



MINISTRY OF EDUCATION, HERITAGE & ARTS

2015 ANNUAL REPORT

“Quality Education for Change, Peace and Progress”

2015 MINISTRY OF EDUCATION, HERITAGE AND ARTS SENIOR STAFF



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Hon Minister of Education, Heritage & Arts



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MINISTRY OF EDUCATION, HERITAGE AND ARTS

"Quality Education for Change, Peace and Progress"



Honorable Dr. Mahendra Reddy
The Minister for Education, Heritage and Arts
Senikau House
SUVA

Dear Sir

ANNUAL REPORT FOR 2015

It is with great pleasure that I present to you Honorable Minister, the Ministry of Education, Heritage and Arts' Annual Report for the year ending 31st December, 2015.

We are humbled by your great leadership, confidence and commitment in moving the Ministry to another level. Your passion, inspiration to delegate and be transparent to attain the goals and objectives of the Ministry is our strength.

With your incomparable dedication, we as staff of the Ministry of Education look forward to conquering challenges and realizing the initiatives aligned with the Government's mandate for the Education Sector.

Iowane Ponipate Tiko [Mr]

Permanent Secretary for Education, Heritage and Arts

MESSAGE FROM THE PERMANENT SECRETARY FOR EDUCATION, HERITAGE AND ARTS



The year 2015 has been a triumphant one with the accomplishment of policies, initiatives and programmes that has enabled the Ministry to set the pace in realising the Education Dream of achieving “Quality Education for Change, Peace and Progress” in our beloved nation.

At the outset, we acknowledge the Bainimarama Government as it continues to recognise support and champion Education as a basic human right that is critically important for all Fijians to improve their social and economic standing and to ensure that our nation can meet the challenges of modern society. We also applaud the truly farsighted leadership of the Honourable Minister for Education Dr. Mahendra Reddy for envisioning a possible future that responds to and resonates with the education sector’s aspirations for our individual and collective success.

The Ministry continued to deliver a number of initiatives that were introduced over the past years, such as the free education grants, transport assistance scheme and textbooks for all

students. We also welcomed the extension of free education grant to early childhood education centres and provision of milk and wheat - bix to all Year 1 students last year. In addition, works on capital projects continued as it contributed to an increase in access to education for all students. A milestone achievement was the establishment of eleven Technical College Campuses that allowed more school leavers to have access to trade and skills training through Tertiary Education Loan Scheme.

Furthermore, a number of national consultations and workshops was also initiated with stakeholders to adopt a reform strategy which is pegged on four key pillars: Pillar 1 - Content Review and Development, Pillar 2 - Improved Delivery by our Teachers, Pillar 3 - Improvement of Infrastructure and Pillar 4 - Parental Engagements in Education. The Ministry has implemented a number of activities to bring about improvements intended by the respective pillars.

Moreover, work on the extensive review of the Education Act is now with the Solicitor General’s Office. At the national level another significant event was the launched of “National Discourse on Suicide Prevention Day” on the 18th of September. Students from different schools came together and took a pledge against suicide at DAV College to make a stand against suicide. In addition, the Ministry of Education also signed an Interagency Guideline on the 17th December 2015 with Department of Social Welfare, Fiji Police Force, Ministry of Employment, productivity and Industrial Relations and Ministry of Health and Medical Services on Child Abuse and Neglect to recognise the existing gaps in enforcement and enhancement of knowledge and policies associated with child abuse and neglect cases and aimed to improve all interagency collaboration.

Additionally, the Access to Quality Education Programs (AQEP) continued to work in partnership with the Ministry for the development and renovation of Schools in Fiji. We are thankful for Australia’s strong commitment for promoting opportunities for everyone by improving access to quality education for children of Fiji through its Aid Program.

Library Services of Fiji under the Ministry of Education co-ordinated three national events World Book Day, National Library Week coinciding with International Literacy Day and World Suicide Prevention Day.

The National Substance Abuse Advisory Council has stepped up not by only conducting training on Basic Counselling Skills for Teachers but providing the services of counselling for students, teachers as well as parents.

The Department of Heritage and Arts continues to coordinate the safeguarding [preservation, protection and promotion] of Fiji’s rich cultural diversity.

The Fiji Teachers Registration Authority augurs well for the promotion of teaching as a profession as well as opportunities to review and monitor the qualifications, standards and code of ethics for teachers and all other parties that provide needed skill and knowledge registered under the institutional registration.

The Fiji Higher Education is committed to ensure that higher education institutions pursue a level of quality, excellence and relevance in higher education that is globally competitive and internationally recognized.

More importantly, the Ministry of Education is adamant to work in collaboration with donor agencies to realize Sustainable Development Goals (SDGs) and at the same time monitor and evaluate planned outputs and anticipated outcomes. The new education agenda is ‘Ensure Inclusive and Equitable Quality Education and promote Lifelong Learning Opportunities for all by 2030’. This global education agenda (Education 2030) is part of the 17 UN SDGs that make up the agenda 2030 for sustainable development.

The global goals and targets aim to stimulate action over the next 15 years in the Five Ps of critical importance. They are People, Planet, Prosperity, Peace and Partnership. We are aligning the Ministry to think globally as we act locally so to bring about changes in our education system. Our education dream is not only to achieve a “knowledge based society” but also to ensure excellence in all facets of education.

Iowane Ponipate Tiko (Mr)

Permanent Secretary for Education, Heritage and Arts



MINISTRY OF EDUCATION, HERITAGE AND ARTS

MISSION, VISION, ROLES AND RESPONSIBILITIES



EDUCATION

VISION

Quality Education for Change, Peace and Progress

MISSION

To provide a holistic and empowering education system that enables all children to realise their full potential in contributing to peaceful and sustainable national development

ROLES AND RESPONSIBILITIES

The Education Sector is responsible for the design, implementation, monitoring and evaluation of educational legislations, policies and programmes 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.

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

- Early Childhood Education
- Primary and Secondary Education
- Special Education to children with special needs
- Vocational Education and basic skills training
- Technical and skills training through Technical College
- Teacher training through Teacher Training institutions
- School management committees and controlling authorities

In addition, we are also committed in ensuring that the standards in education are met and maintained and that the human, physical and the financial resources allocated to education by the Government are appropriately directed and accounted for. We are also responsible for the administration and management of education policies and delivery of educational services. Educational services are delivered in partnership with school management committees and controlling authorities. We provide the curriculum framework, policy guidelines and directions, together with qualified teaching personnel to schools.

GUIDING PRINCIPLES

In education, the child is the centre of everything we do. The delivery of service is guided by our commitment to: Recognise the importance of strong and healthy partnerships with all stakeholders; Maintain a high level of professionalism in all that we do; Ensure relevance and responsiveness as required characteristics of all endeavours; Maintain high levels of quality and excellence; Improve access and equity, accountability and transparency and our constitutional rights and responsibilities.

VALUES

Educational provision is based upon a core of intrinsic and enduring values. These are: human rights and human dignity, responsibility, safety and security for all, civic pride, cultural understanding, empathy and tolerance, honesty, fairness and respect for truth and justice, integrity, flexibility, environment sustainability, peace and prosperity, compassion, sense of family and community, faith, creativity and life-long learning.

HERITAGE AND ARTS

VISION

A National identity that celebrates and promotes Fiji's cultural diversity and unique traditional culture in all its forms.

MISSION

To facilitate and lead the cultural development of our people by:

- Co-coordinating at the national level to direct and guide development in the Culture and Heritage Sector.
- Developing national policy and an overarching legislation framework.
- Preserving, promoting and developing Cultural Heritage in its movable, immovable, tangible and intangible forms.
- Supporting and developing cultural practices.
- Promoting creativity and participation in Cultural and Heritage activities.
- Developing and enhancing institutional linkages internally and externally.
- Developing cultural infrastructure.

ROLES AND RESPONSIBILITIES

The primary role of the Department is to coordinate and facilitate activities at the national level of the different ministries and department, and that of non- government organizations that currently protect and manage arts, culture and heritage in Fiji. In essence the department was established in 2000 with immediate priorities of formulating cultural policies, promoting cultural education, raising awareness and mobilizing participation in traditional custom and multiculturalism including support for creativity. The heritage and arts sector has enormous potential for employment creation and income generation.

VALUES /GUIDING PRINCIPLES

- Respect the culture and Heritage of the indigenous community and other ethnicities in Fiji
- Respect the iTaukei cosmos and how they relate their oral traditions with the eco-systems and surrounding environment
- Maintain that the traditional knowledge and cultural expressions depicted is the intellectual property of the iTaukei and the ethnic group with which it originates or continuously practices.
- The traditional custodians of the land ought to be recognized, valued and respected in any decisions made regarding land use
- Promote creativity and innovation in the pursuance of excellence in culture, art and heritage in Fiji
- iTaukei and other Fijian communities have a right to Government support in the protection and maintenance on their cultural heritage and expression
- The iTaukei community has the right to accrue benefits from any activities that use their cultural heritage, art and expression
- Envisaging youth participation in revitalization and cultural entrepreneurship
- Equal opportunities available to all genres of culture, heritage and the art
- Promote cultural inclusivity and the need for continuity of cultural knowledge, art and heritage traits.

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PART I: OVERVIEW

CHAPTER 1: PORTFOLIO STRUCTURE

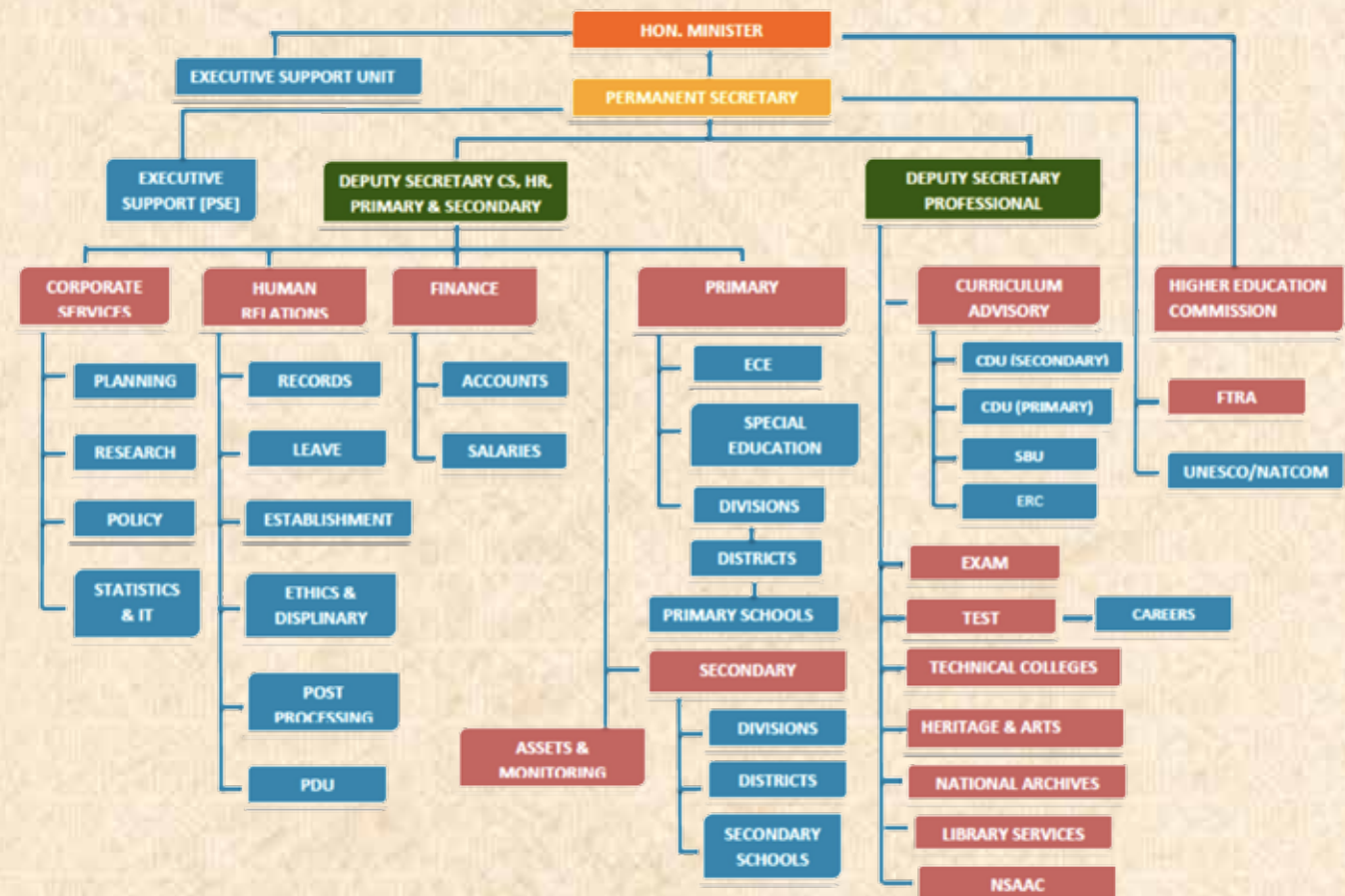
The Annual Report records all the activities of the Ministry for the year 2015 and also outlines the achievements of the various sections and departments of the Ministry.

In 2015, Mr. Iowane Tiko was confirmed to the position of Permanent Secretary for Education, Heritage and Arts replacing Mrs. Kelera Taloga who was the Acting Permanent Secretary during the year.

The Ministerial portfolio administered by the Ministry, consists of:

- Primary School Service
- Secondary School Service
- Special Education Service
- Early Childhood Education
- Higher Education Commission
- Technical and Vocational Education & Training
- Examination and Assessment Unit
- Asset Monitoring Unit
- Fiji Teachers Registration Board
- Corporate Services, Research, Planning, Policy Advice & Strategic Development
- Heritage & Arts
- Careers Service
- National Substance Abuse Advisory Council
- UNESCO National Commission
- Curriculum Advisory Service

Organizational Structure



Legislation

The Ministry of Education, Heritage and Arts is responsible for administering and enforcing the following legislations:

- Education Act - Cap.262
- Examination Act - Cap.262A
- Substance Abuse Advisory Council Act - Cap.140A
- University of the South Pacific Act - Cap.266

- Fiji Museum Act - Cap.263
- National Trust of Fiji Act 1970 - Cap. 265
- National Trust of Fiji Amendment Act - No.40 of 1998
- Protection of Objects of Archaeological and Paleontological Interest Act - Cap. 264
- World Heritage Convention 1972
- Intangible Cultural Heritage Act 2003
- FTRB Promulgation 2008
- Higher Education Promulgation 2008
- Libraries-Deposit of Books Act [Cap. 109]
- Higher Education Promulgation 2008
- Fiji Teachers Registration Promulgation 2009
- Fiji National University Decree 2009

Education Forum

Under the Education Act, the Education Forum provides advice to the Minister for Education on the following:

- Education Policies
- Education Development and Planning
- Educational issues

The Permanent Secretary for Education is the Chair of the Education Forum which now convenes four times annually. Director Corporate Services of the Ministry is the Secretariat for the Education Forum. Membership consists of those selected in accordance with the relevant provisions in the Education Act.

There were four Education Forums in 2015 and these were held at the:

1. Takia Hotel conference room in Labasa for the Northern Division,
2. USP Lautoka Campus conference room for the Western Division,
3. Suva Holiday Inn for the Central Division and
4. Suva Vocational Center for the Eastern Division.



The main issues discussed in those meetings were:

- Awareness on various reforms and changes in education
- Policies review and consultation including the review and consultation for:
 - Mobile and Electronic Devices Policy
 - Establishment and Registration of Schools
 - Policy on Research
 - School Library Policy
 - Policy on Establishment and Recognition/Registration of Schools
 - Policy on Early Childhood Education
 - Examinations and Assessment Policy
 - Education in Emergencies (EIE) and School Safety
- Legislation review and consultation for the following:
 - Education Act Review
 - National Council Research Bill
 - TELS amendments
- Review of Curriculum
- Illicit Drugs and Substance Abuse/NCDs/Teenage Pregnancies and Social Problems Faced by Teenagers
- Processes, Procedures & Updates of Assistance From AMU
- Funding Assistance for Government and Non-Government Schools
- FEG for Early Childhood Education



UN Special Rapporteur on Right to Education Visits Fiji

The UN Special Rapporteur on the Right to Education, Mr Kishore Singh visited the Republic of Fiji from the 7th to 15th December, 2015. The purpose of the visit was to collect information and examine issues relevant to the realization of the right to education, and to have discussions with the Government authorities and other relevant stakeholders on progresses achieved and remaining challenges in this regard.

These were in the following areas:

- The regulatory framework for public and private education;
- Access to and quality of primary and secondary education;
- Access to and quality of higher and technical education;
- Access to and quality of early childhood care;
- Specific efforts to ensure the education of girls and marginalized groups including: children living in poverty, children with disabilities, children without parental care, children belonging to minorities, migrants and refugees;
- Efforts made to address multiculturalism and diversity;
- Teacher-training and working conditions;
- Students' participation in the functioning of education systems; and
- Public financing of education.

He visited the relevant UN Agencies, Office of the Prime Minister. He also met with the Hon. Minister of Education, Heritage & Arts and his Senior Management, the Minister of Finance & Attorney- General. In addition he visited some line Ministries, government statutory bodies and schools. After the visit, the Special Rapporteur will present a report with his main findings and recommendations to the Human Rights Council in June, 2016.

Interagency Guidelines (IAG) on child abuse and Neglect

On 17th December 2015, the Ministry of Education signed the Interagency Guidelines on Child Abuse and Neglect with four of our enforcement partners, namely, Department of Social Welfare, Fiji Police Force, Ministry of Employment, productivity and Industrial Relations and Ministry of Health and Medical Services. This Guideline is designed to assist the signatories in recognizing the existing gaps in enforcement and enhancement of knowledge and policies associated with child abuse and neglect cases and aimed to improve all interagency collaboration. This is a working document spearheaded by National Coordinating Committee on Children (NCCC).

Report on Consultation and Review of Legislations carried out: National Research Council Bill

The objective of the National Research Council Bill is to make provision for a national body to pursue and fund activities designed to

- (i) raise the standard and development of research;
- (ii) foster consideration of ethical issues relating to research and development;
- (iii) adopt a policy of public consultation in relation to research matters being considered by it from time to time.

The Bill establishes a National Research Council to regulate the National Research Fund and is intended to raise the standards and development of research, including development in all scientific, health, educational, heritage, industrial, technological, social and economic areas. The Bill will further ensure that research in Fiji is conducted ethically and responsibly. It will add the much needed fuel to the research culture. Consultation was conducted with the following:

- [a] Ministry of Education;
- [b] the department of Heritage and Arts;
- [c] the Fiji National University;
- [d] the University of the South Pacific;
- [e] the University of Fiji;
- [f] the Fiji Institute of Applied Studies and
- [g] the Koronivia Research Station.

Review of the Education Act

The Ministry of Education began its consultations on the Education Act in the year 2009 and the consultations continued in 2015. The Education Act was extensively reviewed in 2009 starting with internal consultations within the Ministry senior staff, a one day workshop at the Police Academy Conference Room Navosa with education officers and stakeholders and a few months of public consultation starting from 24th August 2009. There were six teams set up to consult the public on the review of the Education Act and a MOE Review Committee was set up to receive and evaluate the submissions from the public.

Consultations in 2015 continued and suggestions to the final version of the Bill was sought from Education Officers, Senior Education Officers, Directors and Ministry partners, counselors, Fiji Higher Education Commission, FTRE, National Archives, Heads of Schools, teachers as well as education stakeholders attending the four Education Forums in all divisions. Inclusions were made to the Bill to encompass the education reforms of the current Government. The Corporate Services Section continues to receive submission from stakeholders for the changes to the Education Act.

Other Major Events

Lil Champs Art and Writing Competition for Year 6 and Year 8 students

The section organized a National Competition for the Year 6 and Year 8 students to keep them occupied after the exam period and showcase their talents on paper. There were two categories to the competition, which was, writing, and artwork with a specific reference to a thematic area on Virtues. The competition was for 6 weeks and the Section received over 20,000 entries from Year 6 and Year 8 students around Fiji, out of which this 300 pieces of work had been shortlisted. A committee made up of staff from Corporate Services and Primary Section met and shortlisted entries for the art and writing category. Corporate Services then organized the Awards Ceremony which was held at 11.00am on Friday, 4th December at the Fiji Museum. The Chief Guest was the Honourable Minister for Education, Heritage and Arts, who handed out trophies and certificates to the winners of the competition.



Melanesian Festival 2015

A Delegation of 7 officials from the Ministry of Education, Heritage and Arts of Fiji were invited by the Ministry of Education and Culture of Indonesia to participate in the Melanesian Cultural Festival which was held in Kupang, East Nusa Tenggara Province, Indonesia from 27th to 30th October 2015. The Delegation headed by Ms. Releshni Karan, Director Corporate Services and supported by Fiji Arts Council and Director Heritage and Arts and her team made Fiji proud by showcasing Fiji's traditional dance performance, participating in the cultural exhibition, providing numerous photos and videos on Fijian culture and taking part in the costume exhibition. Other representatives that took part in the Melanesian Festival were Papua New Guinea, Solomon Islands, Timor Leste, Vanuatu, New Caledonia, Papua, Sikka and Moluccas.



Northern Education Roadshow

The Corporate Services Section of the Ministry of Education organized a joint live road show with Fiji Broadcasting Commission [FBC] in the Northern Division for two days, 17/10/15-18/10/15. The Roadshow was led by Director Corporate Services, Ms. R Karan, Mr. S Singh of Policy Unit, Mr. M Gauna and Mr. A Voresara. Members from MoE Northern Division Education office joined the headquarters Team during the road show on the two days and provided support in terms of manpower and travelling. A stop over for a roadshow was made by the MoE FBC team in every village from Nabouwalu to Labasa. The purpose of the Road show was to ensure that the rural communities are aware of the reforms of the Ministry and get access to important information, forms and documents. The team distributed information manuals, pamphlets, library books, compact disc containing e-copies of text books for all levels, FEMIS hand book for teachers, application forms [transport assistance, ECE registration, teacher registration, etc] and pamphlets on child protection and NSAAC material to the general public. The Ministry's new Education Song and The Digital Literacy Jingle as well as the Suicide Pledge was repeatedly aired and played in the roadshow and all FBC Television and radio stations.



National Discourse on Suicide Prevention Day

As an initiative of the Honorable Minister for Education, Dr. Mahendra Reddy, Friday September 18th 2015 was declared National Discourse on Suicide Prevention Day in Fiji. The day saw much activity in our schools. There were no classes held on this one day and all schools around Fiji dedicated the whole day on the discourse of suicide. A circular was sent to all schools outlining the programme for the day which included discussion on the topic Suicide: causes, impacts and preventative measures in their class from morning till lunch time assuming the role of different family member or stakeholder. Students could present essays, short stories, poems, songs, skits, e.t.c on the topic of suicide during the last class, before lunch, the whole class will stand and read out a Pledge against suicide that will be provided by the Ministry. After lunch, a Guest Speaker would be invited in the school to speak to all children assembled at one place. Revered members of society and relevant organisations to speak to the school on prevention of suicide after lunch. High school students held marches and student heads gave advice to their peers about people thinking of ending their own lives. It was pointed out that life was a gift by God, and every student should cherish the gift. The Honorable Minister reminded school students about their duty to life and the community they were part of. Students from different schools came together and took part in the National Discourse at DAV College to make a stand against suicide.



Yadra Mada Launch

The "Yadra Mada" song was an initiative by the Ministry in trying to create awareness on the importance of education to all school children. The lyrics of the song were composed by Laisa Vulakoro and few other well renowned musicians in the country. The song was launched at the Holy Trinity Primary School by the Hon Minister of Education, Heritage and Arts.



Pillar 4 Launch

The Pillar 4 of the Ministry's reform is an attempt by the Ministry to foster and promote a closer working relationship between schools and parents. This initiative was launched at Rishikul Sanatan College in Nasinu by the Hon Minister of Education, Heritage and Arts.



Fiji Museum Open day

The Fiji Museum open day was an initiative by the Hon. Minister to create public awareness on historical events and activities of our forefathers in the past to the public. The open day is held every last Saturday of the month and is free of charge for members of the public.



Memorandum of understanding

The Ministry signed a Memorandum of Understanding with Vision Fiji who will supply school books to be distributed to schools around the country. The commitment by the Ministry is in line with its Vision in providing quality education to all school children.

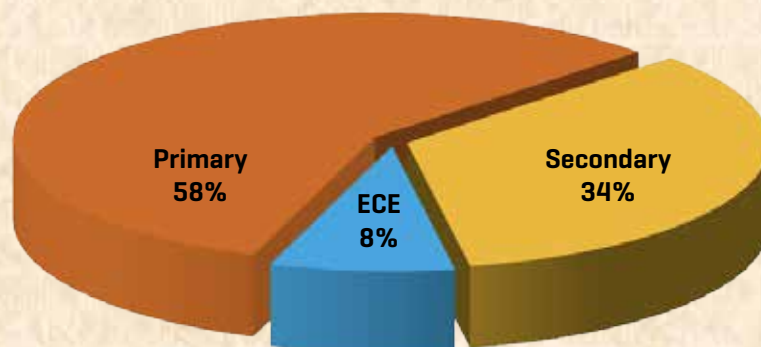


CHAPTER 2: MINISTRY PROFILE AND CONTEXT

Population

The estimated population of Fiji in 2015 was 871,986 while the estimated number of children from the age of 5 to 18 years old was 223,192 for the same year [Source: Fiji Bureau of Statistics]. Of this number, 17,245 children were 5 years old [of preschool age], 129,901 children were of primary school age [between 6 - 13 years of age] and 76,046 were in the secondary school age group [between 14-18 years of age].

Graph 1: School age children proportion



Commitment towards improving quality, access and retention

Through the 2013 Constitution, the Peoples Charter and Roadmap, the Ministry adopted its Vision in the new direction as "Quality Education for Change, Peace and Progress". The Ministry of Education in ensuring that its vision is realized to build a Better Fiji for All, implemented four pillars of reforms in 2015 which are listed below:

PILLAR 1: CONTENT REVIEW AND DEVELOPMENT

- Revising school curriculum to bring it to par with global standards
- Appointment of Specialist Officers within the Curriculum Advisory Services Section
- Standardization of Syllabus for all schools at all levels in Fiji
- Reinstating the external exams into the schools from Years 6 to 13
- Preparation of examination papers by MOEHA subject matter specialists instead of teachers
- Automatic progression of students up to Year 12
- Removal of scaling for all Examination Marks and giving raw marks
- Establishment of Technical College of Fiji campuses around Fiji
- First Aid skills and Basic OHS training for all teachers
- Inclusion of Values/Virtues and Civic Education in schools

PILLAR 2: DELIVERY BY OUR TEACHERS

- Induction for new teacher graduates
- Adoption of common curriculum by all teacher training institutions
- Use of merit system to recruit, promote or demote teachers
- Teacher qualification upgrading by funding
- Basic English proficiency test for teachers to begin in 2016
- Teacher assessment and evaluation to begin in 2016
- Professional development for teachers
- Experience and specialists teachers for Year 1, Year 2 and Year 3 students
- Increased absorption of teachers into the education system
- Strategic counseling services to all our students through:
 - Placing full time counselors at our 9 District offices
 - Equipping every teacher with basic counseling skills
- Attachment of ECE Centres to Primary Schools. All Primary schools will have an ECE Centre attached to it by 2017
- Subsidized Tuition Fee Free Grant for ECE Students
- Establishment of Junior Secondary Schools in remote areas
- Increase in rural allowance as an incentive to teachers teaching in remote and maritime schools

PILLAR 3: IMPROVEMENT OF INFRASTRUCTURE

- Improved school infrastructure.
- Digital literacy programme.
- Providing free education resource materials to schools including laptops, tablets and free textbooks

PILLAR 4: PARENTAL ENGAGEMENT

The MOEHA emphasises that schools need to recognise the primary role of parents in education and advocate a closer working partnership between schools and parents. Of all factors affecting a child's education, the home influence in terms of parental support and intervention, ranks amongst the highest. The emergence shift to a more 'child centred' learning also supports the importance of parental engagement.

GOVERNMENT INITIATIVES

1. FREE MILK

The Government's free Milk initiative for all year 1 students was launched in March 2015 at the Nakelo District School, Nausori. The Ministry subsequently ensured that milk was distributed to all the 731 primary schools throughout Fiji.

The primary goal of the free milk initiative in schools was to influence children to develop a lifelong healthy habit of consuming milk and milk products. This would have a positive effect on student's behavior at school, athletic ability and dental health.

A total amount of \$2,402,667.49 was spent on the milk initiatives for 18,721 Year 1 students in 2015



2. FREE TRANSPORTATION

The Ministry continued the implementation of Free Transport Assistance since its inception in 2009. This initiative by the State attempts to reduce the financial burden on parents who are unable to afford transportation costs involved in sending children to school.

The initiative benefits students who qualify for the bus fare vouchers and the purchase of boats with engines for selected maritime schools.

The approved budget for 2015 was \$20m of which the Ministry expended \$18,100,000 for the 88,579 students that were assisted. The Table below summarises the number of students assisted by education districts for 2015. Table 3: Summary of the number of students by district by school type assisted in 2015



Table 1: Summary of the number of students assisted by education districts

District	Primary	Secondary	Vocational	Technical College	Total
Suva	10828	4205	175	34	15242
Nausori	10418	4245	158		14821
Lautoka/Yasawa	9901	4631	120	80	14732
Macuata/Bua	7522	4372	72	317	12,283
Cakaudrove	4667	1820	23		6510
Nadroga/Navosa	4874	1833	86		6793
Ba/Tavua	6551	3862	171		10584
Ra	2996	1300	132		4428
Eastern	2030	1117	39		3186
Total	59787	27385	976	431	88579

total amount of \$349,850.55 was used to purchase boats and engine for the 20 maritime schools in 2015. The table below summarises the schools that were assisted with boats and engine in 2015.

Table 2: Summary of schools assisted with boats and engine in 2015

No.	Name of School	District	No.	Name of School	District
1	Kadavu Provincial School	Eastern	11	Wainika Dist School	Cakaudove
2	Duavata Secondary School	Bua/Macuata	12	Gaunavou Primary School	Lautoka/Yasawa
3	Vatuvula Primary School	Cakaudrove	13	Nayau Dist School	Eastern
4	Maloku Dist School	Eastern	14	Ratu Mocevakaca Mem School	Eastern
5	Nasegai Dist School	Eastern	15	Malake Village School	Ra
6	Tawake Dist School	Cakaudrove	16	Ratu Namasi Village School	Lautoka/Yasawa
7	Nadogo Dist School	Bua/Macuata	17	Bouwaqa Village School	Lautoka/Yasawa
8	Sawaieke Dist School	Eastern	18	Yawe Dist School	Eastern
9	Cikobia Village School	Eastern	19	Lekutu Primary School (engine only)	Bua/Macuata
10	Tuvuca Village School	Eastern	20	Uluinakorovatu Primary School(engine only)	Suva

3. FREE TEXTBOOKS

The free textbooks initiative started in 2015 targeting Year 1 to Year 12 students. The initiative was introduced to assist parents and guardians overcome the financial burden of having to buy textbooks and other basic educational materials needed for their children's education.

These materials include textbooks, supplementary notes, manuals, teacher guides, pupil's workbooks, syllabi, examination papers, solutions and reports. The electronic copies of the same materials were also provided as e-copy in the Ministry website for ease of access by parents, students and teachers.

The table below summarizes the number of the different titles of textbooks dispatched to schools by education districts last year

Table 3: Number of different titles of textbook dispatched by education districts in 2015

Dispatching District	Primary	Secondary
Nadroga-Navosa	47148	16232
Nausori	85247	46803
Lautoka/Yasawa	106597	43872
Eastern	46241	12107
Cakaudrove	48041	16454
Macuata/Bua	81912	29788
Ra	21840	10552
Suva	140579	72042
Ba/Tavua	52458	21850
Grand Total	630,063	269,700

4. TUITION FEE FREE GRANT (TFFG) FOR PRIMARY AND SECONDARY SCHOOLS

The TFFG is one of the government initiatives which has been in existence since 2014 and is aimed at ensuring that all parents do not have to bear the burden of paying tuition fee for their children attending primary and secondary schools. The grants formula was revised in 2015 to ensure the disparity between the non-disadvantaged and the disadvantaged schools is reduced.

The Tuition Fee Free Grant ensures:

- a reduction in disparities between the advantaged and disadvantaged schools by a fair distribution formula;
- a reduction in the financial burden on parents who desire to offer quality education to their children;
- a more improved schools' management functional role;
- no child is left behind when it comes to quality education;
- Fiji becomes a knowledgeable society by investing in the school students;
- Schools do not unnecessarily resort to fundraising activities or put undue pressure on parents or students for money.

The tables below summarises the total grant paid out to primary and secondary schools by education districts.



Table 4: Summary of grant issued to primary schools by education districts

District	No. School	Roll	Total Grant Issued
Eastern	116	8054	\$2,571,734.33
Suva	82	34125	\$7,704,017.57
Ra	42	5455	\$1,468,931.99
Nausori	116	22667	\$5,635,433.93
Nadroga	60	9627	\$2,497,784.26
Macuata/Bua	98	14064	\$3,784,070.92
Lautoka	86	25164	\$5,923,244.36
Cakaudrove	67	9899	\$2,601,443.19
Ba/Tavua	63	10089	\$2,643,972.45
TOTAL	730	139,144	\$34,830,633.00

Table 5: Summary of grant issued to secondary schools by education districts

District	No. School	Roll	Total Grant Issued
Ba/Tavua	14	5178	\$2,288,150.20
Macuata/Bua	24	7395	\$3,427,669.20
Eastern	13	2806	\$1,268,595.00
Lautoka	20	12547	\$ 5,521,071.60
Nausori	27	12434	\$5,305,027.00
Ra	7	2221	\$1,030,820.00
Nadroga	14	4090	\$ 1,654,314.00
Cakaudrove	13	3992	\$ 1,841,709.00
Suva	36	18348	\$ 8,235,883.40
TOTAL	168	69011	\$ 30,573,239.40

5. TECHNICAL COLLEGE

The Technical College of Fiji (TCF) was established in 2015 to provide skills' training through the short courses it offers. All training programmes and short courses on offer are specifically designed to enhance career development in workplace essentials in the construction, engineering, tourism & hospitality and agriculture fields. There were 3 campuses established in 2015 with a total of 1686 students enrolled.



Table 6: Summary of TCF Campuses established with student enrolment

No.	Campus	Certificate II	Short Course
1	Dr. Shaukat Ali Sahib Campus	494	543
2	Nabua Sanatan Campus / Suva Hospitality and Textiles Training Campus	197	801
3	Vanua Levu Arya Campus	322	342
4	Total	1013	1686

6. ECE FREE EDUCATION GRANT

The Ministry of Education embarked on a new government initiative of Free Education Grant (FEG) for Early Childhood Education (ECE) beginning in Term 2, 2015. A total of \$1.4 million was given under the ECE Free Education allocation for the tuition fees of 5 year old kindergarten students which would be disbursed on a termly basis for close to 14,000 students. The FEG distribution on a termly basis for 2015 is as follows:

- Term 2 - \$50.00 per child
- Term 3 - \$50.00 per child

The ECE Centers management, as the constituted controlling authority, was tasked to ensure proper utilization of the FEG under the specified allocation below:

i. Administration and Office Operation	45%
ii. Building and Maintenance	10%
iii. Learning Resources & Furniture	20%
iv. Health & Nutrition	10%
v. Outdoor Recreational Equipment	15%

The 9 district education offices were given the responsibility to monitor the school roll to ensure the correct submission of data as well as the monitoring of the proper expansion of the grants by the management of the ECE Centres. School managements were advised to adhere to the Ministry's tuition grant guidelines and to also submit the AGM Minutes and

Audited financial report for the previous year.



Priority Outcomes of Government

The Ministry's Outcomes are aligned to pertinent outcomes in the People's Charter for Change, Peace and Progress [PCCPP] and the Roadmap for Democracy and Sustainable Socio-Economic Development [RDSSSED 2009-2014], 2013 Fiji constitution, the manifesto of the Government of the day and the National Development Plan. The main outcomes are tabulated below. Although the PCCPP and RDSSSED have come to their conclusions, the living aspirations contained in those documents which are relevant to the Ministry, are carried on in this Annual Report.

Document	Description	Targeted Outcome
Roadmap for Democracy and Sustainable Socio-economic Development [RDSSSED] 2009-2014. People's Charter for Change, Peace and Progress [PCCPP]	Pillar 1 - Ensuring Sustainable Democracy and Good and Just Governance	<ul style="list-style-type: none"> The Accountability Framework [Strengthened and transparent democratic and accountability institutions]
	Pillar 2 - Developing a Common National Identity and Building Social Cohesion	<ul style="list-style-type: none"> A peaceful, non-racial, inclusive and united society Protection and management of our Culture and Heritage for current and future generations
	Pillar 3 - Ensuring Effective, Enlightened and Accountable Leadership	<ul style="list-style-type: none"> Effective, enlightened and accountable Leadership
	Pillar 4- Enhancing Public Sector Efficiency, Performance Effectiveness and Service Delivery	<ul style="list-style-type: none"> Public Sector Reform Financial services and accountability Capacity building
	Pillar 8 - Reducing Poverty to a Negligible Level	<ul style="list-style-type: none"> Social Justice Poverty Reduction
	Pillar 9 - Making Fiji a Knowledge based Society	Education and Training [Educating the Nation for Peace and Prosperity]
2013 Constitution of the Republic of Fiji	Section 31 [1] - [5] The Right to Education	<ul style="list-style-type: none"> The right to free early childhood, primary, secondary and further education Education for persons who were unable to complete their primary and secondary education
Government of the Day Manifesto	Initiatives for Education, Health and Training	<ul style="list-style-type: none"> Provision of 250ml of Milk a day to All Year 1 Students Strengthening of Tertiary Scholarship and Loans Scheme Extension of free education currently for primary and secondary students to include ECE students Review basic Literacy and Numeracy skills and prioritize their improvement Ensuring students have the right qualifications and relevant skills to proceed to tertiary level Establishment of Technical College of Fiji.
Draft National Development Plan [NDP]	Providing equal access to quality education at all levels.	<ul style="list-style-type: none"> Provide a more balanced program for both academic and practical courses Continue to review and assess the school curriculum Increase access to education at all levels particularly for rural and urban disadvantaged areas Improve infrastructure of schools Enhance technical, vocational and lifelong skills training at all levels Need to enhance and strengthen the support for Higher Education Institutions Increase access to relevant, inclusive, quality print and digital information, and strengthen sustainability of modern school library services to support learning of all students.

CHAPTER 3: FINANCE SECTION

Roles and Responsibilities

The Finance Section is responsible for:

- Assisting, coordinating and compiling budget submissions to the Ministry of Finance for their approval, monitor and control expenditure in compliance with Financial Regulations and procedures
- Ensuring availability of cash flow to meet the Ministry's financial commitments in accordance with the 2014 Budget Estimates.
- Ensuring all payments of accounts owing, grants [Salary, tuition and building], Salaries and wages on a timely basis.
- Reducing overpayments through prompt cessation of salaries due to retirements, resignations, terminations, deemed resignations, excessive leave and study leave without pay.
- Carrying out reconciliations [Drawings, IDC and Trust Accounts] to ensure all expenditures are recorded against a budgetary allocation reflecting a true status of the Ministry's expenditure.
- Providing accurate monthly financial reports to the Senior Staff for accurate decision making and assess the performance of projects against the budgetary allocations.
- Assisting and coordinate the preparation of the Ministry's Budget from submissions from all sections.
- Preparing responses to Audit [Internal/ External] and Public Accounts Committee [PAC] queries.
- Ensuring effective internal control measures are in place in all areas to reduce likely fraudulent activities and safe guard government assets.

