



Ministry of Education, National Heritage, Culture and Arts



ANNUAL REPORT 2012





VISION

Quality Education for Change, Peace and Progress

MISSION

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

ROLES AND RESPONSIBILITIES

The Ministry of Education is responsible for the design, implementation, monitoring and evaluation of educational legislations, policies and programmes in Fiji. We provide the structures, human resources, budget and administrative and management support to ensure that the quality of service delivery is maintained at a high level.

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

- Pre-schools
- Primary and Secondary
- Special Schools for children with special needs and Vocational Schools
- Students in the years of compulsory schooling
- (Class 1-Form 6) and those participating in Form 7 studies
- Students in vocational education and training programmes
- Teaching personnel
- School management committees and controlling authorities



**DEPARTMENT OF NATIONAL
HERITAGE, CULTURE & ARTS**

VISION

A National identity that celebrates and promotes Fiji's cultural diversity and unique 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 of Culture and Heritage is to coordinate activities in the cultural heritage sector. 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.

OUR VALUES

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

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

OUR GUIDING PRINCIPLES

In education, the child is the centre of everything that we do. In all other services we provide, our customers are of high priority. The delivery of all services 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

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MESSAGE FROM THE MINISTER



Education plays a key role in the government's commitments to a better quality of life and a strong economy.

The new vision of the Ministry of Education is to provide quality education for change, peace and progress in the development of our country.

The Ministry is responsible for delivering accessible and quality education so that learners can reach their fullest potential as productive, responsible and self-reliant members of society.

To achieve this goal in 2012, the Ministry of Education continued to build upon the initiatives in order to create a more responsive education system – one that enables all learners to succeed; supports transitions between different levels of education, training and the world of work; and that further develops and maintains meaningful relationships with one and all.

This report encompasses information about programs, projects and improvements to the way the ministry operates. You will note our consistent engagement of partners as we establish future goals and initiate new programs or review existing programs. This input helps ensure our analysis and decisions are guided by the best possible information, with the ultimate goal of ensuring the best possible opportunities for all Fijians.

I would like to express my gratitude to the hardworking staff of the Ministry of Education, donor agencies and organizations for their contribution to a successful year.

We have a lot to be proud of and we will continue to build on this solid foundation to raise achievement for every learner.

Sincerely,

A handwritten signature in black ink, appearing to read 'Filipe Bole'. The signature is fluid and cursive. Below the signature is a dotted line indicating the end of the signature.

Ambassador Filipe Bole
Minister of Education, National Heritage, Culture and Arts



MINISTRY OF EDUCATION
**QUALITY EDUCATION FOR CHANGE, PEACE AND
PROGRESS**



Ambassador Filipe Bole
The Minister for Education, National Heritage, Culture and Arts
Senikau House

SUVA.

Dear Sir

Annual Report for 2012

It is my pleasure to present to you the Ministry's Annual Report for the year ending 31st December 2012.

We appreciate and thank you for your leadership, guidance and direction through the year.

We look forward with much anticipation into the new year and to continue to develop education for our children in accordance with Government's mandate for the Sector.

A handwritten signature in black ink, appearing to be 'Brij Lal'.

.....
Dr. Brij Lal
Permanent Secretary for Education, National Heritage, Culture and Arts.
May, 2013.

PERMANENT SECRETARY'S OVERVIEW



The year 2012 has been a challenging year for the Ministry of Education. It posed great challenges on our doorstep as we encountered three major natural disasters – the two floods and Hurricane Evan.

The Ministry started implementing its new three-year Education Sector Strategic Development Plan for the period 2012 to 2014. The Annual Corporate Plan was completed in January 2012 to outline the framework that charts the Ministry of Education's direction and undertakings towards achieving the years planned deliverables. The Strategic Framework for Change Coordinating Office rating of 96.86% for 2012 is a testimony of the commitment and dedication from the Ministry in its quest towards prioritizing Education for All and the Millennium Development Goal.

The Ministry defined a new Vision for education, for the next three years, which states Quality Education for Change, Peace and Progress. This is aligned to the National Vision of the Government of a "Better Fiji for All". The Ministry believes that providing education is not adequate therefore it has taken a step up pursuing "Quality Education".

Education is an asset for productive and positive changes to unfold in any country and the Ministry has been fervent in ensuring that services required are addressed. The Ministry worked collaboratively with relevant stakeholders constructing education reforms and initiatives that were based on the principles of accessibility, affordability, quality and equity.

The Ministry also strengthened its commitment to policy initiatives that will build community capacity and ensure that all Fiji citizens develop their skills and maximize their capability.

PART I: OVERVIEW

CHAPTER 1: PORTFOLIO STRUCTURE

The Annual Report records all the programmes and activities of the Ministry for the year 2012 and also outlines the achievements of the various sections and departments under the responsibilities assigned to the Minister for Education, National Heritage, Culture and Arts.

In 2012, Ambassador Filipe Bole and Dr. Brij Lal continued as the Minister and Permanent Secretary for Education, National Heritage, Culture and Arts respectively. There were three newly appointed Deputy Secretaries; Mr. Apisalome Movono as the Deputy Secretary for Corporate Services, Mrs. Basundra Kumar as the Deputy Secretary for Secondary and Primary Education and Mrs. Kelera Taloga as the Deputy Secretary Professional. The Ministerial portfolio administered by the Ministry, consists of:

- Leadership, Policy Advice & Strategic Development
- Pre-School Service
- Higher Education Commission
- Primary School Service
- Secondary School Service
- Special Education Service
- Technical Vocational Education & Training
- Examination and Assessment Unit
- Asset Monitoring Unit
- Fiji Teachers Registration Board
- Careers Service
- National Substance Abuse Advisory Council
- UNESCO National Commission
- Curriculum Advisory Service

Legislation

The Minister for Education, National Heritage, Culture and Arts is responsible for the following legislations:

- Education Act - Cap.262
- Examination Act - Cap.262A
- FNU Decree (No. 39) 2009
- 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

Education Forum

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 meets three times annually. Membership consists of those selected in accordance with the relevant provisions in the Education Act.

To assist the Forum, the Divisional School Management Board (DSMB) comprising stakeholders that are not members of the forum, meet at Divisional Level. Their reports are tabled at the Forum by the respective Deputy Secretaries.

There were three Education Forum and Divisional School Management Board meetings in 2012. The main issues discussed in these meetings were:

- Mainstreaming of TVET;
- Fiji Island Assessment Framework;
- Financial Literacy Education;

- School names change update;
- Textbooks for secondary schools;
- One Laptop Per Child initiative and e - Learning in Primary Schools;
- Transport and bus fare assistance;
- Electricity power rate for schools;
- Value Added Tax imposition by Fiji Island Revenue Custom Authority;
- Outstanding school water bills;
- Teaching of Vernacular in Primary and Secondary;
- Tasks and Projects in schools;
- Policies:
 - ▲ Transfers and Promotion
 - ▲ Professional Development
 - ▲ In-service training Policy
 - ▲ Policy in effective Implementation of Inclusive Education in Fiji and Rotuma
 - ▲ Child Protection Policy
 - ▲ Research Policy

CHAPTER 2: MINISTRY'S PROFILE AND CONTEXT

ROLES, OUTCOMES AND RESPONSIBILITIES

Roles and Responsibilities

The core function of the Ministry of Education is to ensure that all students from kindergarten to Form 7, including vocational education students, have access to quality education.

The Ministry is also focused 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 expended. Educational services are delivered in partnership with school management committees and controlling authorities.

The Ministry of Education is responsible for the administration and management of education policy and delivery of educational services. It provides the curriculum framework, policy guidelines and directions, together with qualified teaching personnel.

Another important role of the Ministry involves the provision of services to the Minister, Statutory Agencies, Cabinet and Government. The Ministry also provides program support to educational institutions, manages the regulation and recognition of education and training providers and validates accreditation of program delivery.

Linkage with Government Priorities

Linkage of RDSEED (the Roadmap for Democracy and Sustainable Socio-Economic Development 2009-2014) and Ministry's Outputs

Table 1: Linkage of Outputs with Government's Target Outcomes (RDSEED 2009 – 2014).

Key Pillars [PCCPP]	Targeted Outcome [Goal/Policy Objective – RDSEED]	Outcome Performance Indicators or Measures [Key Performance Indicators – RDSEED]	Ministry's Outputs
<p>Pillar 1: Ensuring Sustainable Democracy and Good and Just Governance</p> <p>Pillar 3: Ensuring Effective, Enlightened and Accountable Leadership</p>	<p>5. The Accountability Framework Strengthened and transparent democratic and accountability institutions.</p>	<ul style="list-style-type: none"> ▲ Zoning Policy implementation / adherence / monitoring ▲ ACP Quarterly Reporting ▲ Annual Report approved by Cabinet by July, 2012 ▲ All teachers register or renew registrations 	<p>Output 1: Portfolio Leadership Policy Advice and Secretariat Support.</p>
<p>Pillar 4: Enhancing Public Sector Efficiency, Performance Effectiveness and Service Delivery</p>	<p>6. Public Sector Reform Improved public sector efficiency, effectiveness and service delivery.</p>	<ul style="list-style-type: none"> ▲ Service Excellence Framework Reviewed. ▲ Education Act endorsed and awareness conducted ▲ Service Charter implemented and monitored. ▲ Workforce plan reviewed and aligned to PSC guidelines. ▲ Implementation of PMS and relevant practices ▲ MOE Website updated monthly ▲ Customer Service Policy monitored 	<p>Output 1: Portfolio Leadership Policy Advice and Secretariat Support.</p> <p>Output 7: Education support services to the communities, donors and key stakeholders.</p>

Key Pillars [PCCPP]	Targeted Outcome [Goal/Policy Objective – RDSSED]	Outcome Performance Indicators or Measures [Key Performance indicators – RDSSED]	Ministry's Outputs
Pillar 3: Ensuring Effective, Enlightened and Accountable Leadership	8. Leadership Effective, Enlightened and Accountable Leadership.	<ul style="list-style-type: none"> ▲ Leadership training for Senior Officers included in training quota 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support.
Pillar 2: Developing a Common National Identity and Building Social Cohesion	25. National Identity and Social Cohesion A peaceful, non-racial, inclusive and united society.	<ul style="list-style-type: none"> ▲ Conversational Language being made compulsory in Primary and Secondary Schools ▲ Citizenship implemented in schools ▲ Curriculum Guidelines for Special education developed ▲ Comparative Study of the principles of major religions conducted by 2012 ▲ All school names denoting racial affiliations removed by 2012 ▲ Fiji Day celebrated annually ▲ Compulsory teaching and learning of the Vosa Vakaviti and Hindi languages and culture in all schools by 2012 ▲ All schools to hold a flag ceremony and singing of national anthem at least once a week ▲ Cultural and religious celebration observed in schools 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support. Output 2 – 6: Education and training.
Pillar 2: Developing a Common National Identity and Building Social Cohesion Pillar 8: Reducing Poverty to a Negligible Level by 2015 Pillar 9: Making Fiji a Knowledge based Society	26. Poverty Reduction Reducing Poverty to a negligible level by 2015. 29. Education and Training Educating the Nation for peace and prosperity.	<ul style="list-style-type: none"> ▲ A Cabinet paper developed on setting up a statutory body for Community and Non- Formal learning by December 2012. ▲ A Cabinet paper developed on the establishment of centers in rural learning in rural schools developed by 2012. ▲ All rural areas to have centers of learning by 2015. ▲ Policy Paper on the use of the Collaborative Model for Education in villages and communities developed by December 2012. ▲ Student attendance database implementation. ▲ Review of Differential resourcing Model on the distribution of all education grants. ▲ Training of school managers on the new financial framework. ▲ Recognition and Registration of HEIs. ▲ Registration of qualifications on NQF. ▲ Review of Curriculum ▲ ECE Guidelines implemented in all ECE centres. ▲ Modular system of Learning introduced at Secondary schools by 2015. ▲ Strengthening of Agriculture in schools in 2012. ▲ Inclusive Policy implemented. ▲ Schools use LANA for diagnostic purposes. ▲ 70% of schools effectively using LANA for diagnostic purposes. ▲ Improved completion rate for students in TVET courses. ▲ Competency based assessment implemented in all vocational schools 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support. Output 2 – 6: Education and Training. Output 7: Education support services to the communities, donors and key stakeholders.

Key Pillars [PCCPP]	Targeted Outcome [Goal/Policy Objective – RDSSED]	Outcome Performance Indicators or Measures [Key Performance indicators – RDSSED]	Ministry's Outputs
Pillar 3: Ensuring Effective, Enlightened and Accountable Leadership	31. Gender Equality and Women in Development Achievement of gender equality and empowerment of women.	<ul style="list-style-type: none"> ▲ Increased proportion of women in leadership position ▲ Review of post processing policy and processes ▲ A gender balance of boys and girls (ratio: 1: 1) in primary and secondary education 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support.
Pillar 2: Developing a Common National Identity and Building Social Cohesion Pillar 9: Making Fiji a Knowledge based Society	32. Children and Youth Protection and development of children and youth.	<ul style="list-style-type: none"> ▲ Child Protection policy implementation ▲ Improved compliance with OHS regulations ▲ Implementation of Quality Circles and Service Excellent Framework. ▲ Training and Empowerment through Duke of Edinburgh Award Program 	Output 1: Portfolio Leadership Policy Advice and Secretariat Support. Output 2 – 6: Education and Training.
Pillar 2: Developing a Common National Identity and Building Social Cohesion Pillar 9: Making Fiji a Knowledge based Society	35. Culture and Heritage Protection and management of our Culture and Heritage for current and future generations 25. National Identity and Social Cohesion A peaceful, non-racial, inclusive and united society.	<ul style="list-style-type: none"> ▲ Fiji's first world heritage site nomination dossier endorsed meeting UNESCO's requirements for World Heritage site listing by 2012 ▲ An overarching national cultural policy developed with draft policies and culturally inclusive curriculum, cultural industries, cultural statistics and standards set for a cultural enhancement programme by Dec. 2012. ▲ Review and monitoring of the Fiji Museum Act and the Paleontological and Archaeological Act completed in 2012 ▲ At least 2 new archaeological sites surveyed annually and 2 sites identified as national heritage sites on the national register of sites ▲ Improved standard of participation for Fiji representation at the 2012 Pacific Festival of Arts ▲ Review of the functions of 6 Multi ethnic committees and centres as community cultural/TVET promotion centres around Fiji 2012 ▲ St. Steven's building refurbished as the Fiji National Art gallery in 2012 ▲ Cultural Heritage Sector activities promoted through implementation of an effective communication strategy ▲ At least 80% of resource owners meet standards for best practices in the marketing of cultural resources 	Output 8: Preservation of natural and cultural heritage Output 9: Cultural Enhancement Programme
Pillar 2: Developing a Common National Identity and Building Social Cohesion Pillar 9: Making Fiji a Knowledge based Society	35. Culture and Heritage Protection and management of our Culture and Heritage for current and future generations 29. Education and Training Educating the Nation for peace and prosperity. 16. Land Resources, Development and Management Empowerment of Indigenous Fijians to fully utilize their resources for their economic and social advancement 26. Poverty Reduction Reducing Poverty to a negligible level by 2015.	<ul style="list-style-type: none"> ▲ Support given for increased community workshops on cultural development and enhancement in 2012 ▲ Culture and heritage elements incorporated into the school curriculum at primary, secondary and tertiary levels. ▲ Increased representation and standard setting with partners in the development of culture and heritage infrastructure and capacity in Fiji [UNESCO Culture Sectorial Meetings, ACCU, ICOMOS, PIMA, IUCN, SPC, PIFS, Melanesian Spearhead Group] ▲ Increased percentage of local scholarship awards for cultural heritage subjects ▲ Cultural exchanges supported at the national, regional and international levels ▲ The Fiji Heritage Foundation secretariat strengthened in 2012 	Output 9: Cultural Enhancement Programme

Outputs and Sub-outputs

The Ministry of Education continues to emphasise the importance of the holistic approach to the child's development so that every child finds meaning, identity and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace.

The table below lists thirteen Outputs and the corresponding Sub-outputs that were identified in the 2012 Annual Corporate Plan:

Table 2: Ministry of Education Output and Sub-Outputs for 2012

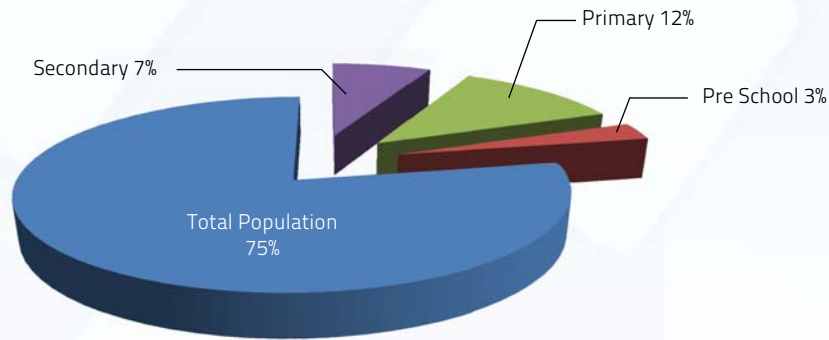
OUTPUTS	SUB OUTPUTS
1. Portfolio Leadership, Policy Advice & Secretariat Support	1.1 Effectiveness of policies plans and legislations facilitated (ESSDP 7.1). 1.2 Capacity building and PD improved (ESSDP 4.11) 1.3 Workforce management and administration strengthened (ESSDP 4.2) 1.3 Workforce management and administration strengthened (ESSDP 4.2) 1.4 Compliance with Public Sector Reforms and Government Regulations. (ESSDP 7.2) 1.5 Efficiency of coordination and communication at all levels improved (ESSDP 7.3) 1.6 Effectiveness of quality assurance and reporting process improved (ESSDP 7.4)
2. Education and Training in Early Childhood Education	2.1 Access and retention to education at all levels improved (ESSDP 1.1). 2.2 Safety and care of students in schools improved (ESSDP 1.2). 2.3 Quality curriculum implemented (ESSDP 2.1). 2.4 School standards monitored for improvement (ESSDP 3.2) 2.5 Capacity Building and Professional Developed improved (ESSDP 4.1)
3. Education and Training in Primary Education	3.1 Access and retention to education improved (ESSDP1.1) 3.2 (a) Safety, health and care of all students in schools promoted (ESSDP 1.3) 3.2 (b) National and cultural Identity and Citizenship of all students in schools promoted 3.3 Quality curriculum implemented (ESSDP2.1) 3.4 Strengthen assessment for learning and of learning approaches to improve students' performance (ESSDP 2.2) 3.5 Responsiveness of schools to meet students' needs improved (ESSDP 3.1) 3.6 Administration and management of grants improved (ESSDP 3.2) 3.7 Capacity Building and Professional Development Improved (ESSDP 4.2)
4. Education and Training in Secondary Education	4.1 Access and retention to education Improved (ESSDP 1.2) 4.2 (a) Safety, health and care of all students in schools improved (ESSDP 1.3a) 4.2 (b) National and cultural Identity and Citizenship of all students in schools promoted (ESSDP 1.3b) 4.3 Quality curriculum implemented (ESSDP 2.1) 4.4 Strengthening of assessment for learning approaches to improve performance (ESSDP 2.2) 4.5 Responsiveness of schools to meet students' needs improved (ESSDP 3.1) 4.6 Administration and management of grants improved (ESSDP 3.2) 4.7 Capacity Building and Professional Development improved (ESSDP 4.2)
5. Education and Training in Special Education	5.1 Access and retention to education at all level improved (ESSDP 1.1) 5.2 School capacity to meet special needs of students strengthened (ESSDP 1.2) 5.3 Quality curriculum implemented (ESSDP 2.1) 5.4 Capacity Building and impact of Professional Development Improved
6. Education and Training - Technical Vocational Education	6.1 Improved effective programs, curriculum technology and infrastructure for quality TVET delivery (ESDDP 5.4) 6.2 Strengthen the capacity and effectiveness of TVET (ESSDP 5.1) 6.3 Improved Human Resources development for TVET (ESDDP 5.3)
7. Education support services with communities, donors, and key stakeholders	7.1 Community awareness training and support Facilitated 7.2 Partnership with and harmonization of Donor support strengthened (ESDDP 6.2) 7.3 Partnership and network with other stakeholders strengthened (ESDDP 6.3)
8. Safeguarding of Natural & Cultural Heritage	8.1 Safeguarding Policies, Plans, Guidelines and legislations developed and facilitated.
9. Development & Promotion of culture	9.1 Culture as a vector for economic development. 9.2 Access to and monitoring of cultural infrastructure 9.3 Cultural Education and Training 9.4 Public awareness and promotions

Education Context

Population

The estimated population of Fiji in 2012 was 857,849 (Source: Fiji Bureau of Statistics), of which 35,442 children were 4 - 5 years old (of preschool age), 125,094 children were of primary school age (between 6 - 13 years of age) and 79,518 were in the secondary school age group (between 14-18 years of age).

Graph 1: School age as a proportion of total population



Education for All

Education is a basic human right that focuses on human development. It creates and expands opportunities and freedoms. Education also contributes to fostering peace, democracy and economic growth as well as improving health and at the same time reduces poverty. The ultimate aim of Education for All (EFA) is sustainable development. Fiji is committed to achieving the six Goals of EFA:

- Goal 1: Expand early childhood care and education
- Goal 2: Provide free and compulsory primary education for all
- Goal 3: Promote learning and life skills for young people and adults
- Goal 4: Increase adult literacy
- Goal 5: Achieve gender parity
- Goal 6: Improve the quality of education

Fiji is progressing well and is on target to achieve all the EFA goals by 2015.

More coordination, collaboration and exertion is needed within the Ministry and its stakeholders in ensuring these goals are met by 2015. More focus and emphasis is needed for Adult Literacy which could be strengthened through favourable national policies with increased participation from all relevant stakeholders.

The Ministry of Education will continue to prioritise all education initiatives and reforms relevant to the achievement of the EFA Goals.



Ministry of Education Initiatives

The Ministry of Education continued to provide the following initiatives to ensure accessibility, retention and the provision of quality education for all in Fiji:

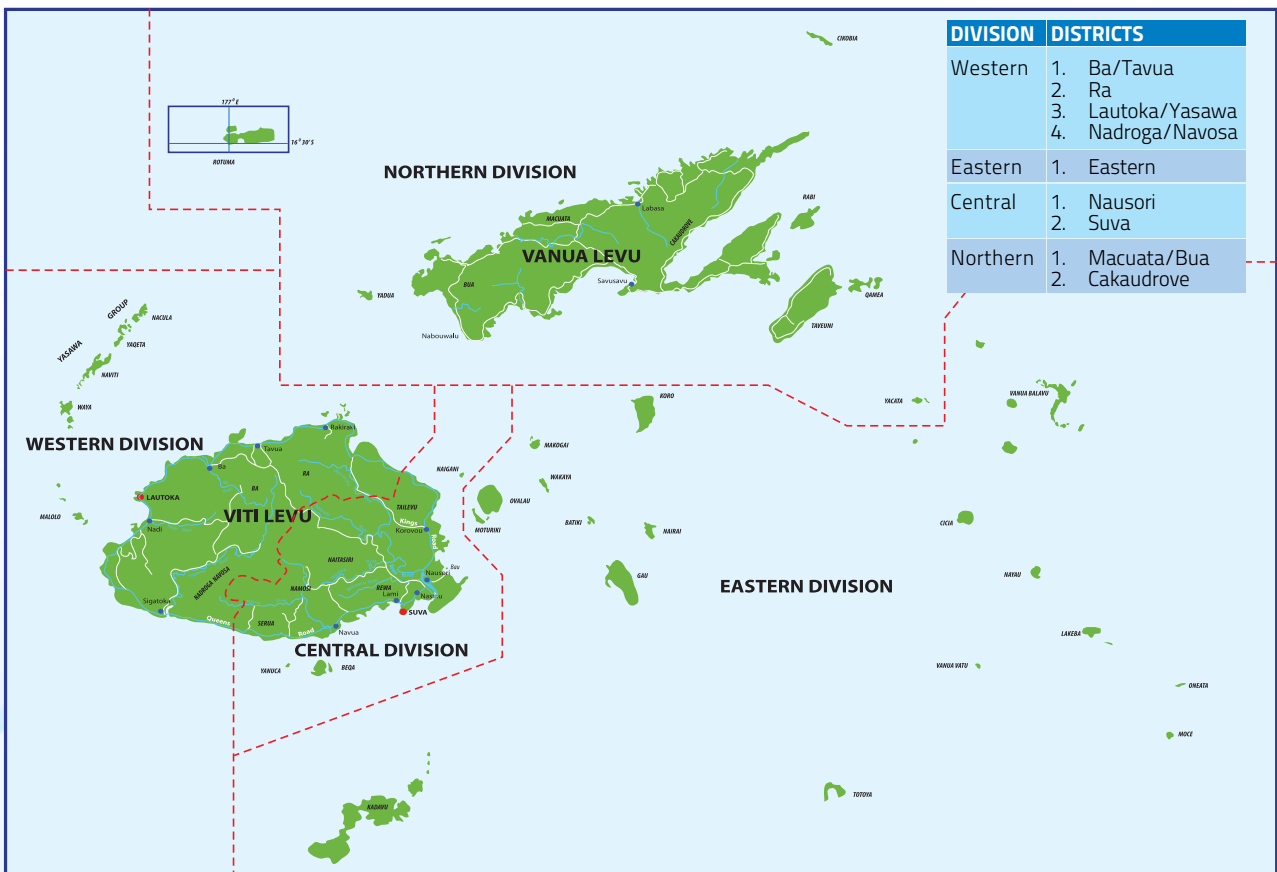
- Extension of basic education to 12 years
- Provision of free textbooks to both primary and secondary schools
- Abolition of 3 external examinations
- Provision of transport assistance
- Strengthening of Divisional and District Education Offices through decentralization
- Re-introduction of the Schools Inspectorate System
- Development of the Fiji Assessment Framework
- Establishment of Distance Education Learning
- Introduction of Schools Zoning
- Food Voucher Assistance
- Introduction of e-learning to the 12 existing government secondary schools
- Establishment of Infant Schools
- Implementation of the differential resourcing model policy
- Introduction of fees and levies guideline for primary schools
- One Lap Top Per Child (OLPC)

School Governance

Divisions and Districts

There are 4 Education Divisions and 9 Education Districts. Each Division is managed by a Divisional Education Officer (DEO), while each Education District is administered by a Principal Education Officer (PEO).

Figure 1: Map of Fiji showing the location of Education Offices



Management of Schools

Less than 2% of schools in Fiji are Government schools. Majority of the school are controlled by the communities and faith base organization and the rest are run privately. These private schools do not receive any financial assistance from the Government.

Government Schools

There are 14 Government run schools comprising 12 Secondary and 2 Primary schools. All government schools have a board of governors. Members are appointed by the Permanent Secretary for Education, who also determines their powers, duties and functions.

The schools Board of Governors are expected to advise the Ministry of Education on:

- The school vision and mission
- The school strategic and corporate plan
- The school curriculum
- Staffing requirements
- The welfare of pupils and staff
- The admission of pupils
- The remission of fees
- The development and maintenance of the school's physical facilities and
- The required educational resources

Grant-aided Non-Government Schools

All registered non-government schools are managed by properly constituted controlling authorities.

PART II: SECTION'S REPORT

CHAPTER 3: CORPORATE SERVICES DIVISION

AN OVERVIEW – DEPUTY SECRETARY CORPORATE SERVICES



The Deputy Secretary Corporate Services (DSCS) is responsible for the overall supervision of the Corporate Services division of the Ministry. These services include the management of human and financial resources.

The different sections and units in the Division which comes under the leadership of the Director Corporate Services, Mr. Suliasi Turagabeci, play vital supportive roles which are critical to the overall operational efficiency of the Ministry. It facilitates the planning, budgeting, training & capacity building, research, monitoring & evaluation, policies (formulation, review & advice) and other important administrative support for the Ministry.

In consultations with the other divisions of the ministry, the Corporate Services division also played a lead role in the production of the Ministry's Strategic Plan, Annual Corporate Plan, Business Plan, Succession Plan, Competency Framework, Workforce Plan and Annual Report.

Planning for the proposed Annual Budget is always a comprehensive exercise because it takes into account the many new initiatives and programs that the ministry wishes to implement in the respective sections, together with the administrative costs. Being one of the bigger ministries in the country, we are normally apportioned one of the highest budgetary allocations. The challenge is therefore on the Finance Section to ensure the maintenance of accurate financial records and that all financial transactions comply with the relevant financial regulations and instructions of the Ministry of Finance.

With a large workforce and the changing dynamics of human resources, planning and training are crucial. The consistency and range of training conducted has enabled the Ministry to increase growth in capacity building of its workforce which has in turn raised the ability of the ministry to implement initiatives and innovations across its systems. The introduction of the new Fiji Education Management Information System (FEMIS) to replace the School Information Management System (SIMS) database will further enhance our ability to collect reliable data from schools and provide relevant statistics to assist in planning and decision making processes.

The work of the Human Relations Unit and the Post Processing Unit ensure that the Ministry receives timely and effective personnel and administrative services and support to facilitate the implementation of its policies and initiatives.

Education is fundamental in building a better and prosperous Fiji. With its goal in making Fiji a knowledge based society, the Ministry of Education therefore has seen to the implementation of some major reforms in the education system and processes during the year. In ensuring the efficient and effective implementation and delivery of these reforms, the Corporate Service Division will continue to provide the necessary administrative and financial support to ensure that the MOE's vision, mission and goals are realized.

