assessment Task

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

Monitoring & Evaluation of the Curriculum through School Visits

The following schools were visited for the purpose of:

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

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

Table 26: Schools Visits

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

TEST Procurements

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

Number of Students taking TEST Subjects in Schools

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

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

Table 27: Number of Students Taking TEST Subjects

Subject	No. of Students										Total		
	YEAR 9		YEAR 10		YEAR 11		YEAR 12		YEAR 13		M		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Home Economics	446	6887	391	6681	99	1341	131	1549	54	975	1121	17433	18554
Industrial Arts	7617	1393	7216	1215	6683	718	6366	742	3453	493	31335	4561	35896
Agricultural Science	3300	4400	3200	4000	1200	1600	1350	1500	800	790	9850	12,290	22,140
Office Technology	1918	2595	1925	2618	435	751	418	735	360	755	5056	7454	12510
Computer Studies	-	-	-	-	2305	2315	2198	2295	1995	2033	6498	6643	13141
Sub-total	13281	15275	12732	14514	10722	6725	10463	6821	6662	5046	53860	48381	102241
TOTAL	28556		27246		17447		17284		11708				102241



CAREERS EDUCATION

Achievements

Table 28: Careers Outputs

TEST Outputs	Progress to date	Number achieved against target
2.1 Meeting market demands, qualified workforce and increase employment Students are able to excess to what is available at the tertiary institutions	For the development of careers online information and advocacy materials through e- portal the following was done: <ul style="list-style-type: none"> Careers page linked to TEST website awaiting ITC to be included in the MEHA official page. Awaiting tertiary institutions approval for content sharing. 	90%
2.2 Students are exposed to various career choices in order to make sound decisions	The proposed Careers exposition in 5 centres around the country was deferred due to budget cuts. The planned Exposition in Q4 was cancelled due to COVID 19.	(0/5) 0%
2.3 Improved learning and teaching	Conducted PSDT workshop for HOS from February 11-13th	
2.4 Improved accessibility to careers information	Ongoing discussion with E-learning Team on designing and using TEST portal for uploading resources due to minimal budget.	90%
2.4 Communities are aware of what is available to their children Increased parental engagement in schools due to awareness of the value of education	Participated in Life Skills Training Workshop with Ministry of Employment through SEEP program for CAPS and Career Talk	(1/5) 20%
2.5 20 TEST & Enterprising Week [COP 7.4]	No official launching due to COVID 19 restrictions. However, one school (St. Joseph's Secondary School) celebrated virtually.	NA

E-LEARNING

Achievements

a. Curriculum

1. Year 7 and 8 Computer Education Text Book

- Dispatched 2 textbooks each to all primary schools

2. Procurement

- No budgetary allocation due to COVID-19.

b. Technology Enabled Learning (TEL)

1. Smart Classroom

- Smart Interactive Projectors were successfully installed in 20 schools.
- Pedagogical training for Smart Projectors – 100%.

Table 29: Implementation of Smart Classrooms

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

2. Internet Connectivity

The Fiji Program Support Facility (Facility) supported 20 schools with internet connectivity installations.

The schools assisted with modems installation included:

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

3. MOOCs and Online Learning

- Online COL training (on-going).
- Online CPSC training.

4. School Broadcast Unit (SBU)

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

5. Educational Channel (WALESI)

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

6. Learning Hub (TFL)

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

7. OER (COL) Website

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

8. Moodle

- Project initiated and on-going with 7 schools identified as phase 1 with moodle training ongoing.

9. ODFL (ADB)

- Project initiated and is ongoing
 - ADB to provide implementation plan and schedules.
 - Meeting consultations.

10. E-Book

- Development of e-resources ongoing
 - Training ongoing.
 - Kotobee Author licensing renewal annually.

FOOD AND NUTRITION**Achievements****Table 30: Nutrition Outputs**

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

ENTERPRISE EDUCATION

Achievements

Table 31: Enterprise Education Outputs

Outcomes	Outputs	Achievements
COP 4.1 Increased enrolment rates in TEST subjects and at Tertiary Institution which contribute to address skills gap. Increase the quality and employability skills	9. TEST & Enterprising activities in schools 10. National competition on TEST & Enterprising in Primary and all secondary schools	Did not materialise due to COVID and closure of schools. Training was successfully conducted for 3 subjects: IA, HE and CE for the Central Schools only. [COP 5.6]
COP 7.1 Improved delivery Enhanced and improved learning & teaching	Activity 14 Training of teachers on the following areas of the curriculum: Entrepreneurship,	Training was successfully conducted for 3 subjects: IA, HE and CE for the Central Schools only. [COP 5.6]
COP 7.2 Increase number of students taking TEST/TVET subjects	Activity 15 Training on the new/revised curriculum for primary (computer & enterprise education and secondary schools	Training package prepared but did not materialise due to limited funding available after COVID.

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

The minute with logistics was submitted but could not materialise due to COVID-19 restrictions.

IMPROVE WORK LIFE BALANCE

Participation in:

- Daily exercise
- Wednesday wellness programs with the other sections of the Ministry
- Reguregu for TEST immediate families and MEHA Officials
- The celebration of Fiji Day, Diwali, Pink-tober, Movember, Year End Party
- Monthly Office clean up
- Monthly internal Health check



EXAMINATION AND ASSESSMENT

Examination and Assessment Unit (EAU) had demonstrated commitment to progress with times in providing examinations and assessment services that met the increasingly diverse educational needs in Fiji. EAU has endeavored into using technology to optimise and improve its work processes.

During this financial year the challenges continue from the previous year and we acknowledged the hardships we had to overcome and pay gratitude to all those that have assisted us along the way. EAU is entrusted to maintain the integrity, reliability and validity of the conduct of the national examinations and Literacy and Numeracy Assessment data and information. Furthermore EAU is also the custodian of past years examination records.

EAU remained proactive in providing feedback services to the Ministry including schools, teachers and stakeholders through a rich array of examination, literacy and numeracy statistics for improving teaching and learning.

The year 2021 to 2022 had only two national examinations administered due to the effect of the pandemic. These were the Fiji Year 12 Certificate Examination (FY12CE) and Fiji Year 13 Certificate Examination (FY13CE).

In the past financial year, EAU was able to provide service to its customers in these areas:

- Request for past years exam results at the counter and districts offices;
- Letter for migration purposes and further studies;
- Receipting of recount and remark application;
- Answering queries from students, parents, guardians, teachers and other stakeholders.

Initiation of Online Post - Processes

Professional Section introduced an initiative to improve the post – process of recount and remark. This is still in its initial stage. In order to improve the current process, this online template can allow efficient and one – time updated results of students recount and remark results.

Restoration of Archives

The EAU has worked on the restoration of all 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.
- This activity started in 2018; and so far, the Unit have managed to compile and archived 15 copies of examination records; 4 of which was processed in the 2021 – 2022 financial year.

PILNA

PILNA is a regional assessment tool that takes place every three years which enables the collection of evidence of how well students in Year 4 and 6 have achieved the learning outcomes in literacy and numeracy. The 2022 PILNA took place on March 23rd with participation from 120 schools. Mr. Sila, who is the National Coordinator representing Fiji, was accommodated at the Professional Section for the duration of the PILNA program.

Examination Paper Preparation

EAU successfully administered the development of 2022 national examination papers after seven years. This task was given to curriculum section in 2015 and after seven years, it was brought back to EAU. EAU successfully carried out the task ensuring quality and standard were maintained by developing and closely following the SOP. Tasks carried out through the paper developing processes are: training of examiners, moderation, reviewing, trial sitting and proof reading. The examiners posts were advertised and selected using open merit system, by the Human Resource Unit. The selected officers were trained where the SOP was discussed on the importance of confidentiality. The process of finalising the examination papers was for six months which includes planning and preparation of training materials. Examiners were given an allowance for preparation as per the approval from PSE. All papers were submitted for printing in September. During the process examiners were guided and empowered to prepare the error free paper with the required format. All the papers were moderated and trialled set by the curriculum specialist then reviewed in the presence of principal level officers. The paper was also proof

read before the mass production.

2022 National Examination Paper Development Plan

	May			June				July				August				September			
Weeks	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Resource Collection																			
Examiners Appointment																			
Training																			
Writing of Paper																			
1st draft Submission																			
Moderation																			
Editing																			
Review																			
Editing																			
Trial Sitting																			
Editing																			
Proof Reading																			
Final Submission to Printer																			

Table with Examination and Number of Subjects

Examination	Level	Number of Subjects
Fiji Year 8 Examination	8	9
Fiji Year 12 Certificate Examination	12	21
Fiji Year 13 Certificate Examination	13	19

Markers

For 2021, a total of 563 markers were selected with 236 and 327 for FY13CE and FY12CE respectively. Markers were well trained to ensure consistency and maintaining a standard during the marking of external examination papers.

Examiners Briefing

On January, 2022, 26 officers attended the Examiners Briefing. Its purposes was to highlight their core responsibilities during the marking program. The Examiners are responsible to providing guidance and support to the panel of markers under their charge. The work of the Panel Leader was also disseminated as they assist the Examiners in the distribution of scripts and the check marking.

Examiners Report and Detailed Solutions

By May 2021 FY12CE and FY13CE Examiners Reports were vetted, formatted and send for upload on the MEHA website. In 2022, both the Examiners Reports and Detailed Solutions for both levels were vetted, formatted and sent. As agreed in the Examiners Briefing, these documents will be uploaded with the relevant subject exam papers by Professional Section so that a one-time submission is sent and uploaded all at once.