Ministry of Education Budget for 2014

The Government Budget for Education in 2015 amounted to \$388,962,185. This was 13.99% of the National Budget.

Graph 2: Government expenditure on Education and Higher Education Institutions

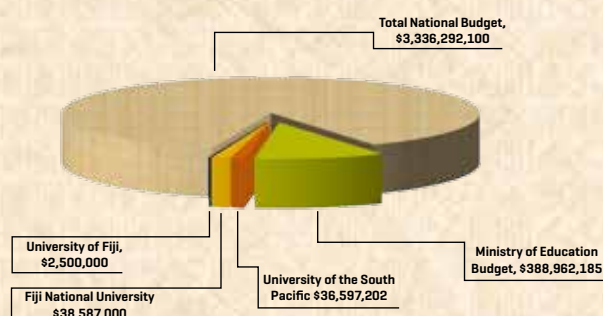


Table 7: Education expenditure (excluding FNU, UOF & USP)

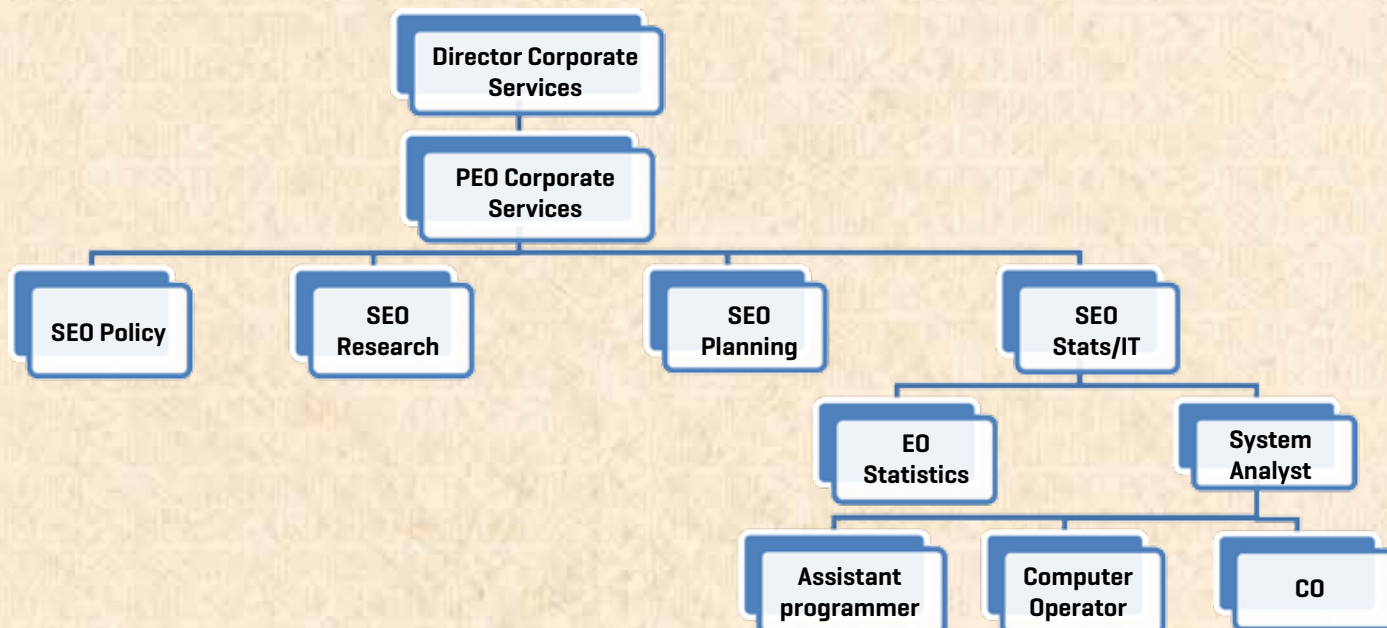
Year	Recurrent Expenditure (\$000)	Capital Expenditure (\$000)	Value Added Tax (\$000)	Total Expenditure (\$000)
2011	249,966,000	966,000	1,318,000	\$ 252,250,000
2012	267,476,000	1,172,000	1,614,000	\$ 270,262,000
2013	260,947,800	5,550,700	1,991,000	\$ 268,489,500
2014	359,258,600	8,174,800	2,600,600	\$370,034,000
2015	380,291,363	4,571,356	4,099,466	\$388,962,185

Table 8: Education budget as a percentage of the national budget (2011 – 2014)

Year	Total National Budget	Ministry of Education Budget	Grant to Higher Education Institutions			% of National Budget Spent on Education (Including Higher Ed.)	Government Expenditure on Education
			Fiji National University	University of the South Pacific	University of Fiji		
2011	\$1,961,718,300	\$248,627,681	\$25m	\$36.5m	\$3m	15.96	\$252,281,053
2012	\$2,077,929,300	\$256,663,949	\$28m	\$36.5m	\$3m	15.60	\$270,261,886
2013	\$2,327,385,300	\$267,124,997	\$28m	\$36.5m	\$3m	14.38	\$277,469,323
2014	\$2,883,261,100	\$368,620,102	\$ 40m	\$36.5m	\$3.5m	15.56	\$375,452,922
2015	\$3,336,292,100	\$388,962,185	\$38,587,000	\$36,597,202	\$2.5m	13.99	\$466,636,387

CHAPTER 4: CORPORATE SERVICES SECTION

Corporate Services Organisation Structure



Roles and Responsibilities

The Corporate Services Division is the Ministry's leading think-tank on strategic planning and monitoring of the activities and legal frameworks supporting the initiatives of the Ministry as well as policy formulation, conducting research and making recommendations to the Minister to inform on improvement to existing or future policies, documenting programs, organizing events, preparing and updating latest publications.

It is responsible for preparing, designing and producing the Ministry Annual Corporate Plans, Annual business plans, strategic and annual reports, Calendar of Events, Customer Service Charter, performance results and other publications. We vet the Ministry's cabinet papers and Memorandum of understanding before it goes to the Solicitor General's office.

The Division is made up of four units; namely; Planning, Policy, Research and IT/ Statistics and headed by the Director Corporate Services.

PLANNING UNIT

The Planning Unit consists of a Senior Education Officer who is responsible for the coordination of the development, monitoring and evaluation of the Ministry's plans and required reports. The achievements for 2015 included;

- The development of the 2015-2018 Education Sector Strategic Development Plan [ESSDP]. Consultations were organized in Suva, Lautoka, Labasa and Levuka where stakeholders and partners were consulted in the mapping of the Ministry's strategic directions in these 4 years.
- The development of the 2015 Annual Corporate Plan and 2015 Annual Business Plan. The finalization of the Plans was made possible during the Planning Workshop held in November 2015 at the Pearl Resort.
- The compilation, coordination and evaluation of progress by monthly reports from Sections regarding their progress against the ACP. These are then presented and discussed with Section Heads during monthly Senior Staff Meetings [SSM] chaired by the PS.
- The coordination and compilation of the Ministry's quarterly reports to SFCCO and the facilitation of SFCCO Verification visits
- Continued compilation of quarterly reports for the Ministry of National Planning and Public Service Commission
- Responses to queries for information from other government departments and NGOs.



RESEARCH UNIT

The duties performed by the Research Unit headed by a Senior Education Officer includes processing of research requests to be undertaken in Fiji (both local and overseas requests). All research requests are processed through the MoE Research & Ethics Council and in accordance with the MoE's Research Policy. The Research Unit is further responsible for the preparation of the Service Level Agreement for the Ministry and conducting research for the Ministry in priority areas as approved by the PS.

ACHIEVEMENTS

- The Unit processed 42 research requests through the MoE Research & Ethics Council for both local and overseas researchers in 2015.
- The Unit conducted the following researches in 2015:
 - Impact of the MoE's Free Tuition Grant Initiative on Informal Settlements
 - Impact Study on 'One Laptop per Child' Program
 - School Leader's Perceptions on the Effectiveness of Future Leaders Program of the MoE
 - Impact of the Transport Assistance provided by the Government on Student's Attendance
 - Struggling Readers in Primary Schools (Phase one).
 - The School Leaders Competency Framework and School Teacher's Competency Framework survey.
- The Service Level Agreement for 2015 prepared by the Research Unit which was endorsed by PS in June 2015.

POLICY UNIT

The Policy Unit is headed by a Senior Education Officer who is responsible for formulating and reviewing the Ministry's policies. The Unit is a focal point of all child related activities and represents the Ministry at the National Coordinating Committee for Children (NCCC) in their quarterly forums. The Unit is also tasked to conduct training and awareness on Child Protection Policy to selected 'hard to reach' Early Childhood Education Centers, Primary and Secondary schools throughout the nine Education Districts in the four Education Divisions.

HIGHLIGHTS AND ACCOMPLISHMENTS FOR 2015

A. Policies that were Developed, Consulted and Reviewed in 2015:

1. National School Library Policy
2. National Policy on Open Educational Resources
3. Policy on Technical College of Fiji
4. Use of mobile phones and electronic devices in schools Policy
5. MoE Risk Management Policy
6. Transport Assistance Policy
7. Policy on Free Milk for Year 1
8. Policy on Free Educational Resources
9. Behaviour Management Policy in Schools
10. MoE Child Protection Policy
11. Policy on Free Education grant
12. FEMIS Policy
13. Policy on English Proficiency Testing in Writing and Reading
14. National School Health Policy [MoEHA/MoHMS]
15. Policy on Rural/Maritime Locational Allowance
16. ECE Policy
17. Policy on First Aid and OHS
18. Policy on Teacher Assessment and Evaluation
19. Policy on National Examination and Assessment
20. National Substance Abuse and Drugs Policy
21. HIV Policy

STATISTICS & INFORMATION TECHNOLOGY UNIT

The Statistics/IT sub-unit consists of a Senior Education Officer, an Education Officer, a System Analyst, an Assistant Programmer, a Computer Operator and a Hardware Officer. The sub-unit is responsible for two databases;

1. Fiji Education Staff Appointment (FESA) and
2. The Fiji Education Management Information System (FEMIS).

The FESA database stores all the relevant information's of all MoE Officers including the teacher's information's. The FEMIS database is an elaborate database on schools, students, teachers and facilities. The two databases provide most of the information for planning, research and reporting. The report generated from FEMIS also provides adequate, accurate and timely information to our international partners such as UNESCO and other agencies.

Achievements

- The production of the 2015 Annual Report
- Coordinating the monitoring of the data entry from the schools and the education district offices;
- Monitor data entry and verify data entered in the FEMIS database;
- Attended to data requests from MoE and other Government ministries, NGOs and donor agencies, UNESCO, local and overseas researchers;
- Conducted FEMIS training to MoE officers at Headquarters and the districts.
- Conducted FEMIS training to schools
- Updating of the Ministry's website
- Develop applications for the following:
 - leave online
 - access to teachers pay data on line
 - vacancy application online

Other activities of the Section for 2015 include:

- the formulation of the draft Fiji National Research Council of Fiji Act
- revising the Education Act
- the development of the MOENHA service charter
- organising the Donor Sectoral Meeting
- the development of the MOENHA Service Level Agreement

The Human Resources Section plays a vital role through the provision of effective, efficient, and quality supporting functions; and advice to the office of the Honorable Minister, the Permanent Secretary for Education, Heritage and Arts, as well as to other members of the Senior Staffs of the Ministry on matters relating to the administrative and human resources which affects the human capital of the Ministry of Education.

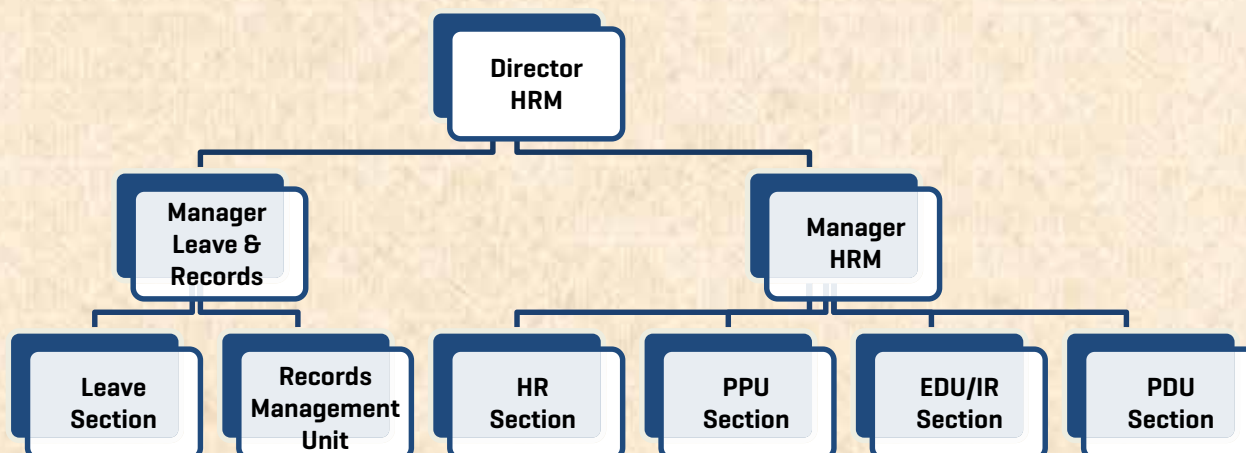
Supporting functions and advises are provided in the form of appointments, promotion and selection, performance appraisals, ethics and discipline, terms and conditions of employment, leave matters, training and development, maintenance of the staffing establishment and other administrative services.

The Division is head by the Director Human Resources Management with support of Section Managers and their Sub-Units' Assistant Managers. One of the main responsibilities of the HR Section is to develop a Succession Plan for the Ministry.



CHAPTER 5: HUMAN RESOURCES SECTION

HRM Section Organisation Structure



Roles and Responsibility

The Human Relations Section is responsible for the timely processing of appointments [Temporary, contractual, confirmation, and acting]. It also ensures that all transfers, resignations and retirements of officers are processed with the required timeframe; hence eliminating possible over payment of salaries and allowances paid to officers. The Unit also manages the Staff Establishment [both Established and Government Wage Earners] through effective maintenance of the person to post database and is also responsible for the advertisement of vacant positions.

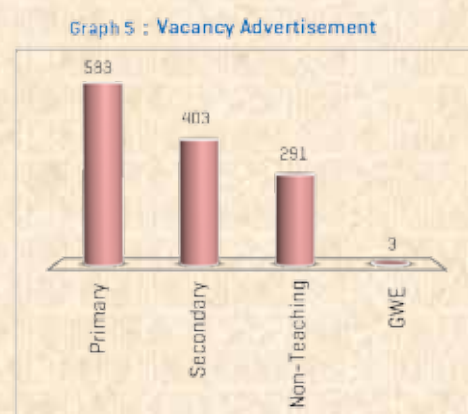
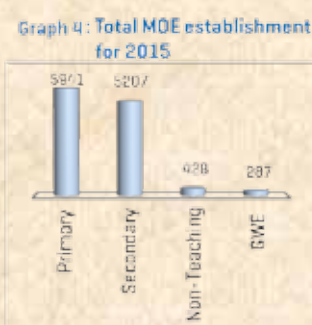
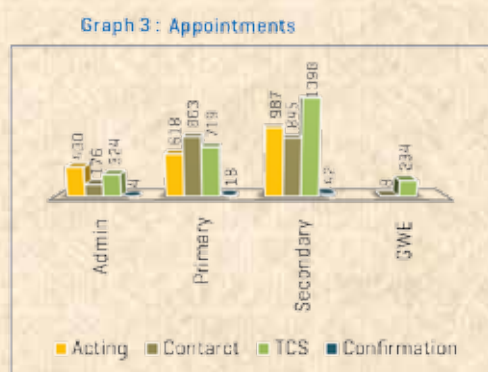
The Section ensures that officers serving in the maritime and rural areas are paid their respective allowances after proper assessment and analysis of their eligibility in meeting the set criterion. Salary upgrading is one of the activities undertaken by the Section to ensure that officers are paid their correct graduate salary.

The Human Relations Unit oversees the processing of workman's compensation under the Government Policy in the Workman Compensation Act. It closely liaises with the Ministry of Labor, Employment and Industrial Relations in terms of injuries sustained by employees in the workplace. Change of names for women officers due to their marital status is also addressed by the Unit.

Table 9: Section's achievements in relations to the 2015 Annual Business Plan

Activities	2015 Target	Achieved
Appointments and Transfers timely processed	6000	10182
New Appointment processed	500	917
Monthly reports processed	12	12
New teachers appointed	348	653
Number of information updated In FESA	6800	7000

Summary of Work Carried Out In 2015



LEAVE AND PASSAGE UNIT

Roles and Responsibility

The Unit is responsible for providing personnel and administrative support and services to assist in the the coordination and the implementation of leave management except for study leave in the Ministry. The Unit ensures that prompt expedition of Senior Management decisions by setting and meeting deadlines, internal checks and controls are observed and approved leave letters are timely distributed. The Leave Unit is also responsible for collating, analyzing and evaluating all Non- Teaching Monthly Absence Returns and take prompt action in cases relating to non-compliance to the guidelines.

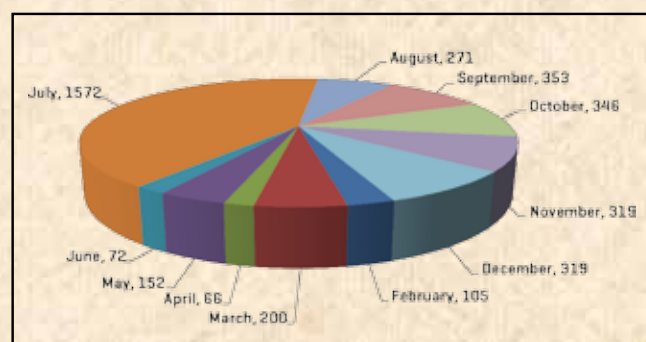
Table 10: Summary of Leave Processed During 2015

Details	Primary	Secondary	Non- Teaching	Total
Maternity Leave More Than 3 Confinements	46	11	0	57
Overseas Leave Approvals	387	216	9	612
Release Of Salary Oversees Leave For Teachers	383	210	0	593
Forfeiture Of Salary	762	337	289	1388
Sporting Leave - Local	6	7	0	13
Sporting Leave - Overseas	18	24	0	42
Long Service Leave Processed	Not Sorted			1208
Long Service Allowance Received	Not Sorted			1132
Local / Annual Leave	0	0	1796	1796
Late Arrivals	152	157	269	578
Sick Leave With Sick Sheet	2816	5007	513	8336
Sick Leave Without Sick Sheet	1134	2769	1257	5160
Bereavement Leave	109	2195	473	2777

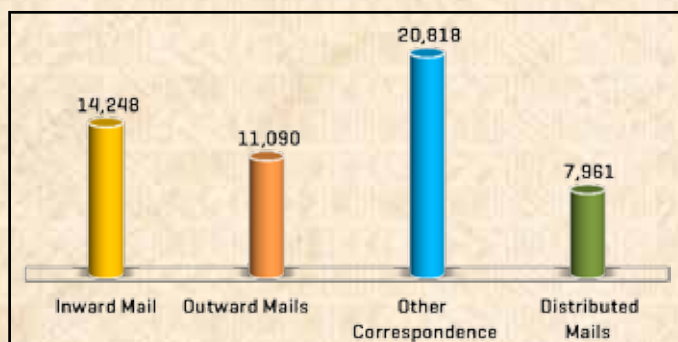
RECORD MANAGEMENT UNIT

The Records Management Unit is responsible for the management, recording and distribution of all incoming and outgoing mails, collating and updating assessment for teachers and annual performance assessments for non-teaching staff. The unit ensures proper filing of correspondence /information in the respective folders and also maintains safe storage of files at the Ministry of Education.

Graph 6: Number of mails received and processed



Graph 7: Number of mails received and processed



Achievements

- The online leave for the teachers was activated in October and teachers started using the online leave module in FEMIS.
- All the Annual Confidential Reports (ACR) and Annual Performance Assessments pending from the past years were filed away in the compactors.
- The personal files for officer those have retired, resigned and terminated beyond 15 years were also sorted, labeled, recorded and packed in boxes and forwarded to National Archives for safe keeping.
- The teacher's assessments were also collated and updated in the database.

POST PROCESSING UNIT

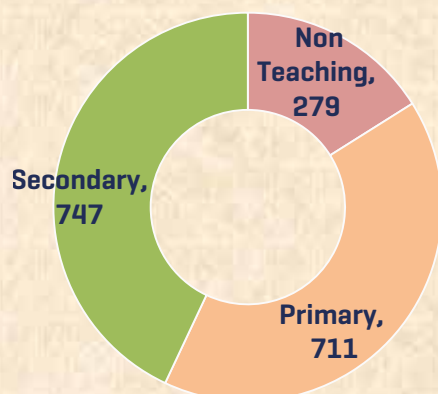
Roles and Responsibilities

The Unit is responsible for the timely and accurate processing of all vacancies advertised to ensure all vacant positions are filled as soon as possible from the date of the advertisement. The Unit also ensures that the most meritorious candidate is promoted to positions based on the MOEHA existing selection matrix.

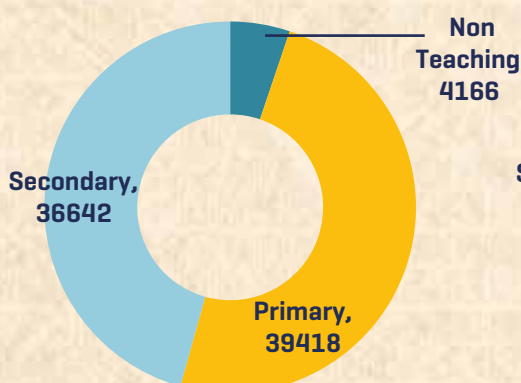
All advertised positions are presented to the Ministry's Appointment Board who makes recommendations to the Minister's Concurrence Board meeting for confirmation of the selected candidate. In 2015 there were a total of 25 Concurrence Board Meetings of which a total of 1377 positions were processed and filled.

Achievements

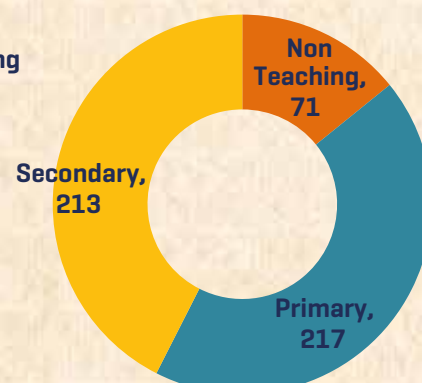
Graph 8: Total Advertisement



Graph 9: Total Application



Graph 10: Women Leaders



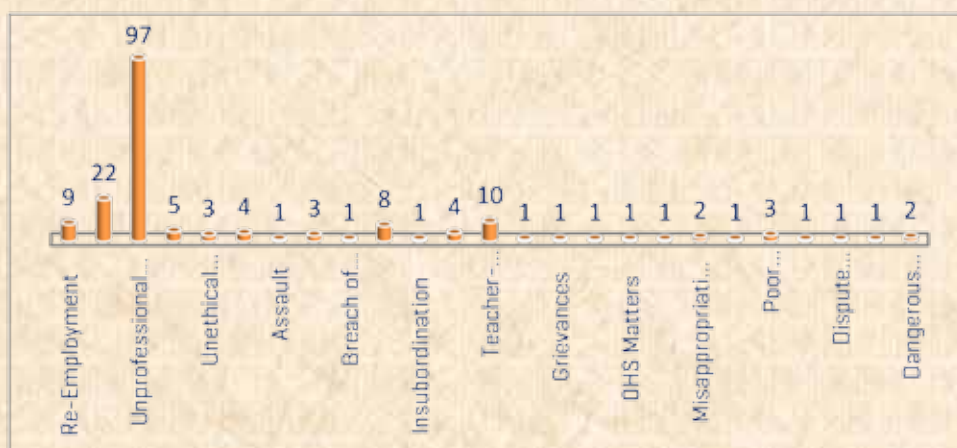
ETHICS & DISCIPLINARY UNIT/INDUSTRIAL RELATIONS (EDU/IR)

Overview

The Ethics and Disciplinary Unit of the Ministry of Education, Heritage and Arts plays an important role in ensuring that all cases received relating to unethical practices and for those officers who have breached provisions of the Public Service Commission, Code of Conduct are dealt with fairness and consistency according to relevant guidelines and legislations. It ensures that cases of alleged misconduct, unacceptable performance, omissions and other acts considered by the Ministry that warrants consideration of disciplinary action are dealt with consistency and fairly within a reasonable time. The EDU further encourages improvements where appropriate and facilitates satisfactory standards of conduct and performance. Director Corporate Services usually Chairs the Disciplinary Board.

The graph below shows the total number of cases committed by the different categories of officers.

Graph 11: Total numbers of cases committed by the different categories of officers



Cases report by the nine Education Districts

Nausori districts has the highest number of reported disciplinary cases

Table 11: Cases reported by the nine education districts

Districts	Suva	Nausori	Lautoka/ Yasawa	Nadorga/ Navosa-	Macuata/ Bua	Cakaud- rove	Ba/ Tavua	Ra	Eastern
No. of cases	49	57	25	15	21	8	15	1	20

Table 12: Reported disciplinary cases

Categories	Primary	Secondary	Non teaching	ECE	Special Education
Numbers	89	73	42	4	1

Primary teachers have the highest reported cases for 2015.

PROFESSIONAL DEVELOPMENT UNIT

The core roles and responsibilities of the Professional Development Unit underpins the importance of education & training across all sections of the Ministry including schools and institutions so that efficient, effective and timely delivery of teaching and learning is fundamental to embracing quality education for all. Its functions include:

- Coordinating professional development activities across the Ministry
- Management and monitoring of long term study leave
- Management and monitoring of short-term training workshops, conferences, seminars and work attachments that are supported by the Ministry and development partners
- Future Leaders training for identified potential school leaders
- Conduct in-house training for the Ministry officers in identified areas of need;
- Coordinate public service exams for administration and professional cadre and teachers.
- Coordinate the final selection of a United World College (UWC) scholarship recipient

January - March	3998
June	1018
July	615
August	914
September - October	1967
TOTAL	11,132

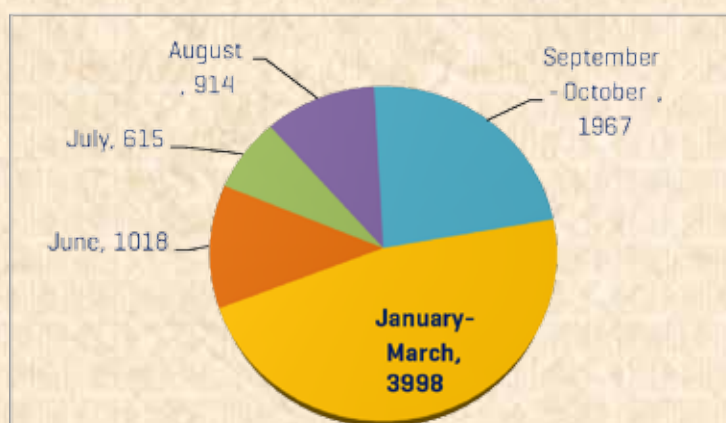
Professional Development Activities

The total number of Professional Development (PD) registration forms received from schools was 11,132. A clear breakdown of PDs conducted during the year is shown in graph 16. It can be deduced that school heads are emphasizing the need to conduct professional development sessions in order to develop teachers professionally and to enhance a learned professional community.

The Ministry has also emphasized the importance of conducting Occupational Health & Safety Training with Basic First Aid for a safe and hazard/risk free environment. Teachers in each district went through a one-week intensive training programme to equip themselves with the knowledge and skills that they need to acquire. These would continue in 2016. In 2015, 739 teachers and Ministry officials were trained in OHS and Basic First Aid.

The procedure to register new PDs continues to remain a critical area for the Ministry. It is imperative that School Heads note that in order for PDs to be registered, the PD sessions must have completed a maximum of five (5) hours and all the following documents are submitted: PDU – A, Attendance form or PDU-B, Workshop Statistics or PDU-C, Evaluation form or PDU-D, a brief report, workshop materials and Training Needs Analysis [TNA] form.

Graph 12: Breakdown of PDS conducted in 2015



In - Service Training

A total of 116 teachers, Teacher Educators and administration officers were selected for in-service training. There were 70 officers who were granted approval by the Acting Permanent Secretary for Education to pursue their programmes through Study Leave with Pay [SLWP] whilst 46 were granted Study Leave without Pay [SLWOP]. These programmes included pursuing Undergraduate studies [certificate, diploma and degree], Masters and Doctorate in Philosophy [PhD].

Table 13: Summary of in-service training

Item	Male	Female	Total
SLWP	36	34	70
Local	23	27	50
Overseas	13	7	20
SLWOP	25	21	46
Local	9	13	22
Overseas	16	8	24

Conferences, Seminars, Work Attachments and Training Workshops

The officers listed herein attended conferences, seminars and training workshops which were held locally and abroad with the funding assistance provided for by government, development partners and/or agencies. Transfer of knowledge is through work-site training to colleagues and training reports which are then presented to the Senior Management.

Table 14: Summary of Conferences, Seminars, Work Attachments and Training Workshops attended by MOEHA Officers

1	TVET for Sustainable Development	Dakar, Bangladesh	Mr. Raj Chand TEST	27th – 29th March, 2015	Colombo Plan
2	Joint Training Programme on TVET for Principals & Leaders	Singapore	Mr Saul Baleisuva TEST	13th – 17th April, 2015	Colombo Plan Singapore
	ACP/EU Microfinance Meeting	Brussels, Belgium	Mrs Kelera Taloga A/PSE	27th – 30th April, 2015.	ACP/EU Microfinance Programme
3	2015 Seminar For School Principals From Latin America, Caribbean & Pacific	China	Mrs. Sunita Prasad, Mr. Emosi Kuli, Mr. Ravi Chand [School Principals]	28th May – 17th June, 2015	CHINA
4	2015 Program for Civil Servants from South Pacific Island Countries	Guangdong, China	Mrs. Lusiana Fotofili DHA	18th May – 16th June, 2015	People's Republic of China
5	3rd OECD/GLEC Global Policy Research Symposium to Advance Financial Literacy'.	Paris, France.	Ms. Sereseini Betei TEST	7th May	Pacific Financial Inclusion Programme
6	Intellectual Disability in Community Awareness	Japan	Mrs Litea Naliva [Special & Incl Education]	3rd June – 18th July, 2015	JICA
7	23rd Conference of Directors of National Libraries'.	Bangkok, Thailand	Mrs. Merewalesi Vueti LSF	8th – 11th June, 2015.	National Library of Thailand & MoE
8	Entrepreneurship Development in TVET Best Practices for Poverty Alleviation in Asia Pacific Region.	Manila	Mr. Pene Aropio TEST	17th – 24th June, 2015.	Colombo Plan Staff College
9	International Workshop of the International Society for Substance Use & Treatment Professionals,' -	Thailand	Mr. Vilisimani Rakikau - NSAAC	7th – 11th July, 2015	ICCS
10	Australian Literacy Educator's Association [ALEA],	Canberra, Australia	Mr. Sikeli. Nauga [Eastern Office]	1st – 7th July, 2015	ALEA
11	OER Global Attachment in July, 2015 at the Commonwealth of Learning Headquarters,	Vancouver, Canada.	Mr. Matai Tagicaki FHEC	19th – 25th July, 2015	FHEC and Commonwealth of Learning.
12	Physical Education in Basic Education	Japan	Mr. A. Shah CAS	30th Augt – 12th Sep, 2015.	JICA
13	Darmasiswa Scholarship Programme	Indonesia	Mr Tomasi Talelawa [Conservatorium Of Music] & Mr Ole Tigarea [Hospitality & Tourism Centre]	29th August: 1 year program	Korea Government Scholarship
14	NIIED Seminar for Educators of International Education	Seoul, Korea	Mr. Amani Cirikisuva PDU	15th – 22th Sept. 2015.	NIIED
15	"Enhancing the Responsiveness of TVET: Post 2015 Sustainable Development Goals" and Eminent Experts' Group Meeting	Manila, Philippines.	Mr. Raneel Mudaliar [Technical College Fiji]	28th Sept. – 3rd Oct, 2015	Colombo Plan Staff College

16	World Hindi Conference	Bhopal, New Delhi, India	Mr. N. Chand, Mr. R.Chand, Ms. R. Lata, Mr. S. Rao, Mr. S. Chand CAS Officers	8th – 20th Sept. 2015.	Government of India & Ministry
17	Records and Archives Management Course	Seoul Korea	Mr. Colin Yabaki & Mr. Timoci Bainivalu NAF	18th – 22nd Sept. 2015.	Korea
18	Improvement Policy on Occupational Safety & Health from Policy development To Implementation Measures	Japan	Mr. Veer Chand PDU	12th October -14th Nov, 2015.	JICA
19	Quality Management Systems,	Bhopal, India	Mrs. Geetanjali Prakash EAU	9th – 20th Nov. 2015	Government of India
20	The 5th ADB International Skills Forum: Current Priorities and Challenges in TVET and CPSC Senior Administrator's Conference [SAC]	Manila Philippines	Mrs. Alumeci Tuisawau TEST	1st -5th Dec 2015	CPSC
21	The 5th ADB International Skills Forum: Current Priorities and Challenges in TVET	Manila Philippines	Mr. Takayawa Bainivalu Sili Technical College,	1st -2nd Dec 2015	ADP

In-House Workshops

A total of 362 Participants attended the above workshop in 2015. The topics discussed includes

- Induction, Terms & Condition of
- Employment
- Customer Service Skills
- 5S
- OHS & First Aid
- Future Leaders : Phase I
- 2nd training of Customer Services
- Procurement Training
- Formulation of Cabinet Paper
- Communication & Study Skills
- Education Research Workshop

Alternatively, officers from the Ministry are also permitted to attend trainings conducted by other Ministry's and the Public Service Commission. Training workshops play a very critical role in the empowerment of teachers.

Service Examinations

Public Service Examination 'H' conducted by PSC last year saw only 19 officers that attended the 'H' Tutorial, an indication that most of the admin cadre have been trained and sat the 'H' tutorial. Teachers are exempted from attending the Public Service 'H' Examination. However, if they are keen to attend the 'H' tutorials, they must attend afternoon sessions only i.e. after school hours.



CHAPTER 6: PRIMARY SECTION

Roles and Responsibilities

The Roles of the Primary Section include the following:

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

The specific functions of the Section include the following:

- Administration of Primary Education
- Administration of Grants and Funds
- Provide advisory services
- Monitor students enrolment at all Primary Schools
- Liaise with school managements on appointment of school heads.
- Liaise with funding agencies for school Improvement and Monitoring.
- Advertising vacant positions and filling the vacant posts through normal processing procedures
- Upgrading of boarding schools.
- Provide details on the status and forecast of teacher wastage, recruitment on Temporary, Temporary Relieving [Maternity Relieving] and Contract Conditions.
- Provide appropriate staff to all Primary schools and Special Schools.
- Confirmation of Primary and Special Education teachers.
- Assisting the PPU in advertising and processing of Head Teacher and Assistant Head Teacher positions.
- implementation of the OLPC program in schools
- Establishing and providing teaching staff for new infant and primary schools



STATISTICS

1. NUMBER OF PRIMARY SCHOOLS

Table 15: Summary of Schools by Education Districts

District	Primary			
	Govt	Non Govt	Private	Total
Ba/Tavua		62		62
Cakaudrove		65		65
Eastern		115		115
Lautoka/	1	82	4	87
Macuata/Bua		97	1	98
Nadroga/		61		61
Nausori		115	2	117
Ra		40	1	41
Suva	1	76	8	85
Total	2	713	16	731

2. STUDENTS ENROLMENT

Table 16: Primary Education Enrolment by Level and Gender from 2007 to 2015

Year	2007		2008		2009		2010		2011		2012		2013		2014		2015	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Year 1	9166	8315	9177	8385	9033	8264	9324	8407	8407	8459	9264	8692	9513	9257	9526	8838	9809	8912
Year 2	8765	8189	8879	8244	8832	8023	8859	8220	8220	8510	8979	8496	9349	8813	9448	9089	9658	8792
Year 3	9712	8354	8688	8009	8824	8138	8674	8040	8040	8200	9101	8476	9073	8468	9270	8594	9470	9103
Year 4	8762	8125	8813	8175	8552	7857	8520	8006	8006	7956	8689	8104	9019	8468	8988	8375	9394	8718
Year 5	8908	8274	8875	8395	8831	8020	8614	7809	7809	7929	8525	8021	8684	8048	8914	8391	9074	8388
Year 6	8775	8296	8752	8151	8570	8022	8433	8046	8046	7829	8435	7986	8461	7884	8523	7995	9896	8413
Year 7	9287	8668	8862	8495	8413	7955	8447	7961	7961	7926	8183	7611	8352	8018	8497	7960	8619	8035
Year 8	8916	8590	8983	8800	8440	8116	8127	7886	7886	7989	8179	7797	8276	7664	8312	7952	8497	7935
Total	72291	66811	71029	66654	69495	64395	68998	64375	64375	64798	69355	65183	70727	66620	71478	67194	74417	68296
Over-all Total	139102		137683		133890		133373		129173		134538		137347		138672		142713	

Table 17: 2015 Primary Enrolment by Education Level, Age and Gender

Age	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	M	F	M	F	M	F	M	F	M	F	M	F
Under 6	39	49	1	2	0	0	0	0	0	0	0	0
6	7482	6930	492	610	9	9	0	0	0	0	0	0
7	2022	1743	6190	5888	79	91	12	11	8	14	0	0
8	217	149	2642	2055	6197	6337	70	101	8	15	1	2
9	32	24	254	175	2803	2396	5835	5803	101	98	8	10
10	7	9	47	37	292	194	3012	2522	5418	5425	80	113
11	2	2	8	11	52	41	352	223	2969	2526	5070	5253
12	3	2	6	6	17	12	71	35	438	237	3221	2655
13	0	1	10	3	13	14	22	10	90	46	491	304
14	1	2	8	5	8	8	14	10	28	18	93	50
15	1	1	0	0	0	1	6	3	10	4	25	191
16	1	1	0	0	0	0	0	0	2	0	5	4
17	2	0	0	0	0	0	0	0	0	0	1	1
18	0	0	0	0	0	0	0	0	2	5	1	2
19 and over	0	0	0	0	0	0	0	0	0	0	0	0
Total by Gender	9809	8912	9658	8792	9470	9103	9394	8718	9074	8388	8996	8413
Total by Class	18721		18450		18573		18112		17462		17409	

Table 18: Primary Enrolment by Education Districts

Education Districts	Males	Females	Total
Ba/Tavua	5406	4945	10351
Ra	5312	4723	10035
Lautoka/Yasawa	4243	3857	8100
Nadroga/Navosa	13266	12528	25794
Eastern	7378	6933	14311
Nausori	5043	4733	9776
Suva	11807	11062	22869
Macuata/Bua	2835	2673	5508
Cakaudrove	18227	16842	35069
Total	73517	68296	141813

3. TEACHERS

Table 19: Summary of Teachers by Education Districts

Education Districts	Males	Females	Total
Ba-Tavua	239	255	494
Cakaudrove	186	228	414
Eastern	259	220	479
Lautoka- Yasawa	344	554	898
Macuata- Bua	320	388	708
Nadroga-Navosa	196	239	435
Nausori	360	505	865
Ra	106	152	258
Suva	373	686	1059
Total	2383	3227	5610

Table 20: Primary Teacher Qualification

Qualification	Primary	
	Male	Female
Doctorate		
Masters	52	40
Post Graduate Diploma	56	53
Post Graduate Certificate	4	4
Degree	398	612
Diploma	868	1428
Certificate	1005	1090
Total	2383	3227
Total by School Type	5610	

4. EDUCATION DISTRICT OFFICES

Table 21: Details of the Districts Offices

No.	DISTRICT	LOCATION	KEY PERSONNEL	DESIGNATED POST
1	Suva	Senikau House	Ms Varanisese Naivalurua	SEO
2	Nausori	River House	Mr. Ronald Krishna	SEO
3	Lautoka/Yasawa	Rogorogoivuda House	Mr. Joseva Gavid	SEO
4	Ra	Kalawati House	Mr. Isoa Nadakuitavuki	SEO
5	Cakaudrove	Gulabdas Building		SEO
6	Macuata/Bua	Roqomate House	Ms. Letila Mataitoga	SEO
7	Ba/Tavua	Koronubu House	Mr. Atendra Prasad	SEO
8	Eastern	Courts Building	Mr Sanaila Nauga	SEO
9	Nadroga/Navosa	Town Council Building	Ms. Sera Saladuadua	SEO

ACHIEVEMENTS

Enrolments

There were 131,621 students enrolled in the registered 726 primary and 17 special schools around the country in 2013 and in 2014 the population has increased to 137,049.