FINANCE SECTION

Roles and Responsibilities

The Finance Section is responsible to:

- Allocate approved funding in Budget Estimates to all Vote Controllers, monitor and control expenditure in compliance with Financial Regulations and procedures
- Ensure availability of cash flow to meet the Ministry's financial commitments in accordance with the 2012 Budget Estimates.
- Ensuring all payments of accounts owing, grants (Salary, tuition and building), Salaries and wages on a timely basis.
- Reduce overpayments through prompt cessation of salaries due to retirements, resignations, terminations, deemed resignations, excessive leave and study leave without pay.
- Carry 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.
- Provide accurate monthly financial reports to the Senior Staff for accurate decision making and assess the performance of projects against the budgetary allocations.
- Assist and coordinate the preparation of the Ministry's Budget from submissions from all sections.
- Prepare responses to Audit (Internal/ External) and Public Accounts Committee (PAC) queries.
- Ensure 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 2012

The Government Budget for Education in 2012 amounted to \$257,341,900. This was 12.38% of the National Budget. The 2012 budget showed an increase of 0.97% from the budget allocation in 2011.

Graph 2: Government expenditure on Education and Higher Education Institutions

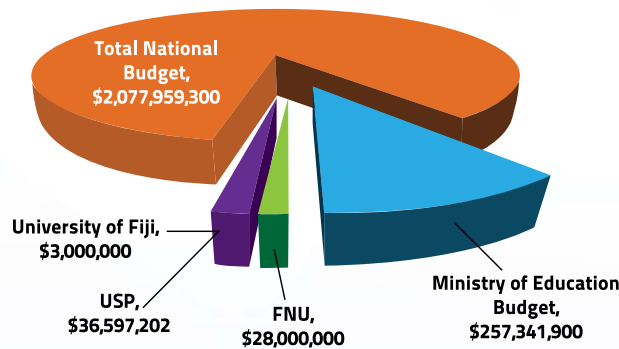


Table 3: Education Actual Expenditures (Excluding FNU, UOF & USP)

YEAR	RECURRENT EXPENDITURE (\$000)	CAPITAL EXPENDITURE (\$000)	VALUE ADDED TAX (\$000)	TOTAL EXPENDITURE (\$000)
2010	234,667	1,934	2,548	\$239,149
2011	249,966	966	1,318	\$ 252,250
2012	267,476	1,172	1,614	\$270,262

Achievements

Compliance with Government Rules and Regulations

A major improvement of compliance to Government policies, procedures, rules and regulations by government schools and sections of the Ministry after awareness workshops were held for Principals and Bursars as well as section heads. Strict adherence has positively impacted on the reduction of audit queries.

Budget Preparation- 2013

The section is also required to assist, coordinate and compile the 2013 Budget submissions. After its compilation internal consultations were held with senior management to determine items that should be included in our final submission to the Ministry of Finance according to the envelope size provided. Consultations with the officials from Budget Unit assisted in finalizing our requests of increases to old items and new items. All items ranked A1 were approved and those ranked A2 required more information and justification whilst items ranked B and C were not considered. The section continues to monitor and control overall expenditure and highlighted irregularities and non-compliance to section heads.

Wages/Salaries

The Ministry has successfully paid all salaries, wages and allowances to all its established staff and government wage earners and has been vigilant in ensuring that all salaries were ceased on time for teachers who have resigned, retired and gone on study leave without pay in order to control overpayments of salaries.

Reconciliation of Ledgers

After the closing of Accounts on 31/12/12 reconciliations were carried on all ledger accounts, trust and revolving accounts and adjustments made. Allocations with unutilized balances were vired to allocations to clear outstanding balances.

Agency Financial Statements- 2012

After all reconciliations were done and adjustments updated in the system we have successfully finalized the Ministry's Financial Statements- 2012 and it has been forwarded to the Office of the Auditor- General for final audit and which we anticipate an unqualified audit opinion.

Bus Fare Assistance Scheme

This program holds a budget of \$12m and still proves to be a huge and challenging task even after four years since its implementation due to a lot of resources constraints; human and financial yet all eligible students continue to receive their coupons on time.

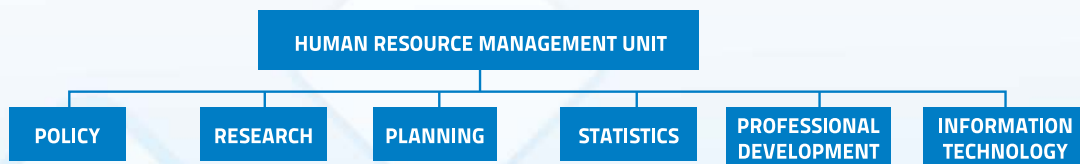
An audit on the scheme was carried out by the Internal Audit of the Ministry of Finance which highlighted issues of the lack of internal controls at HQ, District Offices and at the Schools and lack of monitoring which were likely to lead to abuse. This led to PSE appointing a new Bus fare Taskforce team and an evaluation and monitoring team in order to curb the queries and put in place internal control mechanisms in the Bus fare Unit. Recommendations put forward by the audit team were implemented right away.

The total scheme expended \$18.8m by the end of 2012 where the additional sum of \$6.8m was sourced internally.

HUMAN RESOURCES MANAGEMENT (HRM) UNIT

Roles and Responsibilities

The Human Resource Management [HRM] is currently under the Corporate Services section of the Ministry and the functions performed by the unit reflects the roles and responsibilities of the following sub-units.



The roles, responsibilities and achievement of the respective sub - units under HRM in 2012 are provided below:

Planning

The Planning sub-unit comprises a Senior Education Officer who is responsible for coordinating the development, monitoring and evaluation of the MoE's plans and required reports.

Achievement

- Development of the 2013 Corporate and Business Plans;
- Coordination and compilation of MoE monthly progress reports against the MoE ACP;
- Coordination and compilation of the Ministry's quarterly reports to SFCCO and the facilitation of the SFCCO verification visits.
- Compilation and submission of the MoE Quarterly Reports for the Ministry of Strategic Planning and Ministry of Information
- Coordinate and conducted Planning and Monitoring Workshops throughout the divisions
- Responses to queries for information from other governmental departments and NGOs

Policy Unit

The Policy sub unit consists of a Senior Education Officer responsible for coordinating the development and review of policies as well as facilitating related policy awareness and consultation workshops. The officer also monitors the implementation of approved policies.

Achievements

In 2012, 5 existing policies were reviewed and 1 new policy formulated. Consultations of the reviewed policies were conducted in Ovalau, Lautoka, Suva, Nausori, Labasa and Savusavu.

The review and endorsement of the following policies were carried out in 2012;

1. MoE's Policy in Customer Services
2. Policy in Drugs and Substance Abuse
3. Schools information management System (SIMS) Policy
4. Examination Policy
5. Child Protection Policy
 - ii) The Research Policy was endorsed in 2012 and has been implemented in the MoE.
 - iii) The implementation of the Child Protection Policy (CPP) went well in that 372 teachers from different schools were trained on the policy and more than 300 school-based CPPs were received.

The Policy unit and the Ministry of Education are grateful to UNICEF for the support received in financing the Child Protection Policy Awareness workshops which was a major activity in the 2012 ACP.

Research

This is a sub-unit of the Human Resource Management Unit responsible for the following deliverables:

- Processing of MoE approval required for research permit issuance for international Researchers who want to conduct research in Fiji or at the MoE
- Process research approval for local researchers intending to conduct research at the Ministry or in any school in Fiji
- Processing of requests for official MoE information and data
- Forward MoE approval to the Department of Immigration for the issuance of Research permits for international researchers
- Co-ordinate and execute research on important areas of need as approved by the Senior Management of the MoE
- Attend to complaints from Government Services Centre (GSC) regarding MoE deliverables
- Finalise the new MoE Draft Research Policy
- Attend meetings for Fiji Intellectual Property Office (FIPO) a new government initiative to address Copyright issues and the significance of Intellectual Property (IP)
- Attend meetings at USP regarding submission of research reports and theses for previous USP Postgraduate students to be stored at the new MoE Library
- Attend meetings with the Fiji National Health Research Ethics Review Committee
- Liaise with USP and FNU in regards to the establishment of the Fiji National Research Council

2012 Achievements

- A total of 54 research permits were processed and approved
- Development of the MoE's first Service Level Agreement for 2012
- No complaints received from GSC
- The new MoE Research Policy developed and endorsed. The Policy mandates the formation of the MoE Research and Ethics Council and the levy of a refundable fee for Research applications
- Final Research Write-up copies received and archived
- Initial discussions on the formation of the National Research Council prompted with USP and FNU
- Party to the Fiji National Health Research Ethics Review Committee in vetting applications and SOPs development
- One major research on the 'Impact study of LANA and LANS' to measure the effectiveness of the programme outsourced to the Secretariat for the Pacific Board of Education Assessment (SPBEA) after successfully securing donor funding of \$156,100 from Access to Quality Education Programme [AQEP]
- Researches conducted during the last Quarter of 2012 include:
 - Assessing the effectiveness of the free bus fare initiative and its impact on access and retention in Fiji schools
 - Assessing the effectiveness of the Leadership and Management Programme at the MoE
 - Developed the first 2012 Service Level Agreement for the MoE of Education
 - Commenced the development of a summary database for past researches conducted to ease the task of contacting them for non-submitted write-ups
 - Provided support to some sections on Researches identified by the MoE
 - Widened the scope of the Research deliverables in the 2013 ACP and ABP
 - Amended the MOE Research Agreement Form to be more user friendly

Statistics

The Statistics sub-unit consists of a Senior Education Officer and an Education Officer. Data which is the basis for all statistical analysis is stored in the Schools Information Management System (SIMS). This is an elaborate database on schools, students, teachers and facilities. The database provides most of the information for planning, research and reporting. The reports generated from SIMS provide adequate, accurate and timely information to our international partners such as UNESCO and other agencies.

Achievements

- The Unit produced the Ministry's Annual Report 2011 which was tabled in the July Cabinet meeting;
- Printing and dispatching of the SIMS questionnaire forms 1 and 2 for all registered Primary, Secondary, Special and Pre-schools. The SIMS 1 forms were dispatched in January and SIMS 2 forms were dispatched in June;
- Monitor data entry and verify data entered in the SIMS database;
- Attended to data requests from MoE and other Government ministries, NGOs and donor agencies, UNESCO, local and overseas researchers;
- Assisted in training on the use of the SIMS database to MoE officers at Headquarters and the districts.

Information Technology

The IT sub-unit consists of a System Analyst, an Assistant Programmer and a Computer Operator. The sub-unit is responsible for two databases - Fiji Education Staff Appointment (FESA) and the Schools Information Management System (SIMS). Enhancements to these databases have enabled the Ministry to improve the quality of its systems and processes.

Achievements

- Automated New Leave Year entries for Teachers in FESA
- Enhancement to Workflow steps in appointment. Included XoE in the workflow in all appointments.
- Enhancement to School Details Module – new allowances (married/single) were included to eligible schools. Audit was built for school details module.
- provided report of FESA update of teachers by Districts
- Continued support for Book Inventory System at Education Resource Centre
- IT audit was conducted on FESA appointment modules by Auditor General's office.
- SIMS database review was undertaken with AQEP's consultants. A prototype of the new system was developed and approved by Senior Management of MOE.

- Conducted training for all Education District Offices on the new SIMS database
- Continued support for management of shared drives
- Provide user support on MoE systems
- Provide support for Distance Learning Studio
- Successfully implemented in collaboration with Huawei the testing phase of new Distance Education Studio.



Professional Development Unit (PDU)

Roles & Responsibilities

- Coordinate professional development activities across the Ministry;
- Management of study leave for both local and overseas courses;
- Management of local and overseas training through PSC and other agencies;
- Leadership and Management training for current school leaders and assistant leaders;
- Future Leaders training for identified potential school leaders;
- Conduct In-house training for the Ministry administrative staff in identified areas of need;
- Coordinate Service Exams from PSC for administrative, professional staff and teachers.
- Management of PSC Scholarship for Fiji National University Teacher-training applicants for Primary teaching, Secondary teaching and Early Childhood Education.

Achievements

Professional Development Activities

In 2012, there were 1010 workshops registered and recorded by PDU compared to the 822 registered in 2011.

Table 4: PD Activities Registered with PDU in 2012

PD Focus	No. of Workshops	% of Total Registered
Assessment	225	22
Teaching	200	20
Leadership	185	18
Administration	150	15
School Planning	100	10
Financial Management	75	7.5
NSAAC	25	2.5
Policy	20	2
Citizen Education Program	10	1
External School Review Inspection	10	1
Early Childhood Education	10	1
Total	1010	100%

All PD activities that are funded by MoE are registered first by the PDU before the Accounts Section releases the payment. This enables PDU to coordinate and monitor training with other activities of the MoE so that there are no clashes of workshops or schedule interruptions. PD conducted and funded by schools is registered at the completion of the workshop upon the submission of the Registration (PDU – A), Attendance (PDU-B), Statistics (PDU-C), Evaluations (PDU-D), a brief report and TNA Forms.

In - Service Training

A total of 84 teachers/ administrators received in-service training – 44 on Study Leave with Pay (SLWP) and 40 on Study Leave without Pay (SLWOP). The table below gives a summary of the number of MoE staff who attended training sponsored by local and overseas donors' agencies.

Table 5: MoE Sponsored Staff for Training Locally and Overseas

	Primary		Secondary		Technical		Administration		Total
	SLWP	SLWOP	SLWP	SLWOP	SLWP	SLWOP	SLWP	SLWOP	
AusAID			1	1		1	2		5
Chinese Govt.			1						1
I-Taukei Affairs Board	3	6	3	5	1	4	1		23
Indonesian Govt.	1		3						4
Thailand			1						1
JICA	2	1					1		4
KOICA			1						1
Private	2	5	3	4	1	2	3		20
PSC	1	3	3	7	3				17
FINANCE							4		4
APTC					2	1			3
KPearson	1								1
Total	10	15	16	17	7	8	11	0	84

Overseas Trainings/ Scholarships/ Representations through PSC & Other Agencies

The following details the overseas trainings, scholarships and representations that were processed through PDU and PSC; and supported by donor agencies:

ADS & ARDS – AUSAID, Australia

3 teachers/ officers were awarded AUSAID Scholarship to pursue Masters in Agriculture, Bachelor of Science in Agriculture and PhD on Curriculum Assessment in Australia respectively. They are Mr. Aloisio Momo Saukuru, Mrs. Sabina Maramaniqio and Mr. Ponipate Tiko.

Darmasiswa Scholarship – Indonesian Government

Mr. Wiliame Tawake attended the 2012 Indonesian Arts & Culture programme from 31.03.2012 to 13.07.2012 under the Govt. of Republic of Indonesia Scholarship.

MSG Trade in Service Sub – Committee Meeting - MoE

Mrs. Alumeci Tuisawau attended the MSG Trade in Service Sub – Committee Meeting at Port Villa from 05.03.2012 to 06.03.2012 which was funded by MoE.

Asia – Pacific Globe Regional Meeting - APGR

Mrs. Elena Seninawanawa represented MoE in the Asia – Pacific Globe Regional Meeting which was held in Bangkok, Thailand from 19.03.2012 to 23.03.2012.

Mathematics and Science Education - JICA

Mr. Emosi Lutunaika is currently pursuing a Masters Degree in Improvement of Mathematics & Science Education from 21.03.2012 – 21.03.2014 in Japan.

Policy Forum for Asia Pacific Open Education Resources - APOER

Mrs. Salote Rabuka attended the Policy Forum for Asia Pacific Open Education Resources in Bangkok, Thailand from 23.4.12 to 24.4.12.

11th Session of Regional Committee Meeting for Regional Convention on Recognition of Studies

Mr. Eci Naisele attended the 11th Session of Regional Committee Meeting for Regional Convention on Recognition of Studies, Diploma & Degrees in Higher Education in Asia and the Pacific in Bangkok, Thailand.

Diffusion of self-sustaining training on Mathematics Education in Primary and Secondary Schools

Mr. Navnit Kuar attended the Diffusion of self-sustaining training on Mathematics Education in Primary and Secondary Schools in Pacific States in Japan.

3rd International Congress on Technical and Vocational Education and Training (TVET)

Mr. Tomasi Naborisi attended the 3rd International Congress on Technical and Vocational Education and Training (TVET) in Shanghai, China.

Kate Phearson Scholarship

Mrs. Mereseini Tikoduadua Vuibau; Assistant Teacher at Dudley Intermediate School was approved to pursue her Masters in Education at the University of Tasmania, Australia from 9th July 2012.

Meeting with Korea National Commission Officials to discuss the UNESCO/APCEIU/Fiji NATCOM/MoE Workshop for Educators in PIC on EIU & MDGs: Caring in the Pacific – APCEIU, Korea National Commission for UNESCO

Mr. Amani Cirikisuva and Mr. Mikaele Vakasilimiratu attended the meeting with Korea National Commission Officials to discuss the UNESCO/APCEIU/Fiji NATCOM/MoE Workshop for Educators in PIC on EIU & MDGs: Caring in the Pacific which was held in Suva in August.

DG Consultation Workshop on the DG's Medium Term Strategy and Program and Budget for 2014-2017 – APCEIU & UNESCO

Mr. Amani Cirikisuva attended the DG Consultation Workshop on the DG's Medium Term Strategy and Program and Budget for 2014-2017 from 14/06 to 18/06/2012 which was held in Hanoi, Vietnam.

2012 UNESCO's Training workshop on EIU Linkages to MDGs: Caring in the Pacific – APCEIU, Korea National Commission for UNESCO and MoE

6 Officers and Fiji representatives attended the 2012 UNESCO's Training workshop on EIU Linkages to MDGs: Caring in the Pacific which was held at the Pearl from 17/7 to 20/7/12. The workshop was sponsored by APCEIU, Korea, MoE and Fiji National Commission for UNESCO. The Officers are Mrs. Alumeci Tuisawau, Mrs. Teresia Suka, Mr. Amani Cirikisuva, Mrs. Taina Hazelman, Mrs. Aloesi Logavatu, Mrs. Sereima Naisilisili, Mr. Lalesh Ram Sharma and Mr. Apisalome Movono.

Seminar on Smart Government [Phase III] for Developing countries – Govt. of China

Ms. Anareta Bolaivuna (Acting Senior Education Officer CDU) attended the Seminar on Smart Government [Phase III] for Developing countries from 3rd to 30th July 2012, borne by the Government of China.

Samoa Study Tour - AQEP

Mr. Tomasi Vasulailai Raiyawa, Mr. Saimoni Waibuta and Mr. Apisalome Movono attended the Samoa Study Tour in Samoa from 23/7/2012 to 27/7/2012. All costs relating to their participation was borne by AQEP.

Leadership Training Program for Future Leaders in Sports for Persons with Disability - JICA

Mrs. Meresa Moave Moila Korovulavula approved by MoE and PSC to attend the Leadership Training Program for Future Leaders in Sports for Persons with Disability Course from 18/9/12 to 1/11/12 in Japan.

Education Social Psychology Program - JICA

Mrs. Valevou Waqalala Doi granted approval by PSC and MoE and is currently attending Education Social Psychology Program at the Chiba University from 1/10/12 to 31/10/13 in Japan.

Technical Cooperation Scheme (TCS) of Colombo Plan – Government of India

Mrs. Mereseini Senikaucaava and Mr. Kaushik Lal attended the Technical Cooperation Scheme (TCS) of Colombo Plan course on " Technical Education to meet the Millennium Development Goals" from 4/10/12 to 29/10/12 in India.

Education Admin for Reducing Disparities - JICA

Mr. Pita Cavakilagi attended the Education Admin for reducing disparities program in Japan from 24/10/12 to 18/11/12.

Study on Education Improvement of Training course for Teachers - JICA

Mrs. Kelera Liku Yalidole attended the Study on Education Improvement of Training course for Teachers from 24/10/12 to 18/11/12 in Japan.

Asia Pacific Leadership Development Training Programme – WAGGS & FGGA

Mrs. Sofia Waqanidrola & Ms. Saleni Chand participated in the WAGGS Asia Pacific Leadership Development Training Programme from 3/10/12 to 7/10/12 which was funded by the World Association of Girl Guides and Girl Scouts (WAGGS) and Fiji Girl Guide Association

Digital Library Practices and Information Technology Application for Knowledge Management - ITEC

Mrs. Ruci Qele and Ms. Angela Lee attended the Digital Library Practices and Information Technology Application for Knowledge Management in India from 20/11/12 to 5/1/13.

Young Leaders Training Programme for TVET Teachers - JICA

Four TVET teachers attended the Young Leaders Training Programme for TVET Teachers which was held in Japan from 4/11/12 to 21/11/2012. They are Mr.Vinesh Prasad, Mr.Tevita Mr.Namalo, Mrs.Taraivini Nabukaniceva and Mr.Ritesh Raj.

United World College Scholarship – Government of Fiji & United World College

Dylan Kava, former Form 7 student of Xavier College was granted full Fiji Government - United World College (UWC) Scholarship from 2012 to 2014 to pursue International Diploma in International Bacclaraute (IB) at the Atlantic College in the United Kingdom.

Donor Supported Trainings' Reports

There were 23 Reports received from Officers and teachers who went on training overseas both on short-term and longer durations of studies. Original copies of the reports were submitted to PSC and copies of their acknowledgement are filed away for reference purposes.

The Leadership & Management Phase IV Programme

This year PDU registered two main Leadership and Management programme for the MoE:

- The Future Leaders programme focusing on identified potential school leaders; and
- The Current Leaders programme which train all current school leaders.



A total of 6 leadership workshops were conducted for Future Leaders and 53 leadership workshops for Current Leaders. The following table provides data for this programme:

Table 6: Future Leaders Attendance Data

	Males	Females	Total
Western	27	25	52
Northern	31	18	49
Central/ Eastern	62	40	102
Total	120	83	203

Table 7: Current Leaders Attendance Data

	Males	Females	Total
Western	201	68	269
Northern	181	55	236
Central	168	56	224
Eastern	152	53	205
Total	702	232	934

Table 8: Training of Trainers/ Modules Attendance Data

	Males	Females	Total
Western	30	10	40
Northern	30	10	40
Central	46	14	60
Eastern	20	10	30
Total	126	44	170

In - House Workshop

In 2012, 7 workshops were conducted for MoE administrative and professional staff on Terms & Conditions of Employment; Government School Principals & Bursars Board of Survey; Exceptional Customer Service; National Convention on Quality Information Seminar (QC); Employee Relations, HIV & AIDS and Child Labour; and OHS Module III & IV.

Service Examinations

In 2012, a total of 134 Officers sat for the Service Examinations; H1, H2, S, U & E with a pass rate of 55%. The examinations were held in May and August respectively at the 3 divisions; Lautoka, Labasa and Suva.

Table 9: Summary of officers that sat for the Service Examinations

Exams	May		December	
	Total Sat	Passed	Total Sat	Passed
H1	39	20	20	9
H2	22	12	18	12
U	4	2	3	1
S	10	4	6	4
E	6	4	8	3
Total	81	44 (54%)	53	29 (55%)

FNU Teacher Training PSC Scholarship 2013

A total of 2,095 applications were received for the Scholarship; PSC also granted a scholarship quota for each program which is as follows:

Table 10: Summary of scholarship applicants for primary teachers at FNU

	PSC Scholarship Quota	Number of Applications Received
Higher Education Diploma in Primary Education	147	830
Higher Education Diploma in Secondary Education	123	1193
Higher Education Certificate in ECE	21	72
Total	291	2095

The breakdowns of applications for the secondary teaching programme including the quota were as follows:

Table 11: Summary of scholarship applicants for secondary teachers at FNU

Study Areas	PSC Scholarship Quota	No. of Applications Received
English/ Fijian	13	66
English/ Hindi	7	29
English/ Geography	9	93
English/ History	10	21
Geography/ History	9	54
Accounting/ Economics	4	197
Maths/ Physics	15	86
Biology/ Chemistry	11	117
Industrial Arts	9	56
Home Economics	9	43
Agriculture	9	84
PE/ Art & Craft	9	17
PE/ Music	9	14
Total	291	2095

Applications were received from all the 4 divisions in Central, Western, Northern, and Eastern. Most applications were received from the West and North as compared to those received from Central and Eastern. Processing of applications was conducted from 3rd November 2012 – 11th January, 2013.

Executive Support Unit

Roles and Responsibilities

The Executive Support Unit (ESU) is expected to provide effective, efficient and timely support services to both offices of the Minister and the Permanent Secretary for Education.

The Unit is responsible for the execution of tasks required from both offices at maximum level.

Its major functions in 2012 were to:

- Provide support services to the Executive Management;
- Manage and coordinate the media and other communication strategies to promote the Ministry's policies, regulations and procedures;
- Respond to school call for counseling assistance and workshops.

Achievements

○ School Visit by the Minister and Permanent Secretary for Education

During the Ministerial Visits, there were openings and launches of buildings and computer laboratories like the Nakelo Primary school Computer Laboratory.

The Unit is also responsible for the Minister's deliverables – to see that whatever is needed to be delivered to the schools is done.

○ Community Awareness – Domo ni Vuli and the i Vakasala mai na Tabanani Vuli

The two radio programmes – Domo ni vuli (on Sundays) and the vakasala mai na tabana ni vuli (Mondays to Fridays) have been facilitated by ESU. ESU organized a community awareness at Qauia Settlement last year.

○ ESU Website

ESU launched its website in November of last year.

○ Executive Support

The Unit is responsible for Media releases, speeches/statements and magazine messages for the Minister and the Permanent Secretary.

The Unit is also the secretariat to the Minister's meeting.

○ Education Gazette

The Education Gazettes which were distributed to schools is again the responsibility of ESU.

○ IDADAIT

ESU is also actively involved in the week – long celebration of the 'no drugs day' in the dissemination of information to the media outlets and schools.

○ Counseling

The Unit also handles counseling referred to the Ministry regarding students and teachers.

Basic Counseling was also conducted in a few schools in Suva and Kadavu



POST PROCESSING UNIT

Roles and Responsibilities

The unit is responsible for the timely and accurate processing of all advertised vacancies to ensure vacancies are filled as soon as possible from the date of advertisement. Also to ensure that the most meritorious candidate is promoted and highest level of ethical values and procedures are adopted whilst processing any vacancy. Each vacancy is tabled through the two different Boards namely MSB [Ministry's Staff Board] & CDM [Commission Delegate Meeting]. The Ministry Staff Board makes recommendations while the CDM makes the decision on any vacancy based on the staff board recommendations or where feels appropriate.

Achievements:

The Unit processed 405 of the 817 pending advertised vacancies at the end of 2012.

The table below shows the total number of promotions and withdrawals / re-advertisements for Non- Teaching, Primary and Secondary vacancies:

Table 12: Summary of vacancies processed as at December - 2012

Quarters	Promotions	Withdrawals	Re-Advertisements	Rescindment / Withdrawn	Total
First quarter	82	24	7	Nil	113
Second quarter	78	6	10	Nil	94
Third quarter	108	4	1	3	110
Fourth quarter	81	3	5	1	88
Total	349	37	23	4	405
Primary Vacancies					119
Secondary Vacancies					239
Non-Teaching Vacancies					47

There were seven Ministry Staff Board [MSB] meetings and eight Commission Delegate Meetings [CDM] convened during the year.

Of the 817 advertised vacancies pending, 405 were finalised. Of these:

- 349 were promotions
- 60 were withdrawals and re-advertised and
- 4 were rescinded and re-merited.

The balance of 412 vacancies will be processed in 2013.

Table 13: Total Application Received

FPSOC	Date	No. of vacancies	No. of applications
Primary			
03/2012	15.02.2012	62	3122
07/2012	15.04.2012	80	4593
14/2012	31.07.2012	66	2538
18/2012	30.09.2012	72	1235
Total		280	11,488
Secondary			
03/2012	15.02.2012	79	5129
07/2012	15.04.2012	84	5514
10/2012	31.05.2012	122	4192
13/2012	15.07.2012	11	207
18/2012	30.09.2012	41	1102
Total		337	16,144
Non-teaching			
22/2011	30.11.2012	13	422
24/2011	31.12.2012	15	666
02/2012	31.01.2012	10	301
04/2012	29.02.2012	7	172
10/2012	31.05.2012	17	603
11/2012	15.06.2012	11	227
15/2012	15.08.2012	4 re-advertised	26
21/2012	15.11.2012	14	63
22/2012	30.11.2012	4 re-advertised	71
Total		73	2,556
Total Applications			30,188

Table 14: Summary of acknowledgement and regrets

Quarters	Acknowledgement	Dispatched	Regrets	Dispatched
First	171	10 398	137	4 139
Second	169	12,910	4	120
Third	241	1623	94	4269
Fourth	105	8100	133	4993
Total	686	33 031	368	13 521

Table 15: Customer Service Ratings (Register at the Counter)

Quarters	Total	Excellent	Good	Satisfactory	No Comment
First	144	135	9	Nil	Nil
Second	124	83	20	1	20
Third	176	128	7	2	39
Fourth	170	160	8	Nil	2
Total	614	506	44	3	61

SFCCO Report

SFCCO targets for 2012: 300 vacancies to be processed.

Total vacancies for 2012: 817
 Vacancies already processed: 405
 Balance of advertised vacancies to be processed: 412

The attachment of volunteers has improved the progress of the work at the Post Processing Unit. At present there are five PSC volunteers; two juniors and three seniors who are retired civil servants attached with PPU. The Unit also has two NEC volunteers on work attachment, assisting in the processing of the applicants for vacant positions.