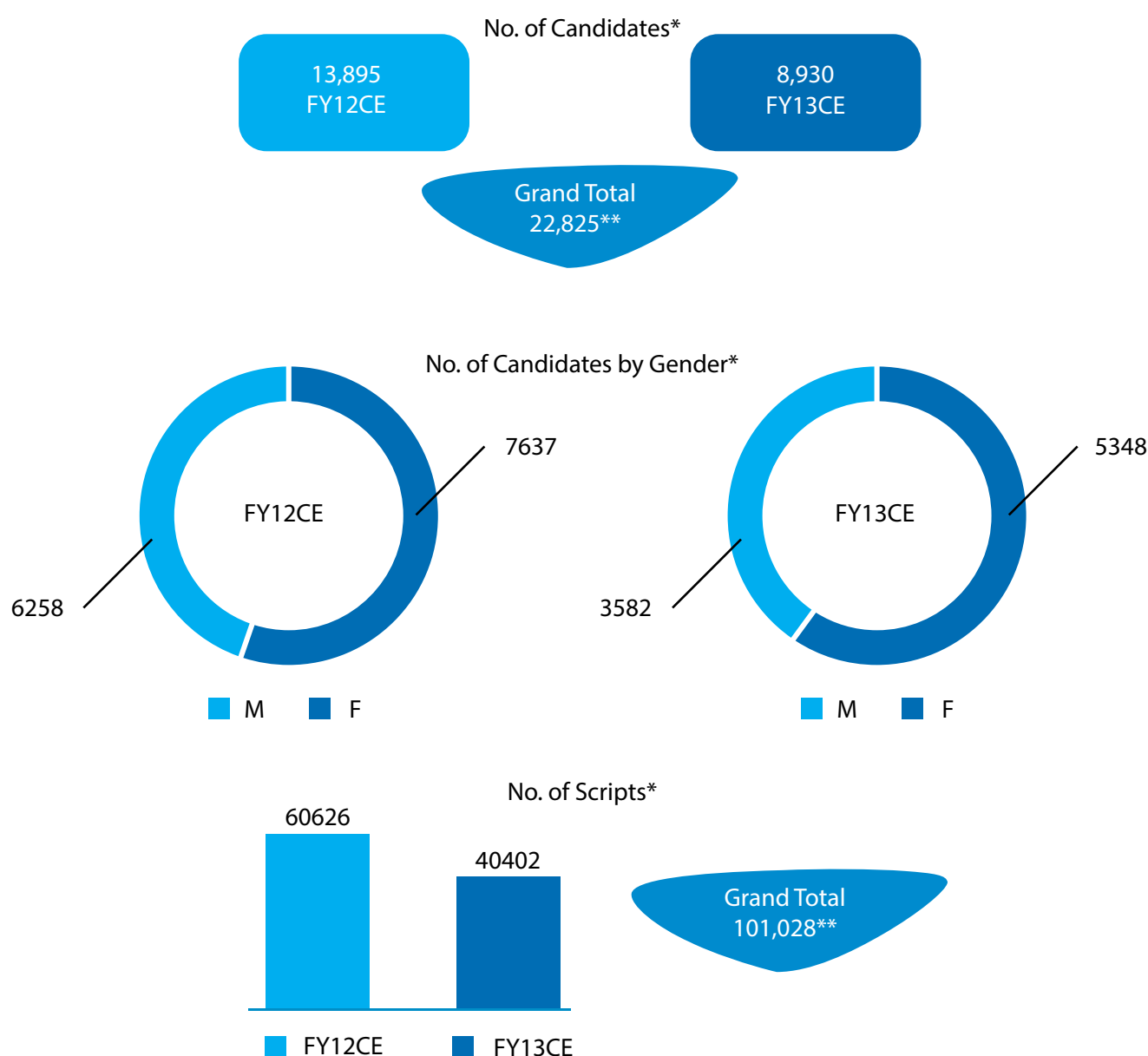
The Ministry is committed to ensuring all candidates are assessed in a fair and impartial manner. Special examination arrangements were made to accommodate candidates with special educational needs.

Table 32: Number of Students which School Heads have Requests for Special Accommodation

Levels	No. of Students	Deformity	Vision Impairment	Subjects	No. Enlarged
FY12	3	1	4	5	4
FY13	1			5	1
TOTAL	4	1	4	10	5

As in previous years, in order to encourage students with special educational needs to take part in the examination, the EAU has continued to provide special assessment arrangements for them. The measures included provision of readers and writers, enlarged question papers, extension of assessment duration and provision of braille scripts.

2021 National Examinations Statistics



* Refers to the number of candidates who registered for at least one subject in the respective examinations

** This figure refers to the total number of candidates who registered in FY12CE and FY13CE respectively

2021 National Examination Results by Levels

Examination Levels

FY12CE
percentage English greater
than 50 + 3 Best Subjects

FY13CE
percentage English greater
than 50 + 3 Best Subjects

Results

National	66%
Female	68%
Male	63%

National	70%
Female	71%
Male	69%

Key Highlights

Release of National Examinations Results

With the deferment of the national examination dates by a week due to national disaster, the examination results were released as per the date set.

Examination	Release Date
FY12CE	17/03/2022
FY13CE	11/04/2022

Officer's commitment and sacrifice to work beyond the normal working hours have helped early and prior achieved release of tentative dates set.

Developing Assessment Technologies

The Examination Administration System uses the Assessment of Teaching & Learning Administration System (ATLAS) to administer the examination processes which is managed by the Education Quality Assessment Programme (EQAP).

In order to improve our examination and assessment system and processes, EAU has embarked on developing a new application namely the Examination and Assessment Management Information System (EXAMIS). It is an in-house net web based application tailor-made and using the existing FEMIS database that will replace ATLAS in the year 2023. EXAMIS development work and vigorous testing has been the core practice behind the newly created examinations administrative tool. Part of the revamp is to automate as much as possible all areas and processes of EAU using the secured govnet network access with restricted groups on certain levels of access.

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

Exploratory Study - Examination Benchmarking

The preparatory work for the external examination benchmarking begun in May in consultation and with assistance from SPC – EQAP. Officers from EAU, CAS and TEST attended the criterion based standards development workshop at SPC – EQAP with facilitators from Australian Council for Educational Research (ACER).

Work on the benchmarking will further progress after the analysis of selected examination subject(s) from the FY12CE, 2022.

Data Requests

A total of 73 data/information requests were given on approval to the system, districts, schools and stakeholders. The work entailed the extraction of data, compiling and formatting the data in a presentable form.

Correction and Change of Name

Error in Name	Name Change (adoption, marriage etc)	Total	Reprint of Result Notices and Certificates
31	17	48	14

There were in total of 48 requests for name change due to error in name or name change due to adoption, marriage or other reasons. Of the 48 requests 14 candidates original result notice and certificates were reprinted with the amended names.

Apart from name changes, I&R also attended to requests for verification of results from companies, tertiary institutes and verification agency both local and overseas. This involved sending either confirmation of the results for the candidate(s) by emails or by sealed envelopes to the organizations as per the request.

Processing Compassionate/Aegrotat Assessment and Malpractice

2021 experience a large number of applications for compassionate/aegrotat assessment. These were for students who are unable to sit for their examination due to severe illnesses and injuries or those that have gone through situation that are naturally caused.

Table 33: Number of compassionate/aegrotat assessment received and processed.

CASES	FY12CE	FY13CE
Compassionate	94	50
Aegrotat	36	15
TOTAL	130	65

The malpractice is received through the Chief Supervisor and assessed. The assessed malpractice depends on the severity of the evidence collected that warrants a disqualification, maintain mark or reduce mark. There were a total of 9 cases which were brought forth to the panel for their final decision.

CASES	FY12CE	FY13CE
Malpractice	94	50
Aegrotat	36	15
TOTAL	130	65

With the experience gained in the past few years and improvement measures put in place, the processes of marking and grading were completed smoothly, as scheduled.

Recount and Remark

The post – process of recount and remark gives an opportunity for students to apply for reconsiderations should they be unsatisfied with their marks. Students were allowed to apply for either recount or remark of their exam papers. The option demands the highest volume of applications to be processed in a span of short time. The team gathered two casuals and two officers from I & R who were stationed at Professional Section to assist in the process.

Participation in Professional Development.

The Unit also facilitated briefing overview of the new LANA format at Bau District School on the 29th June, 2022. The cluster members was presented with how reporting can be utilized in school and when to instigate intervention to assist students improve their learning in Numeracy and Literacy.

CHAPTER 4: SUPPORTING ACTIVITIES



DEPARTMENT OF HERITAGE AND ARTS

The Department of Heritage and Arts was established in the year 2000 to spearhead the coordination of the culture sector in Fiji. It is responsible for policy and legislative responses to preserve, protect and promote Fiji's cultural diversity and unique heritage.

The Department carries out its roles and responsibilities in dealing with community based organisations, national, regional and international stakeholders from non-governmental organisations, Regional bodies, [PIFs, SPC etc] and international organisations [UNESCO, UNDP, CRIHAP, ICHCAP, China Cultural Center etc.] and 5 Multi –Cultural Centers(MCC) - Suva MCC, Labasa MCC, Ba MCC, Nausori MCC and Savusavu MCC.

During this financial year, the Department has a total of 18 employees who are grouped into 5 Units to work towards the implementations of the Departments deliverables and are as follows:

- (a) World Heritage Unit
- (b) Policy, Convention and ICH Unit
- (c) Cultural Development Unit
- (d) Creative and Cultural Industries Unit
- (e) Corporate Unit

Corporate

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

Staffing

Name	Designation
Collin Yabaki	Director
Seini Vakaloloma	Principal Cultural Officer
Temalesi Konataci	Executive Officer
Maca Rabuatoka	Directors Personal Assistance
Alumita Romanu	Planning and Training Officer
Asenaca Ratubuli	Communication Officer
Maika Rokosugu	Messenger / Cleaner
Kaliova Delasau	Driver

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

Administration and Finance

The Administration and Finance Unit is responsible for staffing, overall management and efficient use of allocations for the Department of Heritage and Arts provided for in the annual budgetary provisions for the sector.

Key Performance Indicators	% of Achievement
Manage compliance of all finance regulations and manuals by all staff and provide sound advice	100 % Achieved
Regulating and Reporting on all processes of Commitment, Expenditure Ledgers and vehicle returns.	100% Achieved
General Purchasing and Procurement of Office Supplies and Equipment needed by the Department.	100% Achieved
Monitor various types of grants agreements for the Cultural Agencies (FM, NTF, FAC, all MCC) and provide advice when needed to ensure compliance with applicable Government rules and Regulations.	97% Achieved
Facilitate and Organise Annual Board of Survey by updating IT systems and other administrative functions for the Department	97% Achieved
Facilitate timely submissions and release of accountable advance requests and acquittals	100% Achieved

Planning and Training

The Planning and Training Unit spearheads the planning activities of the Culture Sector for the financial year. Training is important for capacity building purposes and skills enhancement through different strategies both internal and at the national level. In addition, it also develops, reviews, updates policies, plans and strategies of the Department.

The Department continued to attend training organised and facilitated by the Ministry of Civil Service.