Advisory Services provided

- Professional advice to school Heads about school organization
- School visitation [school inspectorate visits]
- General disciplinary matters. Division Counselors carrying basic counseling training.
- Curriculum and assessment
- School plan, finance management and OHS issues
- Secretariat to the Education Forum and DSMB Meetings.
- Encouraging and carrying out training for school clusters
- Providing updates on Division Capital Projects to the various Division Commissioners.
- Represented in the Division Inter-agencies Advisory Body
- Represented in the District and Provincial Meeting and likewise in Division and District Advisory Councils.



EARLY CHILDHOOD EDUCATION SERVICE

Overview

The Early Childhood Education [ECE] section aligns itself to and supports the ministry's mission of providing the total 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 section 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 were:

- Providing professional and administrative assistance to pre-school teachers through visits to ECE centres
- Providing advisory services to ECE management committees
- Conducting community awareness programs
- Coordinating workshops for ECE teachers on the curriculum guideline, Na Noda Mataniciva
- Facilitating ECE centre establishments and registrations of new centres
- Facilitating the disbursement of salary grants to ECE teachers
- Facilitating the disbursement of the Free Education Grant to registered kindergartens
- Facilitating ECE Week in cooperation with the Fiji Early Childhood Teachers Association [FECTA]
- Attending the Pacific Regional Council Meetings for ECE.



2015 Highlights & Accomplishments

In 2015, the budgetary provision for ECE increased by \$1.4m with the introduction of the new Government initiative towards free tuition for five [5] year old students in kindergartens.

Table 22: ECE Budgetary Allocation

Year	Salary Grant for Teachers	Equipment Grant	Building Grant	Free Education Grant	Total
2012	\$1,300,000.00	\$100,000.00	\$100,000.00	NA	\$1,500,000.00
2013	\$3,300,000.00	\$100,000.00	\$150,000.00	NA	\$3,550,000.00
2014	\$3,300,000.00	\$500.00	\$150,000.00	NA	\$3,450,500.00
2015	\$3,300,000.00	NA	\$150,000.00	\$1,400,000.00	\$4,850,000.00

Table 23: Public expenditure on ECE from 2012 – 2015

	ECE as % of education budget				ECE as % of national income				ECE as % of GDP			
Year	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Public Expenditure [%]	0.6	1.3	0.9	0.9	0.07	0.15	0.11	0.16	0.017	0.040	0.036	0.058

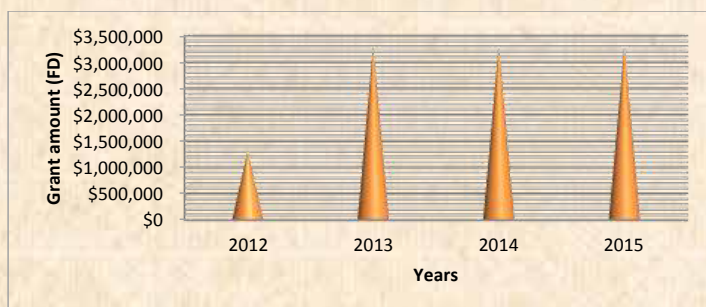
Building Grant (Allocation \$150,000)

A total of 17 existing ECE centres received assistance through this grant for either upgrading purposes or for the building of new classrooms. Processing and disbursement of grants and monitoring site visits to the projects were conducted by the Asset Monitoring Unit.

Salary Grant (Allocation \$3.3m)

Salary Grant allocation for 2015 was the same as the previous year. 2015 saw a steady increase in the number of teachers applying for salary grants. Salary grants were processed and disbursed to 1,054 teachers from 821 kindergarten centres. The salary grant was given out on a monthly basis through the established payroll for ECE. The new mode of payment started in Term 3, 2013 and until now 1,300 teachers were successfully included in the monthly payroll. This meant that these teachers had their salary grants deposited into their individual bank accounts.

Graph 13: ECE Grant Allocation over the years



Free Education Grant

Table 24: Summary of Salary Grant payout for ece teachers by districts

District	No. of Centres	No. of Teachers Paid			
		CAT 1 [LTC/FNU Advanced & HEC in ECE; USP Degree in ECE]	CAT 2 [Dip. & Cert in ECE – USP, MLTC, APTC, Fulton, Champagnat]	CAT 3 [Basic Trained, non-qualified ECE teachers]	Total
Ra	60	14	16	32	62
Ba/Tavua	60	31	37	5	73
LTK/Yasawa	96	60	79	17	156
Bua/Macuata	114	44	70	22	136
Suva	113	38	155	16	209
Cakaudrove	68	15	40	17	72
Nausori	130	51	108	11	170
Nadroga	71	22	32	13	67
Eastern	109	28	50	31	109
Total	821	303	587	164	1,054

Table 25: Summary of the ECE grant distribution by districts for 2015

2015	TERM 3				TERM 2	FEG Disbursed		TOTAL
Districts	No. of Schools	No. Females	No. Males	Term 3 Total	Term 2 Roll	Term 2	Term 3	Total FEG
Ba/Tavua	55	574	615	1189	1,116	\$ 55,800.00	\$59,450.00	\$115,250.00
Bua/Macuata	90	754	811	1565	1,468	\$73,400.00	\$78,250.00	\$151,650.00
Cakaudrove	58	407	453	861	822	\$41,100.00	\$43,150.00	\$84,250.00
Eastern	79	364	390	754	670	\$33,500.00	\$37,400.00	\$70,900.00
Lautoka/Nadi/Yasawa	85	1394	1473	2867	2713	\$135,650.00	\$142,850.00	\$ 278,500.00
Nadroga/Navosa	53	508	502	1010	962	\$48,100.00	\$50,500.00	\$98,600.00
Nausori	126	1440	1465	2905	2827	\$141,350.00	\$145,300.00	\$286,650.00
Ra	53	314	342	656	625	\$31,250.00	\$33,300.00	\$64,550.00
Suva	92	1464	1520	2984	2733	\$140,400.00	\$148,320.00	\$285,890.00
	691	7219	7571	14,791	13,936	\$700,550.00	\$738,520.00	1,439,070.00

ECE Workshops and Trainings

One major workshop was conducted on the 2nd – 3rd December for 60 ECE teachers from the Eastern and Central division at the Victoria Wines Conference Room.

The outcome of the 2 days workshop was to familiarize teachers with the Early Lingo Program and other literacy strategies that will enhance children's language development.

The workshop was supported and financed by Mr & Mrs Gilmour of the Wakaya Group of Companies. The guest facilitator was the developer of the Early Lingo Program, Ms. Caryn Antonini.

During the training, participating teachers were encouraged to link what was learnt to planning a lesson which includes outcomes from the Fiji ECE Curriculum, 'Na Noda Mataniciva'.

Participants provided feedback reports through presentations. The outcome of the workshop would provide and assist in identifying the way forward for special education in Fiji.



ECE Week Celebration held from 1st August 2015 to 7th August 2015

The ECE Week is an important event in the ECE Calendar and most schools looked forward to organizing related activities centered on the theme. It had the following theme:

- "Early Childhood Education for a Sustainable Future"
- "Sovanivuli ni Bula Sautu ni Mataka"
- "Pragatisheel Bhavishye ke Liye Prathmik Baal Vidya"

SPECIAL & INCLUSIVE EDUCATION

Roles and Responsibilities

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

The Special Education Unit comes under the Primary Section. There are 15 special schools that cater for primary school students and two [2] vocational training centres specifically for young adults with disabilities.

The core function of the Special Education Unit is to advise, coordinate, implement, monitor and evaluate activities which promote and enhance the development and empowerment of special and inclusive education in the country.

The Special Education Unit works collaboratively with the district education officers in ensuring the effective implementation of inclusive education policy and support for students with special needs in both the special and the mainstream schools.

Table 26: Special Education Schools Information & Managing Authority

No.	School	Reg. No.	Location	Postal Address	Roll	Ht/Key Person	Controlling Authority
1	Early In-tervention Centre	2397	Brown Street, Suva	P.O.Box 1152, Suva.	36	Nanise Ravisa	Fiji Crippled children's Society
2	Hilton Spe-cial School	2366	Waimanu Road, Suva.	P.O.Box 1152, Suva.	76	Sita Qeleni/ Deepak Singh	Fiji Crippled Children's Society
3	Suva Special School	2381	78 Salato Road, Namadi Heights	P.O.Box 896, Suva.	122	Bishwa Sidal	Suva Soci-ety for the Handicapped
4	Fiji School for the Blind	2387	Nanuku Street Vatuwaqa	P.O.Box 521, Suva.	42	Makereta Musukasau	Fiji Society for the Blind
5	Gospel School for the Deaf	9948	50 Dhanji street, Samabula	P.O.Box 17612, Suva.	55	Laisa Raiqeu	Gospel Board of Education
6	Fiji Vocation-al Training Centre	2420	FNCDP Complex 3 Brown Street, Suva	P.O.Box 2262, Govt Buildings, Suva.	67	Jone Roba-nakadavu	Fiji National Council for the Disabled
7	Nausori Spe-cial School	9832	Natua No: 2 – Vunimono	P.O.Box 1650, Nau-sori.	42	Sailesh Kumar	Fiji Crippled Children's Society
8	Levuka Spe-cial School	9138	Beach Street, Levuka	P.O.Box 168, Levuka.	21	Ecelina Adi-tukana	Levuka Society for Handicap
9	Sigatoka Special School	1733	Vudi Road, Siga-toka	P.O.Box 535, Sigatoka.	54	Paulo Vueti	Fiji Crippled Children Society
10	Nadi Special School	9661	Nadi College Rd, Nadi	P.O.Box 1615, Nadi.	108	Shiro Mani Felix	Nadi Soci-ety for the Handicapped
11	Lautoka Special School	3043	Hospital Road, Lautoka	P.O.Box 753, Lautoka.	76	Fairul Nisha	Fiji Crippled Children's Society
12	Sunshine Special School	3047	63 Evan Street, Lautoka.	P.O.Box 3644, Lau-toka.	67	Kelera Seni-bulu	Intellectually Handicap Society
13	Ba Special School	3076	3 Kula Street, Varadoli, Ba.	P.O.Box 2819, Ba.	55	Ana Tuiova	Fiji Crippled Children's Society
14	Veilomani Rehabilita-tion Centre	9056	Racecourse Rd, Namosau, Ba.	P.O.Box 3431, Ba.	50	Sarwesh Pillay	Methodist Church of Fiji
15	Ra Special School	9061	Yaratale Rd Rakiraki, Ra.	P.O.Box 148, Rakiraki	30	Isikeli Naivalulevu	Ra Society for Handi-capped
16	Labasa Spe-cial School	1678	Siberia Road, Labasa	P.O.Box 3474, Laba-sa.	82	Mukesh Chand	Fiji Crippled Children's Society
17	Nasavusavu Special School	9748	Yaroi Village Savusavu.	P.O.Box 169, Savusavu.	30	Maria Qilatabu	Intellectually Handicap society

The table below shows the classification of students by disability types in special schools for 2015

Table 27: Classification of students by disability types in special schools for 2015

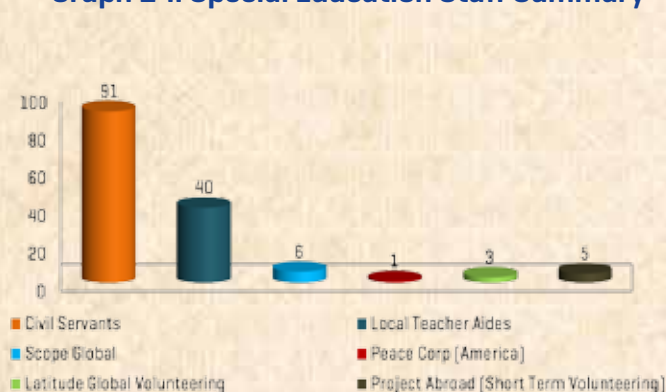
School Name	Roll	Phys- ical	Speech	Hear- ing	Vision	Intel- lectual	Multi- ple	Autis- tic	Hyper- active	Down syn- drome	Oth- ers
Hilton EIC	36	24	15	7	1	13	-	9	-	11	-
Hilton Special	76	36	11	21	2	8	13	-	2	-	-
Fiji School for the Blind	42	-	-	-	42	-	-	-	-	-	-
Suva Special	122	-	-	-	-	73	26	12	9	11	-
Gospel School for the Deaf	55	-	-	55	-	-	-	-	-	-	-
Nausori Special	42	4	5	2	2	22	6	5	4	8	-
Sigatoka Special	54	5	4	3	2	15	4	7	3	5	-
Nadi Special School	122	8	9	15	3	78	7	8	4	3	-
Lautoka Special	76	15	12	12	2	4	-	10	-	3	25
Sunshine Special	67	-	-	-	-	67	-	12	16	9	-
Ba Special School	55	9	39	4	4	2	2	10	5	3	96
Ra Special School	30	2	3	-	1	21	12	2	4	4	10
Labasa Special	82	22	30	15	3	91	41	2	1	3	2
Savusavu Special	30	1	1	2	-	31	-	2	2	3	1
Levuka Special	21	2	6	3	4	24	8	1	2	1	-
Fiji Vocational Training Centre	67	6	4	2	1	27	5	-	-	-	5
Veilomani Rehabilitation	50	-	26	5	2	45	30	-	-	-	-
Total	1013										

Note: Students additional needs in other prevalent disability areas are also indicated thus may affect the total figure for some schools.

Staffing

The special schools are staffed by primary trained teachers. However as they teach and interact with the students on a daily basis, their confidence and competence increases and this is supported by ongoing professional development workshops and training organized by the Special & Inclusive Education Unit. All these teachers are civil servants and are paid by government. Local teacher aides are recruited to assist teachers in the classrooms and they are paid by the school managements. Overseas volunteers play a vital role in the special schools as they provide specialist services such as speech therapy, occupational therapy and physiotherapy to the students at no costs. A total of 15 international volunteers provided voluntary services in our special schools in 2014.

Graph 14: Special Education Staff Summary



CHAPTER 7: SECONDARY SECTION

Overview

This section of the Ministry consists of a Director (DSE), a Principal Education Officer (PEOS), 3 Senior Education Officers (SEO), an Education Officer (EO), an Assistant Accounts Officer (AAO), a Clerical Officer (CO) and a PA to the Director.

Roles and responsibilities

The role of the section is to provide optimal staffing resources for secondary schools and promote a committed and competent workforce. The specific functions of this Section include the following:

- Liaise with School Managements on the appointment of school Principals
- Facilitate the appointment of teachers in secondary schools
- Ensure and monitor that staffing establishments are within the required specifications
- Review related regulations pertaining to the administration of staffing in secondary schools
- Ensure that tuition fee and per capita grants are distributed fairly and equitably to schools as per the specified allocations
- Facilitate the distribution of remission of hostel fees to boarding schools
- Coordinate with relevant sections on issues related to the provision of quality education to children
- Monitor service delivery in secondary schools through the various District Offices

Student Enrolment

A total of 67,024 students were enrolled at Secondary Schools around the country for 2015. There is a decrease in Secondary Roll from 2014.

STATISTICS

1. NUMBER OF SECONDARY SCHOOLS

Table 28: Summary of Schools by Education Districts

Education District	Secondary				Secondary offering Vocational studies				Total Sec & Sec/ Voc
	Govt	Non Govt	Private	Total	Govt	Non Govt	Private	Total	
Ba /Tavua	-	7	-	7	-	7	-	7	14
Cakaudrove	-	10	-	10	1	2	-	3	13
Eastern	1	5	-	6	1	6	-	7	13
Lautoka/ Yasawa	1	13	3	17	-	6	-	6	23
Macuata /Bua	1	18	-	19	-	5	-	5	24
Nadroga/ Navosa	-	9	-	9	-	5	-	5	14
Nausori	2	19	2	23	2	4	-	6	29
Ra	-	4	-	4	-	3	-	3	7
Suva	2	25	3	30	-	8	1	9	39
TOTAL	7	110	8	125	4	46	1	51	176

2. STUDENTS ENROLMENT

Table 29: Secondary Education Enrolment by Level and Gender from 2007 to 2015

Year	2007		2008		2009		2010		2011		2012		2013		2014		2015	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Year 9	8484	8507	8234	8059	8187	8308	7809	7588	7995	7923	8060	7794	8081	7819	8076	7649	8076	7649
Year 10	7636	8488	7501	7962	7205	7526	7147	7402	7531	7839	7265	7512	7466	7630	7948	7629	7948	7629
Year 11	6421	7259	6640	7445	6930	7718	6897	7351	7549	7749	7300	7525	7249	7685	7513	7725	7513	7725
Year 12	5610	6574	65323	7556	5293	6596	5395	6828	6182	7299	6259	7186	6033	6854	6273	7241	6273	7241
Year 13	2071	2587	2142	2746	2123	2740	1952	2594	2475	3702	2729	3879	2912	4081	3443	4566	3443	4566
Total	30222	33415	89840	33768	29738	32888	29200	31763	31732	34512	31613	33896	31741	34069	33253	34810	33253	34810
Over-all Total	63637		123608		62626		60963		66244		65509		65810		68063		68063	

Table 30: 2015 Secondary Enrolment by Education Level, Age and Gender

Age	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		YEAR 12		YEAR 13		Total Male	Total Female	Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Under 13	36	25	15	30	8	7	-	-	-	-	-	-	-	-	59	62	121
13	4	1	43	37	68	96	5	8	-	-	-	-	-	-	120	142	262
14	0	1	3	2	4168	4505	47	91	4	12	-	-	-	-	4222	4611	8833
15	2	0	0	0	3065	2668	3952	4250	62	86	18	10	-	-	7099	7014	14113
16	0	0	0	0	742	441	2754	2467	3667	4173	57	81	20	16	7240	7178	14418
17	0	0	0	0	147	88	646	471	2726	2679	2859	3653	57	76	6435	6967	13402
18	0	0	0	0	27	11	141	71	817	645	2039	2271	1611	2369	4635	5367	10002
19	0	0	0	0	9	6	15	12	190	159	699	731	1093	1329	2006	2237	4243
20	0	0	0	0	2	2	5	3	41	32	155	193	349	461	552	691	1243
21	0	0	0	0	0	0	2	1	9	6	38	34	85	82	134	123	257
21 and over	50	36	66	72	3	1	1	1	7	7	55	98	70	86	252	301	553
Grand Total	92	63	127	141	8239	7825	7568	7375	7523	7799	5920	7071	3285	4419	32754	34693	67447

Table 31: Secondary enrolment by Education Districts

Education District	Male	Female	Total
Ba-Tavua	2599	2600	5199
Cakaudrove	1726	2105	3831
Eastern	1349	1421	2770
Lautoka-Yasawa	5997	6522	12519
Macuata-Bua	3550	3777	7327
Nadroga-Navosa	1602	1764	3366
Nausori	6224	5400	11624
Ra	1053	1181	2234
Suva	8654	9923	18577
Grand Total	32754	34693	67447

3. TEACHERS

Table 32: Summary of Teachers by Education Districts

Education Districts	Males	Females	Total
Ba-Tavua	202	234	436
Cakaudrove	148	152	300
Eastern	164	131	295
Lautoka- Yasawa	309	464	773
Macuata- Bua	326	325	651
Nadroga-Navosa	166	152	318
Nausori	392	471	863
Ra	80	102	182
Suva	476	753	1229
Total	2263	2784	5047

Table 33: Secondary Teacher Qualification

Qualification	Secondary	
	Male	Female
Doctorate	-	1
Masters	65	75
Post Graduate Diploma	84	106
Post Graduate Certificate	141	192
Degree	936	1310
Diploma	968	1064
Certificate	69	36
Total	2263	2784
Total by School Type	5047	

2015 Highlights & Accomplishments

- 99% Submission of Schools' Audited Accounts
- 3 schools sat for FY12CE for the first time
- 2 schools sat for FY13CE for the first time
- Re - introduction of FY10CE
- Establishment of a new secondary school Christian Mission Fellowship School
- Distribution of Tuition Free Education Grant [FEG]
- Submission of Audited Account and Minutes of AGM a prerequisite for the release of Terms 2 & 3 Grants
- Transport assistance continued in all schools
- Timely response on posting of newly promoted officers
- 8 schools upgraded
- 175 Head of Department posts created
- 509 secondary positions [Principals, VP's, AP's and HOD's] filled
- 317 new secondary teaching posts established and filled
- The continued implementation of Conversational Vernacular in all Secondary Schools
- 25 Secondary Schools were assisted through the Duke of Edinburgh Drive Award Program for income generating projects



Transfer Allowance

The Secondary section ensured that transfers that were carried out in 2015 adequately staffed the secondary schools in the country. A total of \$311,139.25 was paid out as transfer allowances and travelling expenses in 2015. The table below summarizes the breakdown:

Table 34: Transfer allowance and travelling expenses summary

	Initial Budget	Revised Budget	Utilisation	Balance
Government	None	None	-	-
Non-Govt. Junior Sec Schools	54,000.00	40,197.00	40,196.13	0.87
Non-Govt. Upper Sec- ondary Schools	300,000.00	270,944.00	270,943.12	0.88
Total	\$354,000.00	\$311,141.00	\$311,139.25	\$1.75

CHAPTER 8: ASSETS AND 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 Standard Monitoring and Inspection; monitoring and evaluations of school plans; enhancing capacities of school management and teachers on Education in Emergencies/ Safer Schools.

It vigorously monitors school development grants and provides training in Financial Management for both management and school heads for effective and responsive governance of schools.

The newly established Disaster Management Unit work closely with relevant government 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 Centres in emergencies and disasters.

Roles and Responsibilities

ASSETS/DEVELOPMENT

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

Facilitate and pay lease premiums of new leases and renewal of leases in consultation with lessees, TLTB and Department of Lands.

STANDARDS MONITORING UNIT

The Standards Monitoring Unit is responsible for ensuring standards in schools through sound and vigorous self-assessment, planning, external inspection visit, reviewing and reporting.

The core role of the Unit entail building capacity for teachers, school management and the community on Education in Emergencies/Safer Schools and prudent Financial Management measures. The section reports directly to the Director Assets Monitoring Unit.

DISASTER MANAGEMENT UNIT

The Disaster Management Unit is responsible for disaster preparedness and managing risks emanating from emergencies and disasters that directly or indirectly affect children's education. This will ensure a reduction in children's emergencies and disasters vulnerability through systematic response planning and effective mitigating strategies.

Th unit also conduct Safer Schools against Disaster in Education training to management and school heads whilst encouraging disaster risk education into the school curriculum as well as coordinating the Ministry's Emergency Operation Centres during emergencies and disasters.

Achievements of 2015

Assets/Development

Table 35: Summary of Maintenance & Upgrading of Government Schools [\$1,500,000] for 2015

No.	Govt. Schools	Project	Cost	Actual	% Utilisation as at 31/12/15	Work Progress
1	Nasinu Secondary	Dispensary Maintenance Work	47,000.00	47,000.00 30,550.00	65	Completed. Payment 4 & 5 due. Payment: 6 retention
2	RKS	School Hall	45,000.00	40,500.00	90	Payment: 1 paid out
		School Library	0.00	0.00		MOA vetting with SGO for 2016
3	Vunisea Secondary	Girls Hostel Repair - Senimisimisi & Seniuci	49,700.00	44,730.00	90	Work Completed. Pending payment: 6 [retention]
		Library	49,958.25	34,970.85	70	Payment 1 - 4 paid out
4	ACS	1x3 Classroom	158,815.00	0.00	0	Tender- Arjun Naidu(MOA with SGO)

5	QVS	New Hostel	573,001.61	0.00	0	Tender - Super Construction & Civil Works- MOA with SGO
6	LPS	Maintenance Work	0.00	0.00	0	Defer for 2016
7	Suva Grammar	Maintenance Work	30,000.00	0.00	0	MOA signed. Defer for 2016
8	Sila Central	T/Qtrs	49,950.00	44,955.00	90	Final Payment left- Retention
9	Labasa College	Maintenance Works	41,950.00	33,560.50	80	In progress. To be completed on the 16/1/16
10	Bucalevu Secondary	Library Maintenance	46,876.00	32,813.20	70	Work in progress. To be completed in 2016
11	Natabua High	Maintenance Works	0	0.00	0	Defer to 2016
12	Delainamasi Primary	1x3 Classroom	180,969.67	0.00	0	Tender - Fortech Construction. Work completed. 2016 funding
13	Natabua Primary	Maintenance Works	37,800.00	37,800.00	100	Completed. Payment: 5 pending retention [6 months]
14	NSAAC	Maintenance & upgrading Works	40,360.00	40,360.00	100	Work completed. Paid 100%
15	Exam Office[Top]	Maintenance & upgrading Works	44,600.00	40,140.00	90	Completed. yet to be paid [Final]
16	Library Service Office	Maintenance & up[grading Works	48,240.00	0.00	0	MOA signed. Defer for 2016
	1,500,000		1,444,220.53	380,379.55	27%	

Boarding & Building Grant Assistance

Table 36: Summary of Work progress for the boarding and Building Grant Assistance

Project Allocation	No. School Assisted	Committed	Actual	% Utilisation as at 31/12/15	Work Progress
Primary Boarding	17	150,000	150,000	100	8 Schools paid out. 9 Schools pending for payment
Primary Building	25	300,000	300,000	100	25 schools assisted with building grant on school classrooms improvements
Secondary Boarding	8	250,000	189,893	76	8 schools assisted with boarding facilities 20 % balance remaining & to be released upon work completion.[New] Works near completion[New]
Secondary School Building Grant	29	700,000	491,578	70	29 schools assisted with building grant on school classrooms improvements 20 % balance remaining & to be released upon work completion[New] Works in progress
ECE - Building Grant [150,000]	14	150,000	150,000	100	14 Centres to be assisted -revised final list RIE submitted on 26/5/14 All grants released to 18 centres Works near completion[New]
	Total	1,550,000	1,281,471	83%	Amount utilized to date

Minister's Initiative Assistance

Table 37: Summary of work progress for the Ministries Initiative assistance for 2015

No.	Project Allocation	No. School Assisted	Committed	Actual	% Utilisation as at 31/12/15	Work Progress
1	ECE – Building Grant	21	119,100	119,100	100	21 schools assisted with building grant on school classrooms improvements
2	Primary Boarding	16	737,000	737,000	100	16 schools assisted with boarding facilities
3	Primary Building	107	2,526,985	2,526,985	100	107 schools assisted with building grant on school classrooms improvements
4	Secondary Boarding	8	660,735	660,735	100	8 schools assisted with boarding facilities
5	Secondary School Building Grant	33	1,258,700	1,258,700	100	33 schools assisted with building grant on school classrooms improvements
		Total	5,302,520	5,302,520	100%	Amount utilized to date

Schools on Heritage Sites [\$232,000]

Table 38: Summary of work progress on School Heritage Site

No.	Project Allocation	Project	Committed	Actual	% Utilisation as at 31/12/15	Work Progress
1	Heritage Sites – Building Grant [423,500]	Restoration works Marist Convent Primary School	423,500	0		MolT prepared Tender Documents Request FPO for Tender TEC report to GTB for approval Award of tender approval by GTB Draft MOA with SGO for vetting Work deferred to 2016

Construction of Infant Schools [\$1,200,000]

Table 39: Summary of Work Progress on Constructions of Infant school

2	Infant Schools [1,200,000]	2x New Infants Sch. - Wainunu Infant - Kavula/Baini-kea	1,200,000	1,200,000	100	Paid full amount to MolT- 8/8/14 Works completed at Wainunu Works completed at Kavula/Baini-kea
3	New Infant School	Vatubalavu Infant	842,482.00	842,482.00	100	Near completion[90% completion] by MolT
	2013 Tender Project	Nailou Infant	355,000	236,666.67	67	Works still in progress to beam level. Request for additional funds to complete project

Water Tanks Assistance

Table 40: Summary of the number of Schools Assisted with water tanks

Project Allocation	Project	No of school assisted	Actual	
Water Tanks – Primary [80,000]	Primary school water tanks assistance	95	79,575.00	Gurbachan Singh [Northern only] 28 water tanks delivered & paid. Rotomould [Central, Eastern & West only] 67 water tanks delivered & paid
Water Tanks – Secondary [80,000]	Secondary School water tanks assistance	47	79,430.00	Gurbachan Singh 47 water tanks delivered & paid.

Construction of New Secondary School

Table 41: Summary of Work Progress for the Constructions of new Secondary Schools

Budget Allocation	School	Committed	Actual	% Utilization	Work Progress
2,666,280	Bau Central College	2,666,280	109,473.91 18,998	4	Backfill- On-going by RFMF Meeting with MoIT Site inspection with MoIT Meeting with School Committee Revised Master Plans submitted by school committee Survey by Lands completed MoIT finalizing Master Plans Meeting with school committee/LOU on back-fill material compensation MoIT to provide GEO Tech Assessment Received quote from 1 company recommended by MoIT on 29/7/15 MoIT preparing Tender Documents Work defer for 2016 implementation
700,000	St. Francis College	371,150 [vep]	410,401	58.6	Meeting with MoIT Meeting National Planning, MoF & MoIT MoIT provided scope of works/Cost Estimate. Waiver of tender approved for MoIT to construct Preparing draft MOA for SGO vetting MOA with SGO for final vetting MOA signing RIE request/approval Works started and near completion - to be completed in early January 2016
	Ratu Lalabalavu	500,000			Scoping works by MoIT School Master Plan with MoIT to finalise. MoIT preparing Tender Document Request FPO for Project Tender TEC report to GTB for approval Draft MOA with SGO for final vetting Work defer for 2016 implementation
2,000,000	Sigatoka Methodist College	2,000,000.00	18,998.00	1	Site surveyed by MoIT MoIT preparing Tender Document RIE request for Geo Tech assessment Geo Tech payment Site surveying by MoIT MoIT preparing Tender Documents Work defer for 2016 implementation
350,000	Nakorotubu Secondary	350,000	12,270 6,987 19,257	6	MoIT to provide GEO Tech Assessment Tender Documents prepared by MoIT RIE request for Geo Tech assessment-paid Request FPO for Project Tender Work defer for 2016 implementation Total paid out

Renewal of School Lease Premium - \$50,000

- 23 schools issued with TLTB Offer Letters
- schools have been re-assessed by Ministry of Lands and payments made to TLTB
- school leases re-assessment awaiting Ministry of Lands decision
- 3 schools awaiting PSE approval for payment

DISASTER MANAGEMENT UNIT

Navesau SDA Secondary School Water Reservoir

The school was assisted by the Ministry with a grant of \$19,600 as their one tenth contributions to WAF for the construction of the New School Reservoir to alleviate the water problem in the school.

Eastern Schools

The Ministry provided \$43,000 to assist the 14 Eastern Schools in the carting of water.

Donor Support

Table 42: Summary of Donor Support received at the Disaster Management Unit for 2015

Donors	Items/Action	Est. Cost	Schools	Districts
UNICEF	Water Tanks Rain Water Harvesting Systems	54,900	12	Nausori, Ra, Yasawa
AQEP / DFAT	Water tank system Sets of Hygiene Kits [Rainwater Harvesting, Training, Compost Toilet]	100,600	25	Lautoka/ Yasawa, Macuata/ Bua & Cakaudrove
		155,500		

2015 Project Highlights

- New Bau Central College: Site Works by RFMF Engineers – In progress
- Vunisea Secondary School Girls dormitory - completed

Completed Kavula Bainikea Infant School in Bua



New Classroom Block



New 1x7 Ablution Block



New 2 x 2 Bdrm Teachers Qrts

Completed Wainunu Infant School in Cogeia



New Classroom Block



New 2 x 2 Bdrm Teachers Qrts

Nasinu Secondary School: Dining Hall Verandah / Storage Area / Dispensary & Walkway Renovation – Complete



CHAPTER 9: CURRICULUM ADVISORY SERVICES (CAS)

Overview

The CAS section comprises the following Units:

- Primary Curriculum
- Secondary Curriculum
- Careers
- School Broadcasting Units
- Education Resource Centre

The CAS section was instrumental in the review of the National Curriculum Framework which is a great milestone for the Ministry. In addition, another milestone is the revision of the syllabi to align to the NCF and the development of its re-sources which is its main core function. This has created history whereby there's a paradigm shifts towards learning and teaching and the focus is in the learner and ultimately to make Fiji a knowledgeable society.

CURRICULUM ADVISORY SERVICES PRIMARY

Key Functions

The specific functions carried out by the CDU (Primary Sections)

- Design, develop, and review the primary syllabi
- Plan and conduct in-service training of primary school teachers on new content and teaching & learning pedagogies
- Provision of professional advices to teachers through school visitations
- Development of teaching and learning resources
- Design/Prepare national examination papers for Y6,Y7 & Y8
- Train markers of national Examinations
- Plan and conduct in service training on Fantastic phonics to infant teachers
- Design and review Internal Assessment guidelines and relevant materials
- Re-training of FinEd to Y5-Y8 teachers in the Central and Western education Districts

Other roles and responsibilities include:

- The formulation of its Annual Business Plan in alignment to the Unit's Business Plan
- Develop section Annual Work Plan
- Officers developing their own IWP which is align to our units business plan
- Prepare Monthly and Annual Reports
- Conduct of research on teaching and learning resources and teaching pedagogies
- Plan and design ESD initiatives such Conversational Language Programmes, CE, HPS, FinEd, Fire Safety, Environment Education, etc.
- Conduct professional development to primary teachers through training and workshops
- Conduct community awareness to stakeholders through school based sessions
- Analyze data and prepare reports on workshops, school visits, surveys and other related activities carried out by the officers.
- Conduct induction for new officers
- Preparation of Acquittal detailed reports on the visits taken.
- Attend to the administrative needs of primary schools
- Attend to correspondence that needs immediate attention

Achievements

- All syllabi for Y3-Y8 were approved by the Curriculum Council by December 2014 and is online in the FEMIS for easy access by schools.
- Resources [support materials] aligned from the Syllabi were developed and sent to ERC for printing. It is also online for teachers, parents, students and stakeholders to be able to access to it.
- 6 new SEO posts were created after the submission to PSC/Government-for primary Officers only
- Monitoring of teachers in regards to integration of FinEd in schools
- Monitoring of Thematic was carried out in selected schools in the Western Education Division
- Re-Training of FinEd in the Central and Western division was carried out to empower the teachers of Y5-Y8

Curriculum

- Implementation of the National Curriculum Framework in all primary schools
- Developed, printed and implemented in all schools Thematic Curriculum Guideline for Years 1 & 2
- Developed and printed syllabi for schools-it is also on line for easy access
- Conducted Curriculum review meetings and consultations to Head Teachers Principals and Stakeholders,
- Reviewed and vetted textbooks through curriculum workgroups, reference groups and Curriculum Council
- Submitted for printing at ERC newly developed resource materials
- Submitted textbooks prepared by local writers for MoE Approval
- Conducted Environmental Awareness to selected schools
- Conducted workshops for 36 teachers on HPS
- Conducted survey on Financial Education in all primary schools; and also attended to Professional Development sessions required by schools and FTA Clusters
- Trained 150 teachers on lesson Study Model [103 Maths, 50 Social Studies]
- Visited and evaluated Citizenship Education in 310 Primary schools

Internal assessment

- Developed Primary School Assessment Guide
- Sent out examination format to schools

Conversational Language Programme

- Conducted surveys on the implementation of the programme
- Conducted workshops for Year 6 teachers
- Recorded and dubbed Advance Level lessons on CDs
- Re-dubbed more copies of Beginner's Level lessons
- Advance Level manuals and printed

Advocacy and Awareness

- The officers facilitated NCF Awareness sessions organised by schools
- The Advisors prepared bookmarks for their respective subjects for Career Expositions
- Advisors assisted the Career Officers in school-based career talks

Local and Overseas Professional Development

A number of CDU officers were selected to attend workshops organized locally and internationally. The table below provides the names of officers who attended various organized workshops and courses, the title of the workshops and the venues where the workshops were held

Table 43: Summary of CDU Officers that attended local and overseas professional development

Name of officer	Name of course/ workshop	Venue
F Nanovo	CC & DRR	Novotel,Lami
Saula Naivalu	Qualification Framework	Fulton College, Nadi
Biu Colati	Qualification Framework	Fulton College, Nadi
Shyamla Chand	Qualification Framework	Fulton College, Nadi
Ruci Soko	Reviewing Commitments on Fiji's Biodiversity Priorities	Southern Cross Hotel
Ruci Soko, Finau Nanovo	Empowerment of Women in Science	Malaysia
Esekaia Kotoisuva	Leadership in mathematics training	Japan
Sereana Waqainabete	H Workshop	GTC
Aminio Kaivuaqava	Capacity Development Workshop	Seoul, Korea
Seini Vakaloloma, Vili Vakasevuraki, A.Kaivuaqava	AQEP-Literacy training for teachers	JJs on the Park
A. Taito, M. Khalif, F. Nanovo. N Prasad, W. Tuicakau	OHS	SGS
A.Kaivuaqava	Autism	Nicholas House

S. Vakaloloma, R. Qele, N. Kamikamica, V. Vakasevuraki S. Turagabeci	Fantastic Phonics	FTA-Suva Ba Pro Conference Lab Ed Conference
A Taito	DRR & CC	Indonesia
V Naisele, V Doka, R R Prasad A Kaivuaqava	SRGBV	Tanoa Plaza
V Doka A Kaivuaqava	Parliamentary workshop	Holiday Inn
A Taito	DRR & CC	Malaysia

CURRICULUM ADVISORY SERVICES SECONDARY

Roles and Responsibilities

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

The specific functions carried out by the CDU (Secondary) include:

- Design, develop and review the Secondary syllabi
- Support of in- service training for Secondary School teachers, upgrading them on content, learning and teaching strategies
- Provide advice and professional assistance to teachers
- Preparation of the Annual Procurement Plan
- Development of resources
- Preparation of Standard Annual Examination papers for Years 9 & 11
- Preparation of Fiji examination Papers for Years 10, 12 & 13
- Identifying and submitting names for Fiji Examination Markers Panel
- Vetting of Examiners Report for Fiji Exams



Other roles and responsibilities include:

- The development of its section Annual Work Plan
- Preparing Monthly, Quarterly and Annual Plans
- Conducting Research on learning and teaching resources and teaching pedagogies
- Plan and design ESD initiatives such as conversational language programs, CE, HPS, FinEd, Fire safety, environment education.
- Conduct community awareness to Stake Holders through school based section
- Analyse data and prepare reports on Workshops school visits, surveys and other related activities carried out by the officers.
- Conduct induction for new officers
- Liaise with other NGO's and other Government Departments on Projects on offer
- Preparation of Acquittal detailed reports on the visits taken.
- Attend to correspondence that needs immediate attention



Achievements

- Integration of FinEd in Commercial Studies, Accounting, Economics, English, and Mathematics.
- Curriculum and Assessment Workshop was conducted for all Secondary subject teachers
- A one day Workshop was conducted simultaneously in the six Workshop centres for all Principals on their roles and responsibilities in the implementation of Fiji National Curriculum Framework in their respective schools and districts
- Moderation and review of all Fiji Year 12 and Fiji Year 13 examinations
- Submission of 2015 Fiji Year 10, Fiji Year 12 and Fiji Year 13 Examiners and Markers Report to EAU



New Textbook Developed

Table 44: Summary of Textbooks developed in 2015

Title of textbook	Year	Subject
"HOPE" Senior Text for Years 12 & 13	12 & 13	FLE
Year 12 Mathematics	12	Mathematics
English Communications Year 12	12	English
Fundamentals of research	12	English
Biology For All	12	Biology
Chemistry for Year 12	12	Chemistry
Year 12 Accounting	12	Accounting
Year 12 Hindi Sahitya	12	Hindi
Year 12 Project	12	Hindi
Nanume Lesu Year 12	12	Vosa vakaviti
Year 11 Hindi Sahitya	11	Hindi
Urdu Adab 1	11	Urdu
Urdu Novel [A5]	11	Urdu
PE for Fun & Physical Education Guide For Secondary School Fundamental of Motor Skills – A Manual For Primary School Teacher	11	PE
Drawing	9 & 10	Art
Conversational	9 & 10	Art
Conversational Hindi	9 & 10	Conversational Hindi
Conversational Hindi to English Dictionary	1- 10	Conversational Hindi to English Dictionary
Music is Fun	9	Music
Music is Fun	10	Music
Teachers guide	9	Music
Teachers guide	10	Music

New Syllabi Developed

Table 45: Summary of New Syllabi developed in 2015

Subject	Developed Syllabi	Page Nos.	Cover Type	No. of Copies
Mathematics	Year 12	34	soft	900
English	Year 12	43	soft	900
Biology	Year 12	35	soft	500
Chemistry	Year 12	32	soft	500
Accounting	Year 12	31	soft	500
Vosa vakaviti	Year 12	48	soft	500
Hindi	Year 12	65	soft	500
Urdu	Year 11	52	soft	60
PE	Year 11	28	soft	500
Art	Year 9 & 10	25	soft	500
Music	Year 9 & 10	31	soft	500
Rotuman Language	Year 11	24	soft	20
FLE	Y12 & 13	32	soft	500

CHAPTER 10: EXAMINATIONS AND ASSESSMENT UNIT

Roles and Responsibilities

The Examinations and Assessment Unit [EAU] is responsible for the administration of diagnostic assessment – Literacy and Numeracy Assessment [LANA], standard and external examinations. More so, it also necessitates reporting for LANA and all external examination results from Year 4 to the Fiji Year Thirteen Examination.