HUMAN RELATIONS

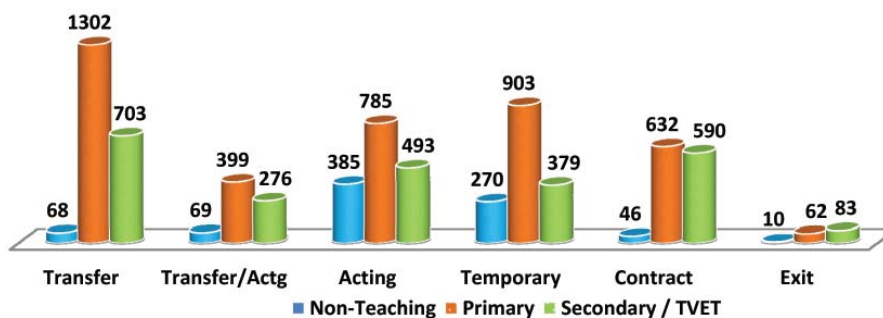
Roles and Responsibilities

The Human Relations Unit is responsible for the timely processing of appointments (temporary, contract, confirmation and acting), transfers, resignations, retirements, management of the Ministry's establishment of vacancies, preparation and submission of vacancies of advertisement and person to post (P2P) reports.

The primary role of the section is to provide necessary support services to various sections of the Ministry in respect of appointments, transfer, leave and records management.

Achievements

Graph 3: Appointments for 2011



Leave and Passage Unit

Roles and Responsibilities

The unit is responsible for:

- Providing administrative support, advice and timely processing of all types of leave except Study Leave, leave allowance and the arrangements of all leave records of the Ministry and leave approvals from PSC for officers who intend to take leave without pay.
- Collating; analyzing and evaluating all leave related applications, Monthly Absence Returns and take prompt action in cases relating to non-compliance to the guidelines.
- Making regular awareness of the changing leave conditions so that all employees are well versed and comply accordingly. Regular reviewing of the units performance and standard operating systems in place that is well understood by all.

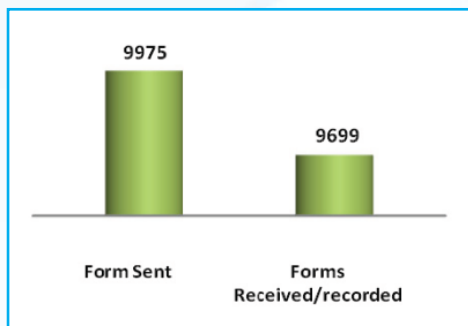
Table 16: Summary of leave processed

Type of leave	Annual Leave	Bereavement Leave	Compassionate Leave	Duty Leave	Excessive Leave	Holiday entitlement	In patient	Late Arrivals	Long Service Leave	Leave without Pay	Overseas Leave without Pay	Overseas Medical	Overseas Leave	First Maternity Leave	Second Maternity Leave	Third Maternity Leave	More than 3 Maternity	Sick leave with Sick Sheet	Sick leave without Sick Sheet	Sporting Leave	Time off taken	Time off earned	Unauthorised Leave	Other	Total
No.	2540	5615	11,872	99	197	18	247	290	17	415	75	7	1543	202	107	63	52	8657	19,316	47	100	4	545	37	52,605

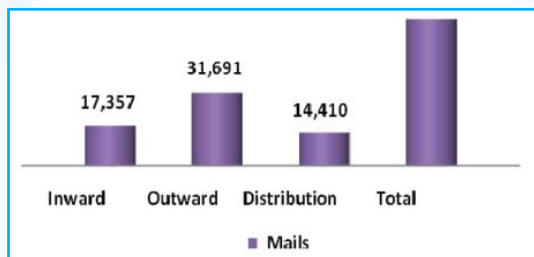
Record Management Unit

The Records and Management Unit is responsible for the management, recording and distribution of all incoming and the dispatching of all outgoing mails and proper filing and storage of files in the Ministry of Education.

Graph 4: ACR/PACO submission



Graph 5: Number of mails processed



Ethics and Disciplinary Unit

Roles and responsibilities

The role of the unit is to ensure that all disciplinary cases received are processed efficiently and effectively within the guidelines set out in the PSC human resource manual on disciplinary procedure.

The Unit also carries out the following:

- Preparing cases for the Ministry's Disciplinary Staff Board (DSB) before their decision is submitted to PSC for approval.
- Preparing deemed resignation cases for DSB endorsement of termination or re-appointment
- Representing the Ministry as the prosecutor of disciplinary cases that are called by the Public Service Tribunal.

Achievement

Graph 6: Summary of cases attended to in 2012

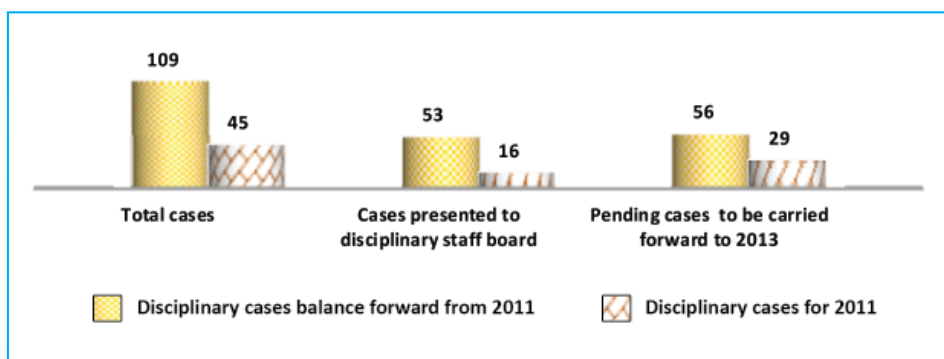


Table 17: Disciplinary Cases Status

Disciplinary Cases Distribution	2012
Cases brought forward	109
New cases	52
Cases presented in DSB	69
Cases reinstated	21
Cases terminated	5
Cases referred to Tribunal	4
Cases deemed to have resigned	33

From the four cases referred for the Tribunal hearing, 3 were found guilty while 1 was acquitted as there was uncorroborated evidence.

Of the 3 guilty cases, 1 was terminated, 1 was reinstated while the last one is yet to be finalised.

CHAPTER 4: PRIMARY AND SECONDARY DIVISION

AN OVERVIEW - DEPUTY SECRETARY PRIMARY, SECONDARY, AMU & FTRB



The role of the Deputy Secretary Primary and Secondary (DSPS) is to oversee the overall performance of all Primary and Secondary schools in Fiji. The position demands an advisory role to the Permanent Secretary and the Minister for Education on policy matters and issues pertaining to schools, school managements, teachers and the students in Fiji. There is always an ongoing consultation and negotiation machinery intact when dealing with the unions, NGO's and all other important stakeholders.

Although there were a number of challenges and constraints encountered last year, 2012 proved to be a successful year for the sections under the administration of DSPS. The Primary section under the leadership of Mr. Tomasi Raiyawa has wonderfully accomplished the long awaited formalisation of the Early Child Education (ECE) teachers' salary grant, the approval and implementation of the one Laptop per child (OLCP) programme and the approval to build 6 new infant schools.

The Secondary Section under the leadership of Mr. Jai Narayan has seen a successful completion of the form seven teaching and learning programme in all 32 secondary schools' that were only approved to start with form seven in 2012. There were hiccups experienced when the section was faced with shortages of specialist teachers in the disciplines of Maths/Physics, Language & Literature and History but the gaps were managed tactfully with transfers and appointments of Diploma holders.

The Asset Monitoring Unit under the leadership of Mr. Saimoni Waibuta has seen the start of new schools including infant schools and ECE centres. There have been a large number of Primary and Secondary schools assisted through the school improvement grants, provision of computers, refurbishments and small construction works.

The FTRB unit with the Principal Education Officer Mr. Albert Soderberg had ensured that all teachers were registered and the essence of the registration was well articulated through school visitations and workshops.

All the sections had persevered to attain their set targets and the respective directors and their officers are recognised for their concerted efforts and hard work towards making education in Fiji their priority.

PRIMARY EDUCATION

Roles and Responsibilities

The Primary Section is responsible for coordinating and facilitating quality delivery of teaching and learning and the administration of primary education in Fiji.

The specific functions include the following:

Provision of Primary School Teachers

- Status and Forecast of teacher wastage, recruitment and training;
- Provision of appropriate staff to all Primary schools and Special Schools;
- Provision of pre-service teacher training;
- Confirmation of primary and special education teachers;
- Assist the PPU in advertising and processing of Head Teacher and Assistant Head Teacher positions;
- Recruitment and appointment of graduates.

Administration of Primary Education

- Liaison with school managements on appointment of school Heads.
- Liaison with funding agencies for school Improvement and Monitoring.
- Identifying schools for upgrading and downgrading.
- Advertising vacant positions and filling the vacant posts through normal processing procedures
- Upgrading of boarding schools.
- Review of the capacity of teacher inputs
- Providing advice on improving quality of teachers
- OHS and Health issues
- School outreach program
- Implementation of new policies and initiatives

Administration of Grants and Funds

- Tuition Fee Free Grants
- Pre-School Salary Grants
- Language Teacher Grants
- Executive Teacher Allowance
- Per capita boarding grants
- Work with AMU on building grants
- School Improvement projects
- Transport Assistance Scheme Implementation and Transport subsidy grants (boat & engine)
- Food Voucher Assistance to very remote and Rural schools

Provision of advisory services

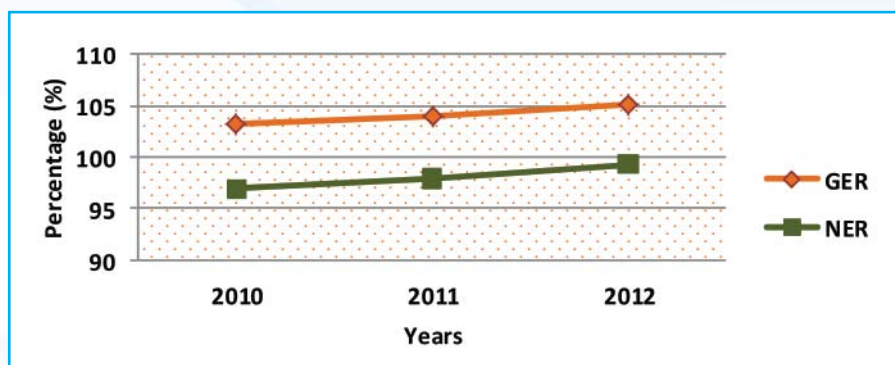
- Professional advice to school Heads about school organization
- School visitation (school inspectorate visits)
- General disciplinary matters
- Curriculum and assessment
- School plan, finance management and OHS issues
- Secretariat to the Education Forum and DSMB Meetings.

Enrolments

There were 133,040 students enrolled in the registered 721 primary and 17 special schools around the country. This is an increase of 1.3 % in enrolment from 2011.



Graph 7: Primary GER and NER



The figure above shows an increase in the Net Enrolment Rate. This is an indication of an improved coverage for students attending primary schools. The Gross Enrolment Rate also increased. The above 100% figure indicates students who are below and above the primary school age group are attending primary school. This is a result of the many initiatives put in place to ensure accessibility and retention for our students attending primary school.

Achievements

Grants

- 726 schools were paid tuition fee grants.
- 3 schools were assisted under the transport subsidy scheme.
- 562 Primary schools received transport fare assistance and 69,405 Primary school students benefited.
- All registered boarding primary schools were paid the per capita grant for the food assistance

Table 18: Summary of Grants Distributions

Type of grant	Amount	Purpose
Tuition Fee Free	\$5,600,000.00	Primary Tuition Free Grant
Per Capita Grant	\$396,148.60	Provide Assistance to Boarding Schools
Transport subsidy	\$30,000.00	Provide boat and engine to rural and Island Maritime schools
Reserve Teachers Grant	\$19,702.54	Reserve teachers' salary grants
Language Teachers Grant	\$168,780.55	Salary grant for language teachers
Corpus Christi Teachers College	\$80,000.00	Operational Costa as per MOU between MOE and Catholic Church

Professional Development/Workshops

- More than 90% of school heads attended the workshops conducted for the year from all the education districts.
- District staff participated in ESRI (External School Review Inspectorate) workshops, FESA, and data cleaning trainings organised by the MOE, ITC and PSC.
- A four day workshop was organized during the 3rd term holiday for all District Education Staff funded by AQEP.
- Future Leaders Workshop and Leadership and Management workshops were also conducted in all the four Education Divisions.

School Visitation

- District staff visited all schools in their respective Districts under the Inspectorate Policy [ESRI]. The visits also include the monitoring and evaluation on school improvement projects with AMU, baseline survey for AQEP assistance in 2013.
- The District staffs also visited schools for investigations and also accompany the Minister of Education, PSE and MoE senior staffs on school visits.

School Staffing

- The Primary staffs remained at 5038 for 2012.
- 150 LTC graduates, 20 CCTC, 7 Fulton and 130 primary education diploma graduates teaching at secondary schools for 2011 were absorbed as primary schools teachers to fill the vacant positions in primary schools around the country.

- Approval was given for those teachers that reach 55 years old within the year for re-engagement until the end of the year if they wish to continue teaching.
- Executive teacher positions remained at 493.
- All district education offices remained fully staffed throughout the year.
- 100% of our teachers have been registered under the FTRB.

Policies, Awareness and Other Activities

- Early Childhood Education and the Inclusive Policies were reviewed last year.
- 2 new Infant Schools were opened for classes 1-3 in 2012.
- The assistance on Food Voucher for the disadvantaged and rural schools continued.
- The transport assistances continued for 2012. The new e-ticketing mode was trialed in 2012 with the assistance from LTA and Transtel.
- Divisional School Management Board and Education Forum met once a term to discuss issues, new policies and initiatives.
- Schools continued to celebrate the Worlds Children's Day, Education Day, Fiji Day and the World Food Day at Divisional levels and in their schools.
- Schools were encouraged to participate in taking extra curricula activities like Scouting, Guides, Red Cross, and St. Johns.
- LANA continued to be conducted throughout the country and results released to schools. Awareness training on Classroom Based Assessment (CBA), School Based Assessment and Internal Assessment were carried out in all Districts.
- CBAs and CATs were conducted in all Primary schools with the assistance of the Curriculum Advisory Service Unit.
- OLPC training of teachers from the 3 piloted schools (Draiba Primary, Navesi Primary and Nabua Sanatan).

SPECIAL EDUCATION

Roles and Responsibilities

- Advise the Ministry on Special Education matters
- Coordinate and monitor special education activities in special schools
- Responsible for the development, implementation and evaluation of special/ inclusive education policy, curriculum and plans
- Allocate available resources to special/mainstream schools for implementation of special/inclusive education services and the achievement of successful educational outcomes for special needs students.
- Consult with donor agencies, special and mainstream schools on matters related to implementation, enhancement and evaluation of special/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/inclusive education in the community at large

There are 15 special schools that cater for primary school students and two Vocational training centres specifically for young people with disabilities. The core function of the Special Education Unit is to 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 nine education district officers in ensuring the effective implementation of inclusive education policy and support for students with special needs in both special and mainstream schools

Achievements

Inclusive Education Policy

The Inclusive Education Policy was first implemented on the 24th of August 2010. The policy was reviewed in 2012 after nationwide consultations with stakeholders including teachers, parents, Disabled People's Organizations and District Management Boards. It was submitted to the Policy Review Group on 29th October and to the Education Forum on 5th December 2012. The purpose of this policy is to provide a framework that will ensure and strengthen access to quality education for all students with special needs in Fiji.

2012 also saw the mainstreaming of the inclusive education in five primary schools namely Tavua District, Ratu Latianara Primary, Adi Maopa Primary, Taveuni South Primary and Arya Samaj Primary School. This was made possible through the Access to Quality Education Program (AQEP- AusAid)

Increase access to education

The number of students with special needs enrolled in special schools stands at 1226 compared to the figure of 1225 in 2011 and 1140 in 2010. There is a significant increase in the enrolment of special needs children. There has also been an increase in the number of students who integrate successfully into mainstream schools and programs as well as employment.

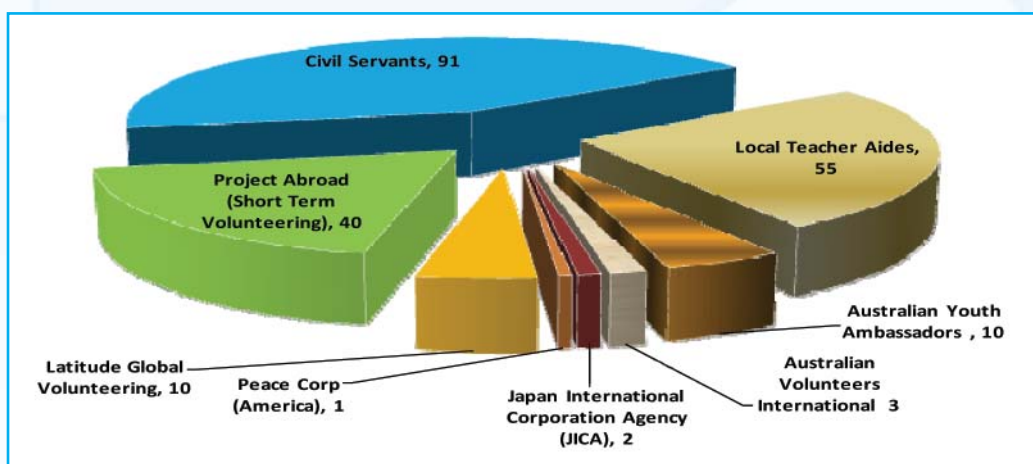
Table 19: Classification of students by disability types in special schools for 2012

School	Roll	Physical	Speech	Hearing	Vision	Intellectual	Multiple
Early Intervention Centre	44	16	27	1	1	38	39
Hilton Special School	75	56	71	38	1	1	75
Fiji School for the Blind	59	5	7	3	55	12	13
Suva Special School	134	2	93	1	3	154	97
Gospel School for the Deaf	55	9	48	56	-	11	48
Nausori Special School	39	10	8	2	4	33	19
Sigatoka Special School	46	2	2	1	1	36	2
Nadi Special School	155	8	2	11	2	130	13
Lautoka Special School	68	29	34	19	12	28	24
Sunshine Special School	88	14	28	4	8	88	32
Ba Special School	59	29	39	4	5	50	45
Ra Special School	37	2	11	1	1	21	12
Labasa Special School	107	22	30	15	3	91	41
Savusavu Special School	46	1	1	2	-	31	-
Levuka Special School	35	2	6	3	4	24	8
Fiji Vocational Training Centre	89	37	28	10	11	76	45
Veilomani Rehabilitation Centre	50	20	26	5	2	45	30
Marist Champagnat Institute	21	4	2	1	-	15	4
Gospel High School	19	-	17	17	-	-	-
Total	1226	268	480	194	112	935	547

Staffing

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 organised by the Special Education Unit. 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 66 international volunteers provided voluntary services in our special schools in 2012.

Graph 8: Special education teacher summary



Grants/Funding

All special schools received the following grants in 2012.

A total of \$550,000.00 was allocated to the special education unit for distribution to the 15 special schools and 2 vocational training centres for students with special needs.

- Each school received an average of \$20,000 to \$25,000 as Special Education Grant to assist with the operational costs of the school and to support programs for the students in the school.
- Tuition Fee Free Grants of \$30.00 per child per term
- Boarding Grants: Four special schools offer boarding facilities and therefore receive boarding grants. These are Hilton Special School, Fiji School for the Blind, Gospel School for the Deaf, and Lautoka Special School
- School Development/Improvement Grants: This grant is specifically for the improvement of school facilities
- Salary Grants for Deaf Interpreters: \$20,000.00 was given to Gospel High School to pay for four deaf interpreters at the school. These deaf interpreters provided sign language to the deaf students and receive an average pay of \$5,000 per annum.

Training and Capacity Building

Two professional workshops was conducted by the Special Education Unit in 2012. A total of 125 special education teachers/ educational support staff and teacher aides went through the training workshops.

Three Special Education Teachers completed their Degree in Special & Inclusive Education from the University of the South Pacific and 3 other teachers were awarded scholarship for training in Australia under the AusAid Program. One teacher was trained under the Japan International Corporation Agency (JICA) Program

Braille Production & Braille Support

A total of 13 students were assisted through Braille last year. The following secondary schools were assisted:

- DAV Girls College
- Vashist Muni College
- Vunimono High School
- DAV College
- Vunimono High School

Braille School Text Books

- Literature Text Na Vakacacali : 2 Volumes
- Literature Text Na Qara ni Yau nei Solomoni na Tui: 3 Volumes
- Health Science Class 7/Form 1: 3 Volumes
- Social Studies 2
- Elementary Science 2
- Spark Workbook 2
- Basic Science 7 Unit 2

Sports

A milestone achievement in the field of sports took place when Iliesa Delana won Gold in the London Olympics last year. This achievement was a big boost to all special schools, as it proved that anyone can achieve regardless of their disability.

Suva Special Education Teachers Association (S.E.T.A) organized a Sports Day for the Central Eastern Schools on October 19th, 2012. The regional game for the Northern Special schools was held on the 14th of September, with the support of Fiji Paralympics Committee.

The Western Council of Special Educators (WESTCOSE) organized a two-day sporting event for the special schools in the western division on the 1st and 2nd of November, 2012. The event was sponsored by McDonalds Fiji Ltd.

Sports not only enhance student's physical abilities but also improve their social skills and build their self-confidence

Awareness and Advocacy

International Day for the Disabled falls on the 3rd December annually. The special schools celebrated this day on the 26th of November as part of the awareness program for people with disabilities.

Acknowledgement

The Special Education Unit wishes to convey its sincere gratitude and high accolade to all the sections of the MoE, other government ministries, non-government organizations, and all stakeholders for their unfailing support and commitment that had enabled the Unit to successfully carry out its functions in the 2012 academic year. It is envisaged that with the same support, Special Education will move to greater heights in years to come.

PRE SCHOOL EDUCATION

Roles and responsibilities

The Early Childhood Education (ECE) Unit is responsible for coordinating pre-school activities which promote the development and improvement of the quality and delivery of pre-school services in the country.

The specific functions carried out during the year were:

- provision of professional and administrative assistance to pre-school teachers through visits to pre-school centres;
- consultation with other government ministries, local, and international organizations in the promotion of pre-school services in the country;
- provision of advisory services to pre-school management committees;
- conducting of community awareness programmes;
- organising basic training courses for new pre-school teachers who do not have certificates from any recognised institution;
- facilitating pre-school centres establishment and recognition;
- facilitating the payment of pre-school teachers salary grant;
- facilitating the payment of pre-school Equipment, Books, Toys, Literacy & Numeracy Sets

Achievements

In 2012, the;

- ECE teacher's appointment and remuneration were formalized vide Cabinet approval.
- overall budgetary provision for ECE also increased by \$786,845.
- ECE policy was reviewed and enacted to cover the administrative and service delivery.

Table 20: ECE budgetary Allocation

Year	Grant for Pre-School Teachers	Pre- School Grant	Equipment for Early Childhood Education	Building Grant for Early Childhood Education	Total per Year
2009	750,000.00	50,000.00	100,000.00	100,000.00	1,100,000.00
2010	1,050,000.00	50,000.00	100,000.00	100,000.00	1,350,000.00
2011	1,050,000.00	-	100,000.00	100,000.00	1,300,000.00
2012	1,300,000.00	-	100,000.00	100,000.00	2,086,845.00
Additional-2012	536,845.00				

Table 21: ECE Enrolment – 2009, 2010 and 2011

Years	2009	2010	2011	2012
Roll	9149	7167	7990	9577
Population (5 yrs)	18085	16270	16454	16755
GER	50.59	44.05	48.56	57.16

Table 1.2 above shows a gradual increase in the Early Childhood enrolment from 2010 to 2012. Those students not enrolled are presumably the disadvantaged pupils who are residing in rural and very remote areas.

Salary Grant for ECE teachers

The salary grant for ECE teachers in 2012 was increased by \$250,000. The increase in salary grants caters for an extra 284 ECE teachers.

Table 22: Salary Grant for ECE teachers

Years	2009	2010	2011	2012
No. of teachers assisted	257	358	596	880
Salary Grant	\$0.75m	\$1.05m	\$1.05m	\$1.3m

Early Childhood Education Capital Grants and Capital Purchase (\$150,000)

Twenty-seven centers were to be assisted in the year but this was not possible as the RIE was not approved by the Finance Ministry. The projects are now deferred to 2013.



SECONDARY EDUCATION

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:

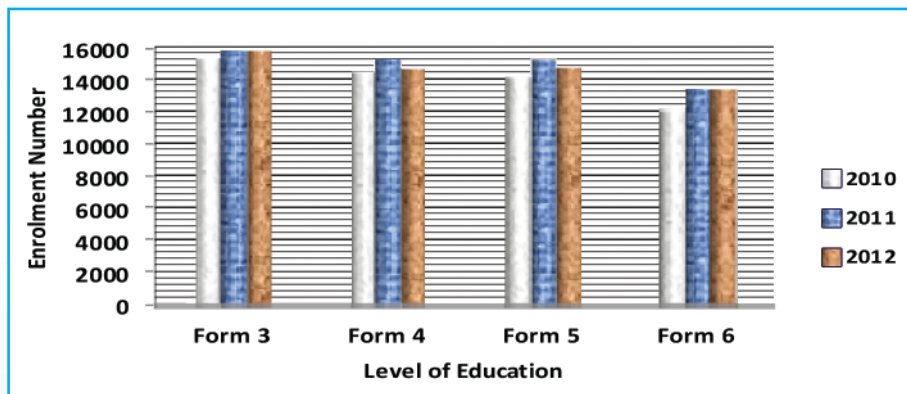
- Liaise with School Managements on the appointment of school principals.
- Facilitates the appointment of teachers in secondary schools;
- Ensures and monitors that staffing establishments are within the required specifications;
- Reviews related regulations pertaining to the administration of staffing in secondary schools;
- Ensures that tuition fee and per capita grants are distributed fairly and equitably to schools;
- Facilitates the distribution of remission of hostel fees to boarding schools;
- Coordinates with relevant sections on issues related to the provision of quality education to children.
- Monitors service delivery in secondary schools through the various District Offices.



Student Enrolment

A total of 68,425 were enrolled at Secondary Schools around the country for 2012. This is a decrease of about 2.6% of the total number of students enrolled for 2011.

Graph 9: Secondary School Enrolment by level



Graph 10: NER and GER for 2010 -2012



The figure above shows an increase in the Net Enrolment Rate. This indicates an improved coverage of the number of students attending secondary school level between the ages of 14 years to 17 years old.

As for the Gross Enrolment Rate, we recorded about 97% of students enrolled at secondary level. This is a result of the many initiatives put in place to ensure accessibility and retention of our students attending school, both at Primary and Secondary level.

Achievements

- Improved submission of Schools' Audited Accounts resulting in 155 out of 157 aided schools submitting their Audited Financial Reports.
- 34 schools offer Form 7 for the first time resulting in 152 out of the 169 government and non-government aided secondary schools offering F7 education.
- Three newly established Secondary Schools offered classes for Form 3 namely South Taveuni Secondary School, Uluivalili Secondary School and Vatuvonu Secondary School.
- Secondary schools around the country were visited by the Minister and PSE.
- Distribution of Tuition done using the Differential Resourcing Model [DRM] and flood affected schools in the Western Divisions were assisted.
- Submission of Audited Account and Minutes of AGM a prerequisite for the release of Terms 2 & 3 Grants.
- Forms 1 and 2 continue to be returned to primary schools.



Yasayasa Moala College. The school is offering Form 7 for the first time in 2012



South Taveuni Secondary School. The existing school building on the right with a new 4 classroom building is being built to the left.



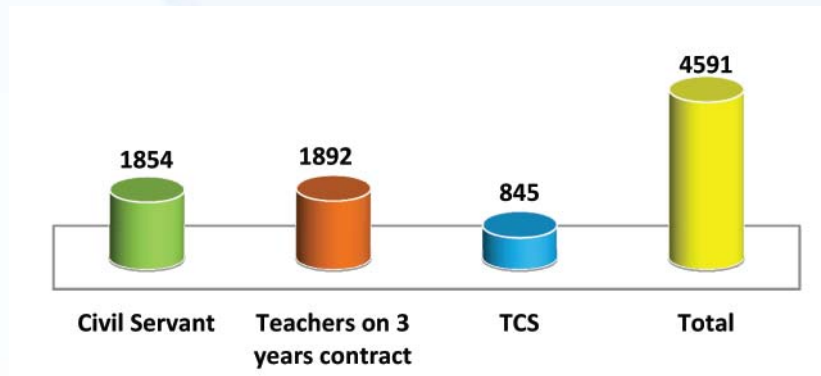
The pioneer students of South Taveuni Secondary School.

- Zoning data gathered to ensure absorption of students into Form 3.
- E-ticketing introduced in schools.
- Decentralization leading to greater decision making powers to the Districts.
- 239 posts processed for promotions. Extra funding was sought due to the high number of officers promoted during the year and had to report to their stations.
- Mainstreaming of the BEST programme in 62 secondary schools
- 134 posts of the 166 new posts approved have been utilized to staff the newly established schools, the newly approved Form 7 schools and TVET and Vocational commitments.
- Secondary Schools Websites established for 16 secondary schools and linked to the Secondary Section Website.
- 100 Secondary Schools have been assisted through the Duke of Edinburgh Award Programme for income generating projects.
- The implementation of conversational vernacular strengthened in all schools
- Networking with International Agencies such as JICA and Peace Corps in service delivery.
- Implementation of Money Smart Programmes in schools.