Below is the list of staff that attended training in the last financial year:

Officer	Training	Date	Mode of Training
Arunesh Kumar	Investigation Officer Training	23-24/02/22	Virtual
Maika Rokosugu	Exceptional Customer Service	16-17/03/22	Virtual
Asenaca Ratubuli	Exceptional Customer Service	16-17/03/22	Virtual
Alumita Romanu	Anti-Bribery & Corruption	19-20/04/22	Face to Face
Vaciseva Kuli		19-20/04/22	Face to Face
Asenaca Ratubuli		19-20/04/22	Face to Face
Temalesi Konataci		19-20/04/22	Face to Face
Asenaca Ratubuli		10/5/22	Face to Face
Alumita Romanu	Record Management	10/5/22	Face to Face
Maika Rokosugu		10/5/22	Face to Face
Meli Korovua	Assessing & Discussing Performance	26/4/22	Face to Face
Seini Vakaloloma	Assessing & Discussing Performance	26/4/22	Face to Face

Communication and Outreach

This is a Unit that specifically leads all outreach and communication roles of the Department at all levels of the sector. It also deals with stakeholders in terms of dissemination of information for promotion, preservation and safeguarding of the culture and heritage sector. This section also acts as a point of contact for all media, organise media conferences, Ministers speech, Ministerial release, Cabinet responses and press releases for the Department including public relations.

Results and Percentage Achievements

Activity	Percentage Achieved
Submission of 2021-2022 Monthly Reports	100% Achieved
Compilation of DHA Business Plan and Individual Work Plans	100% Achieved
Reviewed Role Descriptions	100% Achieved
Reviewed Individual Work Plans and Business Plans	100% Achieved
My Annual Performance Assessment (online submission)	100%aAchieved
Quarterly Assessment 2021-2022	100% Achieved

Nº	Activity	Description	Achievement Status (%)	Remarks
1.	KPI 1: Develop and implement the review of the Website maintenance	<ul style="list-style-type: none"> Identifying and consult partnered organisation Logistical and administrative support provided for the partner organisation Facilitate the review of the Website 	66%	Pending: Emailed DHA Unit Heads on 6.4.22 to request for website content of website menu and sub-menu – No response and assistance from their end till to-date
2.	KPI 2: Update of website, social media and media release for communication purposes on a regular basis	<ul style="list-style-type: none"> Logistical preparation of the Departments media coverage on any national, regional and international workshops, training, meetings, etc. Liaise with Unit Heads for a brief to be sent to media partners Respond to social media queries Update of DHA website and social media platform on weekly basis 	100%	<ul style="list-style-type: none"> Media coverage: GIRMIT - 4 Email enquiries <ul style="list-style-type: none"> – 14 correspondences received and attended to. Facebook <ul style="list-style-type: none"> – Followers – 3,899 – Post reach – 1,648 – Post engagement – 434 – New followers – 16 Gender <ul style="list-style-type: none"> – Men – 43.30% – Women – 56.70% Countries <ul style="list-style-type: none"> – Fiji – 3,032 – Australia – 194 – USA – 129 – NZ – 91 – UK– 86 – PNG – 22 – Samoa – 20 – Taiwan – 19 – Vanuatu – 18 – India – 14 Twitter <ul style="list-style-type: none"> – Followers – 107 – Tweet – 20,737 – Profile Visits – 3,575 – Mentions – 20 Instagram <ul style="list-style-type: none"> – Followers - 544
3.	KPI 3: Coordinate and facilitate the layout & design of quarterly Newsletter	<ul style="list-style-type: none"> Collate and compile relevant event information from Unit Heads Layout and design of the newsletter template Logistical and administrative support for the approval for circulation 	91.6%	Pending: Quarter 3 & Quarter 4 Newsletter – compilation still in process

4.	KPI 4: Newly develop promotional awareness tools and outreach.	<ul style="list-style-type: none"> Develop, Layout of Promotional materials for awareness tools:- <ul style="list-style-type: none"> Posters Banners Brochures Liaise with media partners on the event to be covered Radio Talk Back Show, TV Breakfast Show, Government Events Road Show 	91.6%	Outreach: Groundwork for Naqaravutu Village – liaised with Ms. Sisilia on the telephone and email to confirm the date of travelling and also to confirmed the duration, number of people who will be attending the groundwork process.
5.	KPI 5: Provide quality performance report. (Monitoring & Evaluation Team)	<ul style="list-style-type: none"> Assess overall performance for the Unit against the Business Plan. Compile weekly planner Compile monthly report 	100%	

WORLD HERITAGE

The Government of Fiji, having signed the World Heritage Convention in 1990, has an on-going role to play in World Heritage activities to ensure its international obligations under the Convention are being met. As part of these obligations, the Government of Fiji is required to report to UNESCO on the implementation of the World Heritage Convention every six years.

The Department of Heritage and Arts, is responsible for heritage matters and is the lead government agency in Fiji for World Heritage.

The Department of Heritage and Arts, therefore has the responsibility for ensuring that the Convention is implemented.

The Department of Heritage and Arts needs to work closely with other Government agencies with responsibilities in the heritage portfolio to meet the Government's Convention obligations. These agencies include the Departments of Environment, Forestry, Fisheries, and Town and Country Planning, the Institute of Fijian Language and Culture, the National Trust of Fiji, the Native Lands Trust Board, the National Archives and the Fiji Museum.

The World Heritage Unit at the Department of Heritage and Arts was established in 2005 and to date has 2 officers managing its yearly programs.

Staffing

Name	Designation
Anaseini Kalougata	Senior World Heritage Officer
Kelera Nasilasila	World Heritage Assistant

Budgetary Allocations

The following budgetary allocations were made by Government to the Department of Heritage and Arts to support World Heritage activities.

Funding Allocation	Budget
Levuka World Heritage Listing	\$4,000
Fiji National World Heritage Committee	\$3,000
Preservation of Historical Sites	\$50,000
Levuka World Heritage Structures Upgrading Project(Capital Project)	\$147,060
UNESCO Natcom Fiji	\$22,316.69

Summary of Accomplishments

Highlighted below are summaries of all the activities implemented by the Department of Heritage and Arts to support the World Heritage program as per the various funding allocations highlighted above.

Levuka World Heritage Listing Funding

For the financial year 2021 to 2022, this funding allocation was used by the World Heritage Unit to support programs at the Levuka World Heritage site. Since this funding allocation was \$4,000 the following programs were successfully implemented and fully completed:

- **Re-printing of 15 x Levuka Management Plan.**

This project was one of the initiatives of the Hon. Minister for Education to support the better understanding of the concept of conservation for the heritage features of Levuka by the key stakeholders and the community. A total of 15 x copies of the Levuka Management Plan was reprinted and distributed to the Minister and Permanent Secretary for Education and key stakeholders like the Department of Town & Country Planning, National Trust of Fiji, Levuka Town Council and other key stakeholders.

- **Documentation of Levuka Heritage Stories (Phase 1).**

This project was also one of the initiatives of the Hon. Minister for Education aimed towards the documentation of old Levuka heritage stories amongst the old citizens of Levuka. The Department of Heritage and Arts partnered with the Department of Social Welfare, Levuka Town Council, PA Lomaiviti and Lomaiviti Provincial Office to undertake awareness on this program. A total of 10 elderly citizens of Levuka whose age range from 60 and above have been earmarked to share their experiences as part of the Heritage stories of Levuka.



- **Heritage Bill Levuka Consultation.**

The Public consultation for the Fiji Heritage Bill was conducted in Levuka by the Standing Committee on Justice in the last week of January 2021. This program was also supported by the World Heritage Unit of the Department of Heritage and Arts which was led by the Director Heritage and Arts. Consultations were done over a 2 day period in Levuka which generated a lot of key issues for consideration towards the Fiji Heritage Bill and also towards the management of Levuka as a World Heritage site. These key issues have been noted by the Department of Heritage and Arts in planning its activities for consideration in the next financial year budget submission.



• World Heritage and Sustainable Tourism Recovery Survey.

This survey was initiated by the UNESCO World Heritage Centre and as part of Fiji's obligations to the 1972 World Heritage Convention, Fiji has to participate in this survey. The World Heritage Centre recognized that COVID 19 had an impact on our World Heritage sites following a recent publication by UNESCO which recorded a 66% drop in visitation and 52% decline in ticket sales in 2020 as a direct result of COVID 19. More in depth data is now required to analyse the mid and long-term impacts of the crisis on sustainable tourism management at World Heritage sites around the world. The survey aimed to:

- assess recovery preparedness
- identify priority needs for capacity building and training
- measure the contribution of tourism to the World Heritage revenues
- assess visitation trends
- collect information on innovations and advances in visitor management in response to the crisis
- Fiji participated in the survey and the survey was focused on Fiji's only World Heritage site i.e. the Historical Port Town of Levuka.

• Levuka Conservation Guideline Brochures.

The Minister for Education initiated the preparation of 5 x brochures on the Conservation Principles of the Levuka Management Plan. This assisted the building owners to have a better understanding of the conservation principle of the heritage places and buildings and can assist them in making plans for the care of their heritage places. These brochures were designed by the National Trust of Fiji and had the comments of the Department of Town and Country Planning, Levuka Town Council and the Department of Heritage and Arts. These brochures were then handed over to the CEO Levuka Town Council to be distributed to building owners as when they come in with their enquiries on the conservation guidelines.

• Hon Prime Minister Levuka Visit and Lomaiviti Provincial Council Meeting.

The Lomaiviti Provincial Council Meeting 2022 was held from the 7th-9th June in Levuka. For the first 2 days, a talanoa session was conducted between the various Government representatives, Mata ni Tikinas and Turaga ni koro of the various villages within the Lomaiviti Province to discuss updates to the Government development plan within the province.

• Leadership Portfolio.

The World Heritage Unit implemented this programs to addressed the following:

- Enhanced Workforce Management and Administrative Support
- Formulation of Policy documents on Priority Areas and UNESCO Conventions
- Benchmarking against Best Practices
- Support and Implement UNESCO Programmes under the Convention.
- Compliance on HR Policies
- Implement Excellence in Service Delivery for the Department
- Capacity Development and Professional Management
- Provide Environment for Healthy and Motivated Workforce
- Improve Departments Public Engagement and Community Impact
- Management of the Performance Improvement System for the Department
- Enhancement of administrative support to the office of the PSE and the Honorable Minister MOE/ Honourable PM.



World Heritage Unit Secretariat Duties.

These activities were conducted by the Assistant World Heritage Officer, for the World Heritage Unit:

- Customer Enquires
- Travel Logistics
- Reports/Planners & Minutes
- Correspondences
- Filing
- Weekly Planner
- Report
 - Minutes and budget submissions
 - Quotes
 - Newsletter



Other programs in the Word Heritage Business Plan for 2021 to 2022 that were pursued but not fully completed are as follows:

- Levuka Periodical Report Outcome Virtual Meeting
- World Heritage in Young Hands
- Priorities for Review of Levuka Management Plan
- Levuka Core Group
- Levuka Heritage Committee Meeting
- Fiji National World Heritage Committee Meeting
- Levuka DVD



Fiji National World Heritage Committee Funding

Funding allocation of \$3,000 was made available to the National Committee to oversee world Heritage Programs in Fiji.