The year 2015, embarked on a transitional period with a number of reforms within the Examinations & Assessment Unit. As such the Unit has undergone improvement measures to meet the changing needs of the students and the stakeholders in a responsive manner hence maintaining a sound education system.

In light of the reforms introduced in the Year 2015 the Examinations and Assessment Unit has gone through series of changes in terms of the scope of work for the Unit. Enlisted are some of the introduced developments:

- Re –introduction of external exams at year 6, 8 and 10 level;
- Introduction of standard exams for year 7, 9 and 11;
- Removal of scaling;
- Introduction of re-marking and the turn over period for re-count and re-mark; for two days and three days respectively;
- Preparation of external and standard papers by subject specialist in the Curriculum Development Unit [CDU] and Technical and Employment Skills Training [TEST];
- Delivery of papers online [e-Examination];
- Releasing of all level results before 21th of December;
- Introduction of scanner to mark the papers.

LANA

LANA is a national formative assessment programme that assesses Years 4, 6 and 8 students in their basic skills of Literacy [English] and Numeracy [Mathematics] to provide feedback to students, teachers and parents on students' learning progress.

An important feature of LANA is that is a successive assessment across different Year levels [Years 4, 6, and 8] [In similar case, Australia has the NAPLAN assessment program in Years 3, 5, 7, and 9].

LANA enables trend data for schools and by students, and allows schools and parents to monitor a student's progress throughout schooling in key learning areas. In the sixth year of its administration, LANA was successfully administered in 99% of primary schools that registered. The Head Teachers of the participating schools played a significant role in the administration and returning of answer sheets to EAU. It greatly assisted in the timely processing and dispatching of the LANA reports schools.

Table 46: District Summary of school participated for 2015 LANA

District	Number Of Schools	District	Number Of Schools
Ba Tavua	63	Nadroga Navosa	61
Cakaudrove	65	Nausori	117
Eastern	115	Ra	40
Lautoka Yasawa	82	Suva	82
Macuata Bua	97		
Total no. of school participated			722/727

Table 47: 2015 literacy and numeracy national

2015	Literacy	Numeracy
Year 4	43.1	42.5
Year 6	37.1	39.2
Year 8	34.8	38.8

The LANA Item Writing Workshop is scheduled on an annual basis as part of the EAU work plan to ensure new items are prepared for the LANA Trials. This will also guarantee that the Item Bank for both Literacy and Numeracy will continue to be replenished to avoid over testing certain items. The 2015 LANA Item Writing Workshop was held from 5th to 7th August at the Public Service Commission [PSC] Training Centre. There was overwhelming support received from schools invited as we had 100% attendance.

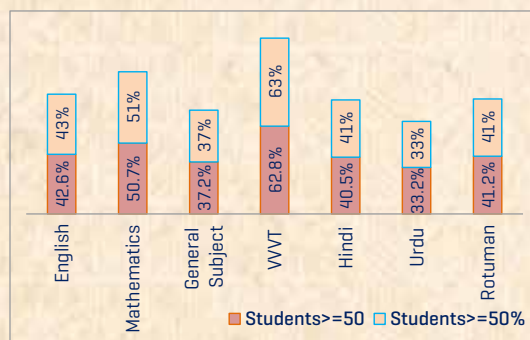
Fiji Year 6 Examination (FY6E)

Formerly known as the Fiji Intermediate Examination (FIE) FY6E was re-introduced based on established rationales:

- To gather information on the knowledge acquired after six years of schooling;
- To assist teachers to identify areas of improvement.

The exam proceeded on the 25th September, 2015. A total of 16333 students from the 732 centers across the nation took part in the FY6E 2015. The examinable subjects are: English, Mathematics, General Subjects and Vernacular subjects (Na Vosa Vaka Viti, Hindi, Urdu and Rotuman).

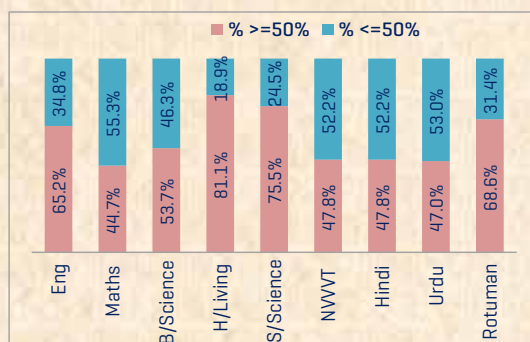
Graph 15: 2015 Result analysis for FY6E



2015 Result Analysis for FY8

The FY8E was administered from Wednesday, 23rd September, 2015 to Thursday, 24th September, 2015. A total of 16,061 candidates appeared for the examination that was conducted in 732 centers. The examinable subjects are: English, Mathematics, Basic Science, Healthy Living, Social Science and Vernaculars (Na Vosa Vaka – Viti, Hindi, Urdu and Rotuman).

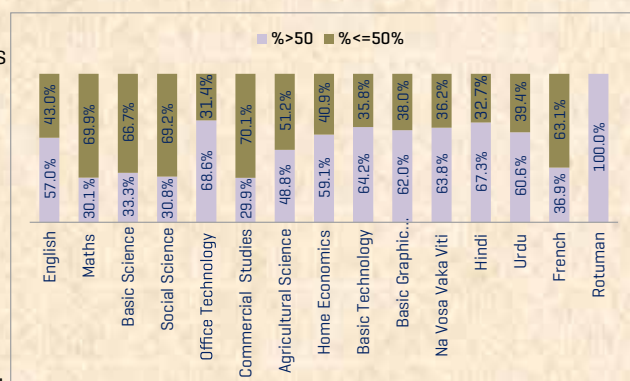
Graph 16: 2015 Result analysis for FY8E



FIJI YEAR 10 EXAMINATION (FY10E)

The FY10E was reintroduced in 2015 by the Ministry to establish the needed information on the students stock of knowledge after 10 years of schooling and to assist teachers to identify areas that needed improvements. The examination was administered from the 5th to the 13th of October and the provisional result released on the 9th December. The examination was conducted in 168 centers with two new schools appearing for this exam for the first time. A total of fifteen subjects were examined that included five compulsory subjects namely English, Mathematics, Basic Science, Commercial Studies, Basic Science and the ten optional were Office Technology, Agricultural Science, Home Economics, Basic Technology, Basic Graphic Technology, Na Vosa Vakaviti, Hindi, Urdu, Rotuman and French.

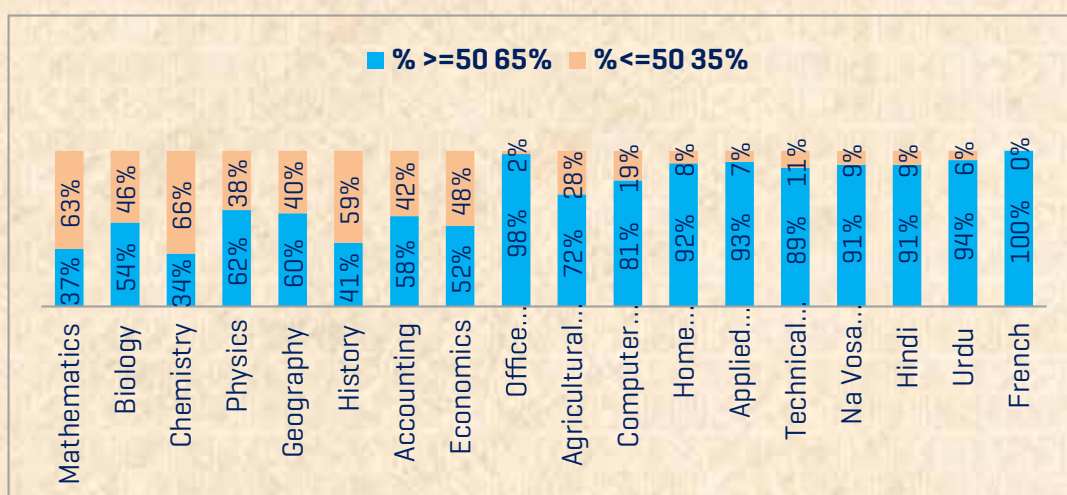
Graph 17: 2015 Result Analysis for FY10E



CERTIFICATE EXAMINATIONS (FY12CE)

A total of 12,083 students appeared for Fiji Year 12 Certificate Examination (FY12CE) in 166 centres. The FY12CE was administered from the 3rd of November to the 16th of November 2015 and the provisional result was released on 21st of December. The graph below shows the analysis in subjects providing the performance characteristics based on the raw scores.

Graph 18: 2015 FY12CE Results Analysis



Fiji Year 13 Certificate Examination (FY13CE)

The FY13CE was conducted from the 26th of October to the 06th of November. A total of 7241 candidates sat for the FY13CE at 161 centers. A total of seventeen subjects were examined that entails: English, Mathematics, Biology, Chemistry, Physics, Geography, History, Accounting, Economics, Office Technology, Agriculture, Introduction to Technology, Computer, Home Economics, Vosa Vaka Viti, Hindi, and Urdu.

Graph 19: 2015 Result Analysis for Fy13CE

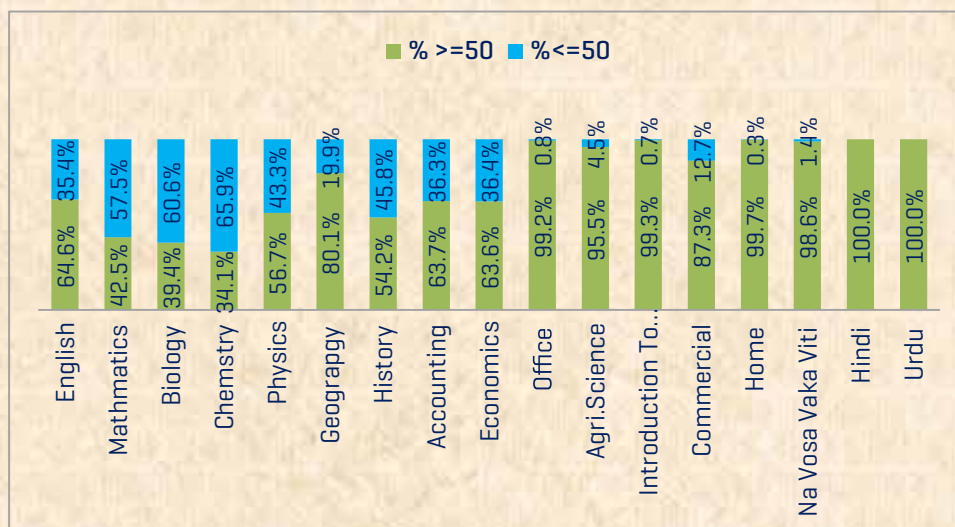


Table 48: 2015 Result Analysis for Year 7 Final Examination

FY7E	English	Mathe- matics	Basic Science	Social Science	Health Living	Na Vosa Vaka Viti	Hindi	Urdu	Rotuman
Total Stu- dents	13188	13119	13037	13001	12951	8354	2871	619	9
Students >= 50%	9425	4498	7923	8831	8118	3648	1244	327	6
Student Perc >= 50%	71.47%	34.29%	60.77%	67.93%	62.68%	43.67%	43.33%	52.83%	66.67%
Min. Mark	0	0	0	0	0	0	0	4	35
Maxi. Mark	99	99	99.5	100	100	95	99	100	80
Median	62	38	54	59	55	45.5	41	50	65
Mode	50	50	50	50	50	50	15	50	71
Average	59.26	40.55	54.45	56.88	54.26	44.34	43.94	52.24	59
Std. Dev.	21.54	19.90	17.90	19.69	19.43	17.59	26.79	27.02	16.39

A total of 13,188 students sat for the examination. Six subjects managed to get over 50% thresholds and apart from Maths the remaining subjects managed to attain an average 40% level.

Table 49: 2015 Result Analysis for Fiji Year 9 Final Examination

FY9E	English	Maths	Basic Science	Social Science	Office Technology	Commercial Studies	Agricultural Science	Home Economics	Basic Technology	Basic Graphic Technology	Na Vosa Vaka Viti	Hindi	Urdu	French	Rotuman
No. of Candidates	14391	14255	14125	14312 14312	3227	14384	6888	6410	6540	366	3654	747	144	38	3
Students >=50	7319	3816	5709	5529	2100	5558	2832	3413	3550	271	2082	425	104	25	2
Students % >=50%	50.86	26.77	40.42	38.63	65.08	38.64	41.11	53.24	54.28	74.04	56.98	56.89	72.22	65.79	66.67
Min. Mark	0	0	0	0	6	0	0	1	3	7	2	0	4	27	42
Max. Mark	97	100	98	99	97	99	97	98	98	98	94	98	99	91	80
Median	50	32	43	42	55	41	43	50	50	60	51	56	75	57	77
Mode	50	23	50	50	50	50	50	50	50	53	50	12	89	57	77
Average	47.06	36.61	43.53	42.82	53.76	43.18	43.16	49.51	49.53	60.36	49.53	49.96	63.49	55.71	66.33
Std. Dev.	20.44	20.09	18.17	17.33	17.94	19.48	18.22	17.11	17.04	18.17	16.06	26.51	29.52	15.86	21.13

A total of 14391 students sat for the examination. Overall the result shows exceptional achievement in most subjects although few of the subjects' ranges between 30 to 40 percent percentage pass. The Technical College of Fiji (TCF) in its first year of establishment has provided skills training at three campuses in Fiji. Eight more campuses had been identified for establishment towards achieving the Ministry of Education's vision and mission.

Table 50: 2015 Result Analysis for Fiji Year 11 Final Examination

FY11E Raw Marks	English	Mathematics	Biology	Chemistry	Physics	Geography	History	Accounting	Economics	Office Technology	Agricultural Science	Computer Studies	Home Economics	Applied Technology	Technical Drawing And Design	Na Vosa Vaka Viti	Hindi	Urdu	French
No. of Candidates	13135	12711	4076	4067	2861	4009	2745	2805	3782	475	2926	3210	1277	1622	2320	2132	116	38	6
Students >=50	6698	2749	1706	1316	1673	1191	658	1035	1636	246	1231	2039	676	1044	1230	1376	86	32	6
Students Perc >=50%	50.99	21.63	41.85	32.36	58.48	29.71	23.97	36.90	43.26	51.79	42.07	63.52	52.94	64.36	53.02	64.54	74.14	84.21	100
Min. Mark	0	0	0	2	0	0	0	0	0	3	0	0	1	0	0	2	2	13	52
Max. Mark	96	100	96	99	99	92	92	99	94	95	94	99	93	97	95	95	89	95	79
Average	51.18	33.58	44.81	39.10	51.99	36.10	33.64	41.26	43.39	46.75	41.56	54.57	47.59	52.89	47.86	53.42	55.21	74.53	62.80
Std. Dev.	17.94	22.29	18.28	19.35	20.94	19.75	18.99	22.05	18.22	18.51	19.45	19.73	18.92	17.24	18.22	15.95	20.25	23.56	9.71

A total of 13,135 students sat for the examination. 11 out of the 19 subjects managed over 50% pass rate whereas a concerted effort is needed to bring up subjects that still managing between 20 to 30% pass rate. 2015 marked an important transition from scaling to raw marks. The development promulgated through a cabinet decision prompt the introduction of stringent measures to ensure improvement in students' achievement. All schools were then directed to complete the syllabus in the first two terms so that the third term can be solely used for revision purpose. A standard blueprint was also devised with the revised allocation for the different question levels. The assessment parameter was also defined to assist both the teachers and students with their revision. Through the concerted effort from all education sectors the results for 2015 yielded an overall improvement in the examination results for most levels. The examination unit will tag on the experience from 2015 as a benchmark to improve the administration of examination at all levels for 2016.

CHAPTER 11: TECHNOLOGY AND EMPLOYMENT SKILLS TRAINING (TEST)

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

Planning and Policy

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

Management of Test Staffing

- Appoint and post new TEST teachers under the current staffing establishment policy and transfer serving teachers between schools upon request in line with the Ministry's procedures and guidelines. This process has been transferred to the Secondary section of the Ministry later on in the year.
- Assist in the merit analysis of staff applying for vacant TEST Posts.
- Extrapolate and forward assessment marks for students sitting External Examinations.
- Selection of Examine rs, Preparation of Examination Blue Prints, Moderation and Review of External Examination Papers
- Nomination of markers and attend Marker's meetings
- Compilation of detailed Marking Schemes and Examiners Reports

Monitoring of TEST Centers

The subject advisors visited the TEST Centers in schools for monitoring of programmes, feasibility studies and counseling of teachers. The needs of individual schools were based on Termly Department reports submitted from each school.

Management of Funds and Resources

- Conduct market research, analyses quotations, purchase and issue of equipment, tools and other teaching and learning resources to the schools.
- Management and distribution of tuition fee grants to Vocational Centers and preparation of detail acquittal reports.

Highlights and Accomplishments

Payments of Vocational Grants to Vocational Centers

Table 51: Number of students in Vocational Programmes in 2015

Automotive Engineering	Carpentry & Joinery	Catering & Tailoring	Office Technology	Agriculture	Welding & Fabrication	Wood Technology	Marine Studies	Computer	Sports Academy
624	757	819	70	163	90	9	11	8	120

Curriculum Review / Textbooks

SEO's led the formation of curriculum working committees for the different TEST subjects to review the curriculum. The TEST Subject Prescriptions were reviewed and Syllabi aligned to the Fiji National Curriculum Framework were developed. The curriculum and new textbooks were endorsed by the Curriculum Council and will be implemented in Secondary Schools in 2017.

Table 52: TEST Curriculum Review and Textbooks

Subjects	Prescription Review	Textbooks Developed
Applied Technology	Year 12	Year 12
Agricultural Science	Year 11	Year 11
Computer Studies	Year 13	Year 13
Home Economics	Year 12	Year 12
Office Technology	Year 12	Year 12
Technical Drawing	Year 12	Year 12 and Student Workbook
Student Manual for Job Search		Careers
My Life at School		Careers
Primary Computer Studies	Year 7 & 8	
Primary Enterprise Education	Year 3 & 4	

Moderation of CAT

The Moderation Workshop for Internal Assessment

Table 53: Summary of the Moderation of CBA and CAT workshop Conducted

Division	No. of Schools in the Area	% Schools Attended
Central	72	100
Western	53	100
Eastern	13	100
Northern	38	100
Total	176	100

Tools and Equipment

Table 54: Number of schools assisted with tools and equipment

Subject Area	No. of Schools Assisted	Amount
Industrial Arts	24 [TD Machines]	\$19,959.00
	10 [Tools and machines]	\$31,901.76
		Total: \$42,860.00
Home Economics	20	\$ 73,108.50
Agricultural Science	22 Sec & 10 Primary	\$67,418.71
Office Technology	Nil	
Computer Studies	Nil	

Number of Students taking TEST Subjects in Schools

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

Table 55: Number of Students Taking TEST Subjects

SUBJECT	NUMBER OF STUDENTS					TOTAL
	Year 9	Year 10	Year 11	Year 12	Year 13	
Home Economics	7075	6338	1595	1426	819	17253
Industrial Arts	7014	6805	3737	3285	1154	21995
Agricultural Science	7011	6980	3544	2604	1377	21516
Office Technology	2477	2274	454	284	136	5625
Computer Studies	N/A		3732	3215	1785	8732
Total	23,577	22,397	13,062	10,814	4471	75,121

Training Workshops Conducted

Workshops were conducted to up – skill TEST teachers and officers in specific areas as shown in the table below:

Table 56: Workshops attended by TEST teachers

Participants/ Facilitator	Workshop Name	Date
Home Economics teachers & SEOs	IA Moderation workshop	04/09/2015 To 17/9/2015
Agriculture Science – 161 teachers & 2 facilitators	Moderation of Years 12 & 13 Ag Sc Internal Assessment	4 /09/ 17/09/2015
Computer Studies teachers and SEO's	Moderation of Years 12 & 13 Ag Sc Internal Assessment	4 /9 – 17 /9
Industrial Arts -46 Participants, 3 Facilitators	Sanitary & Plumbing workshop Suva, Nadi & Labasa	17/08-21/08
Computer Teachers SEO [CE]	IA Moderation Workshop	04/09/2015 – 17/0/2015
Industrial Arts teachers & SEO's	IA Moderation Workshop	4 /9/ 17/9/2015

Table 57: Workshops / Conference attended by TEST Officers – 2015

Name of TEST officer Attending	Workshop Name and Facilitator / Organizer / Venue	Dates of workshop / Conference
Alumeci Tui-sawau Director TEST	Microsoft's Education in Transformation Workshop – MOEHA and Microsoft Intel – Suvavou House	9th - 10th December
Tomasi Naborisi PEO TEST	In-country CPSC Workshop on "Industry Academia Collaborations & Partnership" held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April.
	Microsoft's Education in Transformation Workshop – MOEHA and Microsoft Intel – Suvavou House	9th - 10th December
Makelesi Driu PEO Vocational	In-country CPSC Workshop on "Industry Academia Collaborations & Partnership" held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April
	Microsoft's Education in Transformation Workshop – MOEHA and Microsoft Intel – Suvavou House	9th - 10th December

Seruwaia Raile SEO Office Technology	In-country CPSC Workshop on “Industry Academia Collaborations & Partnership” held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April
	Fiji Country Workshop on Education Research held at the FTUCA Building, Suva and facilitated by Nina Tui.	27th to 29th October
Pene Aropio SEO Industrial Arts	CPSC In-country Workshop on “Industrial-Academia Collaboration”	20th -24th April Ministry of Finance Conf Room
	CPSC workshop on “Development of Entrepreneurship in TVET”	17th -26th June, Philippines
	PSC – H-Examination Workshop	21st -25th July , Govt Training Centre [GTC]
	PM’s Office – Cabinet Paper Writing	06th August , Marela Conf Room
	MoFA – Diplomatic Service Induction	19th to 27th August/08, Old Parliament Complex
	Culture & Heritage Dept – Heritage Management Plan	14th -15 th October, Levuka
	PSC Business Plan Re-engineering	22nd -23rd October, MoF
	EQAP – Educational Research	27th -29th October, FTUC
S Rokolekai SEO Home Economics	Capacity Building Workshop on the Implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage at the National Level Facilitators: Department of Heritage together with UNESCO Venue: Southern Cross Hotel, Suva	24 – 29th September
Viori Odrovakavula SEO Agriculture Education	The International Conference for Rice Farming for Food Security in Fiji Grace Roads, Food Company, Deuba	19th February
	National Stakeholder Consultation on Technical and Vocational Education and Training on Climate Change Adaptation and Renewable Energy ICT Centre, USP	1st – 3rd July
	Industry- academia Collaboration and Partnership Workshop held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th -24th April
	H Training PSC training Centre	19th August
	Induction Training – National Archives	12th July
	OHS and First Aid Training –Suva Grammar School	17th -21st August
	Education Research – FTUC Conference Room	27th – 29th October
Kerry Vosailagi SEO Home Economics	RHD Stake holder update and consultation forum workshop Facilitator: Ministry of Health Venue: Novotel Hotel Lami	August 10th
	Educational Research: An Introduction Workshop Facilitator: EQAP, Dr. Fasi Venue: FTUC Conference Room	26th -28th October,
Apisalome Tamani SEO Computer Education	Educational Research Workshop – MoEHA & AQEP]	27th – 29th October
	E-Government Training – ITC Services and UNPOG	05th -7th November
	Microsoft’s Education in Transformation Workshop – MOEHA and Microsoft Intel – Suvavou House	09th -10th December

Harry Smith & SEO Vocational Automotive Engineering	In-country CPSC Workshop on "Industry Academia Collaborations & Partnership" held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April
Rina Roshni Chand & SEO Vocational Catering and Tailoring	In-country CPSC Workshop on "Industry Academia Collaborations & Partnership" held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April.
Muneshwar Prasad & SEO Vocational	In-country CPSC Workshop on "Industry Academia Collaborations & Partnership" held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April .
Iva Rawaico SEO E Learning	In-country CPSC Workshop on "Industry Academia Collaborations & Partnership" held at Level 5 Ro Lalabalavu House, Suva and facilitated by Dr Hazrat Hussai.	20th to 24th April
	Microsoft's Education in Transformation Workshop – MOEHA and Microsoft Intel	09th – 10th December
	Name: Service Examination H Tutorial Facilitator : PSC and Ministry of Finance Organizer: PSC Venue: Strategic Planning Conference Room, Ro Lalabalavu House	20th -24th July
	Name: Service Examination H Tutorial Facilitator : PSC and Ministry of Finance Organizer: PSC Venue: Strategic Planning Conference Room, Ro Lalabalavu House	20th - 24th July
	Name: Induction Training Facilitator : Mr Collin Yabaki [Culture] Organizer: MOE,PDU Venue: National Archive Conference Room	12th July
	Name: Occupational Health & Safety and Elementary First Aid Training Facilitator : Mr. Veer Chand Organizer: MOE,PDU Venue: Suva Grammar School Hall	17th- 21st August

Advocacy and Awareness

Careers expositions were conducted at 11 locations which included one TEST officer who disseminated information and answered queries in regards to TEST subjects that are being offered in secondary schools and the possible career pathways.

Table 58: Careers Exposition in 2015

School	No. Attended
Cicia High School	314
Dreketi Central College	675
Nadogo Secondary School	769
Vaturova Koroalau Secondary	187
Yasayasa Moala College	1,008

School	No. Attended
Wainimakutu Secondary School	260
Ratu Kadavulevu School	1,005
Government Services Centre	171
Fiji Day Display	350
Fiji Maritime Authority Expo	1184

CHAPTER 12: TECHNICAL COLLEGE OF FIJI

Overview

The Technical College of Fiji (TCF) in its first year of establishment has provided skills training at three campuses in Fiji. Eight more campuses had been identified for establishment towards achieving the Ministry of Education's vision and mission.

Roles and Responsibilities

The Technical College of Fiji is directly responsible to the Director TCF in carrying out the following functions:

Established Technical College of Fiji Campuses

- Established a total of 13 campuses as approved by Cabinet on 14/01/15. Refer of Annexure 1 for Cabinet Decision.
- Established 3 campuses in 2015
- Identify 8 more campuses to be established in 2016. Refer to Annexure 2.

Manage all Vocational Centres

- Determine the vocational centres that need to continue operation
- Manage transfer of teachers
- Manage courses provided at vocational centres

Delivery of Training Programmes at TCF Campuses

- Provide Certificate II National Qualifications (NQ) at TCF Campuses in areas of engineering, construction and hospitality
- Assist in securing industrial attachment
- Provide Short Courses in areas of engineering, construction, hospitality, textiles and agriculture

Provide Quality Infrastructure

- Provide conducive learning environment for lectures
- Provide workshops for practical
- Provide kitchens for practical
- Provide computer labs for IT lessons

Provide Advocacy for Staff

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

Provision and Management of Resources

- Purchase (through tender) and issue of tools, equipment and other teaching and learning resources to campuses
- Managing and updating the fixed asset register (FAR)
- Provision of Advisory Services and Marketing
- Develop prospectus, flyers, posters, brochures and newspaper inserts
- Conduct promotion and marketing for programmes offered at TCF campuses

Highlights and Accomplishments

Establishment of Technical College of Fiji Campuses

3 TCF Campuses were established in 2015, These were;

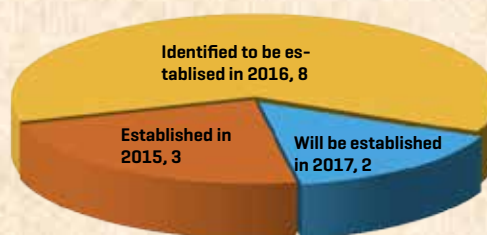
- i. Dr. Shaukat Ali Sahib Campus – Nadi
- ii. Vanua Levu Arya Campus – Labasa
- iii. Nabua Sanatan Campus/Suva Hospitality and Textiles Training Campus – Suva

8 schools have been identified to be converted to TCF Campus. These schools are;



- i. Nausori High School
- ii. Vashist Muni Vocational Centre
- iii. Nadroga/Navosa Provincial High School
- iv. Lautoka Sanatan Primary School
- v. Tagitagi Public School
- vi. Penang Sangam Vocational Centre
- vii. Nawaca Wairiki Village School
- viii. Navoalevu Primary School

Graph 20: Summary of TCF Campuses Established



Memorandums of Agreements (MoA) have been prepared. These MoAs will be vetted by the Solicitor General's office before signing by the two parties.

Staff at 3 TCF Campuses

- Teachers were transferred from vocational centres to TCF
- Vacant posts were advertised and more teachers were employed mainly with industrial experience
- Posts for Head of Campuses (HoCs) were advertised and HoCs recruited
- Ancillary staffs were absorbed from the schools that converted to TCF Campuses
- Vacancies were also advertised for ancillary staffs and recruited

Graph 21: TCF Campuses and centres

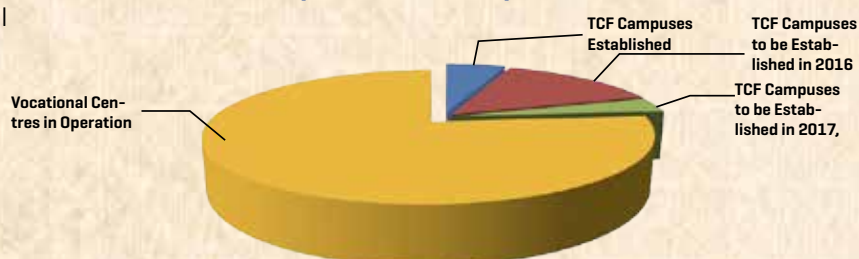


Table 59: Summary of Staffs at TCF

	Admin Staff	Teaching Staff	Ancillary Staff	Total
Head Office	10	0	0	10
Nadi Campus	1	30	11	42
Nabua / SHTT Campus	1	17	10	28
Labasa Campus	1	23	6	30
Total	13	70	27	110

Merging of Vocational Centres with TCF

- Vocational centres in secondary schools are now being managed by TCF
- The nearby centres have been closed and students have joined TCF
- Teachers have been transferred to nearby TCF Campuses
- Tools and equipment has been transferred to nearby TCF Campuses

Table 60: Summary of Vocational Centres

Vocational Centers Remaining Open	42
Vocational Centers Closed	29

Programmes Offered at the Established TCF Campuses

- Certificate II programmes were offered at the 3 campuses in areas of engineering, construction, hospitality and agriculture
- Short courses were also offered in areas of engineering, construction, hospitality and textiles

Table 61: Summary of Programmes offered at the TCF Campus

No.	Area	Campus	Certificate II Programmes Offered	Short Courses Offered
1	Nadi	Dr. Shaukat Ali Sahib Campus	Certificate II in Cookery [NQ]	Engineering, Construction and Hospitality short courses
			Certificate II in Baking & Patisserie [NQ]	
			Certificate II in Automotive Electrical Engineering [NQ]	
			Certificate II in Automotive Mechanical Engineering [NQ]	
			Certificate II in Body Works and Spray Painting [NQ]	
			Certificate II in Refrigeration, Heat, Ventilation and Air-condition [NQ]	
			Certificate II in Welding and Fabrication [NQ]	
			Certificate II in Carpentry [NQ]	
			Certificate II in Cabinet making & Joinery [NQ]	
			Certificate II in Plumbing & Sheet Metal Works [NQ]	
			Certificate II in Horticulture	
			Certificate II in Office Management	
2	Suva	Nabua Sanatan Campus / Suva Hospitality and Textiles Training Campus	Certificate II in Cookery [NQ]	Engineering, Construction, Hospitality and Textiles short courses
			Certificate II in Baking & Patisserie [NQ]	
			Certificate II in Automotive Electrical Engineering [NQ]	
			Certificate II in Automotive Mechanical Engineering [NQ]	
			Certificate II in Information Technology	
			Certificate II in Office Management	
3	La-basa	Vanua Levu Arya Campus	Certificate II in Cookery [NQ]	Construction short courses
			Certificate II in Automotive Electrical Engineering [NQ]	
			Certificate II in Automotive Electrical Engineering [NQ]	
			Certificate II in Body Works and Spray Painting [NQ]	
			Certificate II in Welding and Fabrication [NQ]	
			Certificate II in Carpentry [NQ]	
			Certificate II in Cabinet making & Joinery [NQ]	
			Certificate II in Plumbing & Sheet Metal Works [NQ]	
			Certificate II in Horticulture	
			Certificate II in Office Management	

Total Trainees for Certificate II Programmes and Short Courses at the 3 Campuses

Industrial Attachment

- Students enrolled in trimester I have completed their required industrial attachments
- Students enrolled in Trimester II are currently on attachment

Table 62: Summary of Industrial Attachment

Campus	No. Currently on Attachment (Enrolled in Trimester II)	No. Completed Attachment (Enrolled in Trimester I)
Suva	101	106
Labasa	91	250
Nadi	230	180
Total	422	536

Intended Programmes for 8 New TCF Campuses

Table 63: Summary of Intended Programs for the TCF Campus

No.	Area	Campus	Certificate II Programmes Offered	Short Courses Offered
1	Bua	Ratu Epeli Ravoka Campus	Certificate II in Automotive Mechanical Engineering Certificate II in Carpentry	Engineering, Construction and Agriculture short courses
2	Wainikoro	Macuata-i-Cake Campus	Certificate II in Automotive Mechanical Engineering Certificate II in Carpentry	Engineering, Construction and Agriculture short courses
3	Navua	C. P. Singh Campus	Certificate II in Automotive Mechanical Engineering Certificate II in Carpentry	Engineering, Construction and Agriculture short courses
4	Nadroga	Nadroga/ Navosa Provincial Campus	Certificate II in Cookery Certificate II in Automotive Mechanical Engineering Certificate II in Carpentry Certificate II in Cabinet making & Joinery	All short course programmes
5	Lautoka	Lautoka Sana-tan Campus	Certificate II in Automotive Electrical Engineering Certificate II in Automotive Mechanical Engineering Certificate II in Welding and Fabrication Certificate II in Carpentry	Engineering, Construction and Agriculture short courses
6	Tavua	Tagitagi Campus	Certificate II in Automotive Electrical Engineering Certificate II in Automotive Mechanical Engineering Certificate II in Carpentry	Engineering and Construction short courses
7	Rakiraki	TISI Sangam Sadhu Kuppawamy Campus	Certificate II in Automotive Electrical Engineering Certificate II in Automotive Mechanical Engineering Certificate II in Welding and Fabrication Certificate II in Carpentry	Engineering, Construction and Agriculture short courses
8	Nausori	Anjuman Hidayat-ul-Islam Campus	Certificate II in Cookery Certificate II in Automotive Electrical Engineering Certificate II in Automotive Mechanical Engineering Certificate II in Body Works and Spray Painting Certificate II in Carpentry	All short course programmes

Provision of Quality Infrastructure

- 2 secondary schools and 1 primary school was converted to TCF Campus
- Infrastructure including workshops in secondary schools were available, with minor renovation these were ready to use
- No workshops were available in primary school while the infrastructure was also not comfortable for adults as it was designed for children
- Temporary shed was constructed for practical while consultation with MoIT commenced on the construction of workshops
- Renovations and upgrades were undertaken to suit the infrastructure for adults
- Required installations such as range hood, stainless steel fittings and gas piping were done to prepare the kitchens to industry standard
- Computer labs were renovated and prepared for IT and AutoCAD classes to commence
- Sewing room was renovated and buzz wiring was done for Basic Sewing Machinist Short Course

Provision of Advocacy for Staff

- Induction and orientation was conducted for all new staff joining TCF. Refer to Annexure 4 for details
- Teaching aids such as laptops, digital projectors and cameras were provided
- Professional developments were conducted through special PD sessions and workshops
- 3 staff were sent overseas to attend professional development

Table 64: Summary of Staff Attending Professional Development Overseas

Name of Staff	Campus	Course/Programme Title	Theme	Duration	Place
Kailash Nadan Pillay	Dr. Shaukat Ali Sahib Campus – Nadi	Capacity Development for Technical Vocational Education and Training		31/03/15 – 17/04/15	Malaysia
Paulo Daurewa	Dr. Shaukat Ali Sahib Campus – Nadi	Asia Pacific Conference on Education and Training	Making Skills Development Work for the Future	03/08/15 – 05/08/15	Malaysia
Takayawa Sili	Vanua Levu Arya Campus	ADB International Skill Forum – Current Priorities in Technical & Vocational Education and Training		1st –3rd December, 2015	Philippines

Advertisement of Tenders

- 6 tenders had been advertised

Table 65: Summary of Tenders Advertised

No.	Tender Description	Tender No	Date Advertised	Closing Date
1	Teaching Aids	CTN 227/2015	09/12/15	23/12/15 before 2.30 pm
2	Hospitality Tools and Equipment	CTN 195/2015	28/10/15	11/11/15 before 2.30 pm
3	Tools and Equipment [*]	CTN 190/2015	08/08/15	02/09/15 before 2.30 pm
4	Wheel Alignment Machines	CTN 168/2015	23/09/15	14/10/15 before 2.30 pm
5	Welding & Fabrication tools and equipment	CTN 210/2015	23/11/15	11/12/15 before 2.30 pm
6	Tender of desk and chairs	CTN 209/2015	23/11/15	11/12/15 before 2.30 pm

[*] The equipment will be re-categorised into its relevant categories and re-advertised.