The Minister for Education, Hon Filipe Bole addressing the teachers of Rewa Secondary school.

Graph 11: Status of Teachers in Secondary Schools for 2012.



From the 4,591 teachers teaching at Secondary Schools

- 92 % of teachers in secondary schools have the appropriate qualifications.
- 319 secondary school teachers have undergone Leadership and Management Training conducted by MoE during the year.

Grants and allowances

Transfer Allowance

The Districts ensured that transfers were carried out in 2012 adequately staffed the secondary schools in the country. A total of \$189 000 was paid out as transfer allowance and travelling expenses in 2012. The table below shows the breakdown:

Table 23: Salary Grant for ECE teachers

Type of School	Transfer Allowance & Travelling Expenses[\$]
Government Schools	54 000
Non-Govt. Junior Secondary School	15 000
Non-Govt. Secondary Schools	120 000
Total	189 000

ASSET MANAGEMENT UNIT (AMU)

Roles and responsibilities

The Assets and Monitoring Unit consists of two sub-units called the Assets or Development Sub-Unit and the Standards Monitoring and Textbook Unit. The Assets or Development Sub-Unit is responsible for the effective management of capital projects, existing assets and educational resources and continuous improvement in the standards of infrastructure and facilities in schools. The Standards Monitoring and Textbook Sub-Unit is responsible for ensuring the overall efficient and effective implementation, supervision, management, administration of the External School Review Inspection (ESRI) conducted by the District Education Offices, monitoring of efficient implementation of the school Disaster Management Plans (and EEPs); the school Strategic, Annual plans and Individual Work Plans (for teachers); the school budgets and levies and the supply of textbooks for newly established Form 7 schools.

The Two Sub-Units

The two sub-units of the Assets Monitoring Unit are Assets or Development Sub-Unit. The Sub-Unit is managed by a Principal Education Officer, a Senior Education Officer, an Education Officer and a Building Supervisor. The Standards Monitoring and Textbook Sub-Unit is on the other hand managed by a Principal Education Officer, a Senior Education Officer and an Education Officer.

Functions of the Two Sub-Units

Even though the two sub-units deal with different areas of the Ministry, they both are involved with monitoring of standards; one with physical infrastructure and the other on standards of students' performance in schools and the standards of operation of schools in terms of implementation of guidelines and policies such as Standards Monitoring in Schools Policy, Fiji Primary and Secondary Schools Inspectorate Policy, OHS, ideals of Safer Schools, school fundraising and levies.

Specifically however the two sub-units dealt with the following areas in 2012:

Assets or Development Sub-Unit

- Administer, manage and monitor proper use of grants including Compulsory, Tuition, Supplementary, Per Capita, Textbook, Furniture, ECE and Special Education Grant;
- Provision and supervision of the use of grants for the maintenance and upgrading of physical facilities in schools;
- Process requests for approval of fund-raising and increase in school levy
- Implement and monitor special programs and projects either funded locally or from overseas funding
- Supervision of Disaster Management and Rehabilitation program in schools
- Provide advisory services to education stakeholders

Standards Monitoring and Textbook

- Monitor External School Review Inspections (ESRI) conducted by the Education Districts
- Coordinate and monitor students' learning in identified primary and secondary schools in Improvement Performance School Programme (IPSP)
- Conduct management meetings, community awareness programmes and staff development
- Process requests for textbooks from disadvantaged schools
- Coordinate Disaster Management and Rehabilitation programmes in disaster affected schools
- Empower school heads and management on design of school plans (Strategic and Annual Plan and Individual Work Plan)
- Empower school heads on effective administration and organization of school Emergency Evacuation Plans
- Enhance school heads and managements' understanding of the school finance management system

Achievements

Capital Grants and Capital Purchase

○ Early Childhood Education (\$150,000)

2012 Projects: Twenty-seven centers were to be assisted in the year but this was not possible as the RIE was not approved by the Finance Ministry so the projects were then deferred to 2013.

○ Compulsory Education (\$300,000)

Three schools, Taveuni South Secondary School, Nuku Secondary School and Lautoka Andhra Secondary School were earmarked to be assisted with this allocation but funding was approved only for Taveuni South Secondary School. A total of \$215,000 granted to the school for infrastructure development.

○ Infant Schools (\$1,162,000)

Six schools were identified to be established in 2012 but the project was deferred to 2013. The schools are Navotua Infant School, Nakawakawa Infant School, Nailou\Manukasi Infant School, Vatubalavu Infant School, Kavula\Bainikea Infant School and Cogeia Infant School.

○ Heritage Schools (\$200,000)

AMU took charge of the government's Heritage School program. This is a new initiative targeting schools on Ovalau and which included Saint John's College, Marist Convent, Levuka Delana Primary School and Levuka Public School. Contractors were able to complete both Phases 1 & 2 in 2012.

Table 24: 2012 Capital Works Summary Updates

Project	Name of schools	Minor Works Cost (\$)	Tender Works Cost(\$)	Work Progress	
		[\$1,500,000]		Minor Works	Tender Works
Government School. \$1,500,000	ACS	27,900.00	0	Completed	Withdrawn
	QVS – Bldg. renovation	27,800.00	0	Completed	Withdrawn
	QVS – Water System	42,188.42		Completed	
	RKS - classroom	28,000.00	195,000.00	Completed	Approved in
	RKS- D/Hall kitchen & Dispensary	26,500.00		Completed	2012(2013)
	RKS – ICT Development	6,511.00		Completed	
	Sila Central	0	247,571.00	-	
	Nasinu Secondary	26,656.00	285,527.69	Completed	Approved in
	Suva Grammar	29,000.00	83,601.10	Completed	2012(2013)
	LBSS	28,000.00	0	Completed	Approved in
	Labasa College	26,752.00	0	Completed	2012(2013)
	Levuka Public Secondary	29,022.00	388,764.51	Completed	Approved in
	Bucalevu Secondary	49,000.00	0	Completed	2012(2013)
	Natabua Secondary	0	0	-	-
	Vunisea Secondary	0	0	-	-
	Delainamasi Primary	23,412.60	0	Completed	Girls Hostel-In progress
	PWD Cost	0	7,860.56		
	Total	370,742.32	1,208,324.86		-
	G/Total		1,579,067.18		-
	Balance		-79,067.18		-

Infant 2012 (\$1,162,000)			
Infant schools \$1,380,000	Navotua infant school	536,742.95	Approved in 2012(2013)
	Nakawakawa . Infant school	436,810.00	Approved in 2012(2013)
	Kavula/Bainikea Infant school	0	2013
	Nailou/Manukasi Infant school	0	2013
	Vatubalavu infant school	0	2013
	Cogea Infant School	0	2013
	Total	973,552.95	No assistance given
	Balance	188,447.05	
Compulsory Education (\$300,000)			
Compulsory Education 300,000	Taveuni South secondary school	215,000.00	Approved in 2012(2013)
	Nuku Secondary	0	2013
	LautokaAndra	0	2013
	Total	215,000.00	No assistance given
	Balance	85,000.00	
Heritage (\$200,000) Phase-1 & 2			
National Heritage Site 200,000	St John's College	29,500.00	Phase-1& 2 completed
	Marist Convent Primary,	89,420.00	Phase-1& 2 completed
	Delana Methodist Primary	50,500.00	Phase-1 & 2 completed
	Levuka Public Secondary	29,500.00	Phase-1 & 2 completed
	Total	198,920.00	
	Balance	1,080.00	
Building Grant Early Childhood Education \$150,00	22 Centres approved for 2012 assistance	RIE not approved. No assistance given To be deferred for 2013	
Upgrading Vocational Centres \$400,00	Nil –Funds diverted	No assistance given	

○ **Upgrading of Vocational Centers (\$400,000)**

In 2012, no Vocational Center was assisted as funds were diverted to other needy areas of government.

○ **Lease Payments (\$46,930)**

Lease payments for the following schools were processed in 2012;

- ▲ Cikobia District School - Paid to TLTB
- ▲ Koroinasau Primary School - Paid to TLTB
- ▲ Yanuca Island School - Paid to TLTB
- ▲ Kasavu Primary School - Paid to TLTB
- ▲ Tai District School - Paid to TLTB
- ▲ Nadrau District School - Paid to TLTB
- ▲ Lavena Primary School - Awaiting agreements between TLTB & Lands Department
- ▲ Vugalei District School - Awaiting agreements between TLTB & Lands Department
- ▲ Nasasa District School - Awaiting agreements between TLTB & Lands Department
- ▲ Seaqaqa Central College - Awaiting agreements between TLTB & Lands Department
- ▲ Nakauvadra High School - Awaiting agreements between TLTB & Lands Department

○ **Maintenance and Upgrading of Government Schools and Institutional Quarters-**

All thirteen projects except one were implemented and completed in the year. A total of \$293, 857.69 was expended.

Standards Monitoring Sub-Unit

External School Review Inspection

School Review Inspection continued to be conducted by the District Education Officers in consultation with the AMU. In addition to this an ESRI review team conducted workshops at four different venues around the country to consult on areas to change in the ESRI Review process and the reporting templates. The revised process and the templates are to be used in 2013 ESRI visits.

Financial Management in Schools

The Unit continued to monitor management of school funds especially on the schools' compliance with the guidelines regarding the grants, school levies and fundraising. Seven hundred and seventy-three school leaders, both primary and secondary, were made aware of the financial management guideline during workshops carried out at forty-two course centers around all the Education Districts.

School Planning

In 2012 AMU was tasked to prepare school planning training module and also to organize workshops for school leaders and a member of the school management from each of the participating schools. In the process, one thousand one hundred and fifty-three people were trained on the processes of how to design School Strategic Plan 2012-2014, School Annual Plan and the Individual Work Plan.

Table 25: 2012 Capital Works Summary Updates

Education District	Cluster Course Center	Total Number of Schools		Dates of the Workshops	Course Participants						No. of Participants	
					Head Teachers		Principals		Management Committee			
		Primary	Secondary		M	F	M	F	M	F	M	F
Ba/Tavua	2	63	14	18-20 July	51	12	9	5	-	-	60	17
Cakaudrove	3	64	10	4-6 July - 18-20 July	42	22	6	4	45	3	93	29
Lautoka/ Nadi /Yasawa	4	84	13	2-6 July - 10-12 July	70	14	6	7	12	3	88	24
Macuata/ Bua	4	97	26	13-15 June - 30 June-2 July	77	20	17	9	52	2	146	31
Nadroga/ Navosa	3	60	13	27-29 June - 4-6 July 11-13 July	50	10	11	2	27	2	88	14
Nausori	6	116	26	13-15 June - 20-22 June	94	22	17	9	26	2	137	33
Ra	2	39	6	20-22 June	27	12	5	1	20	-	52	13
Suva	6	83	36	16-18 May - 23-25 May	66	17	22	14	9	3	97	34
Eastern	12	110	14	25 July-15 December	74	36	10	4	69	4	153	44
Total	42	716	158	16 May to December 15 2012	551	165	103	55	260	19	914	239
Grand Total		874			716		158		279		1153	

Safer Schools

The concepts of Safer Schools and Education in Emergencies were again highlighted in 2012 by AMU. A training module was prepared and was rolled out in forty-two different course centers to seven hundred and seventy-four school heads. The idea was to keep on updating participants on the significance of preparedness and responses one should be equipped with in cases of natural or man-made disasters. During the workshops participants were reminded of their making visible the Emergency Evacuation Plan for disasters the schools were prone to and also the conduct of evacuation drills.



Policy Development and Review

Approval was given for the review and merge of the following policies:

- Standards Monitoring in Schools Policy & Fiji Primary and Secondary Schools Policy
- Education-in-Emergencies Policy & OHS Policy for Safer Schools Policy

Challenges Encountered

○ Manpower

The most challenging issue at the AMU is manpower. AMU was charged with many other new programs and activities including training of all school heads around the country on the design and preparation of school plans which included Strategic Plan, School Annual Plan and the Individual Work Plan for teachers. In addition to this task, there are policies to be written and revised

FIJI TEACHERS REGISTRATION BOARD

The Fiji Teachers Registration Board came into being on the 15th of October, 2008 after the FTRB Promulgation No: 25 was signed by the late President Ratu Josefaloilovatu Uluivuda. The subsidiary regulation to legalise its operation was endorsed in legal notice No: 33 after it was signed by the Honourable Minister for Education, National Heritage, Culture and Arts Ambassador Filipe Bole on the 1st June, 2009.

Roles and Functions

The main function of FTRB is to:

- Register teacher administrators based at MoE headquarters and district education offices
- Register qualified teacher educators based in teacher training institutions who train existing and intending kindergarten, primary and secondary teachers
- Register qualified teachers to teach in kindergarten, primary and secondary schools in Fiji
- Register other knowledge providers who go into schools to impart their knowledge or skills
- Register Institutions whether government based or NGO's that enter schools to impart knowledge or skills
- Work with private employing authorities, training institutions and other relevant social partners regarding the standard of courses offered for the purpose of teacher registration
- Undertake relevant reviews for teacher registration in Fiji to ensure it is up to par with international norms
- Investigate complaints concerning teacher registrants and instigating relevant disciplinary actions for defaulters

Achievements

Strategic

- FTRB Cabinet paper for divestment purpose as endorsed by PSC prepared for Honourable Minister to present to Cabinet

Operational

- FTRB website www.ftrb.gov.fj operational
- Second round of registration for the 2012-2014 period after renewals of application for those that first registered in 2009
- PSE Dr Brij Lal endorsed that teachers register tri-annually to bring our process up to international standards
- Renewal of ID cards for those that have expired and issue of ID cards for new applicants
- Awareness visits to all school districts on registration matters
- Help ECE update their data on their teachers and kindergartens throughout Fiji
- Registration and renewals of registration for the 16000 teachers in the system
- Collection of registration fees into the Government’s consolidated account of \$577,453.00
- Follow up on suspicious qualifications and advice given to relevant section as to actions to be implemented
- New applicants: 219 ECE, 339 Secondary and 561 Primary

Table 26: Registration Fees for 2012

District	District
HQ	322977.65
Ba	35360.00
Ra	7387.00
Nausori	30013.00
Lautoka	69230.00
Sigatoka	26666.78
Labasa	52994.00
Savusavu	24158.74
Bucalevu	6181.30
Delainamasi	570.00
LPS	1045.00
ACS	300.00
Sila Central	180.00
RKS	30.00
Exams	360.00
Total	\$577,093.47

CHAPTER 5: PROFESSIONAL DIVISION

AN OVERVIEW – DEPUTY SECRETARY PROFESSIONAL



The office of the Deputy Secretary Professional (DSP) looks after the management and provision of professional education service by the Ministry of Education. Those services are delivered by the Curriculum Development Unit, the Technical/Vocational Education and Training, and the Examinations and Assessment Unit. The DSP's ambit also includes the National Substance Abuse Advisory Council (NSAAC) which works in collaboration with government ministries and relevant NGOs to identify, examine and address problems arising out of drug and substance abuse in Fiji.

Professional education services include continuous development of quality relevant curriculum for primary, secondary and technical/vocational school and centers. Significant undertakings for the year 2012 were the development/implementation of the Basic Employment Skills Training (BEST) program and the completion of the Financial Education curriculum and resources which will be introduced to all primary students and Forms 3 and 4 students in 2013. Internal Assessments continue to be an issue for some facets of society and we will continue to press for the evolvement of assessment tasks that are valid and reliable.

The Examinations & Assessment Unit ensures that National Examinations (FSLCE and FSFE) and LANA Assessments are conducted with high standard of quality ensuring compliance with MoE policies, security regulations and to international best practice procedures.

The NSAAC has been very active and proactive in their quest to develop policies, train student leaders and teachers, disseminate information and create awareness on the subject of HIV/AIDS, substance abuse and violence against women and girls. This work is significant in that it helps change the attitude and behavior of students and teachers and also helps make school environment safe and conducive to learning.

The Ministry is always challenged to re-focus our systems and challenges on the child, ensuring that our initiatives and policies bring about positive impacts on the teaching and learning that takes place in the classroom. The highlights to be provided by the various sections in the division will elaborate on their achievements and will indicate how the Ministry has progressed in its various plans and reforms that deal with the provision of professional education service.

CURRICULUM ADVISORY SERVICES/TECHNICAL VOCATIONAL EDUCATION AND TRAINING

There are five units within the Curriculum Advisory Services/Technical Vocational Education & Training

1. Curriculum Development Unit which comprises Primary and Secondary Curriculum
2. Careers
3. Education Resource Centres
4. Schools Broadcast Unit
5. Technical Vocational Education & Training

Roles and Responsibilities

The main functions of the Curriculum Advisory Services/Technical Vocational and Education & Training is to provide, facilitate and promote quality in the curriculum and excellence in the teaching and learning of the subjects offered at primary, secondary levels and Vocational centres. In addition, it also ensures the provision of quality, responsive and relevant curriculums for all the children in Fiji.

The specific functions carried off by the different units are:

CURRICULUM DEVELOPMENT UNIT (CDU)

The specific functions carried out by the CDU (Primary and Secondary)

- Design, develop, and review the primary and secondary syllabi
- The mounting of in-service training of secondary school teachers, upgrading them on content and teaching & learning strategies.
- Provision of advices and assistance to teachers through school visits
- Development of teaching and learning resources
- Development of the Common Assessment Tasks
- Moderation of the Common Assessment Tasks
- Monitoring of Forms 3 & 4 IA tasks
- Moderation of National Examinations (FSLC & FSFE).
- Design and review Internal Assessment guidelines and relevant materials
- Preparation of the Annual Procurement Plan

Other roles and responsibilities are:

- The formulation of its Business Plan in alignment to the Ministry's Business Plan and government strategic direction and priorities.
- Develop section Annual Work Plan
- Prepare Monthly and Annual Plans
- Conduct of research on teaching and learning resources and teaching pedagogies
- Plan and design ESD initiatives such Conversational Language Programmes, CE, HPS, FinEd, 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.
- Liaise with other NGO's and government on projects on offer
- 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

Careers

- Design and distribute careers information to all secondary schools
- Organize Careers exposition
- Network with private and public sectors
- Visit schools to enhance careers education
- Counsel students on appropriate subject combinations, writing curriculum vitae and interview tips.

Schools Broadcast Unit (SBU)

- Production of weekly radio programmes for schools that feature advisors of both CDU & TVET.
- Production of long-term programmes that are aligned to the National Curriculum
- School visits to assess broadcast transmission
- Workshops to familiarize teachers with radio broadcast lessons
- Production of radio programmes targeting upper primary school children and addressing teenage social problems.
- Production of video programmes

Education Resource Centre (ERC)

- Print, stock and supply adequate stock of textbooks, Teachers' Handbooks and other educational resource materials, for the successful implementation of the school curriculum.
- Print and distribute Attendance Registers, other cards, forms and folders for efficiency of administration of schools
- Print Primary Learning Records and distributed to all schools

TECHNICAL VOCATIONAL EDUCATION & TRAINING (TVET)

Roles and Responsibilities

Technical Vocational Education & Training (TVET) is directly responsible to the Director CAS/TVET and the section is responsible in carrying out the following functions:

- Assist the Ministry through the HRM Unit in the formulation of its Corporate and Business Plan in alignment to the Ministry's ACP and BP and the RDSSED development of the individual work plan in alignment to the TVET Business Plan.
- Technical Vocational Education and Training [TVET] is directly responsible to the Director CAS/TVET in carrying out the following functions:
- Assist the Ministry of Education in the formulation of its Strategic, Corporate and Business Plan in alignment to government national strategic directions and priorities.
- Develop both long and short term plans for the future development of TVET in alignment to the Ministry of Education vision and priorities.
- Assisting the ministry in the preparation of cabinet papers and reports.
- Plan and prepare budget submissions for funding TVET programmes and initiatives for the enhancement of education and training for students taking TVET programmes.
- Appoint and post new TVET teachers under the current staffing establishment policy and transfer serving teachers between schools as they may request in line with the ministry procedures and guidelines.
- Assisting in the design, development, review, implementation, testing and monitoring of TVET curriculum.
- Conduct of visits to schools for advisory, outreach and TVET promotion.
- Conduct professional development through training and workshops.
- Induction and professional development for all teachers.
- Moderation of practical work at the 2 main external examination levels.
- Professional development for TVET staff at HQ.
- The conduct of market research, purchase and issue of equipment and tools and other teaching and learning \ resources to school with urgent needs.
- Management and distribution of in-centre grants to vocational centre and preparation of Acquittal Detail reports.
- Attend to the general administrative needs of the ministry particularly on matters relating to the development of TVET programmes.
- Conduct research and survey for new initiatives related to the general development of TVET.
- Examination and assessment – selection of examiners and markers panel, moderation of external examination papers.
- Liaise with other NGO's and government departments in promoting partnership in the development of technological knowledge, skills and attitude for students in schools.

Achievements/ New Initiatives

Curriculum Development Unit (Secondary)

Achievements:

- Development of IWP, Business plan and Work plan 2012 for secondary section
- Review and development of Internal Assessment Manual
- Integration of FinEd in Commercial Studies, Accounting, Economics, English, Mathematics and Social Science prescriptions
- Curriculum and Assessment Workshop was conducted for all secondary subject teachers.
- A one-day workshop was conducted simultaneously in the 6 workshop centers for all Principals and Education Officers on their "Roles and Responsibilities in the Implementation of Internal Assessment" in their respective schools and districts.
- Submission of 2012 FSLCE and FSFCE Examiners and markers panels to EAU
- Climate Change Curriculum workshop was conducted to integrate CC concepts in to all Science and Social Science prescriptions.
- Review and printing of learning records for all Forms 3 & 4 subjects.
- Moderation and review of all FSLCE and FSFCE papers.
- CDU/TVET Curriculum Development Workshop for one week at Nadave to review curriculum for all subject areas.
- Career teachers' workshop was conducted for Nadi and Lautoka career teachers.
- Career Expos for the following centers were conducted : Taveuni, Macuata, Nadi, Lautoka
- Teachers from the 14 champion schools were trained on how to use the F3 FinEd resources in a workshop conducted at Tanoa Plaza.
- District / National Moderation of all Form 4 CATs for all subject areas.
- Extrapolation of Internal Assessment (CAT) marks.
- Development and printing of the following textbooks :

Title of Textbook	Subject	Form
The Fundamentals of Research	English	5 – 7
Takitaki : VolaDusidusiniQasenivuli	VosaVakaviti	1 – 7
Science book 1 for Lower Secondary	Basic Science	3
Rediscovering Society	Social Science	3
Form 3 Mathematics	Mathematics	3
Elements of Design – Colour	Art	Generic
Biology for all	Biology	5
FARAO 1	Rotuman	3

- Overseas Workshops, trainings and meetings attended by officers:

Workshop/seminar/meeting	Officer attended	Venue/country	Duration
Preparatory meeting for UNESCO Workshop in Fiji	Mr. Mikaele Vakasilimiratu	Seoul - Korea	3 rd – 5 th April 2012
Seminar on Chinese language and Culture for Education Officials from Developing Countries	Ms Venina Inoke Mr. Waisake Tuicakau	Beijing - China	08 th May - 30 th July 2012
Innovative Teaching and learning of Science through Inquiry- Based Science Education (IBSE)	Ms Luisa Sigawale	Penang - Malaysia	01 st - 5 th October 2012
Land and Sustainable Development in Melanesia Conference	Mr. Mikaele Vakasilimiratu	Port Villa – Vanuatu	6 th - 9 th Nov 2012
Digital Library Practice & Information Technology Application for Knowledge Management	Mrs. Ruci Qele Ms Angela	Kerala - India	20 th Nov 2012 to 6 th Jan 2013

Curriculum Development Unit (Primary)

Curriculum

- Drafted syllabuses for Classes 1 - 8
- Developed relevant teacher support materials
- Conducted Curriculum review meetings
- Reviewed and vetted textbooks through curriculum workgroups
- 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 on HPS, Lesson Study, Financial Education, etc.

Internal assessment

- Developed Primary School Assessment Guide
- Reviewed the Learning Records for Students
- Dispatched to schools Learning Records for Students – Classes 1-8
- In-serviced Classes 1-3 teachers in the Northern, Western and Central Division
- Conducted District moderation of CATs
- Extrapolated and sent the National moderated marks to schools.
- Conducted Monitoring and Evaluation CBAs through school visits

Conversational Language Programme

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

Advocacy and Awareness

- The Advisors prepared bookmarks for their respective subjects; for Career Expositions
- The Advisors participated in the MOE Display Hibiscus Week Display, 2012.
- Advisors assisted the Career Officers in school-based career talks

Table 27: Local and Overseas Courses/ Meetings

Course/Meeting	Officer attended	Venue/country	Duration
Smart Governance on IT	SEO Maths	China	28 days
Improvement of the Quality Teacher Training	SEO S/Studies	Japan	25days
Digital Library	A. Lee	India	1month
Disciplinary & Administrative Ethics	A. Lee	Suva	2 days
Senior Admin Managers	PEO P	Army Officers' Training School	1 month

Careers

Primary Curriculum

- Careers Information Handbook sent to 734 Primary schools as part of the Free Text Book.
- Issue with dispatch assistance from ERC staff on 11/10/12
- Careers Book marks- Goal setting/SWOT Analysis as a life skill/ How to Study/
- Subject sticker labels/ Careers Posters/Brochures distributed in all Careers Expositions attended
- Developed and designed careers games for Higher Primary- Differentiate a Target from an Aim/Maze game.

Secondary Curriculum

- Designed and developed Form 5- F7 Careers Prescription
- Vetting of Careers Education Teachers Guide for F5-F7
- Vetting of Careers Education Scheme of Work for F5-F7
- Develop Careers Teachers Handbook for Class 7 to Form 4-'You Can Do It "

Teachers Workshops

- Conducted Careers Teachers workshops in Ovalau , Kadavu, Bua, Nadi and Lautoka on F5- F7 Careers Teachers Guide and F5-F7 Schemes of Work.

Advocacy and Awareness

- Conducted Career Talks for Class 8 students of 20 primary schools in Suva- Nausori- Navua , F3- F7 Career Talk in Lelean Memorial School, F3-F5 Saras Wati College, F5-F7 Suva Grammar School with PSC and I Taukei Scholarship Teams, F3-5- Adi Cakobau School, F2-Jai Narayan College, F3-F4 Bucalevu Secondary School ,170 students of the New Town Christian School Retreat Group and 370 members of Army Wives Association during their 2012 AGM,
- Conducted Careers Expositions with invited line-ministries and private organizations in schools and communities below:
 - ▲ Ovalau at Eli Peceli Hall on 15/3/12
 - ▲ Vunisea Secondary School on 29/3/12
 - ▲ Naulumatua House, Bua on 12/4/12
 - ▲ Namuaica'e -Macuata on 9/6/12
 - ▲ Taveuni- Holy Cross College on 22/6/12
 - ▲ Laucala Bay Secondary School on 26/7/12 and 27/7/12
 - ▲ Adi Cakobau School on 25/5/12,
 - ▲ Nadroga-Navosa Central College on 31/5/12,
 - ▲ Nadi College on 15/7/12,
 - ▲ Natabua High School on 12/7/12,
 - ▲ St Joan Of Arc- Sigatoka – Fiji Day, 2012
 - ▲ National Youth Day – 31/8/12,
 - ▲ Adi Salusalu Integrated Expo for Ba Province, Week 4 Term 3,
 - ▲ Queen Victoria School on 14/9/12
 - ▲ Showcase Expo on 4/5/12 – 12/5/12,
 - ▲ Agricultural Show on 6/8/12- 11/8/12
 - ▲ Vodafone Hibiscus Expo. on 18/8/12 – 25/8/12

Careers Counselling and Guidance

- Assisted and conducted UWC ATLANTIC College [UK] student interview to select DYLAN SILIUSI KAVA as UWC Fiji nominee to successfully take up the 2 years Diploma in International Baccalaureate award for 2013- 2015 academic year.
- Assisted in the screening and selection of 291 students out of 2,095 applicants [PSC – sponsored] to join FNU- Teacher Training in 2013 at the Lautoka campus
- Counseled 143 at CDU- Careers office

School Broadcasting Unit (SBU)

- Aired 574 programs (416 long term pre-recorded); (58 short term weekly recorded)
- Evaluated 104 survey forms
- Recorded 29 inserts and interviews
- Visited 26 schools to observe aired program.
- Conducted workshops for teachers in 20 schools in Ra, Tavua and Ba.
- Showcased Audio Visual Aid resources to teachers and general public at:
 - Hibiscus Expo
 - QVS Careers Expo
 - 20 schools in Ra, Tavua, Ba.
- Facilitated dubbing of resource material CD and DVD upon request from stakeholders (Headquarters C.D.U and schools
- 620 CD's and DVD's dubbed and dispatched to schools and request.

Education Resource Centre

The core function of the Education Resource Centre is to print and dispatch learning materials to primary and secondary schools around the country.

Below are the records of the printing and dispatching done by the resource centre for 2012.