For this financial year 2021 to 2022 since the Government of Fiji was actively calling for the national consultation of the Fiji Heritage Bill (Bill 3 of 2021) by the Standing Committee on Justice, Law and Human Rights, all activities of the Fiji National World Heritage Committee were put on hold.

Due to limited funding, this allocation was used to support the national consultation program of the Fiji Heritage Bill by the Department of Heritage and Arts for the central, western and northern divisions.

The Fiji Heritage Bill provides the legal mandate for the operations of the Fiji National World Heritage Committee.

It was fundamental to progress the Bill first so that submissions can be heard on how the Fiji National World Heritage Committee can operate.

Northern, Western and Central Consultations on the Fiji Heritage Bill

With enabled funding from this allocation, national consultations on the Fiji Heritage Bill was successfully conducted by the Standing Committee on Social Affairs with the support of the Department of Heritage and Arts through the participation of the Director Heritage, Mr Collin Yabaki and the Senior Policy and Conventions Officer, Mr Vereniki Nalio.

National consultations were carried out for the communities at these various locations:

- Labasa peri urban
- Yadua Island
- Naqiqi Naagh Mandir
- Lagalaga island
- Labasa District Youth Club
- Seaqaqa
- Waisali Forest Reserve

- Taveuni
- Nakobo Village
- Garrick Memorial Forest Reserve
- Sigatoka
- Sigatoka Sand Dunes
- Momi Village
- Nadi – Settlement
- Lautoka – Settlement
- Gold Mine
- Rakiraki Public
- Sovi Basin



Preservation of Historical Sites Funding

In the 2021 to 2022 financial year, this funding allocation of \$50,000 which used to be operated by the Cultural Industries Unit in the previous years was diverted to the World Heritage Unit as an initiative of the Government for Levuka.

Thus this funding was utilised to accommodate the Levuka Foreshore Beautification Project Phase 1.

Levuka Foreshore Beautification Project.

There were two (2) key parts to the Levuka Foreshore Beautification Project:

- Part I - involves the Rehabilitation of 3 sites i.e. the Cession Site located at Nasova, the World Heritage Commemoration Plaque located opposite the Sacred Heart Cathedral Church and Pigeon Post Fountain located at the entrance of the street leading to the Levuka Post office.
- Part II - involves the Levuka Foreshore Master Plan. This involves additional Beautification Works for the Levuka waterfront areas in terms of streetlights, street furnitures, Governor's Jetty, War Memorial Monuments and replanting of grass along the foreshore.

In the financial year 2021-2022 this funding was used to pay for an Architect to provide drawings and technical drawings for Parts I & 2 of this project

An EOI for the Provision of Architectural Services for this project was advertised in February and 3 companies offered to bid for the project.

The TEC Committee sat and recommended Ethos Edge to provide Architectural Services which was approved by the PSE in March.

An MOA was signed between the Ministry of Education and the Levuka Town Council for the release of funding of \$50,000 sourced from this funding allocation i.e. Preservation of Historical/Traditional Sites in May 2022

A Contract for Ethos Edge was first drawn up on 20th May 2022 and submitted for vetting to SG's Office. To date it has undergone 3 rounds of comments from SG's Office provided with responses from the Department of Heritage

and Arts. The 4th round of comments was undertaken on 12 July 2022.

The Funding of \$50,000 was released on Monday 11 July 2022.

The Levuka Town Council is working with Ethos Edge to progress this work as per the Scope of Work prepared for this project.

This project is expected to be continued in the next financial year with Government enabled funding.



Levuka World Heritage Structures Upgrading Project Funding - Capital Project

The Levuka World Heritage Structures Upgrading Project is focused on the first 2 pilot buildings under this Program i.e. the Strengthening of the Levuka Community Centre and the St John's Church in Cawaci. In the 2021 to 2022 financial year the following developments took place for the 2 project sites:

Levuka Community Centre

- Technical Evaluation Committee Meetings and Tender for the Levuka Community Centre
- Tender of Project – Advertisement to Bidders
- Tender Closed – 2 Companies gave bid (Jenn's Constructions & Menon's Constructions)
- Technical Evaluation Committee Report from Ministry of Economy (CIU) was prepared and endorsed
- The tender report recommended Jenn's Construction Pte. Limited to undertake the construction work for the Strengthening of the Levuka Community Centre
- Ministry of Economy (Construction Implementation Unit) awaiting Government Tender Board Approval - The tender processed was prepared for the consideration of the Government Tender Board based on the evaluations by the Lead Consultant, Shri Singh Associates Ltd.



St. Johns College - Cawaci

- Scoping was completed by Shri Singh and Associates



UNESCO NATCOM Fiji Funding

- Payment of Fiji Assessed Contribution to the fund for the Protection of the World Cultural and Natural Heritage.

The payment of Fiji's Assessed Contributions towards the fund for the Protection of the World and Cultural and Natural Heritage is also one of Fiji's obligations under the 1972 World Heritage Convention. This payment was for Fiji's dues for 2020 to 2021. Advice was received from the UNESCO World Heritage Centre on Fiji's dues and thus funding was sought for payment of Fiji's dues to UNESCO. This program was successfully completed.

POLICY AND CONVENTIONS

The Policy and Convention sub-unit has achieved a number of deliverables this financial year. The work is carried out at the international; regional; sub-regional and national levels. The National Cultural Policy which is stated in the 5Year-20Year National Development Plan has gone through the phase of national consultation and will be in the implementation stage in the 2020-2021 Financial Year. Formulation of Cabinet papers towards the ratification of the Hague Convention and its Protocols has also been submitted and amendments are currently being carried out which will in turn be submitted to the Office of PSEHA and in line-ministries before being tabulated for Parliament. Research and Benchmarking is also a component of the work carried out by the sub-unit.

Achievements

Nº	Event	Description	Achievement Status (%)	Remarks
1	National Consultation - NCP	<ul style="list-style-type: none"> • NCP Final Draft completed • Communication Plan completed <ul style="list-style-type: none"> – 2 x zoom meetings carried out • 2 virtual meetings carried out • Logistical Preparation towards the National Workshop underway • In-Line Ministries will be consulted and final draft will be circulated to them • 2 x final draft of FNCP Brochures completed and ready for printing • Completed Online Consultations with SPC on Fiji Cultural Policy Update & Regional Cultural Strategy With Mr. Taitusi & Dr. Frances (July 3rd - 6th, 2021) • ACP-EU EOI Submitted online 08/7/21 to SPC for ACP-EU Grant • Completed Weekly Planner & Update • Completed and Attended NCP & RCS Meeting • Brief photo collection completed and sent to Director, PCO and A/SCDO for information 	100%	<ul style="list-style-type: none"> • Amendments of the Fiji National Culture Policy draft finalised and completed by the Consultant, Dr. Frances Vakauta of SPC. This final draft will be submitted to the Permanent Secretary for Ministry of Education. • Photo collection comprises of pictorial evidence of all the events and activities carried out in the unit

2	Hague Convention Cabinet Paper	<ul style="list-style-type: none"> Submission of Cabinet Paper to DHA Amendments carried out Hague Convention Report Technical Working Group finalised and meeting will convene in this new financial year 2 draft Convention brochures finalized and ready for printing 	100%	Amendments to the cabinet paper being carried out and will be submitted to the office of PSEHA – at the end of 4th quarter.
3	Promotional tools	Policy and Conventions brochures x 2 sets drafted and finalized with its photos	100%	Draft circulated to Senior officers of the Department; comments factored
4	Research Components	Benchmarking across the region on various legislations pertaining to Arts	100%	Consultations with FAC on-going as well as the consultations with Fiji Museum regarding the review of the POAPI Act.
5	Regional Obligation	Consultation with FAC towards the development of a FAC Act	100%	This key deliverable revolves around the work with the Pacific Community.
6	Ratification	Hague Convention and its Protocols	On-going	Cabinet Paper formulated for the ratification of the Hague Convention and its Protocols

Intangible Cultural Heritage (ICH)

The implementation of the 2003 Intangible Cultural Heritage Convention (ICH) at the national level has been a success in the 2019-2020 Financial Year. The implementation of the Convention involves working closely with relevant ministries which implement the Convention; developing of national strategies; cultural mapping; international obligations; regional obligations; development of ICH resources; providing technical expertise regarding the 2003 Convention at the national level with the considerations of Sustainable Development.

Nº	Event	Description	Achievement Status (%)	Remarks
1.	Cultural Mapping	<ul style="list-style-type: none"> Consultation meeting with RABI council Consultation meeting with OPM Office (Prime Minister Office) Cultural mapping programme update (ROTUMA, RABI & KIOA) Rabi and Kioa Intangible Cultural Heritage Inventory Research at the Fiji Museum Library – Banaban people and their history <hr/> <ul style="list-style-type: none"> Consultation meeting with Mr. Alfred (iTaukei Trust Fund) – Rotuma CMP update Consultation meeting with Mr. Karalo Maibua – KIOA CMP update 	On – going	<ul style="list-style-type: none"> Cultural mapping is carried out in various phases to all the minority group (Rotuma/ Rabi & Kioa)
2.	Intangible Cultural Heritage Framework	<ul style="list-style-type: none"> Internal Consultation & Review with DHA staff and the ICH unit 	On – going	Planning to have consultation meeting on the 1st qtr with other stakeholders to discuss on the Draft ICH framework – 2022-2023

3.	National ICH database	<ul style="list-style-type: none"> 1st Consultation meeting with IT (MEHA) – introducing the ICH unit, <ul style="list-style-type: none"> The cultural agencies (Fiji Museum, Fiji Arts Council, National Trust of Fiji that comes under the Department of Heritage & Arts) The role of the ICH Unit towards the 2003 ICH Convention The main focus towards the National repository ICH database 2nd Consultation Meeting – discuss on the standard questionnaire that will go on the ICH online database system. Standard questionnaire not yet submitted –currently on the translation and verification process. 	On-going	
4.	Implementation of the ICH Convention at the National Level	<ul style="list-style-type: none"> Resource Development - working with in line ministries and stakeholders 	On going	Formulation and development of resources regarding ICH in ongoing work that the secretariat carries out.
		<ul style="list-style-type: none"> Development of digital resources – in response to COVID-19 working with in line ministries. 		
		<ul style="list-style-type: none"> Collaboration with relevant ministries in addressing the SDGs in relation to ICH. 		