Marketing and Promotion

- Technical College of Fiji Prospectus titled 'Technical College of Fiji Handbook' has been developed
- Flyers for each programme has been developed, printed and distributed
- Posters for each programme has been designed
- Brochures have been designed, printed and distributed as a newspaper insert in Fiji Sun on Saturday, 19 December 2015
- The Head of Campuses with their team did marketing covering all towns in Viti Levu and from Bua to Wainikoro in Vanua Levu, refer to Annexure 5 for marketing plan

CHAPTER 13: LIBRARY SERVICES OF FIJI

Overview

The Department of Library Services ensures that school communities and members of the public in general have access to information that will enhance their knowledge and literacy advancement. The department has been tasked to make available resources that supplement curriculum and enable students to read outside the normal prescribed text, and giving them opportunity to appreciate and understand the different perspectives in the resources provided. This will allow students to be exposed to the world of information where they can learn to identify the needed resources, locate information, analyze and evaluate sources of information and use the appropriate information.

2015, has seen the continuation of the core services of any library and that is acquisition of resources, cataloguing and classification, selection, listing and distribution of resources to all our various Centre across Fiji and also supporting the schools with the provision of relevant resources that supplement the curriculum. In addition proper organizations of school libraries were done in a number of schools that have provided standard facilities and are willing to practice international best practices of library services. Furthermore, this year has seen a great deal of schools with proper libraries and the inclusion of a part time or fulltime librarian to be responsible in carrying out the role of a school librarian.

Moreover, the department conducts training for school librarian & teacher librarian on the basic operation of school libraries. Additionally, the department conducts information literacy skills training for children in communities whilst setting up community libraries in villages that are far away from any public library, this is to allow community members to access to information. Another highlights were the functional literacy trainings that were conducted to community libraries this year, women were empowered through book based activities in which they produced their products and sell to supplement their household income. This has been a success, and two communities have been actively involved in women expo in which they sell their products that they learn to produce from the books given to them.

Roles and Responsibilities

Library Services of Fiji has been tasked with the provision of library services to the Community. It is charged with the coordination and development of libraries in Fiji including the public libraries, school libraries and libraries of government agencies to promote and support literacy and educational development. The department encourages the utilization of book-based skills to empower communities thus contributing to the eradication of poverty.

The department provides library support services to all primary schools, secondary schools and 12 community libraries, 5 branch public libraries and 3 municipal partnership libraries. It also coordinates training in relation to teacher librarianship, school librarian, information literacy and functional literacy for communities or identified focus groups.

Functions

- To provide a free public, community and school library and information services to meet the literacy, educational, recreational and cultural needs of the people of Fiji.
- To complement and supplement the formal education process through the integration of library resources in the teaching and learning process in schools.
- To assume most of the functions of a National Library Service through the provision of a responsive library and information services
- To facilitate :
 - Policy development, programme planning and evaluation
 - Planning and coordinating development of public, community, special and school libraries
 - Collecting and developing a national collection of reference resources including materials of national heritage.

2015 Highlights and Accomplishment

School Library Services

School Library Services unit plays a major role in supporting schools with the provision of relevant and adequate Library Resources that supports and supplement the curriculum, and meeting the information needs of the students and staff. The unit ensures that school libraries are practicing international library best practices, by ensuring that proper school library set ups are done accordingly and ensuring resources are catalogued using AACR2 and classified using DDC [Dewey decimal classification].

In addition, in terms of up-skilling and knowledge transfer, trainings are conducted in each division to ensure that school librarian / teacher librarian undergo training on basic library operations to enable them to gain knowledge and skills on cataloguing and classification of resources, in-order to maintain their school library set up, and keep tracking of the movements of resources. Changes in libraries in recent years have resulted in the need for new or expanded skills, abilities and knowledge of school librarians. These changes include the implementation of new technologies such as computer based research, automated systems, online access to machine-readable bibliographic database and the development and formalization of policies and procedures. A dynamic environment like school library requires a school librarian to have strong abilities in library services delivery for all types of print and electronic information retrieval. The knowledge needed can be acquired through regular training and development.

Table 66: School Library Set Up

Quarter	Primary	Secondary	Community Information Centre	Total number of library set up
1st	6	3		9
2nd	28	2	1	31
3rd	22	3	1	26
4th	23	10	1	34
Total	83	18	3	100

Assistance – Monthly (School library set up)

Table 67: Monthly Assistance for School Library Set up

1st Quarter - 2015			Total
January	February	March	
	1	8	9
2nd Quarter - 2015			
April	May	June	
6	11	14	31
3rd Quarter - 2015			
July	August	September	
14	7	7	28
4th Quarter - 2015			
October	November	December	
22	11		33

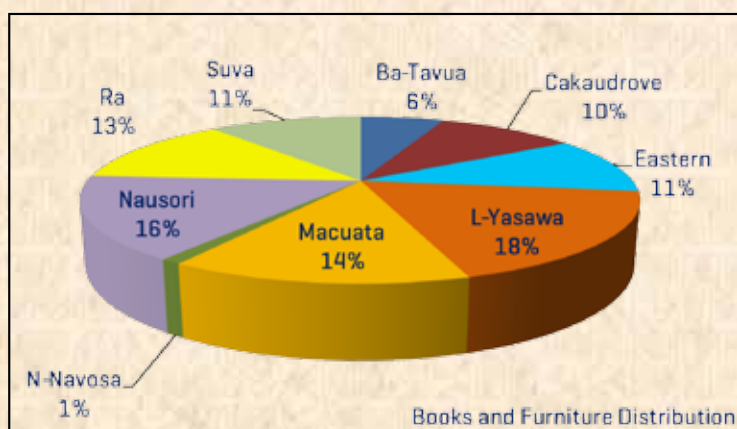
Education District (School Library Set up)

Table 68: Summary of School Library set up by Education District

Education District	Total number of schools				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
Ba-Tavua		5	1		6
Bua					
Cakaudrove				10	9
E-Lau/ Kadavu/ Lomaiviti /Rotuma		4	7		11
L/Yasawa/Nadi		9	9		18
Macuata		1		13	14
Nadroga-Navosa	1				1
Nausori	5	7	4		16
Ra		3		10	13
Suva	3	2	5	1	11
	9	31	26	34	100

Library Set up – Education District

Graph 22: Percentage Library Set up by Education District



Books [LRS & donations]

Table 69: Summary of Books Donation

Quarter	T/no. of Schools	Books		T/no. of books	T/Cost
		Acquisition	Donation		
1st	9	1201 titles [\$19,006.74]	632 titles [\$2977]	1833 titles	21,983.74
2nd	23	2249 titles [\$43,338.10]	2226 titles [\$8,631.25]	4475 titles	51,969.35
3rd	28	1356 titles [\$28,790.93]	4151 titles [\$23513]	5507 titles	52,303.93
4th	35	3245 titles \$51,931.25	3935 titles [\$21,383.30]	7180 titles	\$73,314.55
Total		8051 titles [\$143,067.02]	10944 titles [\$56504.55]	18995 titles	199,571.57

Furniture [Acquisition]

Table 70: Summary of Furniture Acquisition

Quarter	No. of School	Furniture													Costs F\$
		Wooden round table	Folded Chairs	Round plastic table	P/chair	Island table	P/chair	Tri table	P/chair	Rectangle table	P/chair	B/shelf	S/shelf	Wooden shelf	
1st	8	12	48	2	8	1	8					7	7		15,990
2nd	23	28	112	6	24	8	64	9	27			18	29	4	51,132
3rd	28			11	44	4	32			1	4	12	11	10	23685
4th	27			30	132	5	20	2	8			14	28		34553
Total															125,360

School/Teacher Librarian Training

Identifying the training needs is the most important step toward the identification of training component and techniques. The process of identification of training needs of school/community librarian is through the careful analysis on the past training evaluation to gauge the improvement that needs to be done to be included in the next training. There were 4 venues for the school/teacher librarian workshop done this year and we are grateful as it was all done by the end of the 3rd quarter.

Table 71: Summary of School/ teacher Librarian Workshop

Date	No. of participants	Venue
4th – 8th May, 2015	25	Studio Six, Conference Room, Waimanu Road
18th – 21st August, 2015	8	Savusavu Provincial Office Conference Room
24th – 27th August, 2015	5	Macuata Education Office Conference Room
24th – 27th August, 2015		Ra Education Office Conference Room

Information Literacy Skills Training

Convinced that “literacy” is crucial to the acquisition, by every child, youth and adult, of essential life skills, the Library Services of Fiji saw the need to help children in rural and remote schools cultivate reading through the use of the available resources in the library hence to improve literacy. The Library Services of Fiji provide this programme to those schools who wished to help slow readers develop their habit of reading. During the programme we also encourage parents to do their part after school and help their children cultivate the habit of reading at home. The department managed to provide this programme to the interested community which includes:

Table 72: Summary of Information Literacy Skills training Conducted

Date	No. of participants	Venue
4th – 8th April, 2015	100 p/students	Gusuisavu Village, Naitasiri
4th – 6th August, 2015	80 p/students	Rewasau Village, Naitasiri
13th – 16th October, 2015	90 p/students	Welagi Village, Taveuni

School Library Survey

The Department uses a questionnaire to source the needed information from teachers; teacher librarian; and school librarian. The component of the questionnaire is intended to help us learn the:

- Collection – the present collection of the school library;
- Opening hours of the school library;
- How students were introduced to the library;
- Where it's a reference or circulation library; and
- Most importantly if they have a full time librarian or a teacher librarian

This will help us seek constructive process of bridging gaps in information on what the school library has and what the assistance we can provide.

Public Library Services

The primary purposes of the public library are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. They have an important role in the development and maintenance of a democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions.

The department has branch libraries around the country inclusive of municipality partnership with Ba Town Council Library. Our role is to ensure provision of quality library services that meets the educational, cultural, informational and recreational needs of the community, and we ensure that we increase access to information to foster lifelong learning in the lives of communities we serve.

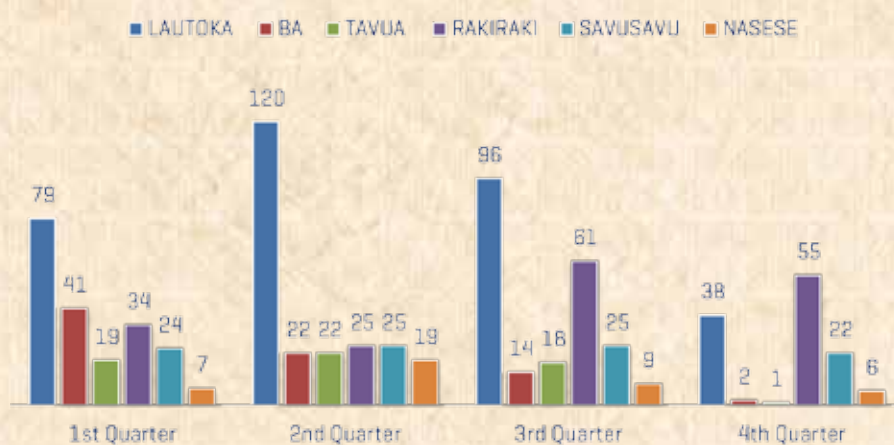
Included in the report are statistical data for new membership, loans management, bureau services which includes photocopying, printing, laminating etc. where the library gain revenue from.

New Membership

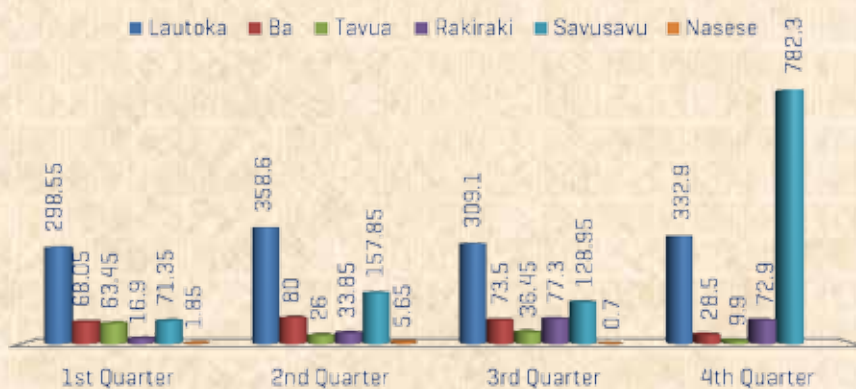
Table 73: Summary of new membership for 2015

Quarters	Lautoka	Ba	Tavua	Rakiraki	Savusavu	Nasese	Total
1st Quarter	79	41	19	34	24	7	204
2nd Quarter	120	22	22	25	25	19	233
3rd Quarter	96	14	18	61	25	9	223
4th Quarter	38	2	1	55	22	6	124
Total	333	79	60	175	96	41	784

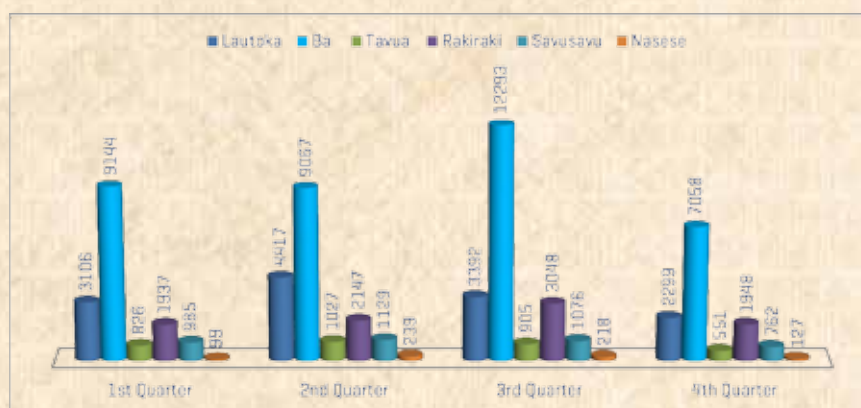
Graph 23: Public Library Quarterly new membership statistics



Graph 24: Public Bureau Services



Graph 25: Loans Management



Technical Services

Technical services are a critical component of library services. These services acquire relevant resources for all types of libraries in which it ensure the collection development in all schools, public and community libraries are constantly reviewed and updated according to the users need.

In addition part of the services of this unit is to accession and catalogue resources before it is distributed to all libraries under the Library Services jurisdiction. This report reflects the number of resources acquired and processed before distribution.

Table 74: Number of Resources Acquired and processed before distribution

2014 Quarters	Acquisition		Accessioning		Cataloguing	
	No. of Titles	Cost (\$)	No. of Titles	Cost (\$)	No. of Titles	Cost (\$)
1st Quarter	938	44,981.40	8,034	75,404.70	2569	31,520.20
2nd Quarter	649	41,043.20	1185	53,703.00	2484	33,130.30
3rd Quarter			2344	51,924.90	2574	41,679.20
4th Quarter	175	4,805.70	733	35,019.10	1398	28,136.40
Total	1762	90,830.30	12,296	216,051.70	32191	134,466.10

National Events

Every year, the department co-ordinate 3 national events which is World Book Day on the 23rd April, 2015, National Library Week from the 5th -12th September, 2015 which coincides with International Literacy Day (8th September, 2015) and World Suicide Prevention Day on the 10th of September, 2015.

Highlights on the above National Events were:

- World Book Day celebration was hosted by Delainamasi Government School and it commemorate the handing over of the READ to LEAD books to some of the Pilot Schools for this Project.
- National Library Week, were celebrated with weekly theme focusing on current issues that affects everyone. Children participate in numbers, dressing up in their favorite character, they have oratory contest, poem recitals, puppet shows etc.
- International Literacy Day was launched at the venue of the Library Week Celebration, in which some more Read to lead project books were handed over to some pilot schools and the handing over of the phase 2 of the Read to lead Project to the Honorable Minister of Education, Heritage and Arts.

The challenges facedby LSF has created the opportunities to better serve our customers on a timely manner. The challenges faced include:

- The geographical locations and the high cost of hiring a ship or boat that will enable us to reach the hard to reach schools in the maritime zone.
- Manual processing of resources that has been an on-going challenge in the Library Services, and its very time consuming and slow the work flow of processes.
- Lack of full time school librarian in some of the schools to help sustain library services in their school and be held responsible and accountable on the government resources distributed to them.



CHAPTER 14: FIJI TEACHERS REGISTRATION AUTHORITY (FTRA)

Roles and Responsibilities

The main function of the FTFA is to:

- Register qualified teachers to teach in Kindergarten, Primary and Secondary schools in Fiji.
- Register qualified educators in training institution to intending kindergarten, primary and secondary teachers.
- Register training institutions who intends to allow teacher trainee practice in schools.
- Work with employing authorities, training institutions and other relevant social partners regarding the standards of courses offered should be acceptable for the purpose of teacher registration and advise the Minister.
- Undertake relevant review and recent project for the purpose of Teacher Registration in Fiji.
- Carry out necessary professional development and induction program for teachers.



Strategic Activities [Legislation]

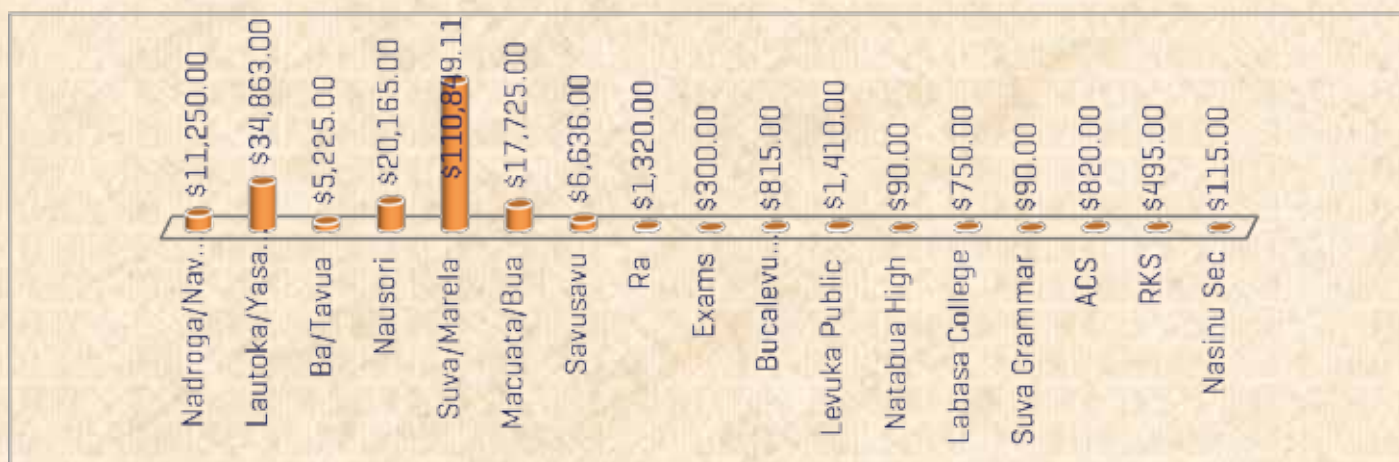
Cabinet has approved the divestment of FTRB as an independent government authority, paving the way for the drafting of Fiji's Teachers Registration Amendment Decree 2014 which shall now be called Fiji Teachers Registration Authority Bill 2014 to cater for the new status. The consultation and the drafting of Fiji's National Teachers Registration Amendment Decree 2014 [Parliamentary Bill] was completed and submitted to the Solicitor General's Office with accompanying Cabinet paper.

Operational Activities [Administration]

- The FTFA office is now fully functional with staff and resources.
- FTFA also began Inductions for all new teacher graduates from 2015

Revenue Collection Update

Graph 26: Summary of Revenue collected



All teachers are registered under the following categories: Practicing Teachers, Teacher Educators and Teacher Administrators. The status given was Provisional holder – those teachers who had applied for the first time and teachers who only had the academic qualifications without teaching qualifications.

For Full Registered teacher sometimes known as registered teacher refer to all practicing teachers, teacher administrators and teacher educators who has both the academic qualification, professional qualification and has completed one year of teaching services.

Another group was referred to as Special Authority to Teach (LATT) which is commonly given to practicing teachers who may not have the qualification but may have special skills to teach which include language teachers, teacher trainees, sports teachers, culture teachers, technical teachers. Music teachers, religious education teachers, kindergarten teachers, teacher librarian, local and overseas volunteers etc.

Registration Summary

Table 75: Registration summary for 2015

Teacher Type	Registration Type		
	LATT	Provisional	Full
Primary	94	741	4910
Secondary	33	870	3653
Teacher Educators	1	3	30
Teacher Administrators	NIL	3	76
ECE	976	3	7
Volunteer	1	1	NIL
Religious	23	1	NIL
Language	47	NIL	NIL
Culture	3	NIL	NIL
Trainers	2	NIL	NIL
Coach	NIL	NIL	NIL
PEMAC	1	1	2
Teacher Aides	9	1	2
Vocational/Technical	23	52	20
Special Education	21	NIL	6
Attachee	NIL	NIL	NIL
Helper	3	NIL	NIL
Total	1237	1676	8706

CHAPTER 15: NATIONAL SUBSTANCE ABUSE ADVISORY COUNCIL

Overview

The National Substance Abuse Advisory Council of Fiji was established on the first of March, 1999, after the passing of the National Substance Abuse Advisory Council Act of 1998. This statutory body was established under the Ministry of Education to collaborate with government ministries and Non-Government Organizations, in order to identify and examine and address problems arising out of drug and substance abuse.

Council Members and Committees

The National Substance Abuse Advisory Council comprises representatives from the following organizations;

- i. Ministry of Education
- ii. Ministry of Health
- iii. Ministry of Finance
- iv. Ministry of Regional Development
- v. Fiji Council of Social Services
- vi. Fiji Council of Churches

The Permanent Secretary represents the Ministry at the NSAAC Council and he is also the Chairperson of the Council. There are two Committees of the Council, the Technical and Advisory Committee and each has specific role in providing professional and technical advice to the Council.

Roles and Responsibilities

The National Substance Abuse Advisory Council was established to carry out the following functions:

Policy Functions

To:

- make recommendations to the Government, Ministries, departments, authorities in the fields of health, education, social welfare, and industry, and any other public or private body, association, or person; regarding any matters referring to research, dissemination of information and conduct of education programmes relating to liquor and other substances mentioned in paragraph 8(1)(a)-(c) and 8(2) (a)-(c) of the Substance Abuse Advisory Council Act
- consider and report to the Attorney-General upon any matter relating to the law governing the sale and consumption of liquor and substances or any proposed change thereto, or to the use or misuse of liquor and to the penalties relating to the use or abuse of the illegal substances, as may be referred to the Council by the Attorney-General

Service Delivery Functions

To:

- encourage, promote, sponsor and cooperate research into:
 - the use and abuse of liquor and substances in Fiji
 - public attitudes towards the use of liquor and substances in Fiji
 - problems associated with or consequence upon the misuse of liquor and abuse of substances in Fiji
 - means of minimizing the harmful effects of liquor and substance abuse
- encourage, promote, sponsor and cooperate in the dissemination to the public or to any class of persons, of information relating to any problem that is or may be associated with or consequent upon the abuse of drugs and substances
- device, promote, sponsor, conduct and to encourage and cooperate in the preparation and conduct of educational programmes for the public or for any class of persons (including persons attending schools or other educational institutions, and persons who may, for any reason, be at special risk in respect of drugs and substance abuse problems) designed to discourage the abuse of liquor and substances
- encourage and promote the treatment, care and rehabilitation of person's adversely affected by the abuse of liquor and substances whether by themselves or others
- encourage, promote, sponsor and co-operate in the preparation, publication, and dissemination to interested bodies, associations and persons of research papers, these and other reports relating to any matter with which the Council is concerned;
- obtain, monitor, analyse, collate, and disseminate to the interested bodies, associations or persons in Fiji information from overseas relating to any matter with which the Council is concerned;
- encourage, promote, sponsor, and co-operate in the preparation and publication of a bibliography of literature relating to any matter with which the Council is concerned
- make grants from its Substance Abuse Account to a body or association approved by the Council, to engage in any activity in any field with which the Council is concerned;
- charge reasonable fees for any material published by it or made available by it to the public.
- promote and develop HIV AIDS education and awareness with the Ministry of Education.

Regulatory Function

- To make recommendations to the Minister or any other person as the Council thinks with respect to the advertising of liquor, whether generally or through any particular media, and the need to regulate or in any way restrict any such advertising;
- To make regulations to carry into effect the provisions of the Substance Abuse Advisory Council ACT 1998.

Monitoring/Compliance Functions

The Council may require a Government Ministry, department, statutory body, commercial organisation or other non-governmental organisation to supply statistics and data necessary to enable it to prepare a report and recommend action.

2015 HIGHLIGHTS & ACCOMPLISHMENTS

In 2015 the Secretariat achieved the following under the key output areas from January to December

Legislation and Policy

- The Drug and Substance Abuse Policy and HIV Policy were reviewed this year. Comments and recommendations were obtained from school heads, teachers that attended the Training of Trainers and NSAAC stakeholders.
- In 2015 the Draft Volatile Substance Abuse Control law was submitted to the Office of The Solicitor General for consultation and further vetting before it is introduced as a Bill in the current sitting of Parliament. The purpose of the Decree is to provide a legal framework for the prevention of volatile substance abuse and protection of persons, particularly children, from harm resulting from volatile substance abuse.

Education and Training

NSAAC also conducted training and education awareness to the schools and communities in order to educate and create awareness on issues that children are facing such as drugs and substances abuse, violence against girls and women and teenage pregnancy. From January to December 2015, the staff at NSAAC was able to conduct;

- Four [4] Training of Trainers for Teachers [TOT] and School Management on Drugs, Substance Abuse, HIV and AIDS, and the Elimination of Child Abuse and Violence against Girls in the Northern, Western and Central Division. The trained teachers and school management are required to train other teachers and parents, as well as create awareness to the students in schools and the nearby community. In addition, they are required to coordinate the No Drugs Week that is commemorated on the 26th of June every year.
- A total of 149 Teachers, School Management, Community Leaders and Counsellors were trained under the NSAAC TOT programme. This included 102 primary teachers 29 secondary teachers and 18 community members.
- A total of 4 Peer Education Training were conducted in the Northern, Western and Central Division. A Total of 141 Peer Educators from 21 Secondary Schools were trained to develop and conduct an ongoing series of presentations to the students in their own schools and communities on the key health-related issues confronting them and the employment of a variety of strategies to engage their peers and encourage healthy behaviours and attitudes.
- A total of 32 Quick Response Presentations [QRP] were conducted to raise awareness on issues that are affecting the lives of children in schools and in communities



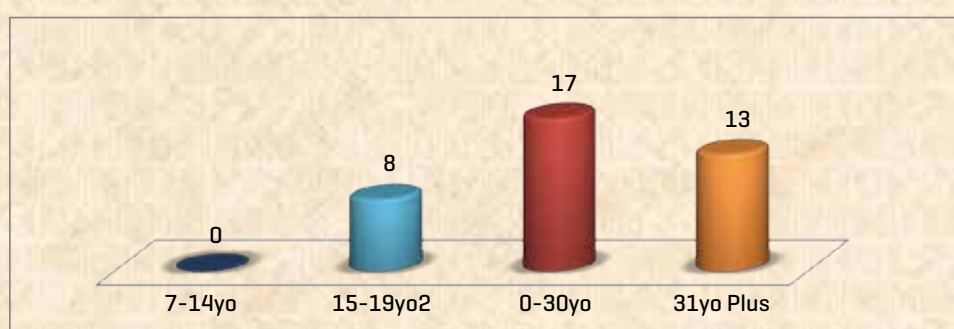
Counselling Services

- NSAAC extended its counselling programme this year. In the TOT programme, out of the 5 days training, 2 days was especially dedicated to basic counselling training. The NSAAC Counselling Training Package includes; Exploring Addictive behaviour, Anger Management, Stress Management, Group counselling, Individual counselling and Case referral. In the PET, out of the 4 days training, 1 day is specifically dedicated to counselling awareness for students.
- This year there was an increase in referral counselling to NSAAC by the school, headquarter and senior volunteers. The AOD counsellor also visited St Giles Hospital every Friday to conduct counselling to AOD clients who are under dual diagnosis cases.
- A total of 1,347 Counselling sessions were conducted to Students, Teachers on school Based approach and including community based for Parents, Patients at St. Giles and Inmates in the Fiji Correction Services. A total of 985 Clients attended NSAAC Counselling sessions for the first time with an additional 362 ongoing Counselling sessions conducted.

Table 76: Summary of counselling session conducted

Month	New 1:1 Case Seen	Ongoing 1:1 Case Seen	Total 1:1 Counselling Session
January	1	4	5
February	16	17	33
March	0	0	0
April	26	23	49
May	61	49	110
June	59	58	117
July	592	52	644
August	40	39	79
September	55	45	100
October	82	52	134
November	46	19	65
December	7	4	11
Overall Total:	985	362	1347

Graph 27: St. Giles Counselling Analysis by Age



Two officer from NSAAC [CEO & AOD Counsellor] attended a 2 weeks [2nd -13th November, 2015] Colombo Plan training on the Preventative and Treatment of people with AOD problems.

Research

A Questionnaire on Students Perspectives/Views about Counselling Services in Schools was designed by the CEO NSAAC & the AOD Counselor and trialed out to secondary school students during the Central Peer Education Training on Friday 4th July, 2014. The research continued in 2015 to students who attended the Peer education. A total of 163 students took part in the research giving their views on the role and effectiveness of counsellors in schools.

Production of and Dissemination of Drugs & HIV AIDS, Child Abuse IEC Materials and Media Coverage

NSAAC utilized the power of IEC materials and the Media in the dissemination of valuable information in order to educate children and youth regarding the above issues. NSAAC was able to achieve the following;

- Developed 10 new IEC materials including, posters and brochures
- Printed & distributed more than 10,000 IEC to various organizations, schools, communities and the general public
- Conducted a total of 13 public awareness programmes. This include the government roadshow in Namosi ,career expo in RKS ,community public display at Kinoya, Viria, Sawani and the national display during the Fiji Day, Youth Conference, MOE GSC and Museum Open Day.
- A total of 1086 people visited the NSAAC booth and signed the attendance register during the Careers Expo and a GIRC Display organized by the Ministry of Education and other public/government display.
- Conducted a total of 33 Community Radio Broadcasts, 35 Radio Advertisements, and 30 TV Advertisement & inter-views.

Overseas Training & Meetings;

- In 2015, two officers from NSAAC went overseas on workshop and training. Mr. Vilisimani Rakikau, Alcohol & Other Drugs Counsellor went to Bangkok from the 6th -11th July, 2015 to attend a Colombo Plan Training on the Universal Prevention Curriculum for Substance Use.
- Mr. Josua Naisele Senior Advisor Health attended a 3 days workshop in Bangkok, Thailand sponsored by UNESCO & UNDP from the 15th to the 17th of June on Asia –Pacific Consultation on School-Related Bullying on the Basis of Sexual Orientation and Gender Identity/Expression.
- UNESCO in partnership with the University of Melbourne sponsored a workshop on Advancing country capacity to address gender based discrimination and violence in education setting in Fiji from the 5th to 7th November, 2015. The training was coordinated by NSAAC and facilitated by Ms. Justine Sass from UNESCO office in Bangkok and Ms. Helen Cahill from The University of Melbourne. They had prepared a SRGBV Toolkit course book which is aimed at promoting respectful relationship in the school environment. The 34 participants to this workshop include Teachers, Education Officers, Counsellors, University Education Lecturers, Police, FWCC and Youth Champ for Mental Health.

2015 INTERNATIONAL DAY AGAINST DRUG ABUSE AND ILLICIT TRAFFICKING (IDADAIT)

The 2015 International Day against Drug Abuse and Illicit Trafficking was held from the 22nd of June – 26th of June 2015. Schools were informed about the campaign via NSAAC Circular 1/15 dated 02nd March, 2015.

2015 THEME

- The local theme: OUR HEALTH, OUR LIFE, OUR RESPONSIBILITY.
- I Taukei version: NA TIKO BULABULA E NODA ITAVI
- Hindi version: HAMARA SWASTH, HAMARA JIWAN, HAMARI JIMEDAREE
- This theme will be used for three consecutive years (2015-2017)

A total of 300 Primary Schools and 100 Secondary Schools submitted their Evaluation forms to the NSAAC office. The programme this year involved the formal launching of the IDADAIT week by the General Secretary of the Methodist Church, Rev Epineri Vakadewavosa on Monday 22nd June, 2015 at the Centenary Church. Before the launching, invited schools students, teachers, parents and community members held a march in Suva City which started from the Flea market and ended at the Centenary Church where the official launching was conducted. There was also an IDADAIT song composed by artist Mr. Josefa Bilitaki and this was also officially launched at FBC studio on Monday 15th June, 2015 by the Chief Child Protection Officer of UNICEF as they are one of the main sponsors for IDADAIT. Fiji Broadcasting Corporation provided the logistic and technical support during the launching.

Presented below are some of the findings from the evaluation form submitted by school heads on the status of student drug cases, violence and sexual offence in school.

Table 77: Total School drug cases per Education Districts

Education Districts	Primary	Secondary
Ba Tavua	2	4
Bua Macuata	2	26
Cakaudrove	0	12
Eastern	1	25
Nadi Lautoka Yasawa	0	18
Nadroga Navosa	0	0
Nausori	5	40
Suva	106	45
Ra	0	0
Total Per Offences	116	171

Table 78: Total number of sexual offences by Education Districts

Education Districts	Primary	Secondary
Ba Tavua	29	16
Bua Macuata	74	170
Cakaudrove	2	44
Eastern	11	47
Nadi Lautoka Yasawa	107	48
Nadroga Navosa	14	46
Nausori	143	293
Suva	63	396
Ra	3	33
Total Per Offences	446	1093

Table 79: 2015 Drug offences summary

Types of Offences	Secondary Offences	Primary Offences	Total No. of Offences
Violence against Boys	138	489	627
Sex Related Offences	50	95	145
Violence against Girls	140	478	618
Teenage Pregnancy	118	1	119
Tobacco	101	12	113
Kava	12	70	82
Alcohol	22	29	51
Inhalants	17	3	20
Marijuana	19	1	20
Hard Drugs	0	1	1
Total number of Offences	617	1179	1796

Some of the Activities conducted in schools and communities by teachers promoting health and safety

- Schools organized a number of activities throughout the week on Drug Awareness such as posters displays, quizzes, model displays, essay writing, oratory contests and healthy food displays. Students took part in character parades, role plays, poems, speeches & songs. There were also guest who spoke on the effects of drugs. Children and visitors were also given blue & red ribbons to pin on their collar to embark drug awareness.
- Some schools also took part in marches with a guest speaker to speak on the the theme.
- Some school departments also organised a week long awareness programme in school to mark the IDADAIT Blue ribbon campaign from the 22nd -25th of June. Then activities for different levels were organized which included oratory/ poster/banner competitions, message tree for teachers. Slogan, & poem recital competitions, character parade, teacher's mufti, door awareness, classroom displays & wearing of red/blue ribbons throughout the week.
- During CAPS and PTA meetings, parents were informed about certain issues relating to drug abuse, child abuse and eliminating violence against girls & women.

IDADAIT was commemorated in almost all schools throughout the country and those that did not were either having examination or other school programmes. The important message of being responsible for one's life by staying away from harmful substances and promoting healthy relationship by showing love and respect have been passed on to students and teachers and community members during IDADAIT week. The celebration was either school based or cluster based programme depending on the planning and preparation of the School Heads. Most school invited representatives from Police, Ministry of Health, Social Welfare and Church Leaders as guest speakers. There were clear indications of support by parents and community members during the IDADAIT week.

While it was a great challenge for the limited staff of NSAAC to implement the various roles and functions of the National Substance Abuse Advisory Council as stated in the Substance Abuse Act of 1998, we are confident that in 2016 the IDADAIT programme will be more efficient and more responses and initiatives would be undertaken by schools.

In addition while the initiatives of the schools must be commended for the celebration of the IDADAIT, there needs to be improvement in the submission of the Evaluation Forms from schools. For the schools in the Central Division precisely within the Suva and Nausori corridor NSAAC had to travel to the schools to pick the forms in November after numerous reminders were forwarded to the schools for the submissions of IDADAIT Evaluation Forms 2015, as compared to schools as far as Lau, Kadavu, the North and Western division that sent in their Evaluation Forms and Reports earlier. The Senior volunteers were a great asset to the success of the 2015 IDADAIT as they managed to visit schools that the NSAAC staff could not visit in previous years since the inception of IDADAIT in 2008, Education Districts like Bua/Macuata, Cakaudrove in the Northern Division and even some interior schools in the Nausori Education District in the Province of Naitasiri, Tailevu, were visited by the senior volunteers. While it was a great challenge for the limited staff of NSAAC to implement the various roles and functions of the National Substance Abuse Advisory Council as stated in the Substance Abuse Act of 1998, we are confident that in 2016 the IDADAIT programme will be more efficient and more responses and initiatives would be undertaken by schools. With the IDADAIT now into its eighth year, it is clearly evident that schools look forward to the IDADAIT in Week 7 of Term 2 every year.

Local & International Donor Support

In 2015, there was a lot of support from local and international donor partners into NSAAC activities. NSAAC was able to receive support from the following donors in supporting different programs;

- Wellness Section, Ministry of Health – sponsoring TV advertisement during IDADAIT week
- Public Service Commission Volunteer Scheme – Recruitment of 5 Unemployed Teacher Graduates to raise awareness on the area of Drug and Substance Abuse, Non Communicable Diseases [NCDs] or Lifestyle Related Diseases, Health Promotion, HIV and AIDS, Adolescent Reproductive Health, Child Abuse, Violence Against Girls Women, School Related Gender Based Violence and Basic Counselling Skills etc.
- UNESCO – Provided full financial assistance to support a NSAAC officer to attend the Addressing Homophobic violence in schools 15th -17th June, 2015, Bangkok, Thailand
- Colombo Plan – International Centre for Certification and Education of Addiction Professionals [Thailand].- Provided financial assistance to support a NSAAC officer to attend the training on Universal Prevention Curriculum for Substance Use on the 9th -11th July, 2015 In Bangkok, Thailand
- UNICEF- sponsoring the IDADAIT campaign in June
- Fiji Broadcasting Commission co-sponsored the launching of the IDADAIT song and the march.

Monitoring & Evaluation

The monitoring and evaluation of TOT programme was conducted in October, 2015. The main purpose is to assess the impact of the training since NSAAC has been spending a lot of financial resources in conducting this training. The senior volunteers were engaged to conduct the training as they are posted in all education districts. A total of 123 responses were received and analyzed from teachers that attended the TOT in 2014 and 2015. Most indicated a drop in indiscipline issues from students as the teachers conducted awareness in school and counselling of students. All the teachers recommended the training to continue from next year and for all teachers to go through the TOT programme.