Book Titles	Number of copies
Applications for Transport Assistant Form	50,000
Conversational Hindi Advanced level	70
MOE SBU Timetable	1,500
Social Studies Prescription Draft for Class 1-6	6,000
Fiji School Certificate Accounting Prescription	500
Numeracy Curriculum Support Materials	1,300
Learning Record Form 3 Mathematics	16,200
Learning Record Form 4 Mathematics	16,200
Learning Record Form 3&4 Social Science	400
Learning Record Form 3&4 Basic Science	20,400
Basic Science Form 4 Assessment Form	200
Learning Records Form 3&4 English	400
Family Education Form 4	200
Social Science Prescription Class 7	800
Social Science Prescription Class 8	800
Social Science Prescription Form 3&4	200
Social Science Assessment Booklet revised 2012	200
Form Seven English Prescription	500
Form 7 Geography Prescription	500
Form 7 History Prescription	500
English Form 4 Revised CAT 2012	500
Fiji Seven Form-Fijian Prescription	500
Teachers Handbook for Listen, Speak, Read & Write	500
Salary Breakdown	4000
History – Personal Record Card	5000
Assessment Guide for Teachers F3&4	2000
Mathematics Revised CAT	200
Art Craft Teachers Guide Class 6	500
Fiji Island Literacy Strategy Curriculum Support Material	800
Industrial Arts –Basic Technology option 3	80
Industrial Arts – Basic Technology	200
Industrial Arts – Tech Drawing & Design Prescription	200
Industrial Arts – Applied Technology Prescription	200
Industrial Arts – Information to Technology	200
Learning Record Art Craft F4	200
Learning Record Art Craft F3	200
Form 7 Experiments	200
Reconstructed Art Craft Class 1-8 & F3-7	100
Element of Design	100
Mathematics Lesson Study	520
Mathematics Prescription – Class 5&6	500
Art & Craft – Class 5	500
Art & Craft – Class 3	500
Experiment in 7th Form Chemistry Lab Manual	1000
Health Education Handbook for Class 4	500
General Subjects Class 8/Form 2	800
The System summative Report Template Teachers Guide	800
National Curriculum Assessment and Reporting	800
General Construction Certificate II	50
Automotive Engineering Certificate II	50
Experiment in 6th Form Biology	100
Basic Science 3 Unit 4 Pupils Book	1000
Basic Science 3 Unit 6 Pupils Book	1000

Book Titles	Number of copies
Assessment Guideline for Teachers	200
Na Salavata ni Nanuma Lesu 2	1000
Na Salavata ni Nanuma Lesu 2	1000
Salary Breakdown	10,000
Nanuma Lesu Noqu Vosa 1	2000
Nanuma Lesu Noqu Vosa 2	2000
Experiment in 5th Form Physics Student Lab Manual	2000
Maths Form 3 Pupils Guide	10,000
Disaster Management and Earthquake Preparation Student Handbook	300
Disaster Management and Earthquake Preparation Teachers Handbook	300
A Guide to create Evacuation Plan in the Fiji Islands	300
Module School Planning for Improvement	300
Module Safe School	300
TVET-Assesment Guide	250
TVET Office Teaching Learners Guide	250
AMU- School Planning Resources	1,500
Learning Records – Commercial F3&4	16,000
Fiji Teachers – Code of Conduct	140
Timecards	1,000
Learning Record – Family Life Form 3	3,000
Learning Record – Family Life Form 4	3,200
Flash Card Level 1	100
Flash Card Level 1	100
Flash Card Level 1	100
Flash Card Level 1	100
Flash Card Level 1	100
Flash Card Salasbing List 1	100
Flash Card SaliabingList 2	100
Flash Card Oxford List	100
Salary Breakdown	10,000
TVET Office Tech Assistant	750
Form 5 TVET Study Assessment	300
TVET Agriculture Science Module 2	300
TVET Office Tech Customer Service Module 2	750
Health Science Class 7 [Teachers Handbook]	500
The Education Gazette	750
Health Science T/Guide Class 7	500
Fijian Vakatagi One	500
Experiments in Fifth Form Biology Students Lab Manual	1,500
Fijian Class-1 Lololo Ni Lesoni Vakaviti	10
Fijian Class 2 Lololo Ni Lesoni Vakaviti	10
Fijian class 3 Lololo Ni Ilesoni Vakaviti	10
Vanuatu National Curriculum Statement	60
Physics Experiment 5th Form [Lab Manual]	3,500
Fiji Teachers Code Of Conduct	1,000
Basic Science 4: Pupils Book Substances Around Us	1,500
Basic Science & Pupils Book Machines	1,500
Basic Science & Pupils Book	1,500
Health Science Prescription for Class 6	500
Health Science Prescription for Class 5	500
Teachers Handbook Elementary Science [CI 1]	500
Information Teachers Prescriptions [Class7&8]	50
Teachers Handbook for Elementary Science [CI 2]	500

Book Titles	Number of copies
Guide To Assit Filling Ara	1800
Learning Records Re –Prints [Music F/3&4]	28,200
Prescriptions Fiji 7TH Form [Biology]	1,500
Prescriptions Fiji 7th Form [Chemistry]	1,200
Prescriptions Fiji 7th Form [Physics]	500
Individual Phonemic Awareness Assessment	500*4
CAT Result 2012	2,800
Substance Allowance And Travelling Travel Claim[for Teachers]	2,000
Evaluation Form	2,000
Subsistence Allowance & Travelling Expenses claim[for officers]	2,000
Imprest Receipt Form	2,000
Assessment in local Primary School	1,000
CDU/TVET Circular	750
2012 Career Talk For CR.S.Roster	750
Career Information Hand Book	800
QVS 2012 [Examination Papers[Math's Q/Papers]	180*5
QVS –Math's Ans/Booklet	180*5
QVS –Physic Q/Papers	100*4
QVS –Physic A/Booklet	100*4
Biology Q/Papers	55*4
Biology A/Booklet	55*4
Accounting Q/Papers	60*4
Accounting A/Booklet	60*4
Economics Q/Papers	75*4
Economics A/Booklet	75*4
Computing Q/Papers	65*5
Computing A/Booklet	65*3
English Q/Papers	200*5
English A/Booklets	200*5
Math's Blue Print	200
Fiji –The State Of The Nation &The Economic Report	60*98
Prescription Mathematics Class 1-6 Revision	700
Annual Performance Assessment	200
Financial Education Workshop Program me	120
Curriculum Link Manual –PP17-20	200
Financial Education Workshop	200
Mathematic Class 7 Prescription	200
Fire Safety Activity Book Teachers Handbook	50

Technical Vocational Education and Training

Mainstreaming of Vocational Courses for 62 Secondary Schools

- Sixty two secondary schools (62) introduced the Basic Employment Skills Training (BEST)
- Twelve (12) secondary schools enrolled their students with FNU/NTPC for training and their training fee of \$70 per student was subsidized by MOE at \$55 per student.
- Fifty (50) secondary schools conducted training in their respective schools and the printing of their training manuals at the cost of \$20 per manual was borne by MOE and distributed to schools



Table 28: Summary of the students enrolled for Basic Employment Skills Training (BEST) at FNU/NTPC

	BEST Courses at NTPC															
	Automotive	Electrical	Electronics	Industrial Automation	Refrigeration & Air Con	Welding & Fabrication	Block Laying & Tiling	Plumbing	Furniture Construction	Carpentry	Computer Aided Design	Sea Faring	Clothes Design	Baking & Patisserie	AutoCAD	Total
Number of Form 5 Students	253	162	102	19	87	72	21	68	20	84	73	140	71	302	44	1,518

Table 29: Summary of the students enrolled for the various BEST course in their Respective Schools.

	Courses – BEST at School								
	Carpentry	Welding & Fabrication	Automotive Engineering	Baking & Patisserie	Clothes Design	Agriculture Science	Office Technology	Marine Studies	Total
Number of Form 5 Students	667	85	768	894	125	262	506	15	3,322

One Laptop per Child (OLPC) Project

- OLPC is an education project to empower the children of developing countries like Fiji by providing one connected laptop to every school aged child.
- 3 selected primary schools to trial the project; Navesi Primary school, Draiba Fijian School and Nabua Sanatan Primary School.

- These schools were assisted through the purchase of air condition units, security grills, renovation, work benches and eventually servers and laptops.

Curriculum Prescriptions

- Review of the For 5 & 6 Agriculture Science Prescription.
- Review of the Vocational Agriculture Prescription to a Competency Based Curriculum.
- Review of the For 5 & 6 Home Economics Prescription and the inclusion of Climate Change.
- Review of the Home Economics Form 4 CAT by reducing the number of tasks from 8 to 3
- Implementation of the new FSLCE Office Technology curriculum
- Development of project tasks for F5 Office Technology and F5 to F7 Computer Studies.

Textbooks

- Dispatch of Form 3 Achievement Level Booklets to schools
- Dispatch of TVET Textbooks to schools
- Three training packages were developed for Vocational Agriculture. The 3 Modules were implemented in schools for the Mainstreaming of Vocational courses.
- Three training Packages were also developed for Office Technology. The 3 Modules were also implemented in schools for the Mainstreaming of Vocational courses.
- Development of Form 3 to 7 Students' Technical Drawing workbooks
- Development of Form 4 Home Economics Textbook.
- Development of the following Vocational Certificate 2 Level Textbooks – Hospitality Operations, General Construction and Automotive Engineering

EXAMINATIONS AND ASSESSMENT UNIT (EAU)

Roles and Responsibilities

The Examinations and Assessment Unit (EAU) is responsible for the administration of the national Literacy and Numeracy Assessment (LANA) program in classes 4, 6 and 8 by ensuring the constructions of quality test items, compilation of the test scripts, printing and dispatch of test scripts and answer keys, provision of a clear test administration procedures and generating reports for all primary schools and key stakeholders.

The Unit also facilitates the proper conduct in the general administration, results processing, certification and reporting of all the external national examinations. This involves coordinating all the examination processes involved and functions while ensuring compliance with the Ministry's policies, security regulations and to international best practice procedures.

Achievements

Literacy And Numeracy Assessment (LANA)

In the third year of its administration as an internal assessment component, LANA was successfully administered in 99% of primary schools that registered. The Head Teachers of participating schools had played a very important role in the administration and returning of marked answer sheets to EAU. This contributed to the timely processing of the LANA reports which were despatched to the schools.

The EAU/CDU team conducted a series of three -day workshops for class 4 teachers on LANA and Literacy and Numeracy Strategies (LANS). These workshops were made possible by the assistance of the Access to Quality Education Program (AQEP) who provided the fund.

LANA and Literacy and Numeracy Strategies (LANS) Workshop

A total of 652/735 schools (89%) participated in the workshop. A total of 760 teachers attended the workshop. The attendance of teachers has significantly increased.

The workshops' aims and objectives were to inform and train teachers on the administration of LANA to help improve its implementation and empower teachers with remedial strategies through the LANS programme

Workshop Outcomes:

By the end of the workshop participants will:

- Understand the new direction on assessment
- Use LANA as a diagnostic tool of assessment for learning
- Acquire skills on remedial strategies for remedial intervention at individual and school levels
- Know their roles as monitors and leaders in improving the effectiveness of LANA
- Be able to become trainers of how to administer LANA in their own schools

Table 30: Summary of the 3-day workshops conducted with attendance number.

Districts workshop venues	No of schools invited	No of schools attended	Total No. of Teachers attended
Central Suva	55	50	53
Navua	28	24	26
Tailevu	28	24	21
Nausori	90	75	77
Western Nadi	41	44	47
Lautoka	53	50	54
Sigatoka	49	49	49
Ra	41	38	38
Ba	63	63	64
Eastern Koro	7	7	7
Ovalau	20	17	19
Kadavu	32	28	30
Lau/Gau	27	5	15
Lakeba	3	3	4
Cicia	5	3	4
Moala	7	7	8
Teachers at Suva Ed. Office conference Room	18	14	18
Northern Macuata	95	90	90
Caukaudrove	50	40	40
Total	726	652	764

LANA Item Writing Workshop

The LANA Item Writing Workshop is scheduled on an annual basis on the EAU work plan to ensure that new items are prepared for the trials. This will also ensure that the Item bank for both Literacy and Numeracy will continue to be replenished to avoid over testing certain items.

A 3-day workshop was conducted for LANA Item writing for Literacy and Numeracy. The workshop was conducted for selected teachers from Suva, Navua and Nausori schools.

The workshop was held at the EAU conference room on the 24-26 July, 2012. A total of 42 teachers attended, 10 pairs of numeracy writers and 11 pairs of Literacy writers. The items were written and vetted by teachers during these 3 days.

LANA Trials 18th October, 2012

The LANA trial test was conducted on 18th October, 2012. The purpose of the trial was to determine whether the questions were appropriate / suitable for the level being assessed and questions that are analysed to be appropriate or suitable are usually used in the LANA test in the following year.

Six schools in the Suva district participated in the trial test. The table below shows the total number of the candidates that sat for the LANA trial tests in the different schools.

Table 31: Number of the candidates that sat for the LANA trial tests

Schools	Class 4	Class 6	Class 8
Arya Samaj	75	56	73
St. Agnes	88	97	80
Yat Sen Primary	73	73	70
Marist Brothers	75	75	105
MGM Primary School	92	92	92
Vieuto Primary	128	126	126
TOTALS	531	519	550
Version 1	266	260	275
Version 2	265	259	275

Table 32: Total number of items trialed in Literacy and Numeracy

Literacy	299
Numeracy	291
Total Items Written	590

Table 33: FILNA/LANA Enrolment Figures 2008 – 2012

Year	2008	2009	2010	2011	2012
No. of Students	25 203	22 561	42 994	47 595	48 216
No. of Schools	472	456	710	725	728

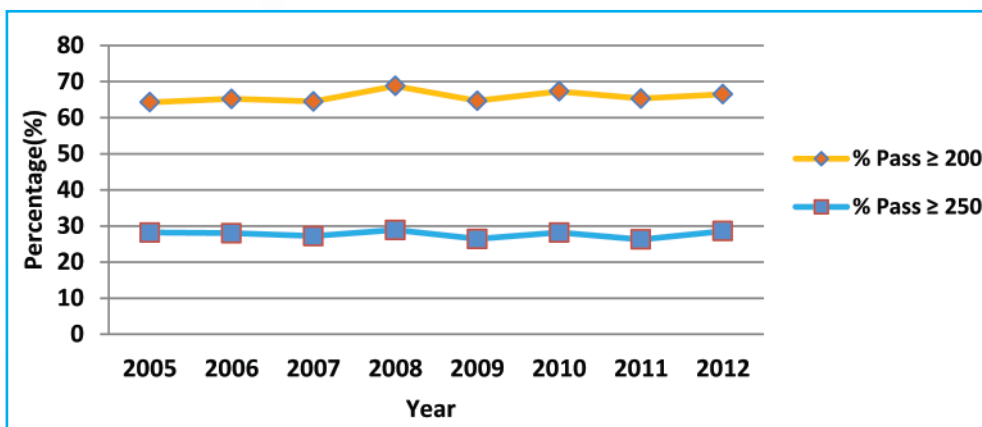
LANA reports were dispatched to schools that participated in the assessment on 23rd November 2010. Reports sent to schools include - Individual Results Report, Item Analysis Report and the Student Class Report.

External Examinations

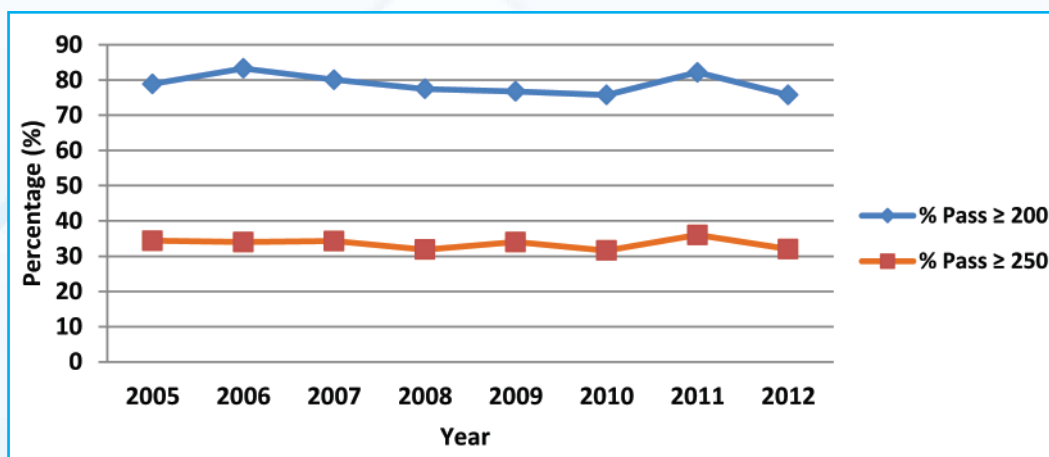
The following Examinations were administered in 2012: Fiji School Leaving Certificate Examination and the Fiji Seventh Form Examinations.

Examination Statistics

Graph 12: FSLCE results from 2005 – 2012



Graph 13: FSFE results from 2005 – 2012



Supervisors' Workshop and Training

The objective of the workshop was to educate Chief Supervisors and potential Chief Supervisors on the important role they play in conducting National Examinations to ensure that the integrity of our examinations is upheld and enhanced.

In summary, the workshops were conducted in all the 9 Education Districts in a time of seven weeks before Fiji Seventh Form Certificate Examination. Only Rotuma High School was left out due to time constraint. Four officers from the Examinations unit were involved in these workshops.

A total of 289 Chief and potential Chief Supervisors attended the workshops with Suva recording the highest and Eastern recorded the lowest. This was due to communication break down and transportation costs. The table below shows the workshops carried out.

Table 34: Summary of the workshops conducted

District	Venue	Facilitators	No. of Supervisors attended
Nadroga/Navosa	Sigatoka Methodist High School	PEO, EO RSD, Ex Cord	20
Macuata/Bua	Labasa Education Office	EO RSD, Ex Cord	15
Savusavu	Yaroi Primary School	FEO RSD, Ex Cord	24
Ra	Ra Education office	EO RSD, Ex Cord	16
Kadavu	Vunisea Secondary School	EO RSD, Ex Cord	12
Nausori	Vunimono Community Hall	EO RSD, Ex Cord	45
Lautoka/Nadi	Jasper Williams High School	EO RSD, Ex Cord	56
Ba/Tavua	Education Office	EO RSD, Ex Cord	34
Taveuni	Somosomo Hall	Director, EO RSD, Ex Cord	18
Levuka	Levuka Public School	EO RSD	24
Suva	FTA Hall	PEO, 2 Ex Cord	46

Security

Additional security for the examinations and assessment papers continued to be provided by the Fiji Police Force during the printing at the Government Printers (4/5 Officers), storage at the Exams Office (3 officers) and the packing and despatch to various examination centres.

Access to Quality Education Programme (AQEP) Assistance

AQEP provided furniture and equipment worth FJD 22,897. The donation would certainly enhance the work at the EAU.

South Pacific Board of Educational Assessment (SPBEA)

The following assistances were provided by SPBEA during the year:

- 23rd March 2012 –Examiners Workshop: 28 Examiners attended.
- 16th – 17th May _ Moderators Workshop: 20 EAU/CDU & TVET Officers attended.
- On-going technical assistances were provided on our current ATLAS software on some enhancement required and also during processing of results

FIJI CHINA e-Government Project

Last year other districts also participated compared to 2009 where only schools in central division participated. The breakdown is given below for each district.

Table: 35: Summary of the participations of schools from the Education Districts on the Fiji China e-Government Project

District	No. of schools	District	No. of schools
Ba/Tavua	2	Nadroga/Navosa	1
Eastern	2	Ra	2
Lautoka/Yasawa	6	Nausori	5
Macuata/Bua	3	Suva	23

A total of 44/105 (42%) schools registered FSFCE candidates using EXMS system.

Training was conducted for teachers in central division. 54 teachers from 27 schools participated (2 teachers from each school). While training for schools in other districts were conducted by ITC personnel when they surveyed the schools.

Problems faced by teachers:

- Due to slow internet speed, registering online was time consuming.
- Candidates without the original birth certificate caused delay in completing the registration process for the school.

NATIONAL SUBSTANCE ABUSE ADVISORY COUNCIL (NSAAC)

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.

NSAAC collaborates with several government departments, non-profit organizations and public agencies across health, education and welfare in order to fulfill its responsibilities to the people of Fiji.

Council Members and Committees

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


-  Ministry of Education
-  Ministry of Health
-  Ministry of Finance
-  Ministry of Regional Development
-  Fiji Council of Social Services
-  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 in Fiji towards the use of liquor and substances in Fiji
 - ▲ problems associated with or consequent 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, thesis 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 fit 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;
-  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.

Achievement/ New Initiatives

In 2012 the Secretariat achieved the following under the relevant key output areas;

Legislation & Policy

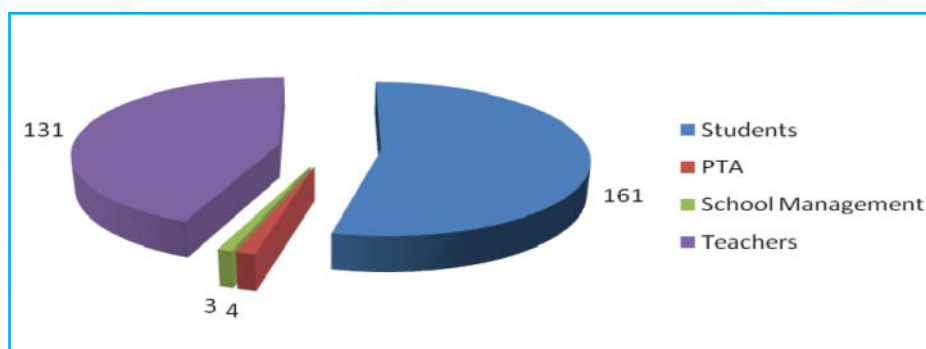
-  NSAAC-MOE Policy on Drugs and Substance Abuse in Schools (Reviewed) and approved for implementation
-  NSAAC-MOE Policy on HIV Management in Schools(Draft)-Final consultation completed & approved by the HIV Board
-  NSAAC-Substance Abuse Grant Policy (Draft) developed
-  Substance Abuse Advisory Act-approved by Minister for Education for review 5/6/12
-  NSAAC – Substance Abuse Grant Regulation Approved & Gazetted
-  Cabinet Paper for the Divestment of NSAAC prepared and completed
-  Draft MOU between the Ministry of Education and Police Department developed

Education & Training

The staff conducted a total of:

- Three (3) Training of Trainers for Teachers on Drugs and Substance Abuse, HIV and AIDS and Elimination of Child Abuse which consists of:
 - 131 teachers
 - School Management and
 - 4 PTA representatives
- 3 Peer Education Training in the Central, Western and Northern Divisions. A total of 161 Peer Educators were trained in 33 schools
- 67 Quick Response Presentations were conducted in schools and in communities.

Graph 14: Number of participants



Research

The first draft of the 2011 Primary School Repeat Survey was completed and presented to the Minister and the Senior Staff of the Ministry of Education for their information. In addition, it has also been scrutinized by the College of Medicine research officer.

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

More than 15,000 IEC were distributed to various organizations, schools, communities and the public in general. A total of 4 Public Awareness Programmes were conducted during the Hibiscus Careers Expo, QVS Careers Expo, Navosa Clusters Careers Expo and the National Youth Day Public Display.

A total of 6 School Broadcasts, 18 Radio Coverage, 33 Newspaper Articles, 12 Online Articles, 15 TV and 150 advertisement slots in the I-Taukei, Hindi and English language

A total of 1050 copies of NSAAC Newsletter were distributed to the selected Primary & Secondary Schools in Fiji, District Education Offices, Senior Staffs of the Ministry of Education, Permanent Secretaries in all Government Ministries, NSAAC Key Partners and also to media outlets.

There was a significant improvement in the publication of NSAAC activities in the Media in 2012.

This was largely due to the close working relationship our Media/Information Officer had with media organisations.

Table 36: NSAAC New Initiatives

Reforms & Initiatives	Status	Sustains	Fixes	Way Forward
1. Drug Free Schools	Ongoing	Development and Implementation of Drug Policy	The lack of Monitoring & Visit to Schools	Establishment of an M & E officer
		Declaration by Minister in 2010 that all schools should be Drug Free Schools	Follow up on the issue of DFS certificates to School by District PEOs	Increase in funding for DFS to assist schools in the implementation of programs Implementation of recognition for Drug Free Schools
2. Peer Education Program	Ongoing	Implementation of Peer Education Programs to 32 schools in the 3 divisions	Lack of monitoring & visit to the schools	Establishment of an Peer Education M & E officer
		Documentation of Success Stories from Student Peer Educators		Increase in funding to enable the roll out of programs to other schools
		Strengthen partnership with Key Stakeholders		
3. Training of Trainers for Teachers Program	Ongoing	Training has been conducted to more than 100 primary & secondary schools Teachers in the Central, Western & Northern division	Lack of monitoring to the schools implementing the program	Increase in funding to enable the roll out of programs to other schools
		M & E report 2009 to 2011 revealed that teachers are actively implementing the program in their own schools		Additional officer as trainer at NSAAC and M & E officer to monitor the implementation of the program
4. Grants & Assistance to FBOs, CSOs and NGOs on Substance Abuse Education for Communities	The regulation was gazetted in April 2012.	Not Applicable Now	Not Applicable Now	Not Applicable Now
	Grant policy to be finalized and to be trialed in 2013			
5. Protection from HIV & AIDS	Draft HIV Policy completed and to be presented to Minister for final endorsement and implemented in 2013.	Not Applicable Now	Not Applicable Now	Not Applicable Now
6. Ending Violence Against Girls and Women	Paper prepared on the strengthening of VAG in the FLE and Social Science Curriculum	Strong support from MOE, UNWOMEN, Women Crisis Centre for the program	Clarification of the Performance Indicator	Additional staffing to focus on the issue
	The integration of VAG in the current TOT and peer education program			Integration of VAG in the FLE & Social Science Curriculum in the new Curriculum Framework

Reforms & Initiatives	Status	Sustains	Fixes	Way Forward
7. Training of Trainers for School Management	Ongoing	Active involvement of School Management in the Training	Lack of M & E and feedback from trained School Management	Proper Monitoring & Evaluation
8. Research	Ongoing	Repeat Survey on the Drug Use and Abuse by Students in Primary School	Lack of staff	Establishment of a Research Officer
			Financial constraints	Increase in funding for more research

Capacity Development

2012 was a remarkable year for NSAAC especially in our partnership with the UNWOMEN and also other stakeholders such as the Burnett Institute. A total of six staff were able to be provided with the opportunity to attend international and local workshops, seminars, trainings and conference through support from these stakeholders. These capacity developments for the staff increased their exposures, which lead to the enhancement of their knowledge and skills. All in all, the unit has benefited a lot because through the lessons that the staffs learnt from attending this forum, they were able to successfully implement it in their area of work.

Table 37: Summary of Workshops and Forums Attended

Name	Name of the Workshop / Forum / Trainings	Venue	Date	Sponsor
Talica Malani & Sikeli Qounadovu	Elimination of Violence Against Girls and Women Workshop	Suva	30th April – 25th May	UNWOMEN
Laisenia Raloka	Global UNITE Youth Forum	Bangkok, Thailand	22nd-24th May	UNWOMEN
Talica Malani	Primary Prevention and Intervention on Gender Based Violence	Bangkok, Thailand	2nd-6th July	UNWOMEN
Laisenia Raloka	National AIDS Spending Assessment Workshop	Suva	31st July – 2nd August	Ministry of Health
Simon Cheer & MelaniaTibika	Gender Based Violence in Emergency Workshop	Suva	6th August – 10th August	UNWOMEN
Talica Malani	Community Development Process TOT Workshop	Suva	9th August	PSC
Talica Malani	Australian Leadership Award	Melbourne, Australia	7th October – 27th October	Burnett Institute
Katherine Devi	Induction Workshop	Suva	22nd November	MOE
Laisenia Raloka	Global Unite Youth Forum	Bali, Indonesia	4th-6th December	UNWOMEN
Simon Cheer	UNWOMEN Regional on Elimination of Violence Against Women and Girls Pacific Fund Grantees Workshop	Nadi	6th-12th December	UNWOMEN

Peer Education Good News Story

Peer Education Program for 2012 has reached a milestone as it was able to unveil its true purpose in trying to help young people reach their potential through the dissemination of correct information relating to HIV and AIDS, Drugs and Substances Abuse, Violence Against Women and other life skill issues and therefore, becoming a solution to the problem that they many young people face in life.

The highlight for the program was when the peer educators that were trained stood up and testified about the problems they had faced at home and in school and how the program had helped them to withstand those challenges. Some of these students were survivors of rape, abuse and even a few have tried to commit suicide. Through the program, they were able to identify the cause of their problems and the solutions to it and referrals were made to the youth counselor that was present on the day.

Below are some of the testimonials from the students;

- 🌍 An 18 year old male student from a secondary school in Nasinu tried to attempt suicide twice due to family conflict. However, he wrote that due to the Peer Education Program he was able to learn ways of solving their family conflict and manage his stress
- 🌍 A 19 year old male student from a secondary school in Suva shared during the Mental Health Session that he was sexually abused at a young age. Due to emotional trauma, he always find ways to forget about the problem by hanging around with bad peer groups. After the training he was motivated to change and be a good role model to his peers.
- 🌍 A 17 year old female student from a secondary school in Nasinu tried to attempt suicide once because of pressure from her family to do better in school. After the training, she was able to learn ways to cope with stress.