CULTURE, CREATIVE INDUSTRIES AND STATISTICS

Cultural industries are taken to relate more closely with cultural heritage and traditional forms of creation, whereas the creative industries cover creative goods and services which includes innovation, profit generation and the creation of jobs. In using the combined terminology, the cultural and creative industries are taken to mean all investment, profit generation activities and job creation opportunities which utilise intellectual property in cultural heritage as well as in the creative arts. Hence, the development of cultural statistics to measure the contribution of these cultural and creative activities towards national economic growth. The lack of statistical data and information available nationally on these cultural and creative activities has become a barrier to the growth and development of the sector affecting investments and expansion in these areas.

In 2021-2022, the Unit continued its work on the development of the Cultural Industries Development Strategy and a Cultural Statistics Framework for Fiji which planned to address the fragmentation of cultural data collection and the development and strengthening of the cultural and creative industries in a more coordinated manner. Apart from these two main outputs, the Unit also continued the process of ratification for the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the organising of data collection through specially designed surveys for the three cultural agencies namely; Fiji Arts Council, Fiji Museum, and National Trust of Fiji. In addition, the Cultural Statistics Officer has progressed further with plans to implement a culture development survey in schools using the FEMIS platform as the mode of data collection. It is aimed at ascertaining the extent of cultural learning and cultural activities undertaken in schools whether it be part of the curriculum or an event organized internally by the schools, or by MEHA at the national level. Other activities undertaken and implemented are the facilitation of the release of operational grants to FAC, FM, and NTF including the capital grants to FM. Tabulated below are the overall activities undertaken by the Unit and its progressive achievements.

Achievements

Output	Progress	Remarks
Fiji National Cultural Statistics Framework	On-going	The FNCSF Technical Working Committee has successfully convened 4 meetings in 2021-2022 that has seen the adoption of the NCP Culture Definition, finalisation of the FCSF development work plan, review of the Fiji FISCO 2007 to include newly proposed occupation for relating to the culture sector, virtual meeting with the Australian Bureau of Statistics, and submission of an EOI for the for EU-ACP Grant Funding for Cultural Statistics.
Fiji Culture & Creative Industries Development Strategy	On-going	Thematic areas with roles of key stakeholders finalised.
Ratification of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions	On-going	Draft Cabinet Paper reviewed and submitted to PS MEHA for circulation for consultations with key government ministries.
<ul style="list-style-type: none"> Fiji Museum / Fiji Arts Council / National Trust of Fiji Operational Grant Fiji Museum Capital Grant 		<ul style="list-style-type: none"> Quarter 1 - 3 operational grants paid to FAC/FM/NTF. Quarterly acquittals received have been checked and verified prior to the grant release. Due to some strategic changes by MEHA, all agencies and their respective Boards will report directly to the PS MEHA. Therefore the release of quater 4 grants has been facilitated by Accounts Section. Quarter 1 – 3 capital grants have been paid to FM. The quarterly acquittals received were checked and verified. Due to a strategic change, capital grants for FM was handed over to Accounts Section for facilitation.
Initiatives to promote cultural industries including projects supported for enterprise set up or assist enhancement of existing businesses by artists, practitioners, and communities	Achieved	Through a partnership project between the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Department of Heritage and Arts titled “Inclusive Economic Recovery through Sustainable Enterprises in the Informal Economies in Fiji”, 4 pottery sheds were built on 4 renowned pottery villages in Fiji including a salt making structure for the traditional salt makers of Lomawai Village. These Projects were launched by the Hon. Minister for Education and the Director for Fiji Arts Council.

CULTURAL DEVELOPMENT AND MULTI-CULTURAL CENTRE

The Cultural Development Unit is responsible for promoting the culture at various levels of cultural sector. The unit is able to achieve most of the KPI's and utilize the funds allocated for the Unit. The Cultural Development Unit is responsible for the promotion of culture in schools and various communities. The Multi-Cultural Center receives collectively \$137,000.00 for their operations. All the centres are equally disseminated the funds for their operations.

Girmit Celebration

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

The majority of the Fijians of Indo-Fijian descents are direct descendant of the Girmitya of Fiji.

The achievement of Fiji is partially dedicated to the Indentured laborers who toiled the harsh lands and planted so that their future generations can enjoy the fruits of their hard labour.

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

The Ministry of Education has been involved with the Girmit Celebrations on a yearly basis.

The Girmit celebrations were held at the following centers:

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

MULTI CULTURAL CENTRE

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

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

Agency	Qtr.1	Qtr.2	Qtr.3	Qtr.4	TOTAL
MCC					
Ba	\$6,353.60	\$6,353.60	\$6,353.60	\$6,353.60	\$25,414.60
Nausori	\$6,353.60	\$6,353.60	\$6,353.60	\$6,353.60	\$25,414.60
Suva	\$6,353.60	\$6,353.60	\$6,353.60	\$6,353.60	\$25,414.60
Labasa	\$6,353.60	\$6,353.60	\$6,353.60	\$6,353.60	\$25,414.60
Savusavu	\$6,353.60	\$6,353.60	\$6,353.60	\$6,353.60	\$25,414.60

ACTIVITIES AT THE MULTI-CULTURAL CENTRES 2022

2022 Multi-Cultural Centres Activities				
Labasa	Nausori	Ba	Suva	Savusavu
Sewing	Yoga	Harmonia	Tabla	Creative arts
Yoga	Baking	Tabla	Music/ harmonium	Jewelry arts
Weaving	Guitar Class	Yoga	Keyboard & guitar	Screen printing
Art & craft	Flower arrangement	Zumba	Bharata natyam (senior group)	Flower arrangements
Baal Vikash	Creative Arts (new program for kids)	Classical dance (basic)	Bharata natyam (beginner's group)	Tie & Dye
Harmonium	Creative Arts (Adults)	Classical dance (advance)	Kathak/ meke/ contemporary	Weaving
Tabla	Sewing	Guitar	Kathak/ fusion/ meke	Creative Arts
Music	Kathak	Keyboard	Vocal/ harmonium	Art & Craft for kids
Dholak	Tabla	Art & craft	Baking	Community outreach
Classical Indian	Bollywood	Taekwondo	Flower arrangement	Community participation
Vocal	Spiritual Tours	Community outreach	Screen printing	
Hindi language	Field Trip	Performance at Festivals, Carnivals & functions	Performance at festivals, carnivals & functions	
Flower arrangements	Harmonia/ Keyboard	Community participation	Community participation	
Meke/ island dance	Meke			
Community outreach	Community Outreach			
Performance at festivals, carnivals & functions	Performances at Festivals and carnival functions			
Community participation	Community Participation			

The Administrators carry out general day to day administration and operations of the centres; example paying of bills, compiling of monthly reports, ensuring classes are carried out, organising outreach programs, updating of inventory books, formulation of quarterly reports of activities and acquittals of finances. The Administrators carry out duties of promotion and creating awareness in society through public shows, organising cultural workshops and organising religious celebrations/functions for students to participate in. Some centers also organise fundraising drives to help finance the enormous cost associated with running the centres.



NATIONAL ARCHIVES OF FIJI

The National Archives of Fiji (NAF) provides access and preservation to almost six kilometers of records of Fiji's history since its establishment in 1954. The two key areas together with Good Governance are the main objectives that are provided under the Public Records Act and the Legal Deposit Act.

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

For Government we are the custodians of the public record, managing and preserving the information we hold, while at the same time providing best record keeping advice to government agencies and ensuring the mandate on:

1. Making Fiji a Knowledge-Based Society – through Evidence and Education
2. Good Governance – by ensuring best process on Government record keeping

Our Performance

National Archives Service Deliveries

Provision of Research and Advice	2021 – 2022 Target	2021 – 2022 Actual
Access to Archival Records		
Number of Archival Records accessed	1,000 archival records accessed annually	2,380 records
Total number of Audio Visual provided to the public	6	15
Total number of photographs provided to the public	1,200	2,549
Number of Users accessing the archival services	1000	1,187
Collection Management		
Total Collection size (Linear meters)		About 6 kilometres
Total number of items added to the collection		138 Archival boxes
Items Digitised		
Black & White Photos	6,000	7,980
Preservation Copies	3,000	5183
Items Digitised and Issued to researchers	1,200	2,549
Preservation Work		
Inter-leaving of fragile archival records	800 records	1, 936 records
Book Binding	60 volumes	80 volumes
Re-packaging of Archival records	800 records	802 records
Airing of repositories	50 Days	74%
Provision of Research and Advice	2021 – 2022 Target	2021 – 2022 Actual
Conservation Work		
Records Condition Survey	1 Series	No series completed. Only 9 records were surveyed due to its deteriorating condition.
Dismantling of damaged volumes & Legal deposits	500	245%
Conservation treatment of fragile records & Legal deposits	1000	2,006
Boxing of restored volumes	20 volumes	25 volumes
Restoration of Archival volumes & legal deposits	100	62%
Provision of Research and Advice	2021 – 2022 Target	2021 – 2022 Actual
Conservation Work		

Records Condition Survey	1 Series	No series completed. Only 9 records were surveyed due to its deteriorating condition.
Dismantling of damaged volumes & Legal deposits	500	245%
Conservation treatment of fragile records & Legal deposits	1000	2,006
Boxing of restored volumes	20 volumes	25 volumes
Restoration of Archival volumes & legal deposits	100	62%

Government Agency Service Delivery Statistics

Improve Services for Government	2021 – 2022 Actual
Government Record-keeping Compliance	
Queries	
All Query topics	175
Disposal Authorisation – Public Records Act	
Issuance of Disposal Authority to:	2
1. Ministry of Lands & Mineral Resources	
2. Prime Minister's Office	
Development of New Policies on Records Management	2
1. Transfer of Records Policy	
2. Updated Records Management Policy	
Conducting Records Survey to Government Agencies	8
1. Ministry of Agriculture VET Lab (Koronivia)	
2. Royal Fiji Military Forces	
3. Ministry of Infrastructure	
4. Ministry of Civil Service (Old PSC closed files)	
5. Fiji Police Force	
6. Ministry of Lands	
7. Registrar of Titles	
8. Fiji Revenue & Customs Agency	
Provision of Records Management Training	7
1. Ministry of Civil Service (On-Line)	
2. Fiji Police Force	
3. Ministry of Civil Service (Face to Face)	
4. Fiji Police Force (HQ)	
5. Refresher Training with Fiji Police Force	
6. Fiji Police Eastern Division	
7. Fiji Police Force Southern Division	

Achievements

Response to COVID 19

The COVID 19 pandemic outbreak started in April 2021 until we fully resumed in September with staff occasionally have to be referred to the hospitals to be checked when they are unwell.

The pandemic with its associated safety restrictions impacted NAF operations and services. So our first priority was ensuring the safety of the public and staff by closing or reading rooms for the five months until borders were cleared and offices and business have to put in – place COVID 19 compliance and measures such as ensuring vaccination status, using hand sanitisers and staying two metres apart.