Minister's Initiative - Recruitment of Retired Teachers

The Honorable Minister for Education Dr. Reddy initiated a Volunteer scheme this year to engage the experience Retired Teacher and NSAAC was requested to coordinate the scheme. NSAAC recruited 42 Senior Volunteers in March and they work together with the 5 Junior Volunteers who are employed under the PSC Volunteer Scheme. The Volunteer's main role is to visit schools and to create awareness on the dangers of drugs, address other social and discipline issues and to conduct counselling to students and teachers. The volunteers are based in all the 9 education districts. The senior volunteers visited a total of 779 Schools [11 Kindergarten, 604 (82.17%) Primary, 152 (86.36%) Secondary & 12 Special Schools]. They made a total of 3,581 QRP Awareness sessions [2,772 Primary, 708 Secondary, 24 Special schools & 77 Communities].

Table 80: Number of schools visited by education district

Division	District	Kindergarten	Primary	Secondary	Special	Total
Central	Suva	0	80	39	2	121
	Nausori	4	120	25	1	150
Total Central		4	200	64	3	271
Western	Ba/Tavua	0	53	12	1	66
	Lautoka/Nadi	5	72	16	5	98
	Ra	0	45	3	1	49
	Sigatoka	0	50	10	1	61
Total Western		5	220	41	8	274
Northern	Macuata/Bua	0	109	30	1	140
	Cakaudrove	1	35	10	0	46
Total Northern		1	144	40	1	186
Eastern	Eastern	1	40	7	0	48
Total Eastern		1	40	7	0	48
Total Schools Visited		11	604 (82.17%)	152 (86.36%)	12	779
			756 (82.98%)			

Table 81: QRP Awareness conducted by education district

Education District		Number QRP Sessions Conducted	Primary	Secondary	Special School	Community
Central	Suva	773	480	274	7	12
	Nausori	576	452	86	2	36
Total Central		1,349	932	360	9	48
Western	Lautoka/Nadi	557	425	125	3	4
	Ba/Tavua	409	364	36	8	1
	Ra	282	263	6	2	11
	Sigatoka	206	149	51	1	5
Total Western		1,454	1,201	218	14	21
Northern	Cakaudrove	100	75	25		
	Bua/Macuata	473	380	92	1	
Total Northern		573	455	117	1	
Eastern	Eastern	205	184	13		8
Total Eastern		205	184	13		8
Total	Qrp Sessions	3,581	2,772	708	24	77

Community Leaders Training

The training of community leaders is a new initiative in trying to assist leaders in their parental roles at home. The programme was piloted this year in the Nasinu area and 35 community leaders attended the training. Those that attended include religious leaders, community police post officers, and women and youth representatives. According to the evaluation analysis, most were empowered with the training as it upskill them in their role as parents and community leaders.

Training of Correctional officers and Inmates

NSAAC also conducted AOD training to the correctional institutions. The invitation was extended to assist officers who abuse drugs and inmates who are convicted due to cultivation, dealing and abusing drugs. The first training was conducted in Naboro and the second one in Suva Correctional facilities. A total of 56 inmates and officers attended the training. The programme will be extended next year to the Western and Northern regions.

Piloting of Peer Education Training for Primary School

NSAAC piloted the two [2] days training this year to four schools within the Suva education district. The main purposes is empower students with important knowledge and skills relating to drugs and other social, adolescent reproductive issues at an early stage so they are aware and make responsible decisions when they grow up. The programme will be continued next year to other primary schools over Fiji.

Database Management Project

In an attempt to improve records management at NSAAC, the IT Officer has prepared a database to store all training, awareness and meeting records since 2009. One casual were contracted to scan & electronically store all documents since the inception of NSAAC in 1999. The activity enables the safe keeping of all NSAAC documents electronically and easy retrieval in the future.

Finance Management - 2014 Auditor's Report

A marked improvement has been noted in the preparation and submission of the 2013 & 2014 Monthly and Annual Financial Report since the engagement of a Senior Administrative Officer with a wealth of experience from the private sector. NSAAC is now using the international Financial Reporting Standard [IFRS] practice. This will further improve accountability and transparency in accounting procedures.

Conference Room

The new conference room was opened by Former director AMU Mr Saimoni Waibuta on the 23rd of March, 2015. The conference room has the seating capacity of 30 and is now being use by NSAAC in its training and can be hired to other organisations.

Office Improvement and Relocation

Improvement in office space has led to the relocation of CEO and his secretary to their newly refurbished rooms. Some officers have been issues with new desktop computers to help them in their work.

Volunteer Scheme

The engagement of Senior Volunteer this year has led to the postponement of some programmes originally budgeted for in 2015. This include the creation of some new post, training of teachers and students and the purchase of other equipment for staff.

Lack of National Research to Provide Baseline Data

Evidence based research and data gathered from the Ministry of Education Database [FEMIS] are vital for future planning and addressing Drug and Substance Abuse issues in schools and the nation as a whole. There has not been any proper National Research conducted so far to provide a good baseline data due to funding constraint.

NSAAC Council Meeting

The meeting was convened only once in 2015 due to the busy schedule of the Acting PSE. The meeting was held on 29th of October, 2015. Papers that were presented were:

- 2014 Audited Financial report
- Training report
- Counselling report
- Volunteers scheme report
- 2015 achievement report
- 2016 Business plan
- 2016 budget proposal

Strengthening the Monitoring and Evaluation of NSAAC Activities

NSAAC has expanded its activities in 2015. This includes the Peer Education for Primary school students, Training of Community Leader and AOD Training apart from the one currently ongoing, TOT and PET for secondary schools. These new training initiatives will need proper monitoring and evaluation. Thus, there is a need to establish and strengthen a Monitoring and Evaluation unit to be able to assess and report on the quality and effectiveness on the implementation of the various programs in schools and communities.

Strengthening partnership with other Government Departments, Faith Based Organizations, Local & International NGOs and Private Sector Organizations.

NSAAC in 2015 conducted a first meeting with the Faith Based Organization on the 27th of May, 2015. For people in Fiji the spiritual dimension is a very powerful tool in drugs and substance abuse prevention and treatment. NSAAC recognizes that the war against drugs cannot be successful through the sole effort of Government. It is therefore crucial that all stakeholders including NGOs, private sector organizations, religious bodies and civil society, including parents must take active preventative measures in order to minimize or eradicate drug abuse in our society.

Parental and Community Awareness to be strengthened

The role of parents, the family and the community play an important part in the prevention of problematic drug use. Evidence indicates that programs strengthening family relationships help young people resist a range of problems including drug use. Thus, parental and community leaders training and awareness needs to be strengthened and additional funding support provided by government.

Alcohol and Other Drugs Training and Counselling

There is an increase in the demand for Alcohol and Other Drugs Counselling Services by various government departments, schools as well as the communities in view of the increase in the incidences of drug and substance abuse in the country in recent years. NSAAC this year piloted the AOD training to the Correctional Institution by conducting two trainings and counselling to inmates and officers who are drug abusers, dealers and cultivators. The programme will be strengthened next year by expanding the AOD training to other institutions that need this service.

Establishment of Student Support Services for NSAAC

NSAAC recruited an officer responsible for this service to the students. This will be strengthened next year whereby a mobile counselling team will be on standby to respond to any request from school. In view of the many incidences of Drugs Substance Abuse, Child Abuse, Teenage Pregnancy, Sexually Transmitted Infections, Suicide etc. that affect young people in schools which are reported to the Ministry of Education, Police and the Social Welfare Department and Ministry of Health it is important that the Ministry of Education recognizes the need for the establishment of a Student Support Services and provide the necessary funding support in order to realize this. NSAAC is currently providing counselling services to students, teachers and community members in need of the service.

CHAPTER 16: NATIONAL ARCHIVES OF FIJI

Legislation

NAF administers two Acts. All our roles and responsibilities stem from these.

- i. Public Records Act (PRA), Cap 108
- ii. Libraries (Deposit of Books) Act, Cap 109

Organizational Structure

The department has a staff establishment of 30 including 2 un-established employees. The Head of the Department is the Government Archivist who reports to the Permanent Secretary through the Deputy Secretary Professional.

Sections

NAF has 5 professional sections which operate in concert to achieve the objectives mentioned above.

Archives Administration and Advisory Services

This is the Departments core unit and it has two main functions, these are:

- i. Evaluates, selects and takes into custody for proper preservation public records which have permanent value. It arranges, describes and publishes records held in the Archives to facilitate easy retrieval, and to promote scholarly research among them. Safeguard the integrity of public records by ensuring their proper security and safe custody, and by promoting their better preservation.
- ii. As government's authority on records and their management the department provides training to increase the awareness of records issues, and encourage best practice in government departments. The section also leads the department in providing advisory services to Ministries and Departments on matters relating to the safe custody of public records

Sir Alport Barker Library

i. Housed within the National Archives is the Sir Alport Barker Memorial Library. This is Fiji's Legal Deposit Library which receives all materials printed and/or published in Fiji. It is tasked with acquiring and arranging all materials published in Fiji, for the knowledge and education of the people of Fiji. It became the Deposit Library for the Colony of Fiji in 1960 with the receipt of a sizeable collection of rare books from the estate of Sir Alport Barker. A condition of this bequest was that the Alport collection form the basis of reference library similar to the Mitchell Library of Sydney, which is the State Library of New South Wales.

ii. It meets the needs of over 5,000 users every year, a growing number of which are primary and secondary school students who use the valuable resources to produce high quality projects.

Microfilm Services

Microfilming of records is a critical function to the preservation of Fiji's heritage. This section films historical documents on to microfilm and then the microfilmed version of the document is released for use by researchers. This prevents wear and tear to the original document. The unit films, develops and creates a back up copy as a safety measure. Each roll of microfilm is able to store about one month of Fiji times. The section also tends to the photocopy requests of users.



Conservation

This section is responsible for the proper conservation and restoration of the permanent records held in NAF. It carries out restoration of historical records which have deteriorated due to their advanced age. In order to do this the staff have a very specific skills set, and work with specialized materials. The Section also provides training and technical advice to government departments on the conservation & bookbinding issues.

Digital Continuity

Photographs

Sorting, cleaning and Digitising Fiji's historical photographic collection is essential to safeguarding the nation's memory. This painstaking work is meticulously carried out to preserve and make accessible these vital records which were at risk of decay before they came to NAF.

Audio Visual Footage

Over 200 hours of historical AV footage has been successfully restored and installed in a media management system at NAF. These materials have been used by the Department of Information's Film and Television Unit to produce "Back in Time" a historical programme which has generated intense interest among viewers. In the coming year, the digital continuity team will compile a DVD box set covering important historical and cultural matters to be distributed to Schools to support education and make Fiji knowledge based society.

Digital Continuity

Once the digitisation and cataloguing of film and photographs are completed, and Educational DVD box set are produced and circulated to schools this unit will then turn to developing electronic records standards and policies for government agencies, and monitor compliance with these. They will also initiate research on the automation of the entire national archives in order to improve useability and generate revenue for government.

Progressive Stats	Yearly Total
Photo's digitized	16,073
Photo's catalogued	15,747
Photo Requests	57
Photo's Released	739
Footage Requests	42
Footage Released	82
Boxing Photo's	1405
Negatives Sorted	321

Collaboration & Opportunities

Co-operation and collaboration are important for the National Archives, they offer opportunities to build capacity, find solutions to short and long term problems and raise awareness of the work we do. In this section we will highlight some of our major collaborative activities in 2015. In addition, the rapidly evolving business environment presents new and complex challenges to tackle, but they also provide new opportunities, here we shall highlight the opportunity presented by social media, and our efforts to capitalize on this in 2015.

Twinning with the National Archives of Australia

The National Archives of Fiji and the National Archives of Australia have entered into a twinning arrangement, for knowledge sharing and capacity building. This is a benchmarking exercise to improve NAF's Information Governance and heritage preservation and digitization.

As a result NAF is reforming its policies, and procedures for improved information accessibility and resilience, and we have overhauled our digitization processes and standards. This has led to increased productivity of digitization by 10%.

CHAPTER 17: DEPARTMENT OF HERITAGE AND ARTS

The Department in Perspective

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

The Department in its humble beginning began with two staff, increased to three and now has emerged in the new millennium with a total of 21 employees. The increase is indicative of the:

- (a) Enormous work that the Department is involved in as far as linking global agendas to grassroots cultural initiatives so that the livelihood of Fiji's populace is enhanced;
- (b) The demand to find alternative well-being and livelihood industries to cater for increasing unemployment figures in the country – the cultural industries serves as a force to reckon with in as far as economic growth is concerned;
- (c) Increasing international recognition and appreciation of the rich heritages that Fiji has such as the recent world heritage listing of the Historical Port Town of Levuka as one of the unique heritage features of humanity!
- (d) Global pressures, unusual natural calamities and occurrences, societal problems and others have been on the rise. Scientists, academia and researchers have resorted to indigenous or traditional knowledge systems to address climatic challenges we face including the decrease in world's food resources, sea level rises amongst others. Hence local and traditional measures are needed to solve global problems.
- (e) New areas of work that the culture sector in Fiji has dwell into in response to continuing global trends. These include cultural statistics, cultural education, safeguarding intangible cultural heritage, development of the cultural industries etc.

Similarly to carry out its roles, the Department deals with community based organisations, national, regional and international stakeholders from non-governmental organisation, statutory bodies [Fiji Museum, Fiji Arts Council, National Trust of Fiji, 6 Multi-Cultural Centres], Regional bodies [PIFS, PIMA, USP, SPC etc.] and international organisations [UNESCO, UN, UNDP, MINISTRY OF CULTURE - CHINA, INDONESIAN CULTURE EXCHANGE SCHOLARSHIP UNIT, ICHCAP, CRRHAP].

The department has 4 units that contribute to its implementation of core deliverables in 2015:

- (a) Policy, Project and Convention, GIS; (b) Grants Administrations, Cultural Industries and
- (b) Cultural Statistics; MCC; (c) Planning, Training, Culture and Education; and (d) Management and Finance.

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

Governance & Advisories

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

International

UNESCO ICH Category 2 Centre – ICHCAP [Republic of Korea] Governing Board Member [with Minister Approval] [**Principal Policy & Conventions Officer**]

Regional

- Pacific Heritage Hub [PHH]- USP Steering Committee Member [Director]
- USP School of Social Science Advisory Committee Member [Principal Policy & Conventions Officer]
- Secretariat of the Pacific Community [SPC] Council of Pacific Arts Member [Director]
- Melanesian Spearhead Group [MSG] Subcommittee on Culture & Arts, Chairperson [Director]

National

Fiji Arts Council Board Ex-officio Member [Director]

Fiji Museum Board of Trustees Ex-officio Member [Director]

National Trust of Fiji Council Ex-officio Member [Director]

Fiji National Commission for UNESCO [NATCOM] Culture & Heritage Focal Point [Director/Principal]

Policy & Conventions Officer

Fiji National World Heritage Committee Secretariat [Principal Policy & Conventions Officer/SPOL]

Levuka World Heritage Interagency Committee Member [Director] Secretariat [SPOL]

Ministerial and Departmental Secretariats

Minister for Education, Heritage & Arts Forum Member [Director]

Permanent Secretary & Senior Management Meeting Member [Director]

Department Cultural Grants Committee Chairperson [Director], Member [PPCO], Secretary [SCEO]

Fiji Culture and Education Interagency Committee [Director, SCEO, A/SCDO]

Minister for Culture China State Visit Steering Committee [PPCO, SCEO, A/SCDO]

UNESCO Category 2 Centre ICHCAP [Republic of Korea] Director General State Visit Organizing Committee [PPCO, SCEO, A/SCDO, A/CDO, EO]

National Consultation on the 2005 UNESCO Convention for the Protection and Promotion of Cultural Diversity Secretariat [Director, SCEO]

Table 82: Technical and Professional Advisories

The Department coordinated or participated in the following forums in 2015:

Technical & Professional Advisory	Purpose	Number Of Sitting
Cultural Grants Committee	The committee was established to look into the vetting, approval and disbursement of the "Cultural Grants" funds available with the Department which is allocated on an annual basis by Government.	3 Sitting
DHA Inter Agency meeting	The advice given by Director Heritage and Arts to set up meetings every month for all agencies to meet and provide updates on the activities undertaken each month.	10 sitting
DHA Staff Meeting	Monthly updates are presented every month during staff meeting to report on the activities carried by respective units of the department.	12 sitting
Levuka Interagency Task Force	An initiative of the Department to look into the implementation of the Levuka Management Plan which is part of activities on the facilitation of the nomination of Levuka as a UNESCO World Heritage Site. The focus is on the maintenance and upgrade of infrastructure in accordance with heritage plans.	Levuka World Heritage to submit
Culture and Education Steering Committee	Committee established by the Department spearhead the mainstreaming of culture into formal education system in Fiji. In addition to also advice the Minister for Education Heritage and Arts on any matters pertinent to strengthening the teaching and the learning of culture and heritage in Fiji. Also responsible for the vetting of cultural resource materials to be used in schools.	6 sitting
Interagency Consultative Group on Cultural Statistics	A forum established to strengthen link between the Department, Bureau of Statistics, and SPC to progress works on cultural statistics in Fiji	4 Sitting
District Schools Management Board	Northern DSMB Central Eastern DSMB Eastern DSMB Western DSMB	1 - Western 1 - Central
Agencies Board/ Council/ Committee Meetings	Fiji Arts Council Board Meeting Fiji Museum Board of Trustees Meeting National Trust of Fiji Council Meeting Ba Multi-Cultural Centre Committee Meetings Labasa Multi-Cultural Centre Committee Meetings Nadi Multi-Cultural Centre Committee Meetings Nausori Multi-Cultural Centre Committee Meetings Meetings Savusavu Multi-Cultural Centre Committee Meetings Suva Multi-Cultural Centre Committee Meetings	Fiji Arts Council - 4 Fiji Museum - 1 National Trust of Fiji - 4
World Heritage	Fiji National World Heritage Committee Meeting	NIL
MSG Subcommittee on Culture & Arts	Director was Chair of the Sub-committee and met regularly to discuss matters pertinent to culture and heritage issues of MSG nations. Make recommendations to MSG Leaders Forum for endorsement.	DHA to submit

Policy, Conventions and Projects Unit

The Historical Port Town of Levuka was successfully inscribed into the UNESCO World Heritage Listing in June 22nd 2013 during the 37th session of the World Heritage Committee meeting in Cambodia. After its inscription, the implementation of key projects of the Levuka Management Plan commenced, establishment of relevant committees, capacity building workshops conducted by international experts, survey of heritage buildings standards, ongoing consultation with SG's office on the Fiji Heritage Bill and other activities related to the Levuka World Heritage project.

Project 1: The Historical Port Town of Levuka – UNESCO World Heritage 2015

Project Team Advisors:	Mrs Lusiana Fotofili	Director Heritage and Arts
	Mr Sipiriano Nemani	Principal Policy and Convention Officer
Project Team Members:	Mrs Anaseini Kalougata	Senior Project Officer Levuka
	Mrs Vaciseva Kuli Latibeqa	Levuka World Heritage Assistant
	Mrs Alumita Romanu	Policy Assistant

Some key activities pertinent to maintaining the Outstanding Universal Value [OUV] of Levuka that have been completed included the foregoing:

Table 83: Summary of key activities conducted to maintain outstanding Universal Value of Levuka

Activity	Responsibility	Partners
AG's Legal Advisor revised Draft Fiji Heritage Bill – the need to have explanatory notes for each clause of Bill before presentation to Parliament.	Mrs Vaciseva Kuli Latibeqa – CO-WH	Solicitor General's Office
Levuka Town Planning Scheme Draft Town Scheme presented by DTCP	PPCO/SPOL/CO WH	Department of Town Country Planning
Levuka Heritage Register Final draft revision, inclusion of Archaeological sites	SPOL/CO Levuka World Heritage /Bart	National Trust of Fiji
Installation of 3 Main Entry Signs [Nasova, Levuka wharf, Buresala]	CO Levuka World Heritage	LB Masters/ Levuka Town Council
Installation and Fencing of WH Com-memoration Plaque	CO Levuka World Heritage	LB Masters/ Levuka Town Council
Levuka Town Album draft revised	CO Levuka World Heritage	
Restoration of Westpac Bank	Bart/SPOL	National Trust of Fiji

PROJECT 2: ICHCAP

The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next. The social and economic value of this transmission of knowledge is relevant for minority groups and for mainstream social groups within a State, and is as important for developing States as for developed ones. Intangible cultural heritage is -Traditional, contemporary and living at the same time: intangible cultural heritage does not only represent inherited traditions from the past but also contemporary rural and urban practices in which diverse cultural groups take part.

Five broad 'domains' in which intangible cultural heritage is manifested:

- 1) Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
- 2) Performing arts;
- 3) Social practices, rituals and festive events;
- 4) Knowledge and practices concerning nature and the universe;

Traditional craftsmanship

Project Team Advisor:	Mr Sipiriano Nemani	Principal Policy and Convention Officer
Project Team Members:	Mr Simione Tuimalega	Cultural Development Officer
	Ms Sereana Tadrau	ICH Assistant

Table 84: Some of the activities the ICH unit has achieved in 2015 inculcate the following:

	ACTIVITY	RESPONSIBILITY	PARTNERS
1	2015 Sub-regional Information and Network Meeting for Intangible Cultural Heritage in the Pacific 'Re-vitalizing Dormant ICH Data in the Pacific' April 16 – 18, 2015, Pacific Harbour, Fiji.	Main objective is to develop joint efforts to manage and efficiently use ICH information in the region to Promote ICH safeguarding.	<ul style="list-style-type: none"> International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO [ICHCAP] The Department of Heritage & Arts, Ministry of Education, Heritage & Arts of Fiji
2	UNESCO ICH Workshop 2015 @ Southern Cross Hotel 24th – 29th October 2015	<ul style="list-style-type: none"> Sipiriano Nemani – Principal Policy Convention Officer Simione Ulacake- Cultural Development Officer 	<ul style="list-style-type: none"> UNESCO office Samoa iTaukei Affairs FAC iTaukei Trust Fund NGO's
3	Best Safeguarding Practise [ICH]	Cultural Mapping [Institute of iTaukei Language & Culture]	<ul style="list-style-type: none"> DHA IILC

Convention 1: Implementing the 1972 UNESCO World Heritage Convention.

Project Team Advisors:	Mrs Lusiana Fotofili	Director Heritage and Arts
Project Team Members:	Mr Sipiriano Nemani	Principal Policy and Convention Officer
	Mrs Anaseini Kalougata	Senior Project Officer Levuka
	Mrs Vaciseva Kuli Latibeqa	Levuka World Heritage Assistant
	Mrs Alumita Romanu	Policy Assistant

The Department is currently the national focal point in as far as implementing the 1972 Convention is concerned.

Table 85: Summary of some of the implementation measures it had pursued in 2015.

Measure	Explanation
Installation of 3 Main Entry Signs [Nasova, Levuka wharf, Buresala]	This project was successfully implemented on February 28th 2015 by the L.B.Masters contractor. Partial funding was received from Levuka Town Council. This helps in the beautification of the town and also inform local and international tourists of the current status of Levuka and Fiji as a whole
Installation and Fencing of WH Commemoration Plaque	This project was successfully implemented on February 28th 2015 by the L.B.Masters contractor. Partial funding was also received from Levuka Town Council. Fencing of the plaque was done by Ravins Construction.
Restoration of Westpac Bank	This project was initiated by the Built Heritage Adviser, his suggestion enormously in the town.
Renovation of Levuka Town Hall	The department assisted with the financial assistance of the renovation of town hall in 2015. This project was undertaken by Ravins Construction, local building contractor in Levuka
Fencing of Sacred Heart Cathedral	The department funded this project in 2015. The department is trying to support the use of picket fencing in Levuka as this was used in the colonial days

WHITRAP Workshop in Suva	WHITRAP Workshop was partially funded by UNESCO, main objective is to advance the education of professionals and administrators in the protection and preservation of buildings and structures and their setting which are of architectural, urban, landscape or historical value
ICOMOS Workshop in Levuka	ICOMOS Workshop was partially funded by ICOMOS Australia. It focuses on the restoration technical of wooden buildings

Convention 2: Implementing the 2003 Intangible Cultural Heritage Convention

Project Team Advisor:	Mr Sipiriano Nemani	Principal Policy and Convention Officer
Project Team Members:	Mr Simone Tuimalega	Cultural Development Officer
	Ms Sereana Tadrau	ICH Assistant

Fiji ratified the 2003 UNESCO convention for the Safeguarding of the Intangible Cultural Heritage in 2010. The Department currently serves as the national secretariat seeing through the implementation of the Convention at the national level.

Table 86: Activities the unit has achieved in 2015

Measure	Explanation (On-Going Project)
Project Monitoring: ICH Unit – DHA Project Implementation partner: National Archives of Fiji OBJECTIVE OF PROJECT: <ul style="list-style-type: none"> • Conduct a preliminary survey to identify target materials. • Identify current status of dormant ICH materials [meta data] • Build an initial list of accumulated dormant ICH Data What is Dormant ICH? Unutilized meta-data archived or stored in various organizations in the country that contains ICH information. What is meta-data? This includes audio visual material, audio recording, photographs, published/unpublished material 	
Timeframe: 25 November 2015 – 31 March 2016.	
Lead Researcher – Mr.Collin Yabaki Researcher – Mr.Savenaca Dau Naqase Researcher – Ms.Tulia Cokanawai Researcher – Ms.Amelia Waqa Researcher – Mr.Timoci Baleinaivalu Lead Researcher: Dr. Apolonia Tamata – Senior Culture & Heritage Specialist Co-Researchers: Mrs. Emi Bainimarama Director iTaukei Language & Culture Mr.Simione Tuimalega Community & Cultural Development Officer Ms. Losalini Tugia – Freelance Researcher Taraiveni Qalilawa – Freelance Researcher	1 lead Researcher - To consolidate research and prepare final report. 1 Researcher – audio visual collection; 1 Researcher – audio collection; 1 Researcher – photograph collection; 1 Researcher – published and unpublished written materials 2015 Field Survey of ICH safeguarding Efforts in Fiji Responsibilities: Overall verification & confirmation of survey data 1. Introduction 2. Transmission System 3. Reference Materials 4.meeting [Including Conferences, workshops, seminars, symposium] on ICH 5. Conclusion Responsibilities: 1. Specific Questionnaires 2. ICH Elements 3. Pending Issues 1. ICH Practitioners, Groups, Communities 2. Relevant Organisation 3. Annex 1 4. Annex 2
	1. ICH Inventory 2. Specific Questionnaires

Policies, Guidelines And Strategies Developed For The Culture Sector.

The Policy, Conventions and Projects Unit looks after protection protocols, policies to enhance visibility of culture sector, community empowerment enhanced through the implementation of the 1972 UNESCO World Heritage Convention and the 2003 UNESCO Convention for the Safeguarding of ICH and the incorporation of cultural heritage matters in national, regional and International development plans and agencies.

Policy Advisor	Mr. Sipiriano Nemani
Implementing unit Members	Mrs. Alumita Romanu

The development of policies, strategies and plans are pivotal in setting the direction for the culture sector, the Department and its implementing agencies. This also includes the immersion of culture in national, regional and international development plans, conventions and treaties. Progress in this area inculcates the following:

Policy/Strategy	Status
National Cultural Policy: Ongoing discussion with consultants regarding the completion of the policy	Policy still incomplete and needs refinement
Fiji Museum Policy: Ongoing discussion on the draft policy of Fiji Museum	<ul style="list-style-type: none"> 1st Draft completed Consultation with Fiji Museum staff comments
National Intangible Cultural Heritage Framework: Ongoing discussion with consultants on the draft ICH framework	Draft 1 completed

Legislative Frameworks and Protection Mechanisms Developed

Legislative Advisor	Mr. Sipiriano Nemani
Implementing unit Members	Mrs. Alumita Romanu

Legislation/Protocols	Status
Heritage Bill	Approved in Cabinet and tabled in parliament

Geographical Information System (GIS)

The GIS Unit is responsible for research and update of the national Cultural Heritage List, Production of digital thematic heritage maps, development and maintenance of geo-database amongst others.

	Name	Post
Unit Advisor	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Team Leader	Mr. Jovesa Takiveikata	GIS Officer
Members	Ms. Aerina Rounds	GIS Attachés
	Ms Amelia Dreketirua	

Table 87: Some of the activities undertaken in 2015 are:

Activity	Particulars
Complete Annual Year Planner Submit IWP,PD	Drafted and submitted
Create Microsoft Word Files Folders for each Section in the Department.	
Quotations of Hard Drive from Bondwell	

Standard Operating Procedure for GPS Use, GIS Use Drafted and sent to PPCO.	Drafted and submitted
DHA Workshop 2015,	Assist staff in dispatching
Fiji Museum Grant Application	Minute to PPCO requesting for vetting
World Heritage Nominees Workshop	Held in Novotel Hotel, Lami Town. Site Visit in Sigatoka sand dunes.
Nasilai Burial Site	Conducting Site Assessment in Nasilai, Kiuva, Kiuva ira, Vadrai
GPS Hardware	Approval from PAO
ArcGis Software	Approval from PAO
ESEC Wellness Day Program	Coordinate Wellness Day Program
Fiji Museum Server	Assisted Fiji Museum in Purchasing their Server
Fiji Arts Council	Collecting Heritage Artist Data, Visual Artist, Performing Artist Data.
ITC External Memorandum	Sending memorandum for GPS Hardware, Pathfinder Software and ArcGis Software
Nakasaleka Methodist Church, Kadavu	Conduct site assessment for the Nakasaleka Methodist Church
Ballantine Memorial School	Conduct site assessment for the Ballantine Memorial School
GPS Hardware GPS Pathfinder Software ArcGIS Software MapInfo Software	Purchase of Hardware from New Zealand This was a major challenge since the downloading was done online, it took us time to download, install and run the software, It was a challenge too for us to establish the administrator for the software, but we have done it only by the help of the Almighty GOD. We have to wait for the technician in New Zealand to Direct is especially with the licensing part. Our License is being sent online, that took time to arrive Downloading of MapInfo Software since some of the data needs to be transferred to ArcGis Format.
Mapping of Cultural Infrastructure PILOT [Suva City Boundary]	Revise Concept Paper Revise Questionnaire [based on WHITRAP Site Assessment] Survey Work Plan & Budget Engagement of NEC Attachee to assist Preliminary Site Assessment Development of Prior Consent Form Developed of Suva Cultural Infrastructure Project Geo-database. Request for advance for field work Creation of Data Dictionary for the field survey Test run of GPS Test run on transferring of data to ArcGis Format Creation of Phases to be followed during field work Data Collection is done and is still ongoing now

Grants and Cultural Industries Unit

The unit has important functions for the Department as it explores the correlation between culture and economics. It also enhances the use of culture as a vector for economic sustainability and development. This inculcates the concept of culture underpinning the participation of women in the development of the country, the involvement of youths as agents of cultural revitalization and continuity, and also using culture as a tool for the income generation for most contributing to national poverty alleviation.

Grants Disbursement

Desk Officer for FAC/FM/NTF	Mr. Maciusela Betei	A/Senior Cultural Enterprises Officer
Desk Officer for MCC's	Ms. Amelia Vuetilovoni/ Mrs Kula Ba-leikasavu/ Ms. Shobhna Devi	Executive Officer [MCC]
Cultural Grants Secretariat	Mr. Maciusela Betei Mr. Simone Tuimalega	A/Senior Cultural Enterprises Officer Cultural Development Officer

Disbursement of grants by the Department takes two forms:

- Annual Grants disbursed to our Flagship Agencies – Fiji Arts Council, Fiji Museum and National Trust of Fiji and the 6 Multi – Cultural Centres – Ba, Labasa, Nadi, Nausori, Savusavu and Suva. At times, the Department continues to provide further financial support to these agencies to support their individual projects.
- Assistance from the Department can also be accessed through the Cultural Grants Program at the community and national level.

Agency Grants

One of the key roles of the Department is to disburse and monitor grants to 3 agencies and the 6 Multi-Cultural Centres'. It is mandatory for these agencies to submit a quarterly progressive report, quarterly acquittals, financial statement and a financial cash flow forecast for the impending quarter. Quarterly Performance Assessment is conducted to verify activities undertaken. This determines the disbursement of funds to each agency.

Grants	Fiji Arts Council	Fiji Museum	National Trust of Fiji	6 Multi-Cultural Centre
Annual Allocation	\$200,000	\$330,000	\$300, 000	\$161,500
AIA and Mapping		\$50,000		
Fiji Heritage Founda- tion			\$74,000	
Preservation Momi Gun site			\$3,400	
Momi Battery – His- toric Park			\$100,000	
Fiji Museum Extension		\$350,000		
Total	\$200,000	\$730,000	\$477,400	\$161,500

Boards/Councils Members Sitting Allowances

A total of 11 Memorandum of Agreements (MOAs) were signed between Government and our agency Boards and Committees. The Minister for Education, Heritage & Arts and the Permanent Secretary for Education, Heritage & Arts signed on behalf of the Government while the respective chairpersons signed on behalf of their Councils, Boards and Committees.

Agency	Signatory	No. of MOAs
Fiji Arts Council	Chairperson	1 [Operational]
Fiji Museum Board of Trustees	Chairperson	2 [Capital & Operational]
National Trust of Fiji Council	Chairperson	2 [Capital & Operational]
Ba Multi Cultural Centre	Chairperson	1 [Operational]
Labasa Multi Cultural Centre	Chairperson	1 [Operational]
Nadi Multi Cultural Centre	Chairperson	1 [Operational]
Nausori Multi Cultural Centre	Chairperson	1 [Operational]
Savusavu Multi Cultural Centre	Chairperson	1 [Operational]
Suva Multi Cultural Centre	Chairperson	1 [Operational]

Sitting Allowances

The Chairpersons and non-official board members of the 3 Agencies receive sitting allowances. Board/Councils have to submit Board Meeting Minutes and evidence of collective efforts by board members on resolutions actioned to ensure remuneration. The MCC Committee operates on a voluntary basis hence do not receive sitting allowance.

Agency	Total Meetings	Sitting Allowance
Fiji Arts Council	4	100% disbursement of allowance to members
Fiji Museum Board of Trustees	1	25% disbursement of allowance to Chairperson only.
National Trust of Fiji Council	4	100 % of disbursement of allowance to members

Renewals and new appointments of Boards, Councils and Committee Members

In 2015, the appointments for the following council, committee members and board were renewed:

- Fiji Arts Council Board of Trustees
- National Trust of Fiji Council
- Ba Multi Cultural Centre
- Labasa Multi Cultural Centre
- Nadi Multi Cultural Centre
- Nausori Multi Cultural Centre
- Savusavu Multi Cultural Centre
- Suva Multi Cultural Centre

Formalization of renewals and appointments for Fiji Museum Board of Trustees is still on going.

Cultural Grants

The Department was allocated \$100,000 to fund community and national cultural projects that belong to either of the following categories: Program 1: Community Cultural Development; Program 2: Dance/Meke; Program 3: Literature & Language; Program 4: Music; Program 5: Performing Arts Touring; Program 6: Visual Arts and Craft and Program 7: Capital Infrastructures

Cultural Grant Committee

The committee debate on the viability of projects to be supported under the Cultural Grants Scheme. The decisions and approval are vested with the Committee. Committee members for 2015 include:

- Mr. Peni Cavuilagi/Mrs. Lusiana Fotofili, Director Heritage & Arts [Chairperson]
- Mr. Opeta Alefaio, Director, National Archives of Fiji [Member 1]
- Mr. Amani Cirikisuva, Secretary General to the National Commission for UNESCO [MOE] [Member 2]
- Mrs. Emi Bainimarama, A/Director, Institute of i Taukei Language and Culture [Member 3]
- Mr. Sipiriano Nemani, Principal Policy and Convention Officer [Member 4]
- Mr. Maciusela Betei, A/Senior Cultural Enterprises Officer [Secretariat]
- Mr. Simione Tuimalaga, A/Cultural Development Officer [Secretariat]

Committee Sitting

No.	Date of Meeting	Comments
01/2015	22/01/15	Agenda 1 for meeting disbursed with submission proposals for endorsement.
02/2015	23/03/15	Agenda 2 for meeting disbursed with submission proposals for endorsement.
03/2015	08/10/15	Agenda 2 for meeting disbursed with submission proposals for endorsement.

Table 88: Projects Supported In 2015

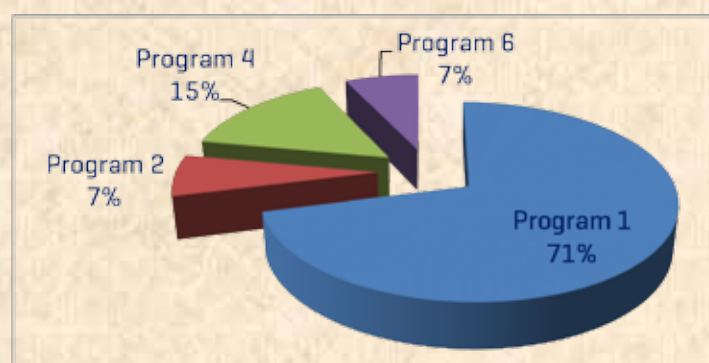
No.	Project Name	Recipient	Amount Re- quested	Amount Approved
PROGRAM 1: COMMUNITY CULTURAL DEVELOPMENT				
1	Muanivatu Women's Association Handicraft Development Workshop	Muanivatu Women's Association	\$9787.00	\$9787.00
2	Revitalisation Workshop "Ibe Draudrekwa"	ITLC	\$4844.00	\$4844.00
3	Revitalisation Workshop "Tali Bekabeka"	ITLC	\$7844.00	\$7844.00
4	Rotuman Day Celebration 2015	Fiji Rotuman Association	\$4000.00	\$4000.00
5	56th Sanatan Annual Convention	Sanatan Dharm Pratinidhi Sabha Fiji	\$6000.00	\$3000.00
6	Sawakasa Methodist Circuit Women Handicraft Workshop	Fiji Arts Council	\$7958.00	\$7455.00
7	Vusama Bure Building Workshop	Vusama Village	\$10,000.00	\$8,000.00
8	Levukaigau/Nukuloa Village Bure Building Completion Workshop	Levukaigau Village	\$3000.00	\$3000.00
9	Maramarua District School Bure Building Revitalisation Workshop.	Maramarua District School	\$8000.00	\$7500.00
10	Lomaiviti Festival	Lomaiviti Festival Committee	\$24,000.00	\$6000.00
PROGRAM 2 DANCE /MEKE				
11	Dance Crash Course Scholarship, Piyush Dance Academy, Mumbai, India.	Ashween Amit	\$7504.00	\$7504.00
PROGRAM 4 :MUSIC				
12	2015 FPRA Ltd MUSIC AWARDS	FIPRA Ltd	\$3500.00	\$3500.00
13	Senibusasala Serenaders Australian Tour 2015	Senibusasala Serenaders	\$14,084.00	\$6342.61
PROGRAM 6: VISUAL ART & CRAFT				
14	Visual Arts and Crafts Program 2015	John Mausio	\$4982.00	\$4982.00
TOTAL SPENT			\$115,503.00	\$83,758.61

Cultural Grants Analysis

From the graphical representation of funding distribution amongst the 7 CG programs for 2015 it's obvious that the Community Cultural Development program accounted for the majority of the funding due to the wider spectrum of revitalization it entails. This was followed by Music program which accounted for 15 % and Dance/Meke with Visual Arts each recorded 7%. There was no assistance on the other categories as no application was received.

The Department continues to provide assistance to local communities, individuals and groups that meet the Cultural Grant Guideline but there is still a need to create more awareness on the availability of funds for assistance especially to those in remote areas.