International Day Against Drug Abuse And Illicit Trafficking (IDADAIT)

This report serves to fully inform the Ministry of Education, Head Teachers and School Principals on the school responses based on the 2012 International Day Against Drug Abuse and Illicit Trafficking which was held from June 25 – June 29, 2012. Schools were informed of the campaign via NSAAC Circular 1/12 dated 22nd March 2012 and the Education Gazette Term One 2012. The 2012 local theme was

- 🌍 English version: **KEEP ME SAFE FROM ABUSE TO SHINE = THE BEST.**
- 🌍 I Taukei version: **NA KA TALEI DUADUA = MEU TAQOMAKI, MEU CINA SERAU.**
- 🌍 Hindi version: **ATTYACHAR SE MUJE MUKT RAKHIYE SURAKSHIT RAHEKAR SALAMAAT JIWAN PAAY.**

A total of three hundred and sixty four (364) schools from the nine (9) Education Districts have had their responses analyzed. A total of two hundred and fifty seven (257) primary schools responded and one hundred and seven (107) secondary schools.

There were various school activities conducted during the IDADAIT commemoration week. NSAAC conducted Quick Response presentations to schools and communities as far as Navosa Central College to Vatulele Island and in the Central Division. The Ministry of Health, Fiji Police Force, Fiji Women Crisis Center and the Fiji Human Rights Commission also delivered presentations to various schools around the country that they were invited to.

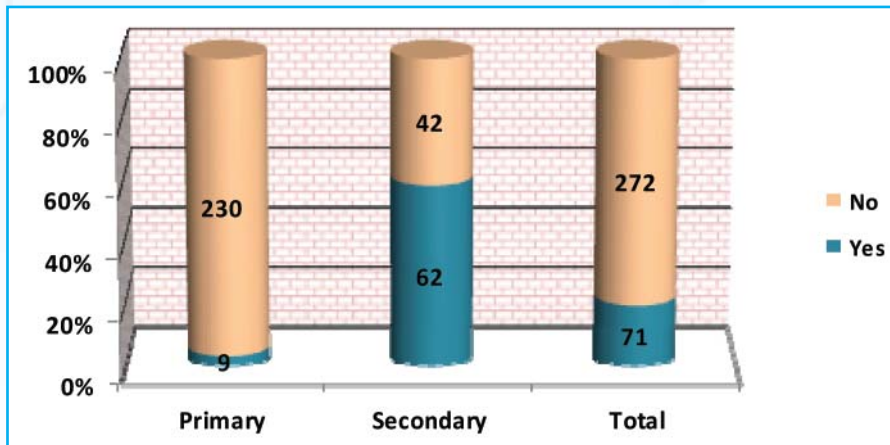
The schools that did send in their Evaluation Forms on time should be applauded. In addition the level of participation from schools should be highly praised as evident in the responses received. The support of teachers and parents alike is commended towards motivating and inspiring students on the NO Drugs, Stop Child Abuse campaign and Elimination of all forms of Violence against Women.

The evaluation by the schools on the 2012 World No Drugs Day (IDADAIT) Campaign is contained in the following



Students of Namataku District School during the IDADAIT Celebration at the Navosa Central College

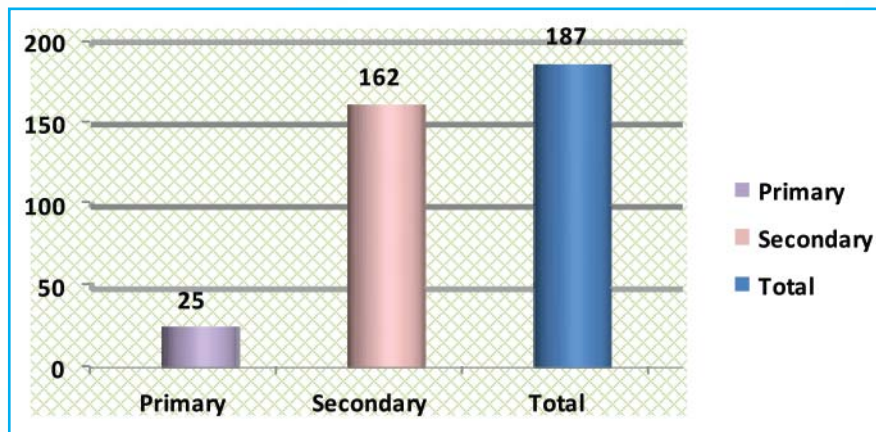
Graph 15: 2012 Reported School Drug Offenses



A total 272 schools (230 primary and 42 secondary) reported there was no drug offenses incurred since the beginning of 2012, this is an increase from 249 schools reported in the 2011 IDADAIT Report.

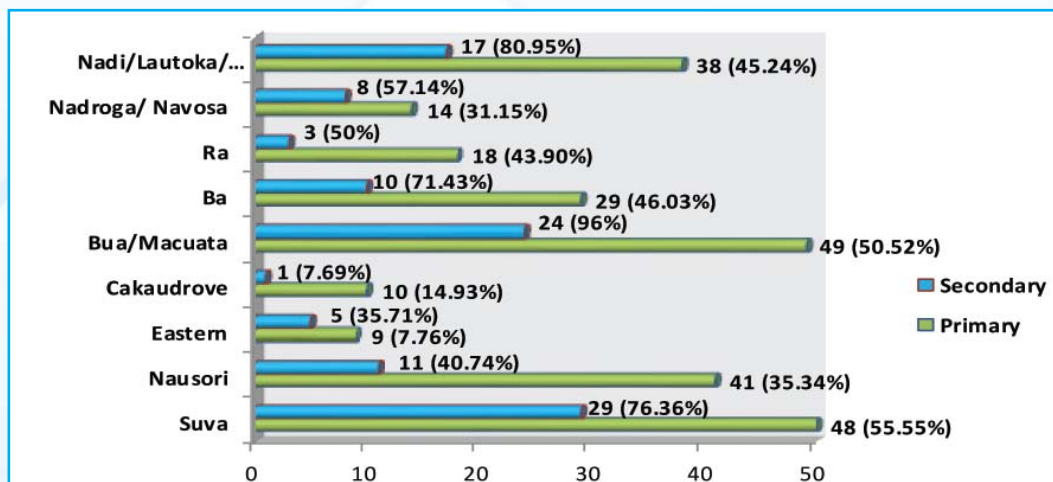
On the other hand a total 71 schools (9 primary and 62 secondary) had reported incidences of drug offenses.

Graph 16: Total School Drug Cases



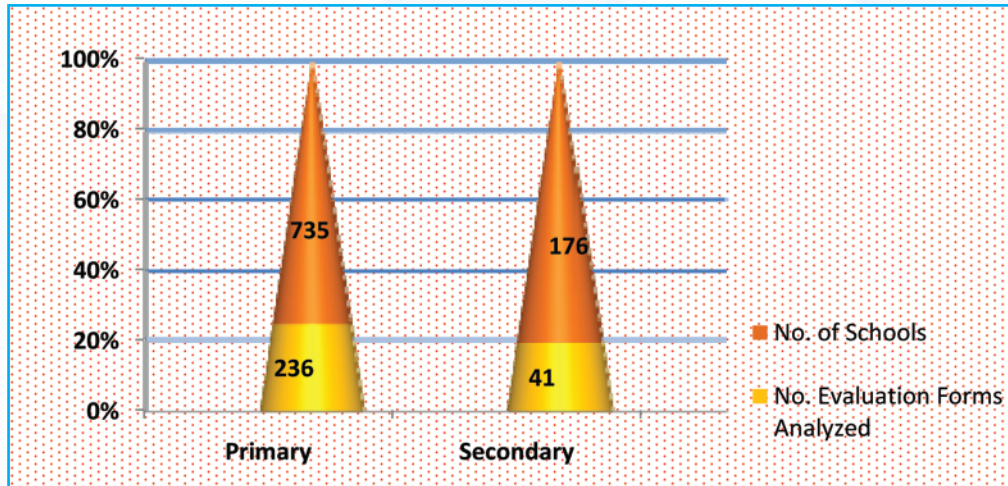
A total 187 drug cases was recorded (25 Primary and 162 Secondary) since the beginning of 2012 which is a 61% decrease from the 307 cases reported in the 2011 IDADAIT Report. However while there has been a marked decrease in drugs cases in the Secondary division (57%) there has been an increase (19%) in drug cases in the Primary division, with one primary school alone recording 15 cases of smoking at the beginning of the year.

Graph 17: Number of Schools that Celebrated the 2012 IDADAIT by Education Districts



The graph shows the number of schools that submitted their Reports and Evaluation Forms on their 2012 IDADAIT celebration. A total 364 schools (257 Primary and 107 Secondary) have had their Evaluation Forms and Reports analyzed. The percentage is the ratio between the reports/ evaluation forms received by the total number of schools per Education District.

Graph 18: Total Number of Evaluation Forms Analyzed



Details of the in- school activities that transpired in commemorating No Drugs Day (IDADAIT)

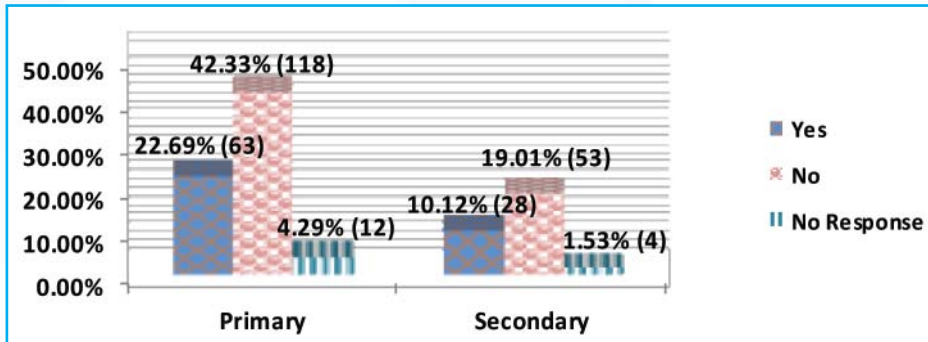
- 🎨 Poster competitions
- 🎨 Essay Competitions
- 👮 Presentation by officers from the Fiji Police Force
- 🎨 Class/ Form based displays banners
- 🏃 Fun Run
- 🎮 Quiz competitions
- 🎗 Display of Blue and Red Ribbons
- 📄 Creation of Anti-Drug Pledge
- 🎤 Oratory competitions
- 👣 March around the school compound
- 🎭 Drama presentation to whole the school
- 📖 Book Mark competitions
- 📄 No Drugs Pledge signed by students
- 🗣 School Assembly – Students speech on NO DRUGS
- 🎨 Make Hi5 Signs using Red/Blue crayons
- 📄 Presentation of poems in native language
- 👤 Representatives from the Health Departments presence
- 🌳 Bare tree Branch with Red Fingerprint
- 🎨 Make Posters "SAY NO TO DRUGS"
- 🕶 Students wore sunglasses "SHADE OUT DRUGS"
- 👢 Students wore boots "BOOT OUT DRUGS"
- 👦 Children participated in various activities from the activity pack
- 🎨 Coloring competition
- 👤 Collection of donations for the Golden Age Home
- 🎨 Painting of Rubbish Bins
- 🚩 Creation of DFS flags
- 👤 Presentation to the school by a local community
- 🗣 Principal Education Officer's talk on drug related problems to the school.
- 🎤 Participants to presented speeches, drama, songs, dance and poems.
- 👤 School visits and presentations by NSAAC Officers.
- 🚩 A banner hung in the school that said "KHALSA DRUG FREE DAY"
- 📊 Charts display around the school
- 👤 Invited guests from the Fiji Women Crisis Center



Specific Reasons why some schools did not organize any program for the No Drugs Day (IDADAIT)

- 🌐 There was no drug case reported in the school last year
- 🌐 The school regularly conducted awareness programmes on drugs and substance abuse
- 🌐 The schools were not informed
- 🌐 The day clashed with the schools Parents Day
- 🌐 Schools were not aware of the date for World No Drugs Day

Graph 19: Have Your School Signed the Drug Free Certificate

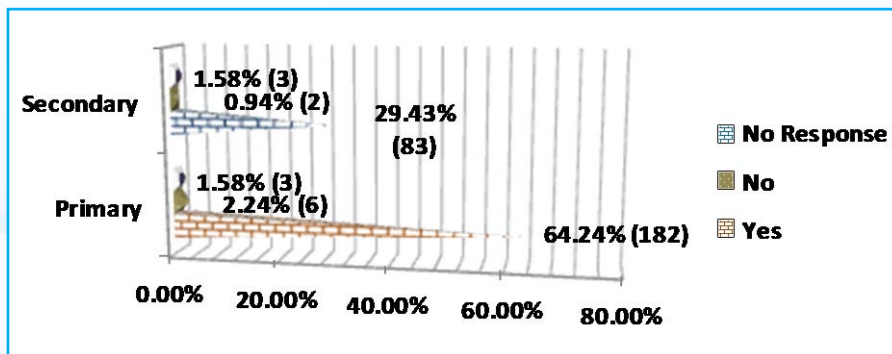


Of the 277 Evaluation Forms analyzed, it is evident that there is still a high percentage of both Primary and Secondary school that have yet to sign the **“Drug Free School” (DFS)** certificate. It is also important to note that a number of schools in both divisions have no idea of the DFS as shown by the **No Response**.



From the total Evaluation Forms analyzed, 277 schools (187 Primary and 90 Secondary) had either a Drug Coordinator or Committee in their respective schools.

Graph 20: School Promoting Drug Free Environment

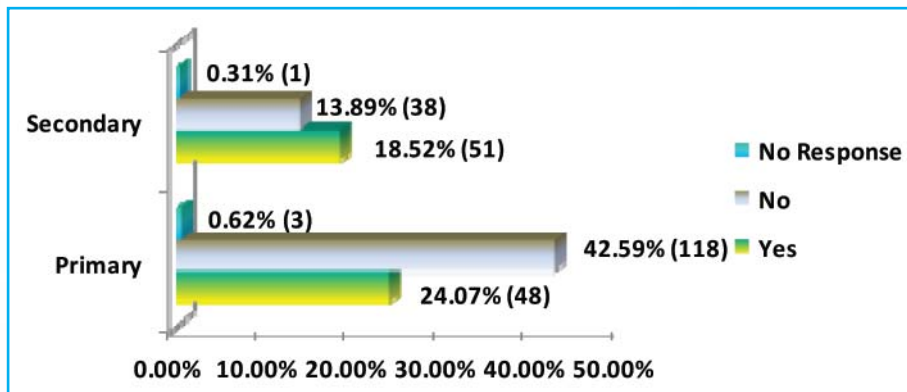


Of the 277 Evaluation Forms analyzed majority of the schools both in the Primary and Secondary division are promoting a **“Drug Free Environment”**. The percentage is derived from the total number of primary school divided by the sum of both the Primary and Secondary division multiplied by 100.

Additional activities by schools to address the Drug Free School, HIV & AIDS and the Elimination of Child Abuse Program:

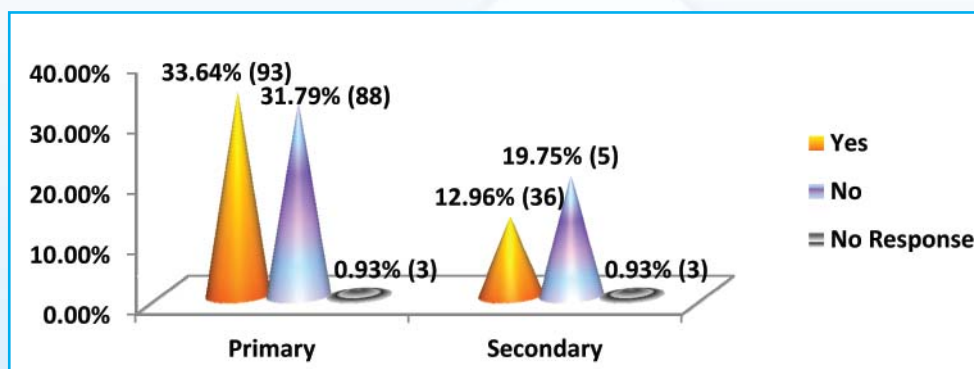
- During the PTA Meetings, parents were informed on the schools stand on Drugs and Substance Abuse. The Minister of Education, Ambassador Filipe Bole was also Chief Guest at celebrations in Vanua Levu schools
- Regular gender meetings
- The promotion and awareness of HIV AIDS, Elimination against Child Abuse during school assemblies.
- Representative from the Fiji Women Crisis Center elaborating on "good" and "bad" touches.
- Presentation from Ministry of Health
- The development of the schools Behavioral Management Policy (BMP) which the parents are required to sign after discussion with teachers. The BMP plays a vital role towards reducing incidents of substance abuse and child abuse.
- Presentation to villagers so they understand that the school compound is drug free.
- Child Abuse awareness program to parents.
- Displayed posters and newspaper articles and notes on the effects of drugs from Internet
- The school inviting the local Crime Prevention Committee members to speak to the children and community as a whole
- Representatives from the Ministry of Labor to speak on to the students and teachers on Child Abuse.
- Crime Stoppers Awareness program by the school's Scholastic Crime Stoppers Unit
- Social Welfare Nadi representative conducted a Child Abuse Professional Development session with all teachers.
- Speeches by the Human Rights group on Child Protection Policy
- Formulation of the Child Protection Policy in schools.
- Monthly gender meetings of teachers with upper level students.
- Schools declared Drug Free. Consumption of Alcohol, Tobacco and Yaqona are not allowed

Graph 21: NSAAC Trained Teachers and Peer Educators



Of the 277 Evaluation Forms analyzed, 42.59% in the Primary division has not had a teacher nor a student trained by NSAAC.

Graph 22: Schools with Drug Awareness Community Activities



Of the 277 Evaluation Forms analyzed it is interesting to note that quite a significant number of teachers and students are actually taking the initiative of going out to the communities and speaking to parents, youths and village elders on the issues of Drugs and Substance Abuse, Child Abuse, HIV & AIDS and Violence Against Girls and Women.

2012 School Activity in the Community

- Children marched through the neighbourhood with their placards and called out anti-drug slogans
- School invited officers from the Ministry of Health to speak to the community
- Schools developing a Behavioral Management Policy (BMP) which the parents are required to sign after discussion with teachers. The BMP plays a vital role towards reducing incidents of substance abuse and child abuse.
- Community awareness Programs hosted by the school to addressed the issue of health and wellbeing of the children and the community at large.
- Presentation done in Church for all members of the congregation
- PTA meetings where parents were informed on the school's stand on drugs and substance abuse.
- Organized Fun Run
- Conducting outreach program. Apart from school issues, discussions with parents also includes:
 - i. Children to refrain from buying smoke and grog
 - ii. Parents to be aware of their children's friends
 - iii. Be conscious of the safety of their children while on their way to school and likewise as they return from school.
- Village Council meetings – Yellow Ribbon Campaign by the Fiji Correction Services
- Schools conducting awareness programs for the school committee on the reduction of drug use, substance abuse and child abuse and informed them to relay the message to the villagers during their village meeting.
- Organized community outreach, where we go to settlement and talk to people about drugs, substance and child abuse

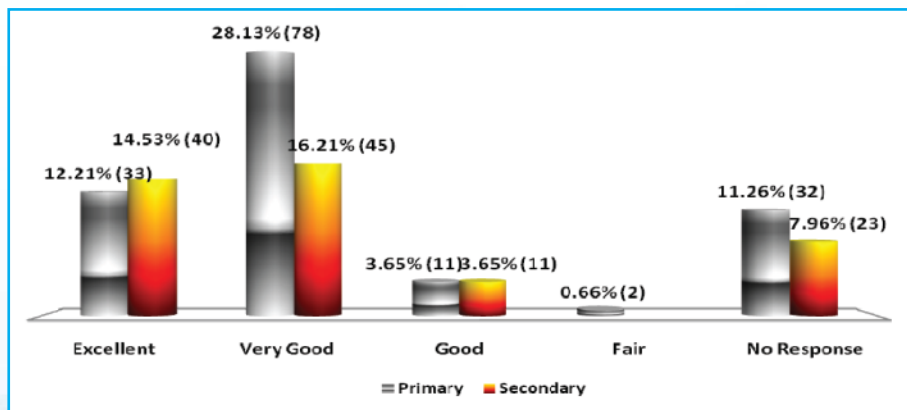


Students of Nakasi High School proudly display their IDADAIT banner



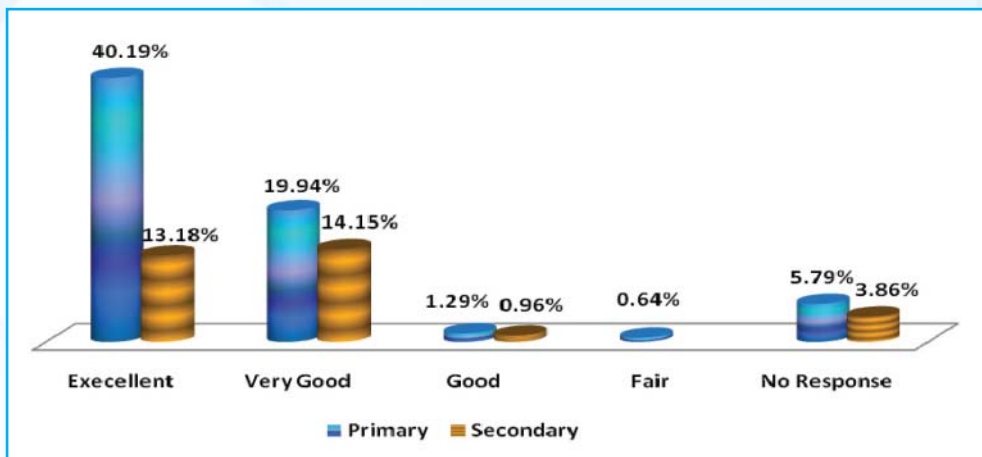
Students of Tagaqa District School, Sigatoka proudly display their IDADAIT banner

Graph 23: Ratings of Drug Catalogue [IEC Yellow Booklet]



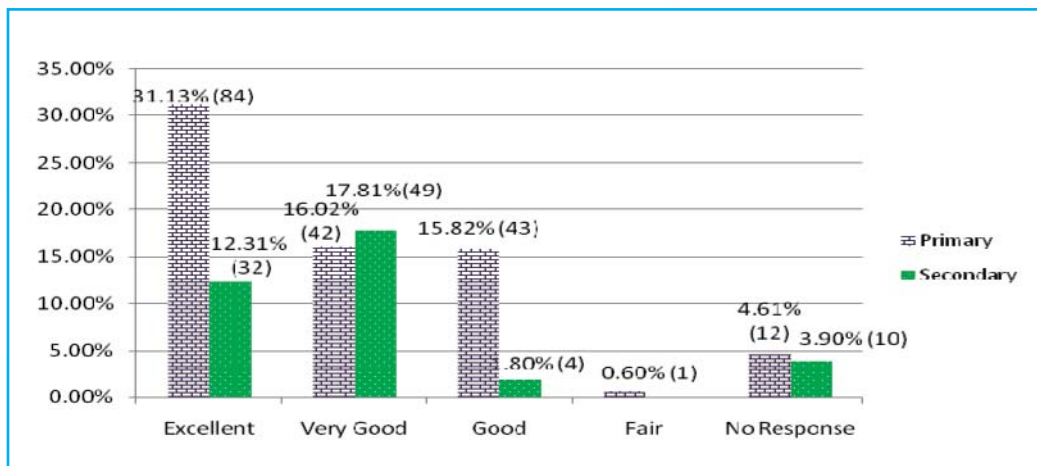
Of the 277 Evaluation Forms analyzed majority of the Primary schools (28.13%) rated the IEC Yellow Booklet as Very Good while majority of the Secondary schools (16.21%) rated it as Excellent.

Graph 24: Ratings of the Supplement Booklet



Of the 277 Evaluation Forms analyzed 40.19% of Primary schools rated the Supplement Booklet as excellent while in the Secondary division 14.15% rated it as Very Good. For those schools that ticked No Response their excuse was either they did not receive the Supplement or they did receive the Circular but not the Supplement, which is impossible because all were packed in one envelope.

Graph 25: Ratings of the Activity Booklet



Of 277 Evaluation Forms analyzed 31.13% in the Primary division rated it as Excellent while 17.82% of the Secondary Division rated it as Very Good. For those schools that ticked No Response their excuse was either they did not receive the Supplement or they did receive the Circular but not the Supplement, which is impossible because all were packed in one envelope.

Recommendation from Schools and Way Forward

- 🎉 Celebration to be held in Clusters
- 🎉 Teachers of Nabau District School be trained by NSAAC.
- 🎉 To have oratory, poetry and singing competitions either at Cluster, District, Division or National level. This will create more interest and awareness among the youths and community
- 🎉 Teacher’s guidebook for all teachers to be prepared by the CDU
- 🎉 NSAAC to provide IEC material (Charts and posters)
- 🎉 IEC materials to be sent to parents
- 🎉 Random school visit by NSAAC team
- 🎉 The NSAAC department to make other organisations aware of their programs
- 🎉 More information to be sent to schools via email (soft copies)
- 🎉 Officers from St Giles to be present during the celebration
- 🎉 More funds needed for the facilitation of the awareness at the community level

- 🌐 More training needed for school coordinators.
- 🌐 Students to organize activities in association with other clubs or religious bodies which will enable participation from people of all walks of life
- 🌐 Symptoms of hard drugs information to be provided
- 🌐 Alcohol Bars, and Pubs should not be located near school and residential areas
- 🌐 Ban Casino in Fiji
- 🌐 Conduct awareness programs for inmates during their rehabilitation programs
- 🌐 Teachers trained by NSAAC to remain with the same school and not to be transferred soon after being trained
- 🌐 Schools to be informed well in advance before the IDADAIT celebration.
- 🌐 Encourage more personal testimonies of Drug Survivors and Child Abuse cases during the IDADAIT celebration
- 🌐 Principals to be encouraged to support the IDADAIT program
- 🌐 NSAAC staff to make termly visits to schools
- 🌐 More awareness programs to be done in the villagers.
- 🌐 Leading Organisations/Groups on drug awareness must be responsive to the needs of the people.
- 🌐 Provision of videos for students to watch the effects of drugs
- 🌐 The police Drugs Department to conduct awareness program in schools so that the students are aware on how harmful drugs is to human bodies.

Annual Excellence Award

2012 marked the 2nd year of the implementation of the Director NSAAC Excellence Award.

Having a Service Excellence Award for the staff of NSAAC is a way of recognizing, motivating and rewarding staff's performance which will in turn further support a whole of the staff desire to improve NSAAC's delivery of service now and in future years.

The Director purchased 5 trophies for the sole purchase mentioned above under the following categories.

1. Exemplary
2. Health and Punctuality
3. Loyalty/ Character
4. Quality and Impact
5. Most Progressive

Table 38: Director NSAAC Excellence Award 2012

Award	2011 Recipient	2012 Recipient
Health And Punctuality	Sheik Haidar	MilianaNalu Laisenia Raloka
Loyal Employee	Miliana Nalu Simon Cheer	Sheik Haidar Simon Cheer
Most Progressive Employee	Usaia Korodrau Laisenia Raloka	Katherine Devi Sheik Haidar
Media And Communication	Maraia Vakatalai Loata Waqanivalu	Sikeli Qounadovu
Quality And Impact Employee	Talica Malani Loata Waqanivalu	Laisenia Raloka MilianaNalu
Exemplary Employee	Talica Malani	Laisenia Raloka

Monitoring & Evaluation

Training of Trainers

Evaluation by the participants of the three Training of Trainers conducted in 2012 indicated the following analysis;

- Total number of participants was 138
- The average rating of the quality of the workshop was 98.5%
- The average rating of the effectiveness of the workshop was 99.2%
- The overall average rating of the workshop in terms of its quality and effectiveness was 98.85%

Peer Education Training

The overall rating of the quality and effectiveness of the Peer Education Training was 98%. 94% of the 33 schools were reported by their Principals to have been successfully implementing the program.

Elimination of Violence Against Girls and Women

This year, NSAAC was fortunate to receive the grant of \$50,000.00 from UNWOMEN to assist in the implementation of the Elimination of Violence Against Girls & Women program.

Conclusion

It was clear from the reports received that students and teachers alike were delighted with the activities and overall celebration of the IDADAIT 2012. A good number have even taken the extra initiative of sharing their knowledge of Drugs, Substance Abuse, HIV & AIDS, Child Abuse, Violence Against Girls and Women to the Communities. NSAAC Stakeholders – the Fiji Police Force, Ministry of Health, Fiji Women's Crisis Center and other Government and Non- Government Organization must also be commended for their support.

In addition while the initiatives of the schools must be commended for the celebration of the IDADAIT, more improvements are needed in terms of the responses and the gathering of the Evaluation Forms from schools. Our team had to pick the forms from the schools within the Suva and Nausori corridor in October, as compared to schools as far as Rotuma, Lau, Kadavu, the North and Western division who sent in their Evaluation Forms and Report earlier.

While it was a great challenge for the limited staff of NSAAC to implement its roles and functions as stated in the Substance Abuse Act of 1998, we are confident that with the proposed divestment as recommended by the Public Service Commission, should bring about more autonomy and efficiency in terms of important decisions related to staffing and the administration of the Act.

CHAPTER 6: DEPARTMENT OF NATIONAL HERITAGE, CULTURE AND ARTS

The Department of National Heritage, Culture and Arts was established in 2000, as the premier government institution responsible for policy and legislative responses in terms of preservation, protection and promotion of Fiji's cultural diversity, multifaceted arts and unique heritage.