So with our culture of ensuring that we respond to the crisis and ensuring that we continue to provide archival service, these measures were undertaken by the department:

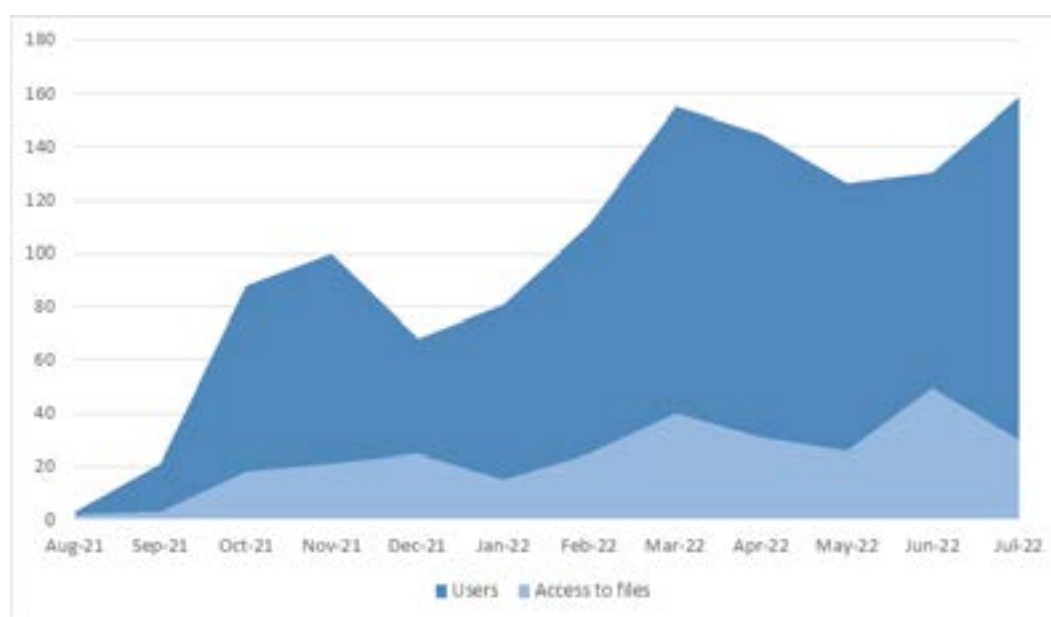
1. Quickly equipped staff to work from home
2. Developed work programs to suit those working from home

3. Established a team that will respond to queries through our social media page as well through emails. Included a team that can go to the office to collate, scan and provide information to online researchers as well as request from government agencies.
4. Conduct weekly meetings, and continuing to provide advice to customers on our services through our social media page

Access and Engagement

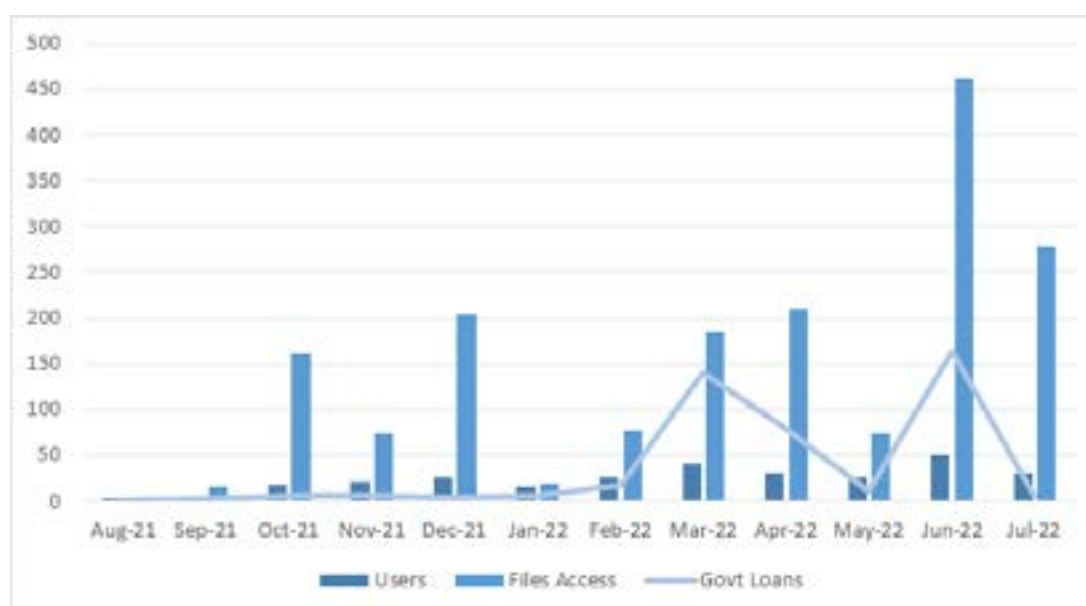
Archival records currently kept with the Archives repositories are being preserved to ensure that they are accessible for future references. These records are being accessed by a diverse number of people from around Fiji and even internationally. Our user's ranges from academics, civil servants, writers, legal practitioners, church ministers, and even from villagers.

Graph 13: Users visiting the Archives Against those Accessing Archival Records



Our users visited the Archives search rooms to look at secondary sources as well as primary sources such as open archival records.

Graph 14: Users and the Number of Files Accessed



Government Record-keeping Compliance

This financial year the department continues to be involved in ensuring best records management practices and has been approached by the Fiji Military Forces and the Fiji Police Force to assist them in the proper management of their records.

Plans drawn up focuses in the area of capacity building and providing recommendations and support in the best management of their closed records. These are old records which holds valuable information on the operation of the two discipline.

So the first phase of the project has been completed. Outlined below are some of the activities that have been undertaken

Fiji Police Force	Royal Fiji Military Force
1. Records Survey of HQ Records Center	Records Survey
2. Records Management Training	Training Attachment for the Registry officers

Fiji Higher Education Records Management Policy

The Department was able to assist the Fiji Higher Education Commission in the development and vetting of their policy, which is one of the National Archives role to assist the other government agencies in ensuring that proper tools are developed to ensure continuity and good governance.

Records Management Training

In ensuring Good Governance, the Department continues to provide trainings to civil servants in the best records management practices.

So in March 2022 we were able to deliver the first online training due to restrictions imposed to minimise the spread of COVID 19. However, in May 2022 we were able to conduct the face to face training to civil servants. Thus about 70 police officers from the four divisions were able to be trained in the five trainings conducted to the Fiji Police Force.

Outreach/ In house Tours

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

In the year of review, the department was involved in the Girmit Celebration that is coordinated by the Ministry of Education.

Tour Groups	Dates
1. Fiji Police Force Registry Team	October 2021
2 Urban Pathways Group	April 2022
3 Chinese Cultural Center	May 2022
4 International Archives Open Day	June 2022
5 Police Eastern	July 2022

In addition the department also facilitates In-house tours to enable the public to understand the role we play as well as important records deposited in the National Archives of Fiji.

Transfers of Archival Records

Transfer of closed records have been stalled this year due to the limited space available with the department. The department's old repository requires renovation and maintenance and Government engineers had advised to minimise the usage of the building. So this year there were two transfers to government repository from;

- Fiji Islands Revenue and Customs
- Prime Minister's Office

The two transfers will undergo the normal processing of cleaning, collating, re-housing if there are damages to the file cover and updating a full listing before they are shelved on to their final location.

The two transfers will undergo the normal processing of cleaning, collating, rehousing if there are damages to the file cover and updating a full listing before they are shelved on to their final location.

Record-keeping across Government

A successful government relies on sound record-keeping practices to support accountability, transparency and earn public trust. So the department managed its records according to the required standards as they need to be complete, reliable, accessible and usable for as long as they are needed.

The records survey conducted to the eight agencies in the 2021 – 2022 financial year by the department has noted the need to improve on the practices within government and public authorities. Issues that were identified in the eight reports includes:

- Ineffective registry and records management practices i.e. no policies, procedures, environment
- Systems and technologies limitations
- Decentralised records management system i.e. each Unit managing their own records and there is no records centre where all closed records are managed
- Lack of support from senior managers as well as lack of personnel to focus on managing the records
- Lack of awareness and training

Level	Male	Female
1 Director	1	0
2 Principal	1	
3 Senior	1	1
4 Administration		2
5 Executive	2	2
6 Clerical	2	5
7 Temporary	4	1
8 Unestablished	2	

Staff

As at July 2022, the Department employed twenty three permanent staff, with two on attachment. Our actual establishment is thirty six including two unestablished. Currently we have five temporary relieving staff filling some of the eleven vacant positions. These employees look after the area of operation from Library Search room, Digital Continuity Unit, Preservation Unit, and Archives Advisory & Records Management, Management, Governance, Access, Administration and Finance.

Learning and Development

Staff Information	2021 - 2022
No. of Staff	23
Staff Turn-over	3

Building the knowledge of the staff is an important part of ensuring that proper archival services is provided. The department continued to conduct knowledge sharing within the five units on their specific roles and important information to improve services. Outlined below are some of the activities that we participated in. This year two temporary relieving staff have graduated in their degree courses in the Bachelor of Arts Graduate Certificate in Education from the University of the South Pacific.

Learning Activities	Number of sessions	Presenter
Knowledge Sharing	5 Sessions	5 Unit Heads
Preservation of Maps (ICA Project)	1 Week	Brandon Oswald - USA





PART III: INDEPENDENT AUDIT REPORT



OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



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Karsanji St. Vatuwaqa
P. O. Box 2214, Government Buildings
Suva, Fiji



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Website: www.oag.gov.fj



File: 387

21 June 2023

The Honourable Aseri Radrodro
Minister for Education, Heritage and Arts
Ministry of Education, Heritage and Arts
Marela House
Suva

Dear Honourable Radrodro

MINISTRY OF EDUCATION, HERITAGE AND ARTS AUDITED FINANCIAL STATEMENTS - 31 JULY 2022

The audited financial statements of the Ministry of Education, Heritage and Arts for the year ended 31 July 2022 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: Timoci Bure, Acting Permanent Secretary for Ministry of Education, Heritage and Arts

Encl.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 JULY 2022

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2022**

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OFFICE OF THE AUDITOR GENERAL

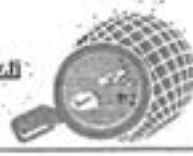
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INDEPENDENT AUDITOR'S REPORT

MINISTRY OF EDUCATION, HERITAGE AND ARTS

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

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 2022, 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.

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.