Graph 28 : Cultural Grants Analysis



Archaeological assessment and Mapping of Traditional Heritage Sites

A total grant of \$50,000 was allocated to Fiji Museum for Archaeological Impact Assessment in 2015 to assist them in assessing requests on various archaeological and cultural sites from all around Fiji and to also continue conducting assessment on the previous sites that was assessed.

Table 89: Number of AIA for AIA: Archaeological Impact Assessments: Completed Surveys

No.	Villages	Province	Dates	Quarters	Year	Sites Surveyed
1	Navuso	Naitasiri	10-12 February	1	2015	3
2	Nabukeru	Ba	28-06 March	1	2015	1
3	Buca	Cakaudrove	27-7 August	3	2015	2
4	Nadala	Ba	28-02 August	3	2015	1
5	Tavua	Nadroga	18-25 September	3	2015	1
6	Vuda	Ba	24-26 September	3	2015	1
7	Malawai	Gau, Lomaiviti	8-11 December	4	2015	11
8	Naitutu	Tailevu	9-10 December	4	2015	1
9	Yako	Ba	15-16 December	4	2015	1
Total Cultural Sites Surveyed						22

Culture and Heritage Spaces Developed

The Department continued to fund heritage infrastructure in order to safeguard some of the cultural skills, areas of heritage sanctity, traditional infrastructure that can serve as other means for community sustainability including knowledge transmission avenues for the younger generation. The following heritage infrastructures were the focus of the Cultural Development Unit for 2015:

- Vusama, Nadroga – Bure Building
- Levukai Gau, Gau -

Capital Projects 2: Momi Historic Battery Park Information Centre

Table 90: Summary of work progress at the New Momi VIC

Name Of Project	Total Amount	Progress
New Momi VIC	FJ\$312,000	Construction nearing completion Finishing touches to interior and exterior paint Plumbing works Research on Interpretation Display Information

Capital Projects 1: Extension of Fiji Museum

ACTIVITIES	RESPONSIBLE UNITS	PROGRESS
PSIP for Fiji Museum renovations	Admin	Construction of Restrooms currently underway by Western Builders

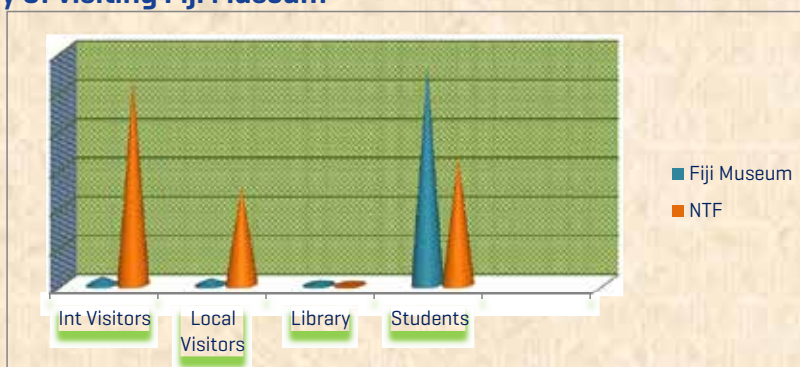


Number of visitors to cultural facilities

Table 91: Summary of number of visitors to cultural facilities

Agency	Cultural Facility	Number of Visitors
Fiji Museum	Library Museums	Researches - 117 International Visitors - 224 Local Visitors - 165 Students - 5603
National Trust of Fiji	Library/Parks/Sites	Levuka Community Centre - 43 Schools Sigatoka Sand Dunes Park - 5236 (International visitors) Students - 3239 Momi Gun Battery - 2532

Graph 29 : Summary of visiting Fiji Museum



Cultural Industries

Team Leader	Mr. Maciusela Betei	Senior Cultural Enterprises Officer
Support	Ms. Ulamila Liku	Cultural Industries Assistant

The Unit continues to work on the National Cultural Industries Strategy Framework for the culture sector in the Fiji Islands. We wish to sincerely acknowledge Pacific Community - Culture Sector (formerly known as the SPC) for taking the lead role in the EU-ACP funded 'Enhancing the Pacific Cultural Industries: Fiji, Samoa and Solomon Islands project. The Culture and Heritage Sector has enormous potential for employment creation and income generation.

The 3 year Project commencing in 2014 recognizes the real and potential contribution of the cultural industries to Pacific economies and works towards strengthening their positioning in the economy. The EU contributes about £495,000 to the overall project and additional financial support is provided by the project partners.

The main objective of this EU project is to promote a conducive national and regional environment for the cultural industries, including the fashion industry, in the Pacific with a focus on Fiji, Samoa and Solomon Islands. In order to make a real difference, the project limits itself to these three countries and focuses particularly on four sub-sectors – handicrafts, visual arts, fashion and performing arts – which offer best potential over the next few years.

The Department of Heritage and Arts is committed to providing a financial contribution of 9,800 EUROS on an annual basis for a period of 30 months when the project is earmarked for completion.

For 2015, a string of capacity building workshop involving key relevant stakeholders including artists and cultural practitioners has already been undertaken to further develop the industry.

his include: Intellectual Property Rights and Protection', Organizing Your Business, Entrepreneurship Training Handcrafts, Design & Visual Arts, Fiji Cultural Industries Entrepreneurship Training Handcrafts, Design & Visual Arts and Entrepreneurship Training for Performing Artists.

The three year funding will culminate in a Trade Mission which will be staged at New York in the United States of America in early February 2016. A local artist enterprise, Rise Beyond the Reef has already been endorsed to represent Fiji in the event. The EU-ACP Enhancing the Cultural Industries project will be coming to a close in 2016. The coordinating authority is still planning and implementing the final activities in each country but also planning for project close out.

Cultural Statistics

Cultural Statistics since its establishment in the Department in 2013 has progressed immensely in terms of its activities and achievements for the past years. Through the established networks that the Department has built and continuous consultations with its stakeholders, a noted increase in interest and awareness on Cultural Statistics has been perceived from various organisations and institutions from across sectors within the economy.

	Name	Post
Unit Advisor	Mr. Sipiriano Nemani	Principal Policy & Conventions Officer
Unit Staff	Mr. Meli K. Tokaibai	Administrative Officer – Cultural Statistics
	Mr. Eroni Waqairagata	Cultural Statistics Assistant

Major achievements of the unit during the year includes; the successful completion of the Public Sector Consultations on Cultural Statistics with Government Ministries & Departments; Cabinet approval of the Alternative Indicators of Well-Being Pilot Survey to be funded and implemented in 2016; further development and expansion of the Cultural Statistics Database.

Other Achievements of the unit in 2015 includes:

Table 92: Summary of other Achievements of the Unit for 2015

Activity	Particulars
Cultural Statistics Framework [CSF] for Fiji	Successfully conducted and completed consultations with 12 government ministries on Cultural Statistics Continued consultations with FBOS on development strategies of the Framework
Government Funding	Annual budgetary provision for the unit - \$60,000-00
Working Group	The Department in partnership with Fiji Bureau of Statistics continued consultations on the way forward for the Cultural Statistics Framework and implementation of the Alternative Indicators Well-being Pilot Survey
MSG Alternative Indicators of Well-Being Pilot Survey	Finalized strategy of implementation of pilot survey with Fiji Bureau of Statistics and submitted cabinet paper for approval
Cultural Statistics Database	Further development and design of the Cultural Statistics Database Continuous collection of data from cultural activities conducted by the three agencies [FM /NTF / FAC].

CULTURE & EDUCATION, PLANNING, AND TRAINING UNIT

The unit is an essential component in setting long term strategies and goals for the Department proper and the culture sector in general [planning]; its responsibility also encompasses training, culture and education which is a pivotal aspect of capacity building and knowledge enhancement for position holders as well as the promotion and safeguarding of culture and heritage at the school level.

Culture & Education Focus

Unit Advisor	Mrs. Lusiana Fotofili	Director
Support	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
	Ms. Rosalia Muavesi	CO [Planning and Training]
	Mr. Maikali Tuvoli	SA Culture and Education

The Culture and Education Unit was involved in lots of educational activities from reviewing the culture strategy meetings, road shows, research on integration of physics in formal curriculum, culture school cluster weekly programs and celebrat-

ing of different festivals. Appreciation on the work of Ms Rosa Muavesi and Mr Maikali Tuvoli who joined the unit late last year.

The team's collaborative effort has contributed tremendously to the completion of many projects that was part of the unit's 2015 DHA's ACP/ ABP plans.

Major Achievements of the unit in 2015 are inculcated below:

Table 93: Summary of the major Achievements of the Unit for 2015

ACTIVITY	PARTCULARS	ACHIEVEMENT STATUS
National Culture And Education Strategy	Fiji Culture and Education Strategy 2016-2020 has gone through lot of scrutiny, vetting and revision in 2015 and the final document is planned to be launched in Quarter 2, 2016. The Strategy have objectives to be implemented in the formal education system from 2016 to 2020 taking considerations Peoples Charter, MOE ACP, ABP, UNESCO 2013 & 172 conventions, National Development Plans, Levuka World Heritage Bill, Pacific Plans, Pacific Regional Culture Strategy, SDGs and other relevant plans.	Launching to be held in 2016. The future activities in 2016 will include the work on the continuous strengthening the integration of culture in formal curriculum in Fiji as one of the Curriculum Perspective through partnership with the Curriculum Advisory Services, Technology and Skill Training (TEST) units, local universities/educational institution(FNU, USP and UoF). In addition, the inclusion of culture indicators in FEMIS is anticipated to be another milestone achievement project for the unit and the Department of Heritage and Arts. The FEMIS Project is a collaboration effort between MOE - AQEP - DHA to be integrated by Quarter 4, 2016.
School Clusters Programme	The Nausori District comprises of 21 Clusters and each cluster contains the maximum of 7 to 8 schools whereby cultural programmes are organized by cluster committees and this programme is held every year. Request for funding to the programme is made to the Department through this unit and successful applications were disbursed with the funds to utilize during this cultural day.	The Nasinu Cluster was approved to the funding of \$5,000 whereby the Hon. Minister was their chief guest on this event. Also Mr. Sipiriano Nemani of the Department was chief guest at Kuku District School for Bau Cluster on the same programme.
School Holidays Programme on iTaukei Culture	The Minister for Education Heritage Arts advised that a programme on iTaukei culture to be organized by the Department in collaboration with Fiji Museum to be held every school term holidays for students within all divisions.	The Department managed to organize the programme on the second term of school holidays in Labasa for the Northern division, Lautoka for the Western Division and Suva for the Central Division.
Fiji Museum Open Day	It was one of the Hon. Minister's initiatives to be organized by Department and hosted by Fiji Museum every month. Fiji Museum Open Day is conducted on a monthly basis on the given themes whereby schools are mostly invited to attend and freely access the services provided at the Fiji Museum along with the various programmes and exercises offered for the public to witness and may also participate in.	The Minister for Education Heritage and Arts launched the first Open Day. The Fiji Museum Open Day commenced in April and was organized at the end of each month.
Integration of cultural component into the vernacular subjects and careers education	Development of Cultural Resources : Careers Hindi/Urdu/Vosa Vaka- Viti resources were developed in the form of brochures, posters careers handbook to be launched in 2016.	Career resources booklet were printed and ready for launching in 2016.

Planning for the Culture Sector

Team Leader	Mr. Vereniki Nalio	Acting Senior Cultural Development Officer
Support	Ms. Rosalia Muavesi	CO (Planning and Training)

The Planning unit plays an important role in the department and it is responsible for the development and implementation of planning programmes for the Department and the culture sector so that all activities are aligned to the overall government strategies, plans and activities.

Table 94: Summary of major deliverables of the unit in this area inculcate the following:

Activity	Achievements
Submission of 2015 Monthly Reports	12 reports 100 % completed and submitted
Submission of ICO Quarterly Reports & Evidence	3 ICO reports and 100% Completed
Draft ACP 2015 Submission (DHA input)	100% Completed
Draft BP 2015 Submission (DHA input)	100% Completed
Department Planning Exercises	100% Completed
Position Descriptions reviewed 2015	100% Completed
IWP Reviewed 2015	100% Completed
Service Excellence Activities	
Community Service Activities undertaken by Department Staff with MOE	ESEC Clean Up at Suva foreshore – 28/03/15
DHA Award Night 2015	Awards Night held in Levuka

Capacity Building, Awareness and Communications

Desk Officer for Training	Mr. Vereniki Nalio	Act. Senior Cultural Development Officer
Desk Officer for Awareness	Mr. Simione Tuimalaga	Cultural Development Officer (AO)
Culture and Education Support	Mr Maikali Tuvoli	Special Assistant Officer (SA-CE)
Training, Awareness Support	Ms. Rosalia Muavesi	CO (Planning & Training)

In 2015, the Department of Heritage and Arts have an increase in its employees and this time the Department recruited skilled and talented young men and women to join the workforce. The training unit conducted researches on a number of trainings and workshops in which relevant officers were able to attend and to build up their knowledge and skills relevant to the work that they do. The Department also organises capacity building sessions for its officers.

Table 95: Trainings and workshops attended by DHA Officers in 2015:

Name	Institution	Course / Conference	Venue
Mrs Ana Taoi Ms Sereana Tadrau	FAC DHA	Customer Service Training	Marela House Conference Room
Mrs Lusiana Fotofili	Government of the Republic of Fiji in partnership with the Chinese Government	First Program (2015 Spring) for Civil Servants from Pacific Island Countries	Guandong, China
Mrs Lusiana Fotofili	MOEHA/FAC	Melanesian Festival of Arts	Kupang, Indonesia
Ms. Rosalia Muavesi Mrs. Ulamila Liku	DHA	Communication and Writing Skills	National Archives Conference Room
Ms. Rosalia Muavesi	DHA	Service Excellence Award Awareness	Government Training Centre
Mr. Amit Chand	Masti Dance Group		Mumbai, India

Ms Sereana Tadrau Mrs Ana Taoi Mrs Melino Bola	DHA FAC FAC	5S Workshop	Marela House Conference Room
Mr Vereniki Nalio	DHA	Energy Saver Workshop	Marela House Conference Room
Mrs Lusiana Fotofili Mr Maciusela Betei Mr Simone Tuimalega	DHA	ICHCAP Sub Regional Workshop	The Pearl Resort
MrsVaciseva Kuli	DHA	World Heritage Nomination Workshop	Novotel Lami
Ms. Indra	NTF	Quality Control Training	Marela House Conference Room
Venasio Komai	FAC	First Aid Training	Marela House Conference Room
Mr Sipiriano Nemani, Ms Vaciseva Kuli,	DHA	ICOMOS Workshop - Levuka	Levuka
Ms Sereana Tadrau Mrs Ana Taoi	DHA FAC	Customer Service In-house Training	Marela House
Mrs Fotofili, Mr Betei Mr Meli Tokaibai	DHA	Cost Benefit Analysis	MOE
Mrs Ulamila Liku Mr Maciusela Betei	DHA	Fiji Cultural Industries Entrepreneurship training	SPC - Nabua

The Department also participated and sometimes organises awareness sessions, including exhibitions, curatorial shows to enhance visibility of culture sector activities.

Table 96: Summary of organised sessions attended by the DHA Officers:

Name	Organised By	Type	Officer Attended
Vanuavatu youth outreach	Vanuavatu Youth - Suva	Awareness	Mr. Simone Tuimalega Ms. Rosa Muavesi
National Library Week	Library Services Fiji	Exhibition	Mr Sipiriano Nemani Ms Rosa Muavesi
Molituva – Kuku outreach	Molituva Youth	Awareness	Mr. Simone Tuimalega Ms. Rosa Muavesi
Back to Levuka Festival 2015	Levuka Town Council	Cultural Exhibition	Ms. Rosa Muavesi and Mrs. Alumita Romanu, Mrs Ulamila Liku and Mrs Ana Taoi exhibited at the Back to Levuka Festival. Mr Sipiriano Nemani was a guest during the festival and the Department hosted on
Government Service Centre Display	Public Service Commission	MOEHA Exhibition	Ms. Rosa Muavesi and Ulamila Liku present an exhibition at the Government Service Centre.
Careers Exposition 2015: - Sigatoka Valley High School - Cicia High School	MOE Careers Section	School Expo	Ms Rosa Muavesi

MANAGEMENT AND FINANCE UNIT

The unit is the parent arm of the Department responsible for staffing, overall management and efficient and prudent use of allocations for the Department provided for in the annual budgetary provisions for the sector. The Unit has important roles for the department in ensuring that efficient corporate services are provided; developing and promoting effective monitoring and evaluation systems to assess service deliveries and ensuring financial accountability and transparency is practiced within the department.

Unit Advisor:	Mrs Lusiana Fotofili	Director Heritage and Arts
Support	Ms. Amelia Vuetilovoni/Mrs Kula Baleikasavu	XO Culture
	Mrs Laisa Vuto	Registry
	Mrs Lobua Radrodoro	Secretary
	Mr. Poaloi Fifita	Driver

Ministerial and Cabinet Papers Developed

Paper	Consultation	Cabinet Decision
12th Festival of Pacific Culture and Arts in Guam	Ministry of Finance Prime Minister's Office Office of the Solicitor General MoE Senior Staff Meeting	Budget Approved \$250,000
Re Development of Thurston Garden	Ministry of Finance Prime Minister's Office Office of the Solicitor General MoE Senior Staff Meeting National Trust of Fiji	Budget Approved \$150,000

Department Staffing

The following table below summarizes staff movements, new appointments and review of appointment in 2015

Name	Position	Remarks
Adi Mere Ratanabuabua	Acting Principal Admin Officer.	Transfer to act in place of Peni Cavuilagi who retired wef 04/06/15.
Maciusela Raitaukala BETEI	Acting Senior Admin Officer	To act in place of Maraia Vakasilimiratu who was transferred on promotion to Ministry of Foreign Affairs as Second Secretary To The New Zealand High Commission In Wellington, NZ Wef 01/09/2014.
Vereniki Nalio [68371]	Acting Senior Admin Officer	To replace post holder Sipiriano Nemani who now holds the position of Principal Admin Officer wef 12/02/2013.
Simione Tuimale-ga	Acting Admin Officer [Project]-Ss03	Substantive Vacant Post wef 02/01/2012
Peni Cavuilagi [41138]	Retired-Re-Employed	Re-engaged as per Hon Minister's Email approval dated 28/08/15. Posted to fiji museum.
Lusiana Fotofili	Director-Us03	Sideway Transfer To Culture & Arts wef 22/12/14.
Rosalia Muavesi	TRCO – Planning & Training Unit Ending 12/08/2015	Appointed on contract appointment [till 11/08/2017] against Rajesh-ni Singh 62692 who had resigned from the service.
Sereana Cagilaba Tadrau	TRCO – Registry Section Ending 13.08.2015	Appointed on contract appointment [till 14/08/2017] vacant position
Maikali Tuvoli	18/08/2015 – Teacher Secondary-ED8G	Transferred for light duties as per Hon. ME's Directive.
Fifita Poaloi	Driver	Appointment extended wef 07.01.16 – resignation date of former DHA driver/messenger – Freddy Sosefo forwarded his resignation letter due to medical reason.
Sositina Kula Saro	XO DHA	Revert to substantive post wef 06/07/2015. Acted as AO PDU to replace Milika Nadredre who passed away.
Amelia Dreketirua	NEC Volunteer Assistant GIS Officer	Appointed as GIS volunteer wef 08/09/2015. Assisted in the cultural infrastructure directory project [CIDP] on phase basis.
Aerina Rounds	NEC Volunteer Assistant GIS Officer	Appointed as GIS Volunteer Wef 08/09/2015. Assisted In The Cultural Infrastructure Directory Project [CIDP] On Phase Basis.

CHAPTER 18: FIJI NATIONAL COMMISSION FOR UNESCO ANNUAL REPORT 2015

Conferences and Training Workshops

The Fiji NATCOM Secretariat prepared logistics of 56 officials including the Hon. Minister of Education, senior civil servants, lectures, teachers, youth leaders, key partners from NGOs and students to attend conferences, seminars & trainings workshops locally and abroad. These were funded by UNESCO and/or its partners.

World Education Forum

This was attended by the Honorable Minister of Education, Heritage & Arts, Dr. Mahendra Reddy in Incheon, Korea from 15-22 May, 2015. Its Outcome Document titled "Framework for Action: Education 2030" forms the blueprint for the development and strengthening of education till 2030. He also attended the ICT-Post 2015 Education Agenda in Qingdao, China in May and was Head of Delegation at the 38th session of the General Conference of UNESCO last year. Other members included Fiji's Permanent Delegation to UNESCO and the First Secretary.

Research on Science, Technology & Innovation in the Pacific

UNESCO – designated Dr. Ranasinghe Amaradasa, a senior lecturer at the University of Fiji, completed his research study titled, Assessment of Science & Technology capabilities in Fiji. It was submitted to UNESCO. The main objective of the study was to ascertain the existing programmes and activities on Science, Technology & Innovation undertaken in schools & tertiary institutions identify achievements & challenges and map the directions forward.

Quality Physical Education Policy Package [QPEP]

Fiji continues to look forward to the revision and piloting of the Quality Physical Education Policy Package in its selected schools beginning February 2016. Initial discussions had already taken place. A National Coordinator will be appointed soon to coordinate training workshops targeted for schools and communities. Its main objective targets the revision /adaptation of the physical education policy to ensure inclusion and quality provision. UNESCO in partnership with UNDP, UNICEF, WHO, ICSSPE is coordinating this project.

TVET Review

A TVET Progress Review was completed last year by the Ministry of Education. It was titled, "Review Regional progress made since Shanghai Consensus." [Shanghai, 2012].

Career Pathways for Teachers in Fiji

This was completed and sent to UNESCO Bangkok in December. The study was carried out by a consultant at the Education Quality Assessment Programme [EQAP] office and supported by NATCOM

Young Professional Programme [YPP]

A total of 11 applications were received. Applicants were interviewed and names were sent to UNESCO. Three were short-listed and have completed the final selection process. The main objective of this initiative is to select highly qualified, skilled and motivated individuals to gain employment opportunities at UNESCO.

Multilingual Education Mapping Exercise

This was completed and sent to UNESCO in April last year. The languages which were captured in this survey were, iTaukei, [indigenous Fijians], Hindi, Rotuman and those used for teaching and learning at ECE centres. The aim of the survey was to ascertain the inequalities in educational attainment of ethno linguistic minorities and promote good practices in increasing access/equality for disadvantaged groups.

UNDAF/Fiji Government Consultation

The NATCOM secretariat attended the Donor Sectorial Meeting in March with other development partners to provide a progress report of the NATCOM activities in Fiji and identify potential prospects by which UNESCO could assist in. Similarly the secretariat attended the USP/Donor Partners consultation in December.

Fellowship Recipient

Ms Dhrishna Charan, Assistant lecturer in Physics at University of Fiji was selected to attend a four week course on Renewable Energy: Energy for All: Goals and Priorities of Sustainable Development in October in Russia through a fellowship programme provided by UNESCO/Russian Government.

Teacher Standards

The revised Teacher's standards called Fiji School Teachers Competency Framework [FSTCF] and the Fiji Schools Leadership Competency Framework [FSLCF] was developed and completed in November, 2015. This follows extensive consultations and trainings of teachers throughout Fiji.

Survey on Youth

Former 8th Youth Forum delegation completed a questionnaire which was sent to UNESCO in February.

Director, UNESCO Apia Visit

Mr Etienne Clement, former Director of UNESCO Office for the Pacific States, Apia, paid a courtesy call in March on the Hon. Minister of Education, the A/Permanent Secretary of Education, and his senior officers whereby he was briefed on UNESCO activities and programmes in Fiji.

Tuvalu NATCOM Officer on Attachment

Tofiga Tinilau, a Programme Officer for the Tuvalu NATCOM was on a one week work attachment in May at the Fiji NATCOM Office where he was provided on –site training and also visited the other departments which have activities aligned to UNESCO's work.

Resource Book on DRR & CC

A Resource book on Disaster Risk Reduction & Climate Change using Traditional Knowledge for Years 7 & 8 was developed and completed by the Ministry of Education through funding from Malaysia Funds –in-Trust and supported by UNESCO. This follows consultations and trainings of teachers. The roll out for its national use will be 2016.

IIEP Distance Education Course

Four senior officers of the Ministry of Education completed the 8 weeks on-line course on Cost Analysis in Education from IIEP from May – July.

Open Education Resource

Fiji completed its first National Consultation on the OER Policy in March. This was in response to several international conferences which officials from the Fiji Higher Education Commission attended. One of its officers attended a one –week attachment at the Commonwealth of Learning in Canada to gain more exposure on OER.

Literacy Prize

Application for consideration for this award was submitted by Read To Lead Fiji an NGO under Vision Fiji.

State Party Progress Report on Levuka, Historical Port Town: Fiji's World Heritage Site

Prepared by the Department of Heritage & Arts, this was submitted to the World Heritage Committee in January, 2015

Funding Assistance for International Convention on Doping in Sports

The Ministry of Youth & Sport was informed in January to submit applications for awareness programmes worth USD \$20, 000 based on the above convention.

Cultural Mapping

The Cultural Mapping Methodology for the "Safeguarding of the iTaukei Intangible Cultural Heritage" for inclusion in 2016 Register of Best Safeguarding Practices was sent to UNESCO in August. The Cultural Mapping Project [CMP], which is an information gathering exercise involving the collection, recording and documentation of iTaukei tangible and intangible cultural heritage in all the fourteen provinces in Fiji. Information collected through CMP will be stored in the National Inventory for Traditional Knowledge and Expressions of Culture and protected under the legislation on the protection of Traditional Knowledge and Expressions of Culture [TK & EC]. Success Story:

Cultural Industries

The cultural industries are not new to Fiji and the Pacific; people have been producing cultural goods and services for hundreds of years but they have generally been considered as part of the informal sector. Today, there are strong indications that handicrafts, fashion, visual arts and performing arts have high potential for economic growth and improving livelihoods. These sectors are also directly linked to the tourism industry, textile and footwear industry, retail outlets, regional and international export markets.

In strengthening the cultural industries platform, the European Union, through the ACP-EU Support Programme is funding a three year project from 2014 to 2016– titled "Enhancing the Pacific Cultural Industries: Fiji, Samoa and Solomon Islands" – which is managed by SPC's Human Development Programme in collaboration with PIFS, [Pacific Islands Forum Secretariat] the Fiji Department of Heritage and Arts and the Fiji Arts Council. Since its inception, a number of trainings have been conducted including the Intellectual Property Rights and Business Entrepreneurship Skills in 2015 to further enhance capacity for our local cultural producers. Private and public sector networking and consultation have been ongoing and one of its outcomes is the drafting of the Fiji Cultural Industry Strategy Framework.

Weaving & selling of handicrafts remain a strong determiner to improving the livelihood of ordinary Fijians

CHAPTER 19: ACCESS TO QUALITY EDUCATION PROGRAM (AQEP)

ACCESS TO QUALITY EDUCATION PROGRAM (AQEP)

Background

The Access to Quality Education Program (AQEP) commenced in mid-August 2011. It consists of a package of bilateral assistance worth up to AUD 50 million to the Fiji education sector over six years with an expected end date of 30th June 2017. AQEP is funded by the Australian Government through the Department of Foreign Affairs and Trade (DFAT) and implemented by Palladium [formerly GRM International].

Program Goal:

To work with the Ministry of Education (MoE) and other education service providers to improve the ability of children from very poor communities, including those with a disability, to access a quality school education.

Program Objectives:

- (a) Component 1 Social Protection: reducing financial and other barriers to accessing a quality school education;
- (b) Component 2 Infrastructure: investing in school infrastructure in the poorest communities to ensure that facilities are adequate and safe and contribute to improved student learning outcomes; and
- (c) Component 3 Building Education Support Structures and Systems: conducting targeted research and analysis on the systemic challenges to achieving improved education outcomes in Fiji. This activity will involve a range of short-term, demand-driven technical assistance and the provision of flexible and outcome-driven support to MoE priorities.

Program Outcomes:

- (i) End of Program Outcome 1 Access: Improved access for children from poor communities with a reduction in disparity based on location, disability and gender;
- (ii) End of Program Outcome 2 Quality: Improved quality of education for children from poor communities with a reduction in disparities based on location, disability and gender; and
- (iii) Long Term Outcome: Sustainable adoption of AQEP approaches and principles at school, district and Ministry level to improve access and quality for children from poor communities including children with disability.

Program Summary

AQEP's support includes social protection assistance using a school based management (SBM) approach to improve access to 85 primary schools for the most disadvantaged students and to improve literacy and numeracy learning outcomes for students. School buildings are renovated and water, sanitation and hygiene issues are also addressed. In addition, teaching and learning resources are provided with training and/or mentoring of Head Teachers, teachers, school management committees (SMCs) and communities undertaking the SBM approach in each school. For five of the 85 AQEP-supported schools, a disability inclusive approach is being piloted to address special learning needs of children with disability (CWD).

In addition, since 2012 AQEP has assisted 118 primary and secondary schools through its emergency response to disasters like floods, cyclones, drought and fire.

To date, AQEP has assisted 214 schools which represents 24% of all primary and secondary schools in the nation. 44,718 preschool, primary and secondary students (Boys 22,913; Girls 21,805) have benefited from the Program, making up 21% of total student enrolments.

At the macro level, two major systemic MoE priorities funded by the Program relate to the development of the Fiji Education Management Information System (FEMIS) and improving Literacy and Numeracy Assessment (LANA) processes.

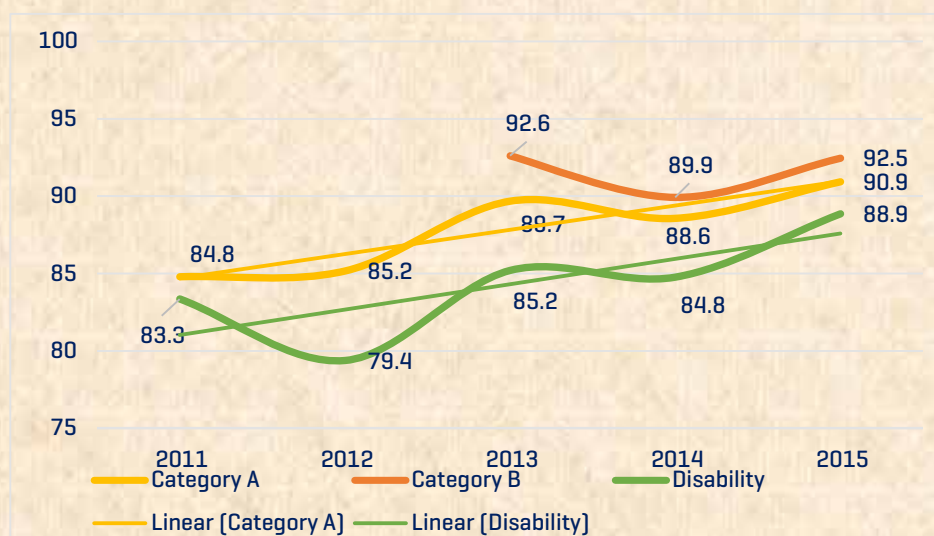
Progress towards the end of Program and Long Term Outcomes

EOPO 1 – Access

AQEP is on track to meet the intermediate target of average 2016 attendance rate of 85% in all AQEP supported schools. Across all AQEP schools, the 2015 average attendance rate recorded on FEMIS was 90.9% (increased from 88.2% in 2014). Of the 85 AQEP-supported schools, only eight schools (all but one in very remote areas) recorded lower than 85% attendance rate in 2015. The Program is working closely with these schools to reach this target in 2016.

Figure 1 shows the attendance rates since 2011 and trends over time for Cohorts A, B and Inclusive Education Demonstration (IED) schools. Notably, IED schools have improved their overall attendance rate by almost 10%, from an average attendance rate of 79.4% in 2012 to 88.9% in 2015. For Cohort B schools, where social protection support commenced in 2015, there is a relatively level trend over the period [92.5%].

Graph 30: Average attendance rate by year and category of school for all AQEP schools (2011 to 2015)



The Program is on track to reduce disparity of access based on location, disability and gender. There is now a minimal gap between average attendance rates by school location, although urban schools [89.5%] and very remote schools [90.5%] continue to have lower attendance rates than rural [92.8%] and remote [93.0%] in 2015. Whilst data on disability is limited, boys continue to have an overall slightly lower attendance rate [90.4%] in 2015 than girls [91.4%], but the gap has decreased from 1.7% in 2013 to 1.0% in 2015 in the IED schools. This steady improvement may be attributed to a number of factors including the emphasis by AQEP and the Ministry on improving attendance, as well as a culture change in the AQEP schools. AQEP officers report that school communities are now actively discussing student absence and how to address it, and understand that attendance does affect school achievement and learning outcomes. The case study visits to nine schools provide evidence of the increased priority being given by Head Teachers, teaching staff, school management and the community to attendance.

EOP2 2 – Quality

Results of literacy and numeracy assessments [LANA] show consistent improvements over time for AQEP schools in relation to the total number of schools in Fiji. There has already been a significant decrease in the percentage of students in the national bottom quartile in Class 4 literacy and numeracy [LANA] from the baseline measure, with AQEP schools on average now performing better than non-AQEP schools as follows:

- The proportion of students in Class 4 in AQEP schools in the bottom quartile for LANA literacy achievement has decreased to 21.4% in 2015 [from 32.2% in 2012]
- The proportion of students in Class 4 in AQEP schools in the bottom quartile for LANA numeracy achievement has decreased to 20.9% in 2015 [from 28.9% in 2012].

That is, overall AQEP schools are now performing at a higher level in both literacy and numeracy than non-AQEP schools. At the school level, 15 of 50 Cohort A schools [30%] achieved 'above the national average' for literacy in 2015 – in all three classes tested [Years 4, 6 and 8]. This compares well with just 4 schools [8%] in 2014. Thirteen Cohort A schools [26%] performed above the national average for the national numeracy assessment [compared with 7 schools in 2014]. Individual LANA results for 2015 show that students in AQEP schools – particularly girls – perform well against the national average:

- The proportion of students above the national average for literacy in Class 4 in 2015: 48.2% [NB. girls: 56%]
- The proportion of students above the national average for numeracy in Class 4 in 2015: 47.2% [girls: 51.9%].

These improvements may be attributed in part to the emphasis placed on literacy and numeracy by AQEP and MoE to the availability of teaching and learning resources provided by AQEP and to the attention paid by AQEP to practical training and mentoring in improving literacy and numeracy teaching. In addition, some AQEP schools, parents and their communities have responded strongly to this increased focus and are providing additional activities for children to foster their learning. Nevertheless there is some ongoing disparity in LANA results by location and gender that is being closely monitored and addressed by the Program. A higher proportion of Class 4 students in rural, remote and very remote schools [27.4-28.2%] are in the bottom quartile of the 2015 literacy assessment [compared to a positive result of only 22.4% in urban schools]. The results are comparable for the 2015 numeracy assessment where between 26.1-27.1% of Class 4 students in non-urban

schools were in the bottom quartile [compared to only 20.6% in the urban schools].

2015 LANA results for boys are significantly lower than for girls, particularly in literacy where 30.4% of Class 4 boys are in the bottom quartile for literacy [26.6% for numeracy]. An additional gender study planned for the next period will look at addressing this disparity, including the impact on LANA results of the lower attendance/higher chronic absence by boys.

Long Term Outcome – Sustainability

Sustainability thinking and planning has been very much ‘front and centre’ in AQEP programming and delivery from Program inception. The Social Protection Year 5 work has built in sustainability, for example, through support for income-generating activities [53 AQEP schools – 62% – have commenced income-generating activities]; through awareness raising about the impact of current MoE policy and practice, and how it can be strengthened; a capacity building approach for school management, teachers, MoE officials, parents and community members; and using a three-year cycle of support through a ‘scaffolding’ approach to reduce grants and mentoring visits as each school capacity is built. The Year Five work plan for disability inclusion aims to support sustainability by continuing to strengthen inclusive practices in AQEP schools, documenting lessons from Inclusive Education Demonstration Schools, developing policy notes which can guide future Ministry of Education efforts towards inclusion, working with the Ministry to revise the National Policy on Inclusive Education and finalise a four year Policy Implementation Plan, and roll out training in the use of the Disability Identification Tool which will enable reliable reporting on school and Ministry achievements in inclusive education in the future. The Year 5 infrastructure work includes sustainability measures such as a workshop on school infrastructure planning, enhancing the MoE legal framework and policy on school infrastructure and efficient and innovative construction.

Highlights and Achievements in 2015

Key EOPO Highlights

The main highlights associated with the two EOPOs of Access and Quality during the reporting period are noted below. This is followed by highlights pertaining to other aspects of AQEP work, in particular key pieces of work completed, successful workshops or trainings held, and AQEP staff attendance at education events.

Access highlights:

- Across all AQEP schools, the 2015 attendance rate recorded on FEMIS was 90.9% [increased from 88.2% in 2014]
- Boys continue to have an overall slightly lower attendance rate [90.4%] in 2015 than girls [91.4%], but the gap has decreased from 1.7% in 2013 to 1.0% in 2015
- Differences in average attendance rates by school location are minimal, although urban schools [89.5%] and very remote schools [90.5%] continue to have lower attendance rates than rural [92.8%] and remote [93.0%] in 2015
- Whilst data on disability is limited, the IED schools have improved by almost 10% on their 2012 attendance rate to 88.9% in 2015
- 100 children with disabilities [Boys 65; Girls 35] are now enrolled in IED schools
- 74 children with disabilities [Boys 61; Girls 13] were supported to sit for LANA assessment in July 2015
- Emergency assistance was provided to rectify fire damage at Ratu Meli Primary School
- Final completion certificates were issued for renovation works at eight schools [in Cakaudrove, Labasa, Dreketi, Macuata-Bua and Lautoka-Yasawa]
- A second homework centre was opened in Lautoka in October 2015 and the two homework centres [the second in Suva] reached 3,313 children [68% girls] in informal settlements.

Quality highlights:

- A decrease in the proportion of students in Class 4 in AQEP schools in bottom quartile for LANA literacy achievement to 21.4% in 2015 [from 32.2% in 2012]
- A decrease in the proportion of students in Class 4 in AQEP schools in bottom quartile for LANA numeracy achievement to 20.9% in 2015 [from 28.9% in 2012]
- The proportion of AQEP students [48.2%] performing above the national average for literacy in Class 4 is now close to the national average [50%], compared to a 2012 baseline for Cohort A schools of 38.7%. It is noted that girls are performing at a higher level [with 56% above the national average] than boys [noting also that the most significant improvement has been for boys, with 34.5% of boys above the national average in the 2012 baseline for Cohort A schools]
- The proportion of AQEP students [47.2%] performing above the national average for numeracy in Class 4 is now close to the national average [50%], compared to a 2012 baseline for Cohort A schools of 38.6%. It is noted that girls are performing at a higher level [with 52% above the national average] than boys [noting also that the most significant improvement has been for boys, with 31.8% of boys above the national average in the 2012 baseline for Cohort A schools]
- In the 2015 literacy assessment 30.4% of Class 4 boys are in the bottom quartile for literacy [26.6% for numeracy],

- compared to 35.4% for both numeracy and 38.7% for literacy in the 2012 baseline for Cohort A schools
- Only 22.4% of Class 4 urban school students were in the bottom quartile of the literacy assessment (from the 2012 baseline of Cohort A schools of 30.6%), compared to between 27.4-28.2% of students in rural, remote and very remote schools
- Only 20.6% of Class 4 urban school students were in the bottom quartile of the numeracy assessment (from the 2012 baseline of Cohort A schools of 28.3%) compared to between 26.1-27.1% of students in rural, remote and very remote schools
- Development and dissemination of the 'AQEP Literacy Guide for the Early Years'.