The Department looks after 3 grant assisted agencies [Fiji Museum, Fiji Arts Council and National Trust of Fiji] and 6 Multi-Cultural Centres. The 3 Agencies each have governing legislations except the 6 Multi-Cultural Centres:



Table 39: Agencies assisted by the Department

Institution	Legal Status	Legislation	Governing Mechanism
Fiji Arts Council	Non-Government	Charitable Trust Act.	Fiji Arts Council Board
Fiji Museum	Statutory	1. Fiji Museum Act. 2. Preservations of Objects, Archaeological & Paleontological Interests Act (POAPI).	Fiji Museum Board of Trustees
National Trust of Fiji	Statutory	1. National Trust Act, 1970 2. National Trust of Fiji (Amendment) Act, 1988.	National Trust of Fiji Council
Multi-Cultural Centres	Established out of a cabinet approval	Not available	6 individual Multi-Ethnic Cultural Centre Committees

In 2012, the department continues its core functions with four internal units:

1. Policy, Projects, Convention, Legislation;
2. Grants Administrations, Cultural Industries and Statistics ;
3. Community Development, Training and Planning Unit;
4. Management and Finance;

The Department continued to serve as Secretariat to many national and regional clusters namely:

- **Cultural Focal Point** for National Commission (NATCOM) for UNESCO in Fiji:
- **Fiji Delegate** at the MSG Council of Arts and Culture under the Secretariat of the Pacific Community (SPC). The Department is the primary representative of the government at the Council Meeting.
- **Secretariat** to the Fiji World Heritage Committee responsible for the implementation of the 1972 UNESCO Convention Concerning the Protection of Natural and Cultural Heritage which Fiji ratified in 1990.
- **Secretariat** to the interim Fiji Intangible Cultural Heritage (ICH) Interagency Committee responsible for the implementation of the 2003 Convention for the Safeguarding of ICH which Fiji ratified in 2010.
- **Member** of the Pacific Heritage Hub (PHH) Steering Committee based at USP. Former Principal Cultural Development Officer (Ms. Mere Ratanabuabua) is on secondment managing the Centre.



Since its establishment in 2000, the Culture Sector has continued on its progressive trends and this immensely attributed to the strategies implemented by the government at the community level. The government allocated 2.8 million in 2012 to strengthen and assist the Department.

Roles and Responsibilities

Projects, Policy, Conventions, & Legislations

This section looks after protection protocols, community and grassroots initiatives for enhancement of livelihood and promotion of culture, heritage and art, implementation mechanisms for the various conventions that Fiji has ratified relevant to culture, and the development of plans, strategies including relevant policies for the Culture Sector in Fiji. Projects

Nomination of Levuka Historical Port Town as a World Heritage Site

In 2012, the Department concentrated on the following to develop Levuka in all aspects in order to be enlisted as a UNESCO World Heritage Site:

- Final revision of Levuka World Heritage Nomination Dossier;
- Convened special Ovalau Chief's Forum to advise revised timeline.
- Completion of the image, photograph and audio visual inventory;
- Completion of Levuka Heritage Clinic Stage 1 and 2 after recommendation from UNESCO World Heritage Centre. The Levuka Heritage Clinic involved the expediting of technical mission teams (maximum of 2 officials) from various technical government Departments such as the Department of Environment, Ministry of Forestry, Department of Local Government, Department of Town & Country Planning, Engineering section of the Ministry of Works to examine, analyse and provide recommendations to facilitate the conservation of heritage values of Levuka.
- Completion of Levuka Beach Street Buildings Register.
- Consultations and Drafting of Levuka Town Buffer Zone Register.
- Launching of the Heritage Album.
- Completion and submission of ICOMOS Report to ICOMOS Representative for ICOMOS Assessment of Levuka Site.
- Government Enabled Funding for 2012 worth \$500,000.00 for Strengthening of Levuka Town Council (Infrastructure Development and Conservation Fund) and \$200,000 through Ministry of Education for upgrading of Heritage Schools in Levuka.
- Appointment of a Heritage Advisor for the Levuka Project.



ICHCAP (KOREA) PROJECT ON INTANGIBLE CULTURAL HERITAGE (ICH)

The International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO (ICHCAP) kindly funded two national ICH Projects for Fiji. ICHCAP is a Category 2 Centre for UNESCO based in Seoul Korea and had been very helpful in publicizing information pertinent to ICH safeguarding in the Pacific. Fiji is the first Pacific country to be a recipient of their funding. The projects titled:

- i. **Field Survey on Intellectual Property Issues in the Process of ICH Information Building and Sharing** received US\$2,500 assistance;
- ii. **Strengthening Intangible Cultural Heritage (ICH) Database and disseminating Best Practices of Intangible Cultural Heritage Safeguarding** initiative was given US\$15,000.

A survey questionnaire was disseminated for (i) above and the results are currently being edited to facilitate information sharing on Intellectual Property and Intangible Cultural Heritage. This will be published in 2013.

As for (ii), the funding assistance was used to procure database equipment to set inventory for ICH for other ethnic groups in Fiji - Rotuman, Melanesian (Solomon, Ni-Vanuatu), Rabi, Kioa, Indian, Chinese, and other minor ethnicities have made Fiji their home and yet continue to practise their cultural heritage. Other activities included the organising of two workshops on ICH Best Practice in the North and in Suva. Also, the funding was used for preparations for the submission of "Cultural Mapping" as a best practice methodology for safeguarding ICH.

Macuata Cultural Creativity Project

The Department of National Heritage partnered with the Fiji Arts Council and the iTaukei Institute of Language & Culture in the sharing of resources and conducting a scoping mission to facilitate the above project.



This initial phase of the project is a **response** to the:

- Cultural Enhancement Initiative mooted by the Minister and the Department in 2009;
- Enhance the **'Made in Fiji'** initiative through the production of cultural products;
- Look North (Vanua Levu) Policy of government, i.e. to develop infrastructure and other facets
- Enhance creativity and innovation in the North.

The foreseeable purpose inculcates:

- Product development workshops for artists in the North;
- Market development initiative and partnership between government, investment Fiji and others;
- Provision of financial mechanism in the form of soft loan and business start-up for micro-enterprise operators;
- Training of trainers to implement satellite workshops.

Outcome:

Funding proposals were submitted to potential donors and NZAID was instrumental in providing assistance to the first part of the project. Funds will be released in 2013 to the Fiji Arts Council to implement series of skills and product development workshops with local art experts.

Cultural Education Focus

A core sub-output of the Department was seeing through preparatory works relating to cultural education in the national curriculum. This first stage involved the survey/assessment of culture programs situated in schools. With the assistance of the Ministry's Planning Section and other stakeholders such as Education District Offices, figures gathered showed more than 500 schools engaged in one form of cultural activity or another. This was encouraging. Simultaneously, CAS (Language Section) also developed a report to this effect which the Minister has requested that "Culture & Education" be the main focus of the Department and Ministry of Education in 2013.

Festival of Pacific Arts (Solomon Islands)

The Government allocated \$100,000 in 2012 to facilitate the participation of a contingent from Fiji at the Festival of Pacific Arts in the Solomon Islands. This is a reduction of \$200,000 from what we normally received. However, this amount had to be sourced within the overall budget of the Ministry of Education and the Department of National Heritage to ensure



the participation of Fiji during this festival. The decrease in the budget also resulted in the decrease in the budgetary allocation of the various programs and activities of the Department.

The Fiji Arts Council was tasked with the preparations and the formation of a Fiji contingent to the said Festival. A total of 109 artists participated.

Table 40: Summary of the Fiji contingent to the Pacific Arts Festival

Sect / Cluster	No. Participated	Thematic
National Youth Band (Salusalu Koula & Iloilo Loa)	19	Musical Band
Visual Artist	4	Visual Arts
Firewalkers	6	Firewalking Rituals
Contemporary (Vou)Dance group	8	Contemporary Dance
Craft People	7	Cultural Crafts
Fashion Designers	4	Fashion Designs
Rotuman Traditional Dance Group	16	Rotuman dance (Itumuta)
Uto ni Yalo	16	Traditional Navigation Society
Rabi Cultural Dance Group	15	Rabi Cultural Dance
Fiji Arts Council	5	
Government Officials	9	Departmental Representative

The Fiji Contingent was led by the Minister for Education, Ambassador Filipe Bole and includes the Chairman of the Fiji Arts Council, Mr. Josefa Natau, Director National Heritage, Mr. Peni Cavuilagi and Ms. Meretui Ratonabuabua together with other members of the delegates.

The Minister attended the Cultural Minister's Meeting held at Solomon Islands of which the following proposals were approved and passed for implementation by the Secretariat of the Pacific Community and its member countries.

Artists were also given the opportunity to sell their products to the general population. As per the Assessment of the Fiji officials at the Festival, the crafts sold generated a total of F\$SDB 9,113, 00. The participation culminated with a "Vakacrisalusalu" organised at the National Youth Band Hall in Valelevu, Nasinu.

The recommendations and Festival Report is yet to be tabulated in Cabinet.

Archaeological assessment and Mapping of Traditional Heritage Sites

The Department of National Heritage allocates as a separate special grant to the Fiji Museum \$20,000 to help its archaeologists carry out the colossal amount of requests that have been pending over the years relating to the mapping and archaeological assessment of traditional sites. The mapping and survey project is pivotal to the work of the Department as it allows for greater preservation and/or conservation of traditional heritage sites which the local communities value and consider of significance to their livelihood and substance of their cultures. Simultaneously, it helps local communities assess prospects of development in their area and its implications on their culture and the local environment.

Table 41: Traditional Heritage assessed in 2012

Province	Village/District
Ba	Tavakubu, Lautoka
Nadroga	Bavu, Vagadra, Votua, Naqalimare
Rewa	Nakorovou, Dreketi, Nabuli,
Ra	Togovere, Rakiraki, Vatukacevaceva, Lomanisue
Cakaudrove	Naqaravatu, Tunuloa
Rotuma	Noa'tau
Naitasiri	Tikina Rara

Table 42: Agencies Project and Assistance Rendered

Project	Particulars	Amount (\$)	Agency
Festival of Pacific Arts (Solomon Is.)	To send a strong and well-prepared 100 member contingent from Fiji to the Festival including Rabi.	\$200,000	Fiji Arts Council
Cultural Mapping Project	Facilitate the use of latest model cameras for mapping purpose and replace obsolete	\$1,500	iTaukei Institute of Language & Culture
Cultural Mapping Project	Facilitate urgent transcription and audio editing of audio recordings (3 computers)	\$6,585	iTaukei Institute of Language & Culture
Heritage Register	To assist in the collation of information regarding the Levuka Heritage Register and repair of community centre roof.	\$20,000	National Trust of Fiji.

Technical and Professional Advisories

The Department was assisted by the following committees in terms of the technical and professional advices:

Table 43: Summary of the Technical and Professional Advisory Committee Meetings

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 Meetings
Interagency Working Group on Intangible Cultural Heritage	Initiated by the Department as Secretariat to the 2003 UNESCO Convention for the Safeguarding of Intangible Cultural Heritage ratified in 2010. The interagency working group is a temporary cluster formed to look into the nomination of the "Qelekuro Pottery" as Fiji's nomination under the "Urgent Safeguarding List".	2 sittings in 2012
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.	10 Inter-agency meetings
National Consultative Committee Festival of Pacific Arts	Committee established by the Department to look at national preparations for the Festival of Pacific Arts in Solomon Islands	7 consultative committee meetings
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	7 Meetings with FIBOS

Ministerial Papers

The Department in its core functions also prepares ministerial papers to be tabled at the ministerial meeting to the line minister for discussion before submission to cabinet for approval. The following papers were tabulated:

- Ministerial Paper Draft Consultation with Solicitor General's Office
- Ministerial Paper on National Overarching Policy (Research Phase)
- Ministerial Brief Paper on National Cultural Strategy (Research & Collation of Documents)
- Ministerial Papers for Cultural Enhancement Guideline (Research & Collation of Documents)
- National Cultural Statistics Framework (Research & Collation of Documents)
- Ministerial Brief Paper on Traditional Knowledge and Expressions of Culture
- National Culture Forum Paper

Cabinet Papers

All cabinet papers submitted that were approved for implementation include:

- Fiji's participation at the 11th Festival of Pacific Arts in the Solomon Islands;
- Draft Cabinet Paper on Fiji Contingent Post-2012 Pacific Festival of Arts in the Solomon Islands (95%)

Policies/Strategies/Plans

The development of policies, strategies and plans are pivotal in setting the direction for the culture sector, the Department and its implementing agencies. Progress in this area inculcates the following

Policy/Plan/Strategy	Status
Cultural Enhancement Guidelines	Continued to work on Skeleton and framework actual guideline is currently being developed (30%)
Department Annual Corporate Plan 2013	Submission made to MOE HRM – 100%
Department Business Plan 2013	Submission made to MOE HRM – 100%
Multi-Cultural Centres ACP 2013	Approval sought from Centres for continued usage in 2013.
DNHCA Succession Plan	Consultation
Review of Levuka World Heritage Nomination Documents:	100% completed.
-ICOMOS Response 1,2,3	100% completed.
Draft Fiji World Heritage Decree	Revisions continue
REDD + Policy Translation & Glossary	Consultations completed.
Draft MOU between Fiji and Chinese Government Culture Exchange	100% written responses completed.
Cabinet Office update on implementation of cabinet decisions	Completed and submitted to Cabinet 100%
Survey on ICH and IP in Fiji	Questionnaires completed and sent to ICHCAP Korea.

Conventions

The Department continued conducting preliminary assessment on the implications and viability of cultural-related conventions should it be ratified by Fiji. It is also responsible for preparation of papers for ratification of any convention by government and most importantly it carries out the implementation works once a convention is ratified. On the same front, the Department also looks at treaties and agreements (together with the Ministry of Foreign Affairs) set at the regional and international level and formally negotiate on Fiji's behalf before any formal signing is undertaken.

1972 UNESCO Convention on the Protection of the World Cultural and Natural Heritage.

While Fiji has ratified the Convention in 1990 the Department had submitted four sites to the UNESCO Tentative Site List which includes Levuka Historical Town, Sigatoka Sand Dunes National Park, Sovi Basin and the Yadua Taba Crested Iguana Sanctuary. In 2012, the National World Heritage Committee set up in 2004 which is chaired by the Permanent Secretary of Education, National Heritage, Culture and Arts concentrated on necessary requirements by UNESCO in getting Levuka enlisted as one of the World Heritage Site. Fiji as a state party prepared for the ICOMOS Assessor's visit to assess the viability of Levuka and justification for outstanding universal value.



2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage

The Department has been working closely with the Fiji Arts Council and the iTaukei Institute of Language and Culture in implementing the above convention in Fiji after the foregoing was ratified in 2010 and cabinets' approval that a Secretariat set up to monitor these intangible and assists in safeguarding the cultural heritage. Most notable achievements in 2012 include:

- Preparatory work on the nomination of Malake Pottery for Urgent Safeguarding Listing;
- Ilaitia Senikuraciri and Sipiriano Nemani attended an implementation workshop on the 2003 Convention in Beijing China.
- Simione Tuimalega attended a workshop on ICH Policy in Seoul Korea.

- An Inventory for the iTaukei Community continually being developed by the iTaukei Institute of Language & Culture;
- Mr. Setoki Qalubau (iTaukei Institute of Language & Culture) Trainer of Trainers for ICH for the Pacific Region facilitated his workshop in Papua New Guinea;
- Completion of final draft of "Cultural Mapping Programme" – nomination for Best Practice Methodology in the safeguarding of intangible cultural heritage;
- ICH Best-Practice Workshop held in the Northern Division – organized by the Fiji Arts Council and funded by ICHCAP (Korea);
- ICH Best-Practice Workshop held in the Central Eastern Division – organized by the Fiji Arts Council and funded by ICHCAP (Korea);



2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions

In May 2012, the Director, Mr. Peni Cavuilagi and the Senior Policy Officer, Mr. S. Nemani attended a Culture's Minister's Forum in Asia-Pacific region on the 2005 Convention hosted by the Prime Minister of Bangladesh and organised by the Bangladesh Ministry of Culture. The duo attended on behalf of the Minister responsible for national heritage, and the Permanent Secretary. The Forum was essential as it paved the way for preparatory works in relation to the ratification of the Convention. UNESCO has kindly informed that they will fund a national consultation in Fiji in 2013 on the 2005 Convention. State party can assist in providing financial assistance for other areas of the consultation. Fiji had always perceived the ratification of conventions pivotal as it enhances national programmes and initiatives fostering the development of culture especially. Mrs. Maraia Vakasilimiratu, Senior Cultural Enterprises is working on a national consultation programme for 2013 which will involve a multitude of cultural industries stakeholders in Fiji.

Legislations

Review and Development of New Legislations

The Department carries out this function with the assistance of the Attorney General's (AG) Office. In 2012, the following activities transpired:

- **Draft Fiji World Heritage Decree** – revisions were made to the Decree after a series of consultations between the Department, the Attorney General's Office and others such as the National Trust of Fiji. ICOMOS – the evaluator for the listing of Levuka as a World Heritage Site has also enquired if the Decree can include the concept of "buffer zone". The World Heritage Team at the Department will attend to this in 2013.
- **Review of Fiji Museum and POAPI Act** – both acts govern the work carried out by the Fiji Museum. They have been in existence since the colonial era; some of its clauses need to be revised to align itself to new trends in museum management and activity implementation. Consequently, a preliminary study into both Acts of the Fiji Museum had been undertaken by the Policy Unit which will develop into a policy in 2013. The review is also proposed for 2013.

CULTURAL INDUSTRIES, STATISTICS AND GRANTS DISBURSEMENT

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 tool 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 revitalisation and financial continuity, and also using culture as a tool for income-generation for most thus contributes to the alleviation of poverty.

Cultural Industries

Pacific Approach



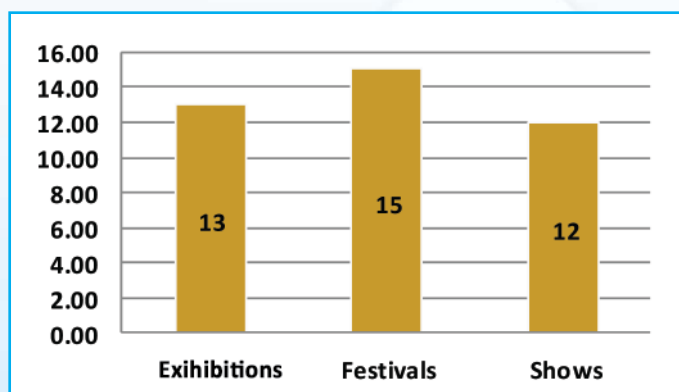
The Secretariat of the Pacific Community (SPC) has been instrumental in organising national consultative forums and missions to look into the cultural industries in the Pacific. This has helped greatly in providing platforms for initial work at the national level in this specific area of culture. Some initiatives include:

- **Regional Cultural Education Strategy (2010-2015)** – a framework setting guiding principles to assist Pacific Nations incorporates culture in their national education curriculums. The working group that developed this strategy was chaired by Fiji. Areas relevant to the cultural industries include art curriculum development, fashion syllabuses etc.
- **Regional Cultural Strategy [2010-2020]** – establishing a platform for Pacific countries to develop their own cultural policies and other mechanisms to enhance the promotion and development of culture, art and heritage issues in the Pacific; The development of Fiji's Cultural Industries Strategy will draw from this regional plan.
- **Regional Consultation on the Cultural Industries (2010)** – held in Suva, Fiji whereby delegates from around the Pacific sat to discuss a range of issues relating to the status, development, marketing and financing of cultural industries in the Pacific. It looks at using Pacific models to link culture and trade, develop cultural protocols relating to the use of expressions of culture, drawing on traditional knowledge; implementing UNESCO's Living Human Treasures initiative in the region etc.
- **Development and Marketing Strategy of Pacific Cultural Industries (2012)** – this is based on a consultancy commissioned by SPC making recommendations to Pacific Island Nations on ways to harness the potential of the cultural industries to become drivers of economic growth and to enhance sustainable development and well-being. This inculcates achieving a better understanding of the market conditions, demands and constrains for the Pacific visual arts, craft, fashion, music and dance sectors with a goal to enable greater commercialization of Pacific cultural goods and services;

Cultural Industry Initiatives

The Department of National Heritage, Culture & Arts spearheaded lot of initiatives at the national level that will enhance the development of the sector. The analyses of the featured activities that enhance cultural industries in 2012 are as follows:

Graph 26: Number of Cultural Programmes Performed in Different Cultural Forms



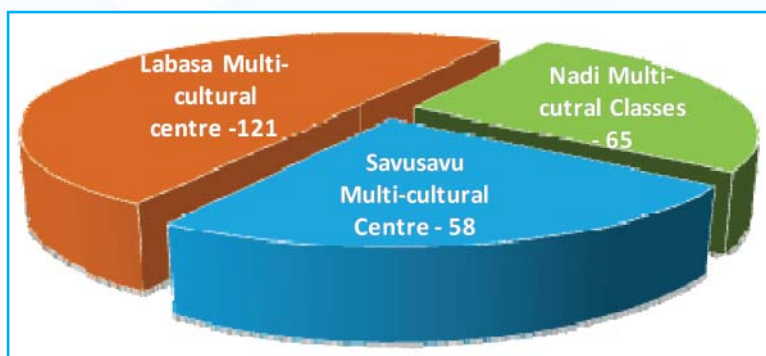
○ **Cultural Exchange:**

- FAC (Conservatorium of Music) Tour to Canada (Vancouver, Edmonton, Toronto, Montreal) on cultural exhibition (dance);
- Fact finding Mission on Arts brought through the FTIB (US-Fiji relation) to find exchange opportunities for Fiji Artists in the US;

○ **Cultural Classes to enhance creativity, cultural pluralism:**

The 6 multi-cultural centres (Suva, Nausori, Savusavu, Labasa, Ba, Nadi) promoted different cultures in different centres by conducting classes and the Department had noted the increase in activity done by the centres in 2012. According to the 2012 report, it was obvious that Suva, Nausori and Ba Multicultural Centres need to be revisited to assess centres core functions in 2013 so that they can promote cultural initiatives to the fullest. The chart below articulates on the class response. Some classes included using the Tambla instrument, learning iTaukei Meke, Rabi dance, Taekwondo, playing the Harmonica and others.

Graph 27: Multi- Cultural Centres promoting Cultural classes



Heritage Infrastructural Development

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:

- Burebasaga Bure building
- Nabagata Bure Building
- Lawaki Bure Building
- Naevuevu Bure Building
- Nawaikama Capital Project – Hot Spring buffer

Cultural Space Development

Most of the projects listed herein are large scale initiatives ranging from \$15,000 and above. In 2012, Government was committed to the funding of the Sigatoka Sand Dunes Environmental Education Centre totaling (\$388,965). This complemented an initial funding released in 2011 to assist the Sigatoka Sand Dunes rebuilt its office which was destroyed through arson.

Cultural Statistics

Cultural statistics is pivotal as it helps country understand and measure the contribution of culture to economic development and the Gross Domestic Product of a country. For many countries in the World, the contribution of the cultural industries has escalated, making it the highly rated revenue earner for some countries. This is ascertained through cultural statistics collected.

National Initiative

In 2012, the Department has established Working Groups made up of personnel from the Department to work in collaboration with other institutions and agencies collecting cultural statistics in the following area:

- Fiji Islands Bureau of Statistics (FIBOS) and the Department Working Group was established to focus on development of the Fiji Cultural Statistic Framework in 2013;
- Desktop Research with the Ministry of iTaukei Affairs to draw up a Cultural Framework for Cultural Mapping Process in 2013;

- The Department in consultation with the Labasa Department of Women to include the name of craftspeople in the Cultural Department database in 2013
- Presentation of the skeleton work for Fiji Conceptual Cultural Statistics Framework to be carried out in 2013;
- Compilation of Cultural Infrastructure Directory to be completed in 2013;

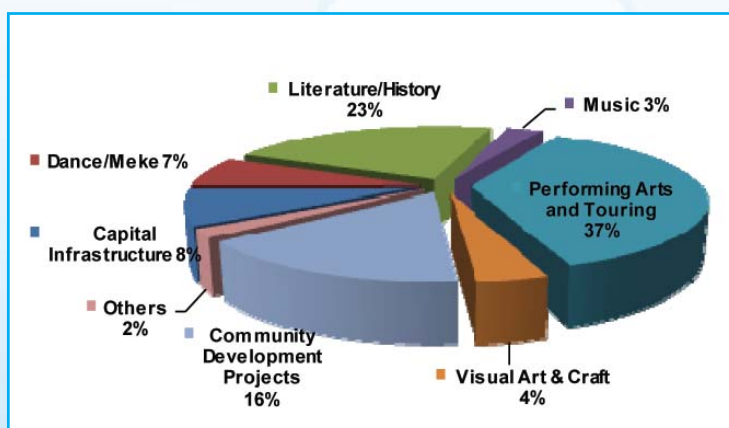
Cultural Grants

Cultural Grant is a financial assistance given by Government through the department to aid in the implementation of cultural projects. The Grant has been in existence since 2004 and has assisted many individuals, institutions and communities under the 7 programs it is founded on. Applications are received by the Department, vetted and processed by the Cultural Grants Unit and given to the Cultural Grants Committee to decide on the disbursement of funds to appropriate stakeholders if the cultural pre-assessment proves to be viable and sustainable to the community. An annual allotted fund by government towards the project is approximately \$100,000.

Table 44: Assistance approved for 2012

PROGRAM 1: COMMUNITY CULTURAL DEVELOPMENT				
NO.	PROJECT NAME	RECIPIENT	AMOUNT REQUESTED	AMOUNT APPROVED
7/12	Yaroi Bure Building Workshop	Yaroi Village, Savusavu	\$5,168.70	\$5,168.70
8/12	Tikina Vugalei Workshop	Savu Village, Tailevu	\$5,348.50	\$5,348.50
9/12	Nadroumai re-thatching workshop	Nadroumai Village, Nadroga	\$4,415	\$4,415
14/11	Nagasauva Village Burial Project	Nagasauva Village, Udu,	\$1,451	\$1,302.40
PROGRAM 2: DANCE/MEKE				
4/12	Tucker's Dance Training	Film Fiji	\$4,000.00	\$3,000.00
15/12	2012 Festival of Arts & Music	Methodist Young People's Dept.	\$2,467.50	\$1,680.00
2/12	Rotuman Cession Day Celebration	Fiji Rotuma Association	\$3,150.00	\$3,150.00
PROGRAM 3: LITERATURE/HISTORY				
5/12	Family Tree Project	Fiji Memory of the World	\$3,600.00	\$3,600.00
	Archaeological Impact Assessment (AIA) of Traditional Heritage Site	Fiji Museum	\$20,000	\$20,000 ^a
PROGRAM 4: MUSIC				
10/12	Ruci & Mafi Gospel	Iferemo Tuvai	\$1,728.00	\$1,728.00
11/12	Mudre mudre Ni Cagi Delai Koro iTaukei Recording	Iliesa Delana	\$1,100.00	\$1,100.00
PROGRAM 5: PERFORMING ARTS TOURING				
1/12	Totoya Seatac Performing Arts Touring	Na Turaga Roko Sau Ratu Josefa Cinavilakeba	\$7,000.00	\$5,000.00
6/12	National Youth Band Performing Arts Touring	Ministry of Youth & Sports	\$3,230.00	\$1,000.00
14/12	Heilala Festival Performing Arts Touring	Shobna Chanel Dance Group	\$1,305.00	\$1,305.00
	Festival of Pacific Arts	Fiji Arts Council	\$30,000	\$30,000 ^b

Graph 28: Cultural Grants Distribution



Preliminary & Post Project Assessment

Prior to any community project implementation, the Department through its Community Development Unit conducts preliminary site assessment to create awareness and also ensure that proposals submitted are in-line with the policies of the Cultural Grants. Post project Implementation Assessment is also undertaken to examine the success of the initiative and its continuity. Some post assessment undertaken are for projects other than those funded through the cultural grants initiative.

Preliminary and Post Site Assessment was carried out in the following areas:

Preliminary Sites Assessment	Post Project Implementation Assessment
Yaroi Village, Savusavu	Namara, Lawaki Ra
Burebasaga Village, Rewa	Dama, Ra
Yaroi, Savusavu Bure Building Workshop	Bagata Village, Wailevu, Cakaudrove
Nadroumai, Nadroga	CEPF X 1 visit Sigatoka Sand Dunes National Park Office and Environment Education Centre visit. NZAID community based Eco Tourism Project (Koroivanitu Visit)

Acquittals

Cultural Grants Funded Projects that provided acquittals (report and financial statements) are noted below:

- Fiji Museum 1st Quarter AIA
- Totoya Seatac Performing Arts Touring
- National Youth Band Festival of Pacific Arts Tour
- Heilala Festival Performing Arts Touring
- Mudremudre Ni Delai Koro iTaukei Recording
- Emerging Designers FJFW
- Tucker's Dance Training
- Savu Revitalization & Development Workshop
- Shobna Channel Dance Group
- Rosi and Mari Gospel
- Fiji Audio Visual Commission- Fiji Bollywood Dance Training
- MOW-Family Tree Project
- Yaroi Bure Building Workshop
- Nagasauva Village Project
- Burebasaga iTaukei Bure Building Workshop
- Kaba Handicraft Development Workshop
- FRA's -Rotuman Cession Day Celebration

Other projects that provided acquittal reports only and have yet to send in their reports as per signed contract are as follows:

- Yaroi Bure Building Workshop
- Tikina Vugalei Revitalization & Development Workshop
- Nadroumai iTaukei Bure Re-thatching Workshop
- Family Tree Project- Memory of the World
- Ruci & Mari Gospel
- Nagasauva Village Burial Grounds Project
- Vuma Sautabu Project

Agencies Grants And Activities

The Department is responsible for 4 separate non-government institutions namely the Fiji Arts Council, National Trust of Fiji, Fiji Museum and 6 Multi-Cultural Centres located in various parts of Fiji.