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 Dukuna
ACTING AUDITOR-GENERAL



Suva, Fiji
21 June 2023

**MINISTRY OF EDUCATION, HERITAGE AND ARTS
MANAGEMENT CERTIFICATE
FOR THE YEAR ENDED 31 JULY 2022**

The Agency Financial Statement of the Ministry of Education, Heritage and Arts for the year ended 31 July 2022 comprises the following heads of appropriation:

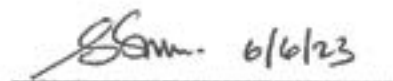
- i) Head 21 – Ministry of Education, Heritage and Arts
- ii) Head 26 – Higher Education Institutions

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 2022; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004 and Finance Instructions 2010.



Timoci Bure
Acting Permanent Secretary



Jacoro Sucu
Acting Director Finance

Date: 9/06/23

MINISTRY OF EDUCATION, HERITAGE AND ARTS
Schedule 1
**HEAD 21: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2022**

	Notes	2022 (\$)	2021 (\$)
RECEIPTS			
State Revenue			
Fees Examination		68,115	62,931
Tuition Fees - Foreign Students		20,536	30,565
Fees Government Boarding Schools	3 (a)	371,094	311,523
Fiji Teachers Registration	3 (b)	343,489	793,287
FHEC Registration	3 (c)	53,253	20,100
Commission		163,772	155,121
OPR in Previous Years		130	-
Sale of School Farm Produce		6,444	1,276
Total State Revenue		1,026,833	1,374,803
Agency Revenue			
Miscellaneous Revenue (Exam result recount & recheck fees)		46,219	49,657
Total Agency Revenue		46,219	49,657
TOTAL RECEIPTS		1,073,052	1,424,460
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (d)	335,999,377	336,303,605
Government Wage Earners	3 (e)	2,851,645	2,991,807
Travel & Communications	3 (f)	944,524	558,694
Maintenance & Operations	3 (g)	849,293	769,192
Purchase of Goods & Services	3 (h)	6,893,547	5,641,303
Operating Grants & Transfers	3 (i)	82,279,899	84,122,899
Special Expenditure	3 (j)	354,900	161,763
Total Operating Expenditure		430,173,185	430,549,173
Capital Expenditure			
Construction		649,977	646,700
Purchases	3 (k)	90,754	219,087
Grants & Transfers	3 (l)	278,134	663,458
Total Capital Expenditure		1,018,865	1,529,245
Value Added Tax		572,732	496,859
TOTAL EXPENDITURE		431,764,782	432,575,277

HIGHER EDUCATION INSTITUTIONS

Schedule 2

HEAD 26: STATEMENT OF RECEIPTS AND EXPENDITURE
FOR THE YEAR ENDED 31 JULY 2022

	Notes	2022 (\$)	2021 (\$)
EXPENDITURE			
Operating Expenditure			
Operating Grants and Transfer	3 (m)	47,933,841	53,730,416
Total Operating Expenditure		<u>47,933,841</u>	<u>53,730,416</u>
Capital Expenditure			
Capital Grants and Transfers		---	---
Total Capital Expenditure		<u>---</u>	<u>---</u>
TOTAL EXPENDITURE		<u>47,933,841</u>	<u>53,730,416</u>

MINISTRY OF EDUCATION, HERITAGE AND ARTS

Schedule 3

HEAD 21: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2022

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	341,585,204	-	341,585,204	335,999,377	—	5,585,827
2	Government Wage Earners	3,887,407	-	3,887,407	2,851,645	—	1,035,762
3	Travel & Communications	643,950	358,510	1,002,460	944,524	—	57,936
4	Maintenance & Operations	891,000	89,940	980,940	849,293	—	131,647
5	Purchase of Goods & Services	8,860,628	(647,481)	8,213,147	6,893,547	—	1,319,600
6	Operating Grants & Transfers	85,642,212	64,867	85,707,079	82,279,899	—	3,427,180
7	Special Expenditure	467,380	4,310	471,690	354,900	—	116,790
	Total Operating Costs	441,977,781	(129,854)	441,847,927	430,173,185	—	11,674,742
	Capital Expenditure						
8	Capital Construction	3,333,985	129,854	3,463,839	649,977	—	2,813,862
9	Capital Purchases	98,920	-	98,920	90,754	—	8,166
10	Capital Grants & Transfers	397,060	-	397,060	278,134	—	118,926
	Total Capital Expenditure	3,829,965	129,854	3,959,819	1,018,865	—	2,940,954
13	Value Added Tax	1,286,657	—	1,286,657	572,732	—	713,925
14	TOTAL EXPENDITURE	447,094,403	—	447,094,403	431,764,782	—	15,329,621

HIGHER EDUCATION INSTITUTIONS

Schedule 4

HEAD 26: APPROPRIATION STATEMENT
FOR THE YEAR ENDED 31 JULY 2022

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	47,933,841	—	47,933,841	47,933,841	—	—
	Total Operating Costs	47,933,841	—	47,933,841	47,933,841	—	—
	Capital Expenditure						
10	Capital Grants & Transfers	—	—	—	—	—	—
	Total Capital Expenditure	—	—	—	—	—	—
	TOTAL EXPENDITURE	47,933,841	—	47,933,841	47,933,841	—	—

**STATEMENT OF LOSSES
FOR THE YEAR ENDED 31 JULY 2022**

Loss of Money

There was no loss of money recorded for the financial year ended 31 July 2022.

Loss of Revenue

There was no loss of revenue recorded for the financial year ended 31 July 2022.

Loss of Assets (other than money)

1. The following items worth \$520 were reported as loss for the financial year ended 31 July 2022.

Asset	Amount (\$)
Office Equipment	520
Total	520

2. Following the 2021-2022 Board of Survey, items worth \$353,711 were written off as approved by the Permanent Secretary for Economy. These items have been grouped into categories and the totals of the same have been captured.

Asset	Amount (\$)
Furniture and Fittings	117,804
Inventories	95,171
Office Equipment	140,736
Total	353,711

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2022****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 Economy. VAT input on the other hand is claimed on payments made to the suppliers and sub-contractors for expenses incurred.

The VAT payment as per the statement of receipts and expenditure relates to the VAT input claimed on payments made to the suppliers and sub-contractors for expenses incurred and VAT payments to FRCS. Actual amount paid to FRCS during the year represent the difference between VAT Output and VAT Input.

(c) Comparative Figures

Where necessary, amounts relating to prior years have been reclassified to facilitate comparison and achieve consistency in disclosure with current year amounts.

(d) Revenue Recognition

Revenue is 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 2022**

NOTE 3: SIGNIFICANT VARIATIONS

The Ministry noted a decrease in its revenue and expenditure. Total revenue decreased by \$351,408 or 25% and total expenditure decreased by \$810,495 or 0.2% in 2022 compared to 2021. Detailed breakdown of the revenue and expenditure are discussed in the notes below.

- (a) Government Boarding Schools Fee increased by \$59,571 or 19% in 2022 compared to 2021. This increase was due to re-opening of boarding facilities after COVID-19. The boarding facilities was closed during the widespread of COVID-19 however schools resumed normal since April 2022.
- (b) Fiji Teachers Registration fees decreased by \$449,798 or 57% in 2022 compared to 2021. Most of Teacher licence were paid in December 2020 which is usually paid for 3 years term therefore in the financial year 2022, the revenue collected is less compared to financial year 2021.
- (c) Fiji Higher Education Commission revenue increased by \$33,153 or 165% in 2022 compared to 2021. There were institution reviews in the financial year 2022. The institution reviews occur at every five years. The institution review fees range from \$5,000 to \$20,000 depending on the size of the institution.
- (d) Established staff cost decreased by \$304,228 or 0.09% in 2022 compared to 2021. The decrease in expenditure is due to Teacher relieving funds were not fully utilised. Relieving Teacher appointment were put on hold during part of the financial year because the schools were closed until April 2022.
- (e) Government Wage Earners cost decreased by \$140,162 or 5% in 2022 compared to 2021. The decrease was due to some GWE positions at the government schools were vacant. The vacancy occurred through retirement and resignations. The schools were also closed due to COVID-19 pandemic therefore the positions were filled later in the financial year when the school resume normal in April 2022.
- (f) Travel & Communication cost increased by \$385,830 or 69% in 2022 compared to 2021. There were increase in local and overseas travelling in 2022 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. There were travel restrictions in year 2020 and 2021 due to COVID-19.
- (g) Maintenance & Operating Expenses increased by \$80,191 or 10% in 2022 compared to 2021. The increase in expenses was mainly due to increase in purchase of vehicle fuel and oil. In financial year 2021, there were less movement of vehicles due to COVID-19 travel restrictions. However, the fuel and oil expenditure increased once the travel restrictions were normalised since January 2022.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2022**NOTE 3: SIGNIFICANT VARIATIONS (Continued)**

- (h) Purchase of Goods & Services cost increased by \$1,252,244 or 22% in 2022 compared to 2021. The increase was mainly around activities related to service delivery by Library services and Curriculum Development Unit. The implementation of planned activities was carried out in 2022 whereas in 2021 the planned expenditure could not occur due to COVID-19 outbreak. One of the major contributors for the increased expenses in 2022 was that payment was made to FNU levy for the past years to clear the dues.
- (i) Operating Grants & Transfers cost decreased by \$1,843,000 or 2% in 2022 compared to 2021. The decrease was due to the COVID-19 pandemic, where the schools were closed. The transport assistance expenditure was less in 2022 compared to 2021.
- (j) Special Expenditures cost increased by \$193,137 or 119% in 2022 compared to 2021. The major contributor to increase the expenses was the E Learning allocation. The Ministry budgeted strategically in the E Learning allocation to simplify and increase accessibility to E Learning resources which were tailor made for the students and teachers.
- (k) Capital Purchase Expenditure decreased by \$128,333 or 59% in 2022 compared to 2021. The decrease was due to boat and outboard motor engine expenditure did not occur in 2022 neither it was budgeted for, whereas in 2021 the board and engines were budgeted and purchased.
- (l) Capital grants and Transfers expenditure decreased by \$385,324 or 58% in 2022 when compared to 2021. Completion of new Bau Central College was budgeted and expensed in 2021 whereas this allocation was not required in the financial year 2022. Therefore, this allocation is the major contributor for the decrease expenses in financial year 2022.
- (m) Operating grant expenditure for Head 26, Higher Education Institution decreased by \$5,796,575 or 11% in 2022 compared to 2021. FNU Operating grant budget was reduced in 2022 compared to 2021. This allocation is a major contributor for the decrease in expenditure in Head 26.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2022

NOTE 4: DETAILS OF APPROPRIATION CHANGES

The Permanent Secretary for Education approved the following transfer of funds during the financial year ended 31 July 2022:

DIV NO.	SEG From	SEG To	AMOUNT
DV2116	SEG 7	SEG 4	\$ 5,050.00
DV2117	SEG 5	SEG 4	\$ 1,650.00
DV2118	SEG 6	SEG 3	\$ 70,000.00
DV2119	SEG 5	SEG 4	\$ 80,000.00
DV2119	SEG 5	SEG 5	\$ 132,588.00
DV2119	SEG 5	SEG 7	\$ 5,000.00
DV2119	SEG 13	SEG 13	\$ 18,746.00
DV2120	SEG 6	SEG 3	\$ 28,300.00
DV2120	SEG 6	SEG 5	\$ 70,100.00
DV2120	SEG 6	SEG 4	\$ 1,600.00
DV2121	SEG 6	SEG 3	\$ 28,000.00
DV2121	SEG 6	SEG 4	\$ 1,640.00
DV2121	SEG 6	SEG 5	\$ 66,000.00
DV2121	SEG 6	SEG 7	\$ 4,360.00
DV2122	SEG 6	SEG 3	\$ 148,000.00
DV2122	SEG 6	SEG 5	\$ 220,000.00
DV2123	SEG 5	SEG 6	\$ 702,867.19
DV2124	SEG 5	SEG 8	\$ 129,854.38
DV2124	SEG 13	SEG 13	\$ 11,686.89
DV2125	SEG 5	SEG 3	\$ 84,210.00
DV2126	SEG 5	SEG 5	\$ 23,135.44

There was no redeployment of fund during the financial year ended 31 July 2022.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2022

NOTE 5: OPERATING TRUST

As at 31 July 2022, the operating trust fund account had a credit balance of \$1,463,837 (SEG 86 \$1,402,304) and (SEG 89 \$61,533). This relates to various employee deductions and performance bonds. The employee deductions such as the union and insurance payments will be cleared in the following month.

NOTE 6: DRAWINGS ACCOUNT

As at 31 July 2022, the Drawings Account had a zero balance.

NOTE 7: REVOLVING FUND ACCOUNT (MISCELLANEOUS)

As at 31 July 2022, the Revolving Fund Account had a debit balance of \$164,983. The balance in this account relates to the accountable advance yet to be retired.

Note 8: AID IN KIND

The Ministry received \$30,780 as Aid in Kind from UNICEF for Child Protection Program of which \$26,664 was utilized in the financial year. The Ministry also received Aid in Kind from UNICEF for Education Program amounting of \$14,747 which was utilized for MEHA workshop and psychosocial workshop.

NOTE 9: SIGNIFICANT SAVINGS

SEG 1 Established Staff

The \$5.5m savings in SEG 1 was mainly due to funds not fully utilized. The major contributor has been the qualification upgrade with a savings of \$1.4m. In the financial year only 588 teachers had their qualification upgraded. The qualification upgrade budget allocation included both the arrears of qualification upgrade effective from date of completion and salary difference for each staff. However, the salary difference for those staff whose qualification was upgraded was paid from respective Program and Activity of the Officers therefore resulting in savings. Another contributor of savings was due to personal emoluments funds and its corresponding FNPF not being fully utilized mainly for Program 2, Primary Education and Program 3, Secondary Education. Reason behind Personal Emoluments not fully utilized was due to the fact of COVID-19 outbreak, the schools were closed from April 2021 and partially opened for year 13 in December 2021 and all of Primary and Secondary Schools in February 2022. During the closure period, there were no appointment of teachers on relieving or new appointments after exits.

SEG 2 Government Wage Earners

The \$1m savings in SEG 2 was due to balance of funds in Government school's wages earners allocation. New appointments or relieving staff were not recruited during COVID-19 outbreak school closure. There was also some balance of funds in other program and activities which has contributed to overall savings in SEG 2.

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2022**

NOTE 9: SIGNIFICANT SAVINGS (Continued)**SEG 5 Purchase of Goods & Services**

The \$1.3m savings in SEG 5 was mainly due to goods and services in all program and activities could not be fully purchased because of closure of schools due to COVID-19 outbreak. \$706,515 budget for printing of textbook was not utilized since \$575,897 was sufficient to purchase the textbooks that were required. The tender for industrial arts tools and equipment was called for 2 years. The total cost for 2 years could not be catered for 2021-2022 budget as there were other tools such as Home Economics and Agriculture Tools with laptops/desktops purchased from the allocation. Hence, the tender for 2 years was approved to be catered from FY 2022-2023, therefore resulting in a savings of \$203,478. \$199,788 for Menstrual Hygiene Management Initiative was not utilized since the roll out of this initiative for Years 7-11 female students happened in February 2022 after schools fully opened. The amounts utilized under this initiative depicted actuals from February till July 2022 whereby the vouchers that were redeemed and lodged to MEHA within this financial year had been paid, hence, the balance was savings. There were other items in SEG 5 that could not be utilized due to COVID-19 outbreak and travel restrictions.

SEG 6 Operating Grants & TransfersFree Education Grant Primary, Secondary and ECE and Centralized Schools allocations

Approval to release 50% instead of 100% grants to all compliant schools for Term 3, 2021 and 80% instead of 100% grants to schools for Term 4, 2021 was provided taking into consideration the budgetary provision received and the fact that schools were closed from April 2021 and partially opened in November 2021 and fully opened in February 2022. Savings were also identified on the basis that grants are released to compliant schools only. For those schools which do not meet the termly grant payment conditions as per the School Management Handbook 2020, grants are withheld and these withheld grants is shown as savings at the end of the financial year. For centralized schools, savings are identified when these schools are not able to utilize the total FEG entitled to the school. These un-utilized funds are savings at the end of the financial year.

Transport Assistance allocation

Due to schools being closed from April 2021 and partially opened for Years 12-13 students in November 2021 and fully opened to all Primary and Secondary students from February 2022 less expenditure was incurred in terms of payments to RSL Providers and E-Ticketing service provider resulting in \$1.2m savings being identified at the end of the financial year.

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

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 JULY 2022

NOTE 9: SIGNIFICANT SAVINGS (Continued)

SEG 8 Capital Construction

The savings of \$2.8m mostly consists of funding provided during the revised budget announcement for the upgrades and maintenance of teachers quarters for Government and Non-Government Schools, upgrade and maintenance of government and non-government primary and secondary schools. This funding was not utilized after the revised budget announcement in April, 2022 due to delay in agreement vetting and funding not being released due to financial year end payment closing dates.



PART IV: REFERENCES



ACRONYMS

ABP	Annual Business Plan	LSRD	Life Style Related Disease
ACP	Annual Corporate Plan	MACFEST	Melanesian Arts and Cultural Festival
AMU	Assets Monitoring Unit	MEHA	Ministry of Education, Heritage and Arts
AOD	Alcohol and Other Drugs	MSG	Melanesian Spearhead Group
ATLAS	Administration of Teaching and Learning Assessment System	MOA	Memorandum of Agreement
CAS	Curriculum Advisory Services	MOIT	Ministry of Infrastructure and Transport
CGC	Cultural Grants Committee	MOU	Memorandum of Understanding
CPP	Child Protection Policy	MyAPA	My Annual Performance Assessment
CRIHAP	International Centre for Intangible Cultural Heritage in the Asia-Pacific Region	NAF	National Archives of Fiji
CSRMU	Civil Service Reform Management Unit	NATCOM	Fiji National Commission for UNESCO
DEAP	Duke of Edinburgh Award Program	SAAC	Substance Abuse Advisory Council
DFS	Drug Free School	NACC	National Anti-Corruption Curriculum
DHA	Department of Heritage and Arts	NCDs	Non-Communicable Diseases
DMP	Disaster Management Plan	NCF	National Curriculum Framework
EAU	Examination and Assessment Unit	NGO	Non-Governmental Organisations
ECE	Early Childhood Care and Education	NTF	National Trust of Fiji
EDA	Educationally Disadvantage Area	OHS	Occupational Health and Safety
EEP	Emergency Evacuation Plan	OMRS	Open Merit Recruitment
EIE	Education in Emergencies	OUV	Outstanding Universal Value
ERC	Education Resource Center	PARBICA	Pacific Regional Branch of the International Council on Archives
ESSDP	Education Sector Strategic Development Plan	PC	Payment Certificate
ERT	Employment Relation Tribunal	PCCPP	People's Charter for Change, Peace and Progress
EXAMIS	Examination and Assessment Management Information System	PCO	Principal Cultural Officer
FEG	Free Education Grant	PIMA	Pacific Islands Museums Association
FEMIS	Fiji Education Management Information System	PET	Peer Education Training
FESA	Fiji Education Staffing Appointment	PIFS	Pacific Island Forum Secretariat
FHEC	Fiji Higher Education Commission	PRA	Public Records Act
FQF	Fiji Qualifications Framework	PSDT	Public Service Disciplinary Tribunal
FinEd	Financial Education	PTSM	Part Time Student Mentors
FICAC	Fiji Independent Commission Against Corruption.	QRP	Quick Response Presentation
FCES	Fiji Culture And Education Strategy	RDSSD	Roadmap for Democracy and Sustainable Socio – Economic Development
FNCP	Fiji National Cultural Policy	RIE	Request to Incur Expenditure
FTA	Fijian Teachers Association	SCIO	Senior Cultural Industries Officer
FTRA	Fiji Teachers Registration Authority	SCDO	Senior Cultural Development Officer
FTU	Fiji Teachers union	SPC	Secretariat of the Pacific Community
HA	Heritage and Arts	SPCO	Senior Policy & Convention Officer
HEI	Higher Education Institution	SPOL	Senior Policy Officer
HR	Human Resources	SLT	Student Leaders Training
ICH	Intangible Cultural Heritage	TCF	Technical College of Fiji
ICHCAP	International Information and Networking Centre for Intangible Cultural Heritage in the Asia –Pacific Region under the auspices of UNESCO	TEST	Technology and Employment Skills Training
ICT	Information and Communication Technology	TFFG	Tuition Fee Free Grant
IDADAIT	International Day Against Drug Abuse and Illicit Trafficking	TOT	Training of Trainers
IEC	Information, Education Communication	TSLB	Tertiary Scholarship and Loans Board
LANA	Literacy and Numeracy Assessment	TVET	Technical Vocational Education and Training
LATT	Limited Authority To Teach	UNESCO	United Nations Scientific Cultural Organisation
LPO	Local Purchase Order	USP	University of the South Pacific
LSF	Library Services of Fiji	WBD	World Book Day
		WHITRAP	World Heritage Institute of Training and Research for the Asia and Pacific Region



MINISTRY OF EDUCATION, HERITAGE AND ARTS