Sustainability highlights:

- 53 AQEP schools (62%) have commenced income-generating activities to support school attendance and learning, for example, through the provision of lunches to children in need and healthy food for children in boarding schools
- Culture change in teachers reflected in their willingness to pass on the learning to other teachers and schools working together in cluster groups to exchange information and learning
- Communities are now beginning to discuss and address student absence from schools
- AQEP infrastructure standards and hygiene manual adopted by MoE.

AQEP was presented with a special award by the Minister for Education and Acting Permanent Secretary for the Program's contribution to education in Fiji at the MoE Awards night on 17th December 2015.

Key Events attended

- AQEP Team Leader presented a special keynote address at the Pacific Circle Consortium Conference held in Suva, 1-5 July 2015
- AQEP-MoE Liaison Coordinator represented AQEP at the MoE Central Division Education Forum in Suva on 1st July 2015
- AQEP short term adviser (STA) Helen Stannard made two presentations to the MoE Senior Staff Meeting, the first on 14th July 2015 on Approach to Improving Literacy in Schools and the second on 8th December 2015 on A Preliminary Report of Piloting Early Grade Reading and Math Assessment in Year 3 AQEP Classes
- AQEP Team Leader and two other staff represented AQEP at the 65th Fiji Head Teachers Annual Conference held in Tavuki, Kadavu from 12-14 August 2015
- AQEP Team Leader, Social Protection Specialist and Disability Inclusion Specialist participated in the 1st Talanoa/Consultation on Teacher Education with national providers on 27th August 2015 in Suva
- AQEP Team Leader delivered a keynote address on Dynamic Leaders as Agents of Change at the 116th Fiji Principals Association Conference in Nadi on 10th September 2015
- AQEP was represented by the AQEP-MoE Liaison Coordinator and AQEP Senior Education Coordinator (Numeracy) at the inaugural Induction Workshop for New Teacher Graduates held in Suva for Corpus Christi Teachers College from 9-10 November and in Nadi for Fulton Teachers College from 16-17 November 2015. These were organised by the Fiji Teachers Registration Authority (FTRA)
- AQEP Team Leader and three other staff participated in the MoE Annual Planning workshop at Pacific Harbour, 17-19 November 2015
- AQEP Team Leader delivered the opening address at the AQEP-funded MoE Counsellors Workshop in Suva, 17-18 December 2015.

Public Diplomacy Events

- Visit to AQEP-supported Mataso Primary School in Ra by five Australian Parliamentarians on 28th July 2015
- Handing over of three printing machines (funded by AQEP) to the Fijian Minister for Education, Honourable Dr Mahendra Reddy, by Australian Minister for Education, Honourable Mr Christopher Pyne on 31st August 2015
- Visit to Davuilevu Methodist Primary School on 3rd November 2015 by Australian Minister for International Development and the Pacific, Honourable Mr Stephen Ciobo.

Sustainability Framework

AQEP has designed a Sustainability Framework to ensure that as far as possible the benefits of the Program may be sustained after program end (in mid-2017). To do this, the AQEP team and stakeholders considered the question: Why have a Sustainability Plan for AQEP? The reasons generated in discussion and reflections in relation to this question are summarised below:

- to ensure that the good practices that AQEP has modelled in access and quality are sustained beyond the life of the Program;
- to provide a solid evidence base for high level dialogue on sustainability; and
- to inform high level stakeholder dialogue between the Governments of Australia and Fiji regarding further support to the education sector.

To achieve these, AQEP's Sustainability Framework will employ three approaches to sustainability across the AQEP components and work streams:

1. Phase down – This involves the gradual reduction of program inputs, particularly budgets.
2. Phase out – This involves the withdrawal of inputs from the program such as adviser and specialist technical assistance, where ongoing provision of external services or resources is not needed.
3. Phase over - to implementing partner. This involves the gradual transfer of responsibilities for activities to achieve program goals to MoE (and schools), where MoE is required to take responsibility and oversight for the ongoing achievement of the intended outcome.

The Sustainability Framework covers the last 18 months of AQEP operation, from 1 January 2016 to 30 June 2017 and was approved by the PCC at its 9th meeting on 2nd December 2015.

To implement the Plan, a Sustainability Steering Committee (SSC), to be chaired by the MoE, was established on 17th December 2015. It includes six senior officials from the Ministry; DFAT Senior Program Manager Bilateral Education, Suva Post; two representatives from the Ministry of Finance (ODA Unit and Expenditure Management Unit); the AQEP Team Leader and two members of the leadership team



APPENDICES

APPENDIX 1: STATISTICAL TABLE

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TABLE I: MEMBERS OF THE EDUCATION FORUM

NAME OF MEMBER	ORGANISATION/DIVISION
Mr. Iowane P Tiko	Ministry of Education- Chairperson Permanent Secretary for Education
Mrs. Kalera Taloga	Deputy Secretary Professional, MoE
Mr. Niumaia Vola	President, Fiji Head Teachers Association
Mr. Vinod C Naicker	Fiji Principals Association President
Mrs. Maika Namudu	Fijian Teachers Association President
Mr. Muniappa Goundar	Fiji Teachers Union President
Mr. Isireli Rainibogi	Northern [Cakaudrove]
Mrs. Selina Lee Wah	Northern [Macuata urban]
Mr. Mohammed Rafiq	Northern, [Macuata rural]
Mr. Tadananda	Fiji Rama Krishna Mission Western [Nadi]
Mr. Govind Singh	School Management Association of Fiji
Dr. Akanisi Kedrayate	Tertiary Education in Fiji
Mrs. Sushila Ramesh	Sanatan Nari Sabha of Fiji
Mr. Bhuwan Dutt	Arya Prathinidi Sabha of Fiji
Mr. Savenaca Ranatawake	Seventh Day Adventist Church
Mrs. Filomena Tuiroro	Catholic Education
Rev Joseva Katonibau	Methodist Church of Fiji
Mrs. Sheela Venkataiya	TISI Sangam
Mr. Dildar Shah	Ahmadiyya Muslim Jamat of Fiji
Mr. Muhammed Shamin Ali	Fiji Muslim League
Mr. Joji Qaranivalu	Eastern [Lomaiviti]
Mr. Vijendra Prakash	Sanatan Dharam Pratinidhi Sabha of Fiji
Ms. Alisi Daurewa	Eastern Division [Kadavu]
Mr. Jone Waqairatu	Eastern Division [Lau]
Mr. Abdul Shamsheer	Western [Urban – Lautoka/Ba]
Ratu Inoke Tasere	Western [Rural- Nadroga/Navosa]
Mrs. Merewalesi Vueti	Library Services Fiji
Dr. Richard Wah	Higher Education
Mrs. Barbara	Special Education

TABLE II: SCHOOL TYPE SUMMARY

Primary				Secondary				Secondary & Vocational				Total Sec & Sec/Voc	Special Schools				Technical/ Vocational			
Govt	Non Govt	Pri- vate	Total	Govt	Non Govt	Pri- vate	Total	Govt	Non Govt	Pri- vate	Total		Govt	Non Govt	Pri- vate	Total	Govt	Non Govt	Pri- vate	Total
	62		62		7		7		7		7	14		2		2				0
	65		65		10		10	1	2		3	13		1		1			1	1
1	115		115	1	5		6	1	6		7	13		1		1		1		1
	82	4	87	1	13	3	17		6		6	23		3		3		1		1
	97	1	98	1	18		19		5		5	24		1		1		1		1
	61		61		9		9		5		5	14		1		1			1	1
	115	2	117	2	19	2	23	2	4		6	29		1		1				0
	40	1	41		4		4		3		3	7		1		1				0
1	76	8	85	2	25	3	30		8	1	9	39		1		1		3	1	4
2	713	16	731	7	110	8	125	4	46	1	51	176	0	17	0	17	0	6	3	9

TABLE III: NUMBER AND TYPE OF SCHOOLS BY EDUCATION AGENCIES

CONTROLLING AUTHORITY	PRIMARY SCHOOLS	SECONDARY SCHOOLS	SPECIAL SCHOOLS	TOTAL
Ahmadiyya Muslim Association	2	2		4
Anglican Church	5	5		7
Arya Pratinidhi Sabha	17	6		23
Assemblies of God	1	1		2
Catholic Archdiocese	38	17		55
Chinese Education Society	2	1		3
Church of Latter Day Saints	1	1		2
Committee	561	81	4	647
Crippled Children's Society			7	7
Dakshina India Andhra Sangam	5	2		7
Fiji Blind Society			1	1
Fiji Gospel Churches	2	1	1	4
Fiji Muslim League	17	5		22
Fiji Sugar Cooperation	2			2
I-Taukei Affairs		1		1
Gujrat Education Society	5	3		8
Macuata Muslim League	5	3		8
Methodist Church of Fiji	15	13		28
Ministry of Education	2	12		14
Private	14	9		23
Rabi Council		1		1
Rotuma Council		1		1
Sanatan Dharam Pratinidhi Sabha	8	8		16
Sathya Sai Organisation	1			1
Seventh Day Adventist Church	11	2		13
Sikh Community	2	2		4
Society of Disabled			4	4
TISI Sangam	16	5		21
TOTAL	732	179	17	928

TABLE VI: RURAL – URBAN ENROLMENT BY EDUCATION DISTRICTS AND GENDER AS AT 30TH JUNE, 2015

Urban/Rural/ Education Districts	Primary			Secondary		
	Males	Females	Total	Males	Females	Total
URBAN/RURAL						
Urban	38383	36447	74830	22773	25194	47967
Rural	32801	30445	63246	10774	9918	20692
DISTRICTS						
Ba/Tavua	5210	4872	10082	2666	2669	5335
Ra	2830	2605	5435	1065	1175	2240
Lautoka/Yas- awa	13055	12344	25399	6136	6702	12838
Nadroga/Na- vosa	4905	4692	9597	1672	1862	3534
Eastern	4192	3842	8034	1398	1398	2796
Nausori	11407	10726	22133	6174	5372	11546
Suva	17187	16158	33345	8741	9763	18504
Macuata/Bua	7277	6952	14229	3892	4114	8006
Cakaudrove	5120	4702	9822	1803	2057	3860

TABLE V: Y12 CERT, YEAR, No. SAT, No. PASS, % PASS FROM 2007 – 2014

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2007	11332	7311	64.5	27.2
2008	11234	7726	68.8	28.9
2009	11 209	7247	64.7	26.4
2010	12 413	8360	67.3	28.2
2011	12783	8345	65.3	26.3
2012	13110	8712	66.5	28.6
2013	12 091	8243	68.2	28.7
2014	12 345	8 197	66.4	27.8

TABLE VI: Y13 CERT, YEAR, No. SAT, No. PASS, % PASS FROM 2007 – 2014

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2007	4382	3509	80.1	34.3
2008	4497	3487	77.5	31.9
2009	4460	3424	76.8	34.0
2010	4745	3596	75.8	31.6
2011	5457	4487	82.2	36.0
2012	6483	4915	75.8	32.0
2013	6803	5131	75.4	31.1
2014	7 246	5 773	79.7	33.9

TABLE VII: 2015 RESULT ANALYSIS FOR FY6E

FY6E	ENG	MATH	GEN. SUB	VVVT	HINDI	URDU	ROTUMAN
No. students	16991	17002	16977	11200	3277	687	51
Stu- dents>=50	7244	8623	6315	7029	1328	228	21
Stu- dents>=50%	43%	51%	37%	63%	41%	33%	41%
Average	46	50	44	53	43	40	45
Std. Dev.	20	21	18	18	28	24	17
Min	0	0	0	0	0	0	14
Max	98	100	98	100	100	98	79
Median	45	50	43	55	36	34	47

TABLE VIII: 2015 RESULT ANALYSIS FOR FY8E

FY8	ENG	MATHS	B/SCI	H/LIVING	S/SCI	NVVVT	HINDI	URDU	ROTUMAN
Average	54.99	47.72	52.27	68.39	62.29	47.08	46.57	46.89	54.80
No. Sat	16061	16060	16063	16063	16060	10524	2981	606	35
>50	10478	7185	8629	13027	12118	5033	1425	285	24
% Pass	65.24	44.74	53.72	81.10	75.45	47.82	47.80	47.03	68.57
Highest	94	97	99	100	100	98	99	97	75
Lowest	0	0	2	2	7	2	3	0	16
Std. Dev.	19.66	21.98	15.47	21.12	18.32	15.97	28.11	25.98	13.92
Median	58	46	51	73	64	49	46	45	59

TABLE IX: 2015 RESULT ANALYSIS FOR FY10E

	English	Maths	Basic Science	Social Science	Office Technology	Commercial Studies	Agricultural Science	Home Economics	Basic Technology	Basic Graphic Technology	Na Vosa Vaka Viti	Hindi	Urdu	French	Rotuman
No. of Candi- dates	14230	14216	14227	14230	2659	14223	7005	6309	6796	229	3570	962	160	65	11
No>50	8112	4277	4740	4388	1824	4252	3420	3726	4365	142	2277	647	97	24	11
%>50	57.0 %	30.1 %	33.3 %	30.8 %	68.6 %	29.9 %	48.8 %	59.1 %	64.2 %	62.0 %	63.8 %	67.3 %	60.6 %	36.9 %	100 %
Aver- age	51.2	31.9	43.3	40.8	58.2	40.2	48.0	53.5	54.9	54.1	53.0	58.0	53.9	42.0	69.1
Median	53	38	42	39	59	38	49	54	54	55	54	66	63	41	65
Highest	92	100	96	98	99	98	96	97	93	99	90	98	94	82	87
Lowest	1	3	0	4	5	3	2	7	13	15	2	5	5	0	5

TABLE X : 2015 RESULT ANALYSIS FOR FY12E

FY12CE Details	English	Mathematics	Biology	Chemistry	Physics	Geography	History	Accounting	Economics	Office Technology	Agricultural Science	Computer Studies	Home Economics	Applied Technology	Technical Drawing And Design	Na Vosa Vaka Viti	Hindi	Urdu	French
N students	12083	11816	3976	4229	2963	3347	2162	2832	3725	299	2495	2982	1278	1425	2380	1664	119	36	6
N >=50	8367	4521	2217	1472	1884	2085	921	1679	2000	297	1873	2579	1235	1379	2203	1568	109	34	6
% >=50	65%	37%	54%	34%	62%	60%	41%	58%	52%	98%	72%	81%	92%	93%	89%	91%	91%	94%	100%
Average	57	43	53	41	58	54	45	55	51	77	57	66	67	69	66	69	68	82	58
Standard Deviation	14	27	20	22	24	19	20	22	20	10	10	14	9	9	11	11	11	12	7
Minimum	18	0	4	0	3	1	1	2	1	44	19	27	27	34	32	17	32	46	50
Maximum	95	100	100	98	100	97	93	99	96	96	88	99	91	92	96	93	90	98	66
Median	58	38	51	37	60	55	44	55	50	76	57	66	67	70	66	70	69	85	57

TABLE XI: 2015 RESULT ANALYSIS FOR FY13E

FY13CE Details	English	Mathematics	Biology	Chemistry	Physics	Geography	History	Accounting	Economics	Office Technology	Agri.Science	Introduction To Technology	Commercial Studies	Home Economics	Na Vosa Vaka Viti	Hindi	Urdu
N students	7241	7009	2614	2785	1942	2120	1238	1824	2307	130	1357	1244	1719	735	1113	84	17
>=50	4678	2979	1029	951	1101	1698	671	1161	1467	129	1296	1235	1501	733	1097	84	17
% >=50	64.6%	42.5%	39.4%	34.1%	56.7%	80.1%	54.2%	63.7%	63.6%	99.2%	95.5%	99.3%	87.3%	99.7%	98.6%	100%	100%
Average	54.2	44.1	46.0	43.5	54.3	62.2	51.2	58.2	54.7	69.0	63.6	69.0	64.9	67.9	70.6	81.9	73.4
St. Dev.	11.1	27.2	17.4	18.4	21.0	16.1	19.3	19.3	15.2	7.5	8.8	8.6	12.7	7.3	9.0	7.5	9.8
Min.	18	0	6	5	0	8	7	15	9	46	25	17	30	49	37	61	57
Max.	94	100	97	95	100	99	97	100	99	88	92	94	98	86	94	98	92
Median	54	42	44	41	54	63	52	57	54	69	63	68	65	68	71	83	75

2015 Audited Financial Report

OFFICE OF THE AUDITOR GENERAL

Excellence in Public Sector Auditing



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File: 387

08 August 2016

The Honorable Minister
Ministry of Education, Heritage and Arts
Senikau House, Thurston Street
SUVA

Dear Sir

AUDITED FINANCIAL STATEMENTS OF THE MINISTRY OF EDUCATION, HERITAGE AND ARTS FOR THE YEAR ENDED 31 DECEMBER 2015

Audited financial statements for the Ministry of Education, Heritage and Arts for the year ended 31 December 2015 together with my audit report on them are enclosed.

Particulars of errors and omissions arising from the audit have been forwarded to management of the Office for its action.

Yours sincerely

Atunaisa Nadakuitavuki
for AUDITOR-GENERAL

cc : Mr. Iowane P. Tiko, The Permanent Secretary, Senikau House, Thurston Street, Suva

Encl.



**MINISTRY OF EDUCATION,
HERITAGE AND ARTS**

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2015

MINISTRY OF EDUCATION, HERITAGE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015

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INDEPENDENT AUDITOR'S REPORT

MINISTRY OF EDUCATION, HERITAGE AND ARTS FINANCIAL STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015

Scope

I have audited the special purpose financial statements which have been prepared under the cash basis of accounting and notes 1 to 7 thereof of the Ministry of Education, Heritage and Arts for the year ended 31 December 2015. The special purpose financial statements comprise the following:

- (i) Statement of Receipts and Expenditure;
- (ii) Appropriation Statement; and
- (iii) Statement of Losses.

The Ministry of Education, Heritage and Arts is responsible for the preparation and presentation of the special purpose financial statements and the information contained therein.

My responsibility is to express an opinion on these special purpose financial statements based on my audit.

My audit was conducted in accordance with the International Standards on Auditing to provide reasonable assurance as to whether the special purpose financial statements are free of material misstatements. My audit procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the special purpose financial statements and evaluation of accounting policies. These procedures have been undertaken to form an opinion as to whether, in all material respects, the special purpose financial statements are fairly stated and in accordance with government policies in Note 2 and the Financial Management Act 2004, so as to present a view which is consistent with my understanding of the financial performance of the Ministry of Education, Heritage and Arts for the year ended 31 December 2015.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In my opinion:

- (a) the financial statements present fairly, in accordance with the accounting policies stated in Note 2, the financial performance of the Ministry of Education, Heritage and Arts for the year ended 31 December 2015.
- (b) the financial statements gives the information required by the Financial Management Act 2004 and the Finance Instructions 2010 in the manner so required.

I have obtained all the information and explanations which, to the best of my knowledge and belief, were necessary for the purpose of my audit.

Atunaisa Nadakuitavuki
for **AUDITOR GENERAL**

Suva, Fiji



08 August 2015

MINISTRY OF EDUCATION, HERITAGE AND ARTS

MANAGEMENT CERTIFICATE

FOR THE YEAR ENDED 31 DECEMBER 2015

We certify that these financial statements:

- (a) fairly reflect the financial operations and performance of the Ministry of Education, Heritage and Arts and its financial position for the year ended 31 December 2015; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004, Finance Instructions 2010.



Iowane Ponipate Tiko
Permanent Secretary

Date: 22/07/16.



Sukhendra Donish Lal
A/Director Finance

Date: 22/07/2016

MINISTRY OF EDUCATION, HERITAGE AND ARTS

STATEMENT OF RECEIPTS AND EXPENDITURE FOR HEAD 21 AND HEAD 26

FOR THE YEAR ENDED 31 DECEMBER 2015

	Notes	2015 (\$)	2014(restated) (\$)
RECEIPTS			
State Revenue			
Fees Examination		39,968	15,483
Fees Government Day Schools		41,484	39,578
Fees Government Boarding Schools		434,578	349,981
Registration		360,592	778,317
Registration		---	9,300
Commission		101,717	86,753
OPR in Previous Years		11,735	23,759
Sale of School Farm Produce		7,089	4,968
Student Fees - Technical College of Fiji		615,199	---
Total State Revenue	3(a)	1,612,362	1,308,139
Agency Revenue			
Miscellaneous Revenue		89,093	59,108
Total Agency Revenue	3(b)	89,093	59,108
TOTAL RECEIPTS		1,701,455	1,367,247
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (c)	267,580,510	255,225,192
Government Wage Earners	3 (d)	4,673,078	2,880,587
Travel & Communications	3 (e)	1,386,178	1,379,019
Maintenance & Operations	3 (f)	1,309,864	1,016,742
Purchase of Goods & Services	3 (g)	11,311,957	8,822,520
Operating Grants & Transfers	3 (h)	174,253,036	174,884,485
Special Expenditure	3 (i)	10,004,625	3,724,835
Total Operating Expenditure		470,519,248	447,933,380
Capital Expenditure			
Construction	3 (j)	553,660	3,039,871
Purchases	3(k)	147,234	951,465
Grants & Transfers	3(l)	3,702,980	6,802,228
Total Capital Expenditure		4,403,874	10,793,564
Value Added Tax	3(m)	3,437,179	2,449,398
TOTAL EXPENDITURE		478,360,301	461,176,342

MINISTRY OF EDUCATION, HERITAGE AND ARTS

APPROPRIATION STATEMENT FOR HEAD 21 AND HEAD 26

FOR THE YEAR ENDED 31 DECEMBER 2015

SEG	Item	Budget Estimate (\$)	Changes (\$)	Revised Estimate (\$)	Actual Expenditure (\$)	Carry Over (\$)	Lapsed Appropriation (\$)
1	Established staff	261,309,610	(1,968,606)	259,341,004	267,580,510	---	(8,239,506)
2	Government Wage Earner	2,493,300	---	2,493,300	4,673,078	---	(2,179,778)
3	Travel and communications	1,340,700	55,564	1,396,264	1,386,178	---	10,086
4	Maintenance & operations	1,419,000	(118,390)	1,300,610	1,309,864	---	(9,254)
5	Purchase of goods and services	10,581,800	789,594	11,371,394	11,311,957	---	59,437
6	Operating grants and transfers	177,686,700	(3,409,419)	174,277,281	174,253,036	---	24,245
7	Special expenditures	9,609,000	4,383,091	13,992,091	10,004,625	---	3,987,466
	Total Operating Expenditure	464,440,110	(268,166)	464,171,944	470,519,248	---	(6,347,304)
	Capital Expenditure						
8	Construction	1,650,000	---	1,650,000	553,660	---	1,096,340
9	Purchases	960,000	---	960,000	147,234	---	812,766
10	Grants and Transfers	16,507,100	---	16,507,100	3,702,980	---	12,804,120
	Total Capital Expenditure	19,117,100	---	19,117,100	4,403,874	---	14,713,226
13	Value Added Tax	3,831,300	268,166	4,099,466	3,437,179	---	662,287
	TOTAL EXPENDITURE	487,388,510	---	487,388,510	478,360,301	---	9,028,209

MINISTRY OF EDUCATION, HERITAGE AND ARTS
STATEMENT OF LOSSES FOR THE YEAR ENDED 31 DECEMBER 2015

Loss of Money

There was a loss of \$34,847.36 reported for the Ministry in 2015.

Station	Amount (\$)
Cash Cheque – Accounts Section	1,424.16
Cash Cheque – Test Section	990.00
Cash – Queen Victoria School	2,220.00
Cash – Ratu Kadavulevu School	11,990.00
Cash – Natabua High School	18,142.20
Cash – Technical College Fiji Nabua	81.00
TOTAL	34,847.36

Loss (other than money)

1. The following items worth \$17,100 were reported to be lost due to theft.

Item	Value of item (\$)
3 x Laptops – Information Technology	6,633
2 x Laptops – Technical College of Fiji, Nabua	3,798
Panasonic Cameras – Technical College of Fiji, Nabua	1,273
3 x Samsung Galaxy S5 Mobile – Headquarters	5,396
Total	17,100

2. Items worth of \$81,141.64 were written off following the Ministry's Board of Survey conducted for the year ended 31 December 2015.

Financial Write-offs

In addition, the below general ledger account had financial figure write-off as approved by Ministry of Finance;

General Ledger Account	Description	Amount (\$)
1-21101-21999-560628	PD PAYE	(49,940.49)

MINISTRY OF EDUCATION, HERITAGE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 1: REPORTING ENTITY

The Ministry of Education, Heritage and Arts is responsible for the delivery of Education and Training Services to schools, Pre-Schools, Tertiary and training centres and it is responsible for the preservation of the different cultures in Fiji. These include the provision of curriculum frameworks, policy guidelines, qualified teaching personnel and programme support to controlling authorities and education and training institutions. The Ministry also has responsibilities for ensuring that standards in education are met and maintained through the regulation and recognition of education and training providers and accreditation of programmed delivery. Through advisory services, support is rendered to school management for the effective running of schools as well as financial assistance for construction and maintenance of school facilities. The Ministry is also tasked with improving rural education standards and the education opportunities of disabled students and out of school youths.

NOTE 2: STATEMENT OF ACCOUNTING POLICIES

(a) Basis of Accounting

In accordance with Government accounting policies, the financial statements of the Ministry of Education, Heritage and Arts is prepared on cash (fund) basis of accounting. All payments related to purchases of fixed assets have been expensed.

The financial statements are presented in accordance with the Financial Management Act and the requirements of Section 71(1) of the Finance Instructions 2010. The preparation and presentation of a Statement of Assets and Liabilities is not required under the current Government policies, except for that of the Trade and Manufacturing Accounts.

(b) Accounting for Value Added Tax (VAT)

All income and expenses are VAT exclusive. The Ministry on a monthly basis takes out VAT output on total money received for expenditure from Ministry of Finance. VAT input on the other hand is claimed on payments made to the suppliers and sub-contractors for expenses incurred.

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

(c) Comparative Figures

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

(d) Revenue Recognition: Revenue is recognised when actual cash are received by the Ministry.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 3: SIGNIFICANT VARIATIONS

- (a) The state revenue increased by \$304,223 or 23.3% in 2015 compared to 2014. The increase was mainly due to recovery of students fees from Technical Colleges during 2015.
- (b) The agency revenue increased by \$29,985 or 50.7% in 2015 compared to 2014. This was due to the increase in request for recounts, rechecks and certified copies of the exam results and an increase in sale of school farm produce in 2015.
- (c) The Established Staff costs increased by \$12,355,318 or 4.8% in 2015 compared to 2014. This was mainly due to the incorrect budget provided as per person to person list and other allowances which includes location and boarding allowances. The increase was also due to the increase in recruitment of the number of Teachers and Admin Staff as per Minister's initiative to increase employment.
- (d) The Government Wage Earner costs increased by \$1,792,491 or 62.2% in 2015 compared to 2014. This was mainly due to the payment of overtime for Government Wage Earners for the various units/section working overtime to meet the Ministry's output. The increase was also due to hire of lot of casual workers for printing of textbooks and bus fare coupon distribution.
- (e) The Travel and Communication costs increased by \$7,159 or 0.5% in 2015 compared to 2014. The increase is due to the increase of transfer of teachers around the country and the payment of meals and subsistence allowances and accommodation for officers working overtime and those on school visits.
- (f) The Maintenance and operations costs increased by \$293,122 or 28.8% in 2015 compared to 2014 due to the increase in repairs to Ministry vehicles, utility costs and fuel costs as most of the Ministry's vehicles are obsolete requiring a lot of regular repairs.
- (g) Purchase of Goods and Services costs increased by \$2,489,437 or 28.2% in 2015 compared to 2014 due to purchases of rations, production of texts and materials, examination expenses and printing of examination papers, day schools materials, office books periodicals and board meeting expenses. .
- (h) Operating Grants and Transfers costs decreased by \$631,449 or 0.36% in 2015 compared to 2014. The details of the expenditures per institution from Head 26 are shown below:

MINISTRY OF EDUCATION, HERITAGE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

	Institution	Budget Estimate (\$)	Actual Expenditure (\$)	Carry Over (\$)	Lapsed Appropriation (\$)
1	UNIVERSITY OF THE SOUTH PACIFIC	36,597,200	36,597,200	-	-
2	UNIVERSITY OF FIJI	2,500,000	2,500,000	-	-
3	FIJI NATIONAL UNIVERSITY	38,587,000	38,587,000	-	-
4	CENTRE FOR APPROPRIATE TECHNOLOGY & DEVELOPMENT	755,000	755,000	-	-
5	CORPUS CHRISTI COLLEGE	150,000	127,500	-	22,500
6	FULTON COLLEGE	50,000	50,000	-	-
7	MONFORT BOYS TOWN - VEISARI	300,000	300,000	-	-
8	MONFORT BOYS TOWN - SAVUSAVU	400,000	400,000	-	-
9	SANGAM INSTITUTE OF TECHNOLOGY	250,000	250,000	-	-
10	VEVEKANANDA TECHNICAL CENTER	150,000	150,000	-	-
Total Operating Grants and Transfers		79,739,200	79,716,700	-	22,500
	FIJI NATIONAL UNIVERSITY CAPITAL - LABASA	4,000,000	268,427	-	3,731,573
	TERTIARY HOSPITAL	2,000,000	-	-	2,000,000
Total Capital Grants and Transfers		6,000,000	268,427	-	5,731,573
Total Grant to HEI		85,739,200	79,985,127	---	5,754,073

- (i) Special Expenditure costs increased by \$6,279,790 or 168.6% in 2015 compared to 2014 due to implementation of MOE Initiatives, increase in workshop and requests for assistance from schools. Minister's initiatives fund was used for repairs and maintenance of schools, teacher quarters and hostel for borders.
- (j) The Capital Construction costs decreased by \$2,486,211 or 81.8% in 2015 compared to 2014 as most of the renovations for quarters' funds were directed from Minister's initiative.
- (k) The Capital Purchase cost decreased by \$804,231 or 84.5% in 2015 compared to 2014. Funds for water tanks were fully utilised for Primary and Secondary schools. The One Learning Device per Child tender was approved in November, 2015 but no purchases were done in 2015.
- (l) The Capital Grants and Transfers decreased by \$3,049,248 or 45.6% in 2015 compared to 2014 as Ministry was continuing with the 2014 projects and the 2015 projects were not fully implemented.
- (m) The Value Added Tax increased by \$987,781 or 40.3% in 2015 compared to 2014. The increase was due to increase in expenditure in other operating SEGs.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 4: DETAILS OF APPROPRIATION CHANGES

The Ministry of Finance approved the following transfer of funds during the year:

DV#	From	To	Amount (\$)	DV#	From	To	Amount (\$)
DV2101	Seg 1	Seg 7	500,000	DV2120	Seg 5	Seg 5	30,000
DV2101	Seg 6	Seg 7	500,000	DV2121	Seg 6	Seg 3	5,881
DV2101	Seg 3	Seg 7	90,000	DV2121	Seg 6	Seg 13	1,014
DV2101	Seg 13	Seg 13	13,500	DV2122	Seg 7	Seg 5	42,500
DV2101	Seg 1	Seg 7	50,000	DV2122	Seg 13	Seg 13	7,500
DV2101	Seg 4	Seg 7	200,000	DV2123	Seg 4	Seg 4	40,000
DV2101	Seg 5	Seg 7	50,000	DV2124	Seg 7	Seg 5	39,130
DV2101	Seg 13	Seg 13	37,500	DV2124	Seg 13	Seg 13	5,870
DV2102	Seg 3	Seg 5	70,000	DV2125	Seg 13	Seg 13	83,815
DV2102	Seg 3	Seg 4	30,000	DV2126	Seg 13	Seg 13	60,000
DV2102	Seg 13	Seg 13	15,000	DV2127	Seg 5	Seg 7	500,000
DV2103	Seg 7	Seg 4	9,072	DV2127	Seg 7	Seg 7	90,000
DV2103	Seg 13	Seg 13	1,361	DV2127	Seg 5	Seg 13	18,000
DV2104	Seg 7	Seg 4	5,037	DV2127	Seg 13	Seg 13	107,400
DV2104	Seg 13	Seg 13	756	DV2128	Seg 6	Seg 3	47,019
DV2105	Seg 7	Seg 7	238,732	DV2128	Seg 6	Seg 13	7,053
DV2105	Seg 5	Seg 7	62,000	DV2129	Seg 6	Seg 7	1,718,957
DV2106	Seg 3	Seg 7	90,690	DV2129	Seg 6	Seg 13	257,843
DV2106	Seg 4	Seg 7	68,100	DV2130	Seg 6	Seg 6	50,000
DV2106	Seg 5	Seg 7	374,500	DV2130	Seg 7	Seg 6	100,000
DV2106	Seg 6	Seg 7	678,150	DV2131	Seg 7	Seg 7	900,000
DV2106	Seg 7	Seg 7	140,900	DV2131	Seg 7	Seg 3	33,333
DV2106	Seg 13	Seg 13	83,011	DV2131	Seg 7	Seg 4	66,667
DV2107	Seg 5	Seg 5	21,000	DV2131	Seg 13	Seg 13	150,000
DV2108	Seg 6	Seg 5	11,034	DV2132	Seg 6	Seg 5	2,878
DV2109	Seg 3	Seg 3	7,000	DV2132	Seg 6	Seg 4	8,135
DV2109	Seg 13	Seg 13	1,050	DV2132	Seg 13	Seg 13	1,652
DV2110	Seg 5	Seg 5	39,089	DV2133	Seg 13	Seg 13	201,200
DV2111	Seg 4	Seg 4	83,168	DV2134	Seg 7	Seg 4	78,262
DV2111	Seg 13	Seg 13	12,475	DV2135	Seg 7	Seg 5	205,000
DV2112	Seg 6	Seg 7	900,000	DV2135	Seg 1	Seg 13	30,750
DV2113	Seg 3	Seg 5	2,001	DV2136	Seg 5	Seg 3	155,000
DV2114	Seg 7	Seg 7	47,158	DV2136	Seg 5	Seg 5	45,000
DV2115	Seg 7	Seg 5	180,000	DV2137	Seg 7	Seg 5	30,000
DV2116	Seg 7	Seg 5	80,000	DV2137	Seg 13	Seg 13	4,500
DV2117	Seg 5	Seg 5	10,000	DV2138	Seg 3	Seg 4	3,352
DV2118	Seg 7	Seg 5	80,000	DV2138	Seg 13	Seg 13	503
DV2119	Seg 7	Seg 3	28,381	DV2139	Seg 7	Seg 5	300,000

MINISTRY OF EDUCATION, HERITAGE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 4: DETAILS OF APPROPRIATION CHANGES (CONT'D)

DV#	From	To	Amount (\$)	DV#	From	To	Amount (\$)
DV2139	Seg 13	Seg 13	45,000	DV2157	Seg 7	Seg 5	90,720
DV2140	Seg 6	Seg 6	8,410	DV2157	Seg 1	Seg 6	343,500
V2141	Seg 3	Seg 4	1,333	DV2158	Seg 5	Seg 5	2,100
DV2142	Seg 3	Seg 5	2,447	DV2158	Seg 6	Seg 5	125,500
DV2142	Seg 7	Seg 6	55,000	DV2158	Seg 7	Seg 5	33,946
DV2142	Seg 13	Seg 13	367	DV2159	Seg 3	Seg 3	24,052
DV2143	Seg 5	Seg 5	48,696	DV2159	Seg 4	Seg 4	28,070
DV2143	Seg 13	Seg 13	7,304	DV2160	Seg 1	Seg 6	470,000
DV2144	Seg 3	Seg 6	1,365	DV2160	Seg 3	Seg 5	37,630
DV2145	Seg 1	Seg 5	400,000	DV2161	Seg 4	Seg 4	8,710
DV2145	Seg 6	Seg 5	3,000	DV2161	Seg 4	Seg 3	273
DV2146	Seg 7	Seg 3	5,000	DV2161	Seg 4	Seg 4	2,800
DV2146	Seg 7	Seg 4	4,000	DV2161	Seg 4	Seg 5	11,361
DV2146	Seg 7	Seg 5	41,000	DV2161	Seg 3	Seg 5	31,970
DV2147	Seg 3	Seg 7	26,339	DV2161	Seg 5	Seg 5	61,260
DV2147	Seg 13	Seg 13	3,951	DV2162	Seg 3	Seg 3	5,967
DV2148	Seg 13	Seg 13	90,000	DV2162	Seg 4	Seg 4	875
DV2149	Seg 13	Seg 13	100,000	DV2162	Seg 5	Seg 6	62,460
DV2149	Seg 5	Seg 5	300,000	DV2162	Seg 6	Seg 6	8,860
DV2149	Seg 13	Seg 13	45,000	DV2162	Seg 6	Seg 7	8,085
DV2150	Seg 5	Seg 3	60,870	DV2162	Seg 4	Seg 7	640
DV2150	Seg 13	Seg 13	9,130	DV2163	Seg 3	Seg 5	7,460
DV2151	Seg 7	Seg 4	4,800	DV2163	Seg 4	Seg 5	7,660
DV2152	Seg 3	Seg 5	8,110	DV2163	Seg 5	Seg 5	95,720
DV2152	Seg 4	Seg 3	28,760	DV2164	Seg 1	Seg 5	175,615
DV2152	Seg 5	Seg 3	50,983	DV2164	Seg 4	Seg 4	800
DV2153	Seg 3	Seg 3	92	DV2164	Seg 5	Seg 5	12,923
DV2153	Seg 4	Seg 4	5,670	DV2164	Seg 6	Seg 5	8,110
DV2153	Seg 5	Seg 5	58,081	DV2164	Seg 7	Seg 5	4,520
DV2154	Seg 3	Seg 5	537	DV2165	Seg 1	Seg 5	23,483
DV2154	Seg 5	Seg 5	33,289	DV2165	Seg 3	Seg 3	600
DV2155	Seg 3	Seg 5	9,390	DV2165	Seg 4	Seg 3	3,720
DV2155	Seg 4	Seg 5	1,450	DV2165	Seg 4	Seg 5	9,040
DV2155	Seg 5	Seg 5	18,135	DV2165	Seg 5	Seg 5	1,570
DV2156	Seg 5	Seg 5	90,977	DV2165	Seg 6	Seg 5	9,860
DV2157	Seg 5	Seg 3	20,173	DV2166	Seg 1	Seg 4	3,056
DV2157	Seg 5	Seg 5	118,130	DV2166	Seg 1	Seg 5	2,952
DV2157	Seg 6	Seg 5	147,570				

NOTE 5: OPERATING TRUST

As at 31/12/15, the operating fund account had a credit balance of \$1,845,085.53 (SEG 86 \$1,805,821.82 and SEG 89 \$39,263.71). This relates to various employee deductions.

MINISTRY OF EDUCATION, HERITAGE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

NOTE 6: DRAWINGS ACCOUNT

As at 31/12/15, drawings account had a balance of \$4,027,440.36 (CR). These monies were related to cheques written by the Ministry that were yet to be presented to the bank.

NOTE 7: REVOLVING FUND ACCOUNT – MISCELLANEOUS

As at 31/12/15, RFA had a balance of \$1,883,520.84 (DR). Most of the balances in this account relates to accountable advances and prepaid expenses, dishonoured cheques and surcharges. Refer to the table below for details:

Description	Allocation	Amount (\$)
Prepaid Expenses	1-21101-21999-570101	1,171,464.53
Prepaid Expenses	1-21102-21999-570101	1,376.76
Advances	1-21101-21999-570301	710,679.55
Total		1,883,520.84



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