MOA with Agencies

A total of 8 Memorandum of Agreements (MOAs) were signed between Government and our agency Boards and Committees. The Minister and Permanent Secretary for Education signed on behalf of Government while the respective chairpersons signed on behalf of their councils, board and committees:

Agency	Signatory	No.
Fiji Arts Council Board	Chairperson	1
Fiji Museum Board of Trustees	Chairperson	1
National Trust of Fiji Council	Chairperson	1
Ba Cultural Centre Committee	Chairperson	1
Labasa Cultural Centre Committee	Chairperson	1
Nadi Cultural Centre Committee	Chairperson	1
Nausori Cultural Centre Committee	Chairperson	1
Savusavu Cultural Centre Committee	Chairperson	1
Suva Cultural Centre Committee	Chairperson	1

Total Board Meetings

The Director National Heritage is a member of the boards/council of the Fiji Arts Council, Fiji Museum and the National Trust of Fiji. The committees on the other hand have members from civil society who are appointed on a voluntary basis.

Table 45: Summary of Board/Council Meetings

Agency	Total Meetings	Sitting Allowance
Fiji Arts Council Board	2	100% disbursement of allowance to all members.
Fiji Museum Board of Trustees	4	100% disbursement of allowance to chairperson.
National Trust of Fiji Council	2	100% disbursement of allowance to board members.
Ba Cultural Centre Committee	1	No allowance required. Voluntary membership.
Labasa Cultural Centre Committee	8	No allowance required. Voluntary membership.
Nadi Cultural Centre Committee	0	No allowance required. Voluntary membership.
Nausori Cultural Centre Committee	2	No allowance required. Voluntary membership.
Savusavu Cultural Centre Committee	5	No allowance required. Voluntary membership.
Suva cultural centre Committee	0	
Total Meetings	24	Minutes of meetings submitted by all council/Boards to Department.

Renewal and Appointment of Members

The Department recommends to the Minister and Permanent Secretary nominations for new members of the Committees, Councils and Boards at which the final decision is at their discretion. At the same time, all expired appointments are submitted for renewal by the two chief officers of the Ministry.

In 2012, the appointments for the following council, committee members and board were renewed:

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

Quarterly Grants Disbursed

The Department was responsible for the disbursement of grants to 5 agencies in 2012, including the 6 Multi-cultural Centres. Each quarter, agencies had to submit a quarterly achievement report, quarterly acquittals and financial statement and, a financial forecast for the forthcoming quarter.

Table 46: Grant disbursement status for 2012

Grants	Fiji Arts Council	Fiji Museum	National Trust of Fiji	6 Multi-Cultural Centres
Annual allocation	\$150,000	\$278,400	\$250,000	\$161,500
Other				
Pacific Festival of Arts	\$100,000			
AIA and mapping		\$20,000		
Fiji Heritage Foundation			\$52,000	
Environmental Education Centre			\$388,965	
Momi Gun Site			\$3,400	
Total	\$250,000	\$298,400	\$694,365	\$161,500

Planning, Training, Intangible Cultural Heritage

The unit is an essential component in setting long term strategies and goals for the Department proper and the culture sector in general; its responsibility also encompasses training which is a pivotal aspect of capacity building and knowledge enhancement for position holders.

Planning

Revision of Procedures

In response to the evidence reporting mechanism introduced by the SFCCO and new Key Performance Indicators for the Department, reporting structures had to be revised and reintroduced. The National Trust of Fiji's reporting template was revised and its Strategic Plan Activities was realigned to that of the Department's. The Fiji Museum also realigned their activities and initiatives to meet the core sub-outputs of the Department. The Fiji Arts Council annual work plan was also revised to meet demands of its new strategic plan and to be introduced in 2013. The Annual Corporate Plan for Centres was revised and new scheme introduced in 2012.

The change does not mean a total overhaul of reporting and strategies for each institution; it is basically allowing the institutions to maintain their strategic objectives and priority work areas. The department plans are to be aligned to the department outputs so that there is consistency in reporting and the department will be able to track achievements for RDSSD of Government.

Still being piloted, the agencies, find their new reporting templates convenient and much easier to use. The new reporting template includes the submission of evidences to validate the achievements for each quarter.

Planning Retreat



In December 2012, the Department was able to organise a final retreat for staff at the Yatule Beach Resort to analyse its achievements for 2012, find mechanisms to address gaps emanating, report on challenges, and revise draft Annual Business Plan and Annual Corporate Plan 2013. The meeting was successful as staffs were able to work in units

to address major issues emanating from 2012 and use these to amend or facilitate an inclusive 2013 BP and ACP submission to the Ministry. Staffs also visited the Sigatoka Sand Dunes and were guests at the local village using it as a cultural tourism model.

Review

The Planning Section continued reviewing and implementing recommendations made from review teams appointed by the Department and higher authority.

Table 47: Reviews conducted and results for 2012

Name	Facilitator	Results
Review of 6 Multi-Cultural Centres	SPPO/SCEO /EO-Culture	Implementation of: <ul style="list-style-type: none"> ▪ New ACP 2012 ▪ Reporting processes and work plan ▪ Budget realignment
Review of Departmental activities	Director National Heritage	<ul style="list-style-type: none"> ▪ Revision of designations – SPPO to have Training portfolio included; ▪ Principal position to focus only on policy and conventions; ▪ SPPO post revised to focus on ICH, Community development, Training and Planning. ▪ CDO post to include ICH responsibilities; ▪ CO-P post to include training assistantship ▪ Laisa Vuto transferred to Registry; ▪ Sereana Tadrau transferred to Statistics Unit. ▪ EO-Culture to head Admin. Finance Team as well.
Review of Centre's Annual Corporate Plan	Senior Policy Planning Officer	<ul style="list-style-type: none"> ▪ entire plan revised; ▪ new wording introduced; ▪ new activities inserted as per AG's Office advice
Review of 2012 Six Monthly Work Achievements	SPPO	<ul style="list-style-type: none"> ▪ boosting of gap areas; ▪ focus on world heritage listing of Levuka because of pivotal activities;

Training

Training is pursued at various levels – national, regional and international and in different approaches (meetings, workshops, conferences, and symposium). This section encompasses training undertaken within the culture sector.

Capacity Building at National Level

Particulars	Venue	Agency Represented
Urban Growth Management Plan Workshop (PCDO)	Suva	Department of National Heritage, Culture and Arts
Archeological Survey and Mapping Workshop	Waisavulu Macuata	Fiji Museum
Pottery Workshop	Sigatoka Suva	Fiji Museum
Training on Preserving Tapa for Fiji Museum Staffs	Suva	Fiji Museum
Pottery workshop for Children sponsored by Indian High Commission and French Embassy	Suva	Fiji Museum
Climate Change Adaptation Workshop	Yadua Island	National Trust of Fiji
REDD and Carbon Rights in Fiji Workshop	Suva Sigatoka	Department of National Heritage, Culture and Arts
Macuata Provincial Environment and Conservation Stakeholders workshop,	Labasa	Department of National Heritage, Culture and Arts
Preliminary Training Sessions for teachers of 3 Pilots school & One Laptop Per Child Project	Suva	Department of National Heritage, Culture and Arts

Particulars	Venue	Agency Represented
GIS and GPS Training	Suva	Fiji Museum
DNHCA 2012 Planning Retreat	Sigatoka	Department of National Heritage, Culture and Arts
Tautai Residency Applications Placement		Fiji Arts Council
NDP Workshop Labasa	Suva	Department of National Heritage, Culture and Arts
Strategic Plan Meeting workshop with Dr. Carol Mayer	Suva	Fiji Museum
Tripartite Technical Training (Embassy of Philippines)	Suva	Department of National Heritage, Culture and Arts
Staff Attachment Training	Suva	National Trust of Fiji
Strategic Choices in Communication	Suva	National Trust of Fiji
Monitoring and Vulnerability Assessment Workshop	Suva	National Trust of Fiji

Capacity Building at Regional Level

Particulars	Venue	Agency Represented
Regional Project Inception Workshop	Fiji	Fiji Museum
Regional Workshop on the Implementation of the 2003 Convention on ICH at the National Level	Fiji	Department of National Heritage
Symposium for Society for Conservation Biology Oceania	Charles Darwin University	National Trust of Fiji

Capacity Building at International Level

Particulars	Venue	Agency Represented
International Workshop for Cultural Heritage Experts in the Asia-Pacific region	Korea	Department of National Heritage
IUCN World Conservation Congress	Korea	National Trust of Fiji

Scholarships

The Department also links up with scholarship institutions in Fiji to advocate on the training needs of the cultural sector and the provision of culture related courses in their scholarship listings

The summary of scholarship institutions and culture-related courses offered for assistance under their respective schemes for 2012 are provided below:

Overseas/Local	Program	Course
PSC (Local Scholarship)	Bachelor of Arts	Literature and Language/ Psychology & Sociology
	BAGCED	Literature & Language/ Vernacular Studies/ GEO
Multi-Ethnic Affairs (Local Scholarship)	Bachelor of Arts	Psychology, Sociology, Tourism
	BAGCED	Literature & Language/ Vernacular Studies/ Geo
iTaukei Affairs (Local)	Bachelor of Arts	Anthropology, Museum Studies, Archaeology, Tradition Knowledge and Intellectual Property
iTaukei Affairs (Overseas)	Postgraduate	Anthropology, Museum Studies, Archaeology, Tradition Knowledge and Intellectual Property

Management, Administration, Finance

Administration

Absence & Vehicle Return Submitted

Monthly Absence Returns (MAR) are submitted to Headquarters for processing of anomalies. The vehicle return is also submitted as requested from MOE Accounts.

Staffing

In 2012, the Department continued to face lots of challenges in terms of staffing in relation to its core activities. These are some notable staff movements:

- New Appointment of Heritage Advisor (Levuka) – Mr. Aca Baleiwai
- New Appointment of World Heritage Database Operator – Ms. Vaciseva Kuli
- Renewal of Project Appointment for Senior Project Officer – Mrs. Anaseini Kalougata.
- Transfer of Ms. Mere Ratanabuabua to USP as Manager Pacific Heritage Hub.
- Extension of Acting & Temporary Relieving Appointments:
 - Mr. Simione Tuimalega (Clerical Officer to Admin. Officer Level)
 - Ms. Sereana Tadrau (Trainee Clerical Officer)
 - Ms. Rosa Muavesi (Trainee Clerical Officer)
 - Mr. Sosefo Fereti (Temporary Driver)
 - Mr. Sipiriano Nemani (Acting Principal Policy Planning Officer)

Internship

In 2012, the Department with the approval of the Permanent Secretary for Education, National Heritage, Culture and Arts had two Interns from the National Employment Centre who were based at the Department and they assisted in the Intangible Cultural Heritage Project with ICHCAP Korea and also for the Fiji Craft Society. They were Ms. Vilma Isireli and Ms. Ana Masara. Ms. Asenaca Ratubuli continued to work as Secretariat to the One Laptop Per Child Project (OLCP) with the Primary Division at MOE.

Finance

Preparation of PSIP For 2013

The Department made 3 PSIP submissions for 2013. All were approved for implementation in 2013. The National Trust Environment Education Centre in Sigatoka continued to be funded.

Monthly Commitment & Expenditure Processed

Monthly commitment and expenditure analysis are submitted to MOE Accounts as requested. The Department was given the green light to process its own Purchase Order and preparation of payment vouchers with approvals to be given by MOE Accounts senior personnel. Cash flow charts were also submitted.

CHAPTER 7: SECRETARIAT OF THE FIJI HIGHER EDUCATION COMMISSION

Vision

The Commission has a vision of Fiji being a premier, world class higher education destination.

Mission

To ensure that higher education institutions pursue an indispensable level of quality, excellence and relevance in higher education that is globally competitive and internationally recognized.

Philosophy

The Commission's pursuit of the above mission is guided by the belief that higher education is essential for social, economic, political and cultural progress. Higher education also provides expanded opportunities for learners to realize their potentials so they can become productive and competitive in the workplace, constructive in the community, creative in their endeavors and peace-loving individuals.

Values

In fulfilling its mission, the Commission is committed to act in ways that are consistent with the value it places on:

- Aligning with national and international imperatives in higher education
- Quality education and training and the quality of its resulting qualifications
- Equity, access and relevance in higher education
- Critical thinking, creativity and free intellectual inquiry
- Lifelong learning
- Cooperation and partnerships with industry and professional bodies
- Transparency, accountability and responsiveness.

Role and Responsibilities of the Secretariat

The role of the secretariat is to facilitate the functions of the Fiji Higher Education Commission in developing and regulating the higher education sector to enable growth and responsiveness to the changing social, economic and cultural needs of the nation and region as well as to the changing needs of students and modes of teaching and learning. In carrying out its role, the secretariat provides support and follows up on operational plans towards fulfilling the eleven (11) major functions of the Commission:



NZQA visit in December 2012

- To register and regulate higher education institutions according to provisions of the Promulgation;
- To foster and safeguard the national interest, the interest of students and parents and also of local higher education providers;
- To establish national standards for different qualifications;
- To oversee the review process of higher education institutions;
- To provide assurances that programmes developed by institutions meet national standards;
- Promote the development of Fiji as a knowledge society;
- To allocate government funds marked for higher education annually for higher education institutions according to a transparent and well publicized criteria for allocation;
- To foster cooperation among higher education institutions and linkages between higher education institutions and industry;
- To maintain a database of higher education information;
- To develop or cause to be developed an academic broadband facility for use by higher education institutions;
- To make recommendations to the Minister with respect to issues consistent with its functions including special projects.

2012 Highlights

Below is a list of Higher Education Institutions that were granted recognition and registration by the Higher Education Commission in 2012.

Recognition Granted.	Registration
Academy of Kingdom Ambassadors Training Inst.	Australia Pacific Technical College.
Caregivers Training Institute	Caregivers Services Incorporated (Fiji) Limited
Chevalier Training Centre	Fulton College.
Cooperative College of Fiji	Pacific Flying School.
Delltech Institute of Computer Education	Service Pro International Tourism & Hospitality Inst.
Department of Forests	
Fiji Muslim League Islamic Education Centre	
Fishers of Men Training Institute	
HIM Ministry Training Centre	
Harvest Vernacular Bible School	
Institute of Computer Technology	
Marist Champagnat Institute	
Methodist Divisional Bible and Vocational Institution	
Republic of Fiji Military Forces	
Resource Business Training Centre of the Pacific	
Universal Network of Infotech	
Western Division Bible Academy	
Workbridge Fiji	
World Harvest Institute	

Funding Model

Much was achieved during the year in terms of the development of a funding system for higher education. A draft funding system was discussed with all relevant stakeholders including the PSC, Ministry of Finance, Ministry of Strategic Planning, Ministry of Education, Secretary to the Cabinet and the Vice Chancellors of the three universities. The resulting funding system was submitted to and approved by the Cabinet. Relevant documents were developed in preparation for the introduction of the funding system.

Broadband Facility

There was on-going liaison with the University of the South Pacific on the possibility of expanding its broadband facility including AARNET to other higher education institutions in Fiji. It was clear that a number of issues, including regulatory ones, needed to be addressed first. In addition, there was a need to find a cost effective way of transmission from the USP to other universities and higher education institutions. The issue will be pursued in 2013 with other relevant agencies like TAF and FINTEL.

CAUQ (Committee for the Accreditation of University Qualifications)

In conjunction with the work on the funding model, the Commission managed to set up a committee in October that is made up of the three Vice Chancellors in Fiji to assess university programmes to determine their eligibility for funding. The Committee is called the CAUQ. A working party of the Committee was also appointed to develop the Committee's TORs and operational procedures. These are expected to be ready in early 2013.

Qualifications and Research

Three (3) new national qualifications were developed in 2012, complementing the 21 national qualifications developed in 2011.



Consultation with the Bus Industry Operators/Stakeholders

These were:

- Tour Guiding
- Beauty and Therapy
- Bus Driving

The 21 qualifications developed at the certificate 4 level provided the seed and platform from which the Certificate levels 1, 2 and 3 of these 21 national qualifications would be derived from. This development is expected to be completed in 2013 and to be trialed out in 2014. Consultations had also begun for the determination of the Mining Engineering and Security qualifications to be developed in 2013.

A research survey was conducted on the review of the national apprenticeship scheme in Fiji. The research was jointly coordinated by the Ministry of Labour, the National Apprenticeship Department and the Fiji Higher Education Commission Secretariat. A draft on the analysis and findings was tabled with the Fiji Qualifications Council in December however further development work would be required in 2013.

Quality Assurance Policy

Criteria for the registration of institutions and approval of programmes do not in themselves ensure that quality outcomes are achieved. It is therefore necessary to have in place a system for ensuring that quality outcomes are achieved and continuous quality improvement takes place in all HEIs.

As a result, in 2012, the Commission approved two policies on Quality Assurance and these were:

- Quality Assurance Policy for Higher Education Institutions Including Universities
- Policy on Quality Assurance for the Fiji Higher Education Commission



FHEC Advocacy at the Ministry of Finance

Key components of the policies include an evaluative quality assurance as well as external evaluation and review (EER). External evaluation and review is a periodic evaluation of the HEI to provide an evaluation of the HEI's educational performance and capability in self-evaluation. It uses a systematic process to make independent judgments which are fair and defensible. For the Commission, external evaluations and reviews and audits would provide an opportunity to receive objective input and improve the credibility of the Commission in the eyes of clients and stakeholders.

CHAPTER 8: FIJI NATIONAL COMMISSION FOR UNESCO

The Fiji National Commission for UNESCO is chaired by the Minister of Education, Ambassador Filipe Bole and its Deputy Chair is the Permanent Secretary for Education, Dr. Brij Lal. There are 17 members comprising of professionals who provide advisory roles on education, culture, human/ natural sciences, communication and information.

Roles & Responsibilities

The Secretariat of the Fiji National Commission for UNESCO continued to function as a Focal Point within the Ministry of Education. Its roles include:

- ensure proper co-ordination and consultation between the Commission and other line ministries, institutions, agencies, NGOs and civil societies
- follow up to ensure the execution of UNESCO programmes and maintain proper records of the same
- facilitate UNESCO funded projects and programmes
- organize in-country workshops/ meetings with line ministries, institutions, agencies, NGOs and civil societies
- maintain proper records
- ensure the efficient day-to-day running of the office

Achievements

UNESCO funded Trainings & Courses

A total of 15 participants attended the UNESCO-funded training workshops and seminars. They represented different ministries/ departments. Their Public Service Commission's releases were processed by the National Commission office. These included:

Meeting with APCEIU Officials to discuss the UNESCO/APCEIU/Fiji NATCOM/MoE Workshop for Educators in PIC on EIU & MDGs: Caring in the Pacific

Mr. Amani Cirikisuva and Mr. Mikaele Vakasilimiratu attended meeting with Asia-Pacific Centre for International Understanding (APCEIU) officials in the Republic of Korea in May 2012 to discuss the UNESCO/APCEIU/Fiji NATCOM/MoE Workshop for Educators in Pacific Island Countries (PIC) on Education for International Understanding (EIU) & Millennium Development Goals (MDG): Caring in the Pacific that was held in July, 2012.

Director-General for UNESCO's Consultation on the Asia – Pacific Medium Term Strategy and Program and Budget for 2014-2017

Mr. Amani Cirikisuva attended the Asia – Pacific DG's Consultation on the Medium Term Strategy and Program and Budget for 2014–2017 from 14/06/12 to 18/06/2012 in Hanoi, Vietnam.

2012 UNESCO's Training workshop on EIU Linkages to MDGs: Caring in the Pacific – APCEIU, Korea National Commission for UNESCO and MoE

Fiji was represented by a seven-member delegation at the 2012 UNESCO's Training workshop on EIU Linkages to MDGs: Caring in the Pacific held at the Pearl Resort from 17/7/12 to 20/7/12. The workshop was co-sponsored by APCEIU Korea, Ministry of Education, and the Fiji National Commission for UNESCO. The delegation consisted of Mr. Apisalome Movono, Deputy Secretary Corporate Service, Ms. Alumeci Tuisawau, Director CAS/TVET, Mrs. Teresia Suka (Fiji NFE Rep), Mrs. Taina Hazelman (Dean of Academic Studies at CCTC), Mrs. Aloesi Logavatu (HOD Secondary at FNU), Mrs. Sereima Naisilisili (Lecturer in Education at USP), Mr. Lalesh Ram Sharma (Lecturer in Education at UoF).

Key facilitators were Dr. Colin Power, former Assistant Director General (ADG) for UNESCO, and Professor of Education at the University of Queensland, Dr. Susan Vize, Social and Human Sciences Programme Specialist at the UNESCO Office of the Pacific States, Dr. Francis Daehoon Lee, Research Professor for Peace Studies based in Korea and Ms. Lea Espallardo, Resident Senior Artist of the Philippines Educational Association.

The Minister for Education, National Heritage, Culture and Arts, and Chairman for Fiji National Commission for UNESCO, Ambassador Filipe Bole, officially opened the workshop on 17/7/12. Mr. Amani Cirikisuva, Secretary General, Fiji National Commission for UNESCO and Mr. Mikaele Vakasilimiratu, Senior Education Officer at the Curriculum Development Unit were part of the Staff-in-Charge together with APCEIU officials.

11th Session of the Regional Committee on the Recognition of Qualifications in Higher Education – UNESCO Republic of Korea

Mr. Eci Naisele attended the 11th Session of the Regional Committee on the Recognition of Qualifications in Higher Education which was held in Seoul, Korea.

3rd Asia – Pacific Leadership Academy for School Principals – APCEIU

Mrs. Mereoni Motukiliu attended the 3rd Asia – Pacific Leadership Academy for School Principals. The conference was funded by APCEIU and held from 30/10/12 to 7/11/12 in Seoul, Korea.

Workshop on the Implementation of the 2003 Convention for Safeguarding Intangible Cultural Heritage (ICH) – UNESCO CRIHAP

Mr. Sipiriano Nemani and Mr. Ilaitia Senikuraciri attended the Workshop on the Implementation of the 2003 Convention for Safeguarding Intangible Cultural Heritage (ICH). The workshop was funded by UNESCO CRIHAP and was held from 13/12/12 to 20/12/12 in Beijing, China.

Open Education Resource – UNESCO Thailand

Mrs. Salote Rabuka attended the Open Education Resources Workshop in Thailand in April. The workshop was funded by UNESCO Bangkok, Thailand.

Minister for Education, Ambassador Filipe Bole and Permanent Secretary for Education, Dr. Brij Lal with the Pacific Island Delegates, Invited Guests, Facilitators and Staff-in-Charge at the 2012 UNESCO’s Training Workshop on EIU Linkages to MDGs held at the Pearl Resort, Pacific Harbour

The participants were from the Pacific Island countries including Cook Islands, Kiribati, Federated States of Micronesia, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu. The main objective of the training workshop was to have a clear and better understanding of EIU and MDGs that are to be achieved in 2015. The entire week workshop focused on the theme “Caring in the Pacific”.

Introduction by Dr. Yang Hye Ran (Chief, Education and Training Team, APCEIU)

Dr. Yang Hye Ran on behalf of the Director, APCEIU, Mr. Lee Seunghwan acknowledged the presence of the participants of the workshop. In her introduction she emphasized:

- the importance of having representatives from the various education departments and institutions to assist through collaboration in preventing wars, and setting up a holistic framework for better understanding of EIU and MDGs.
- life-long learning areas are connected to the 4 pillars of education that is learning to know, learning to do, learning to live together and learning to be.
- EIU is like a river flowing from the mountains and having many different tributaries for transformation like gender equality, values education, peace education, media literacy, and education for citizenship democracy to name a few.
- In 2008, the ‘Caring in the Pacific’ Guide was developed by the PICs following a Policy workshop,

Role of EIU cultivating “Caring” minds towards MDGs by Dr. Colin Power – former Assistant Director-General UNESCO and Adjunct Professor at the University of Queensland

The focal point of the workshop is basically the role of EIU and its relationship with MDGs as set out in the Guidebook for Teaching EIU and the MDGs (APCEIU, 2011) and Caring in the Pacific (APCEIU, 2010).

EIU focuses on eliminating ignorance, prejudices and hatred through educating for peace, human rights, democracy, sustainable development and empowerment.

Caring in the Pacific

Dr. Power likened the Pacific EIU to a coconut tree which is a natural asset. Its roots and vitality stem signifies the rich cultures of the Pacific. The tree provides shelter and food to every child and parent. It represents prosperity when it bears fruit and when it is properly nurtured by communities. It signifies caring within allowing it to multiply. The coconut tree reminds us of the importance of the environment and how we are connected to each another and to nature.

Progress in EIU and MDGs in the Pacific by Dr. Susan Vize - Social & Human Sciences Program Specialist, UNESCO Field Office for the Pacific States based in Apia, Samoa

Dr. Vize acknowledged the work done by APCEIU and the organizers and stated that this needs to be an ongoing program to allow educators a better understanding of EIU and MDGs. Dr. Vize challenged the participants from PICs on what kind of

future do they want and what can be done and how are they going to work towards the type of future they have in mind. Sustainable Development could also be linked to EIU. Education for Sustainable Development (ESD) was the outcome of the RIO+20 conferences where high level discussions and commitments from governments on the environment were on the agenda. Culture was also another critical platform due to its strong connectivity to one's identity. The three main pillars therefore of education for sustainable development include economic growth, environmental protection and social equality including culture.

Yellow Ribbon Project

Mr. Savenaca Baleiwai presented on the Fiji Corrections Services in Fiji formerly known as the Fiji Prisons Services. Their vision is to be an internationally-acclaimed Corrections Service. Their mission is to provide an effective and efficient 'safety-net' through the adoption of innovative programmes that addresses each offenders' rehabilitation needs.

The project Yellow Ribbon, named after the famous song of the 70's, "Tie a Yellow Ribbon on the Old Oak tree", seeks the forgiveness of ex-offenders from the community. It seeks their understanding in offering them a second chance in life. While offenders serve their sentences in prison, however in reality they experience non-acceptance from their own families and the community because of the negative stigma associated with them. The goals of the project are threefold. The first is to create awareness amongst the community of the need to give a second chance to ex-offenders. The second is to encourage their families' acceptance and the third is to encourage community support towards their rehabilitation and re-integration.

Non Formal Education

Mr. Paula Cavu of the Fiji Non-Formal Educators Association (FNFEA) gave a presentation on the non-formal education in Fiji. He mentioned that this was a non-governmental organization established in 1985 to spearhead the promotion of education throughout the communities. It was supported by Ministry of Education and the Department of Youth and Sports. Its aim was to promote and strengthen basic education and literacy in schools. Facilitators of the programme were school teachers and professionals who volunteered to facilitate in workshops to address the specific needs of each community.

Field Visit

There were 4 Field Visits conducted for the participants to witness at first-hand the implemental stages at 'Caring in the Pacific' at local community level and in institutions. These included the following:

1. FIELD VISIT 1 – Yellow Ribbon Project, Naboro
2. FIELD VISIT 2 – Oceania Centre and Visual Art – USP
3. FIELD VISIT 3 – Fiji Museum
4. FIELD VISIT 4 – Nayawa Village

The Secretary General, Fiji National Commission for UNESCO officially closed the workshop and presented certificates to the participants. Dr. Yang Hye-Ran also took part at the closing.

Cultural Heritage

World Heritage Convention Implementation

NOMINATION OF LEVUKA HISTORICAL PORT TOWN AS A WORLD HERITAGE SITE

In 2012, the Department concentrated on the following to develop Levuka in all aspects in order to be enlisted as a UNESCO World Heritage Site:

- Final revision of Levuka World Heritage Nomination Dossier;
- Convened special Ovalau Chief's Forum to advise revised timeline;
- Completion of the image, photograph and audio visual inventory;
- Completion of Levuka Heritage Clinic Stage 1 and 2 after recommendation from UNESCO World Heritage Centre.



- The Levuka Heritage Clinic involved the expediting of technical mission teams (maximum of 2 officials) from various technical government Departments such as the Department of Environment, Ministry of Forestry, Department of Local Government, Department of Town & Country Planning, Engineering section of the Ministry of Works to examine, analyse and provide recommendations to facilitate the conservation of heritage values of Levuka;
- Completion of Levuka Beach Street Buildings Register;
- Consultations and Drafting of Levuka Town Buffer Zone Register;
- Launching of the Heritage Album;
- Completion and submission of ICOMOS Report to ICOMOS Representative for ICOMOS Assessment of Levuka Site;
- Government enabled funding for 2012 worth \$500,000.00for;
- Strengthening of Levuka Town Council (Infrastructure Development and Conservation Fund) and \$200,000 through Ministry Education for upgrading of Heritage Schools in Levuka;
- Appointment of a Heritage Advisor for the Levuka Project.

ICHCAP (KOREA) PROJECT ON INTANGIBLE CULTURAL HERITAGE (ICH)

The International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO (ICHCAP) kindly funded two national ICH Projects for Fiji. ICHCAP is a Category 2 Centre for UNESCO based in Seoul Korea and had been very helpful in publicizing information pertinent to ICH safeguarding in the Pacific. Fiji is the first Pacific country to be a recipient of their funding. The projects titled:

- (a) **Field Survey on Intellectual Property Issues in the Process of ICH Information Building and Sharing** received US\$2,500 assistance;
- (b) **Strengthening Intangible Cultural Heritage (ICH) Database and disseminating Best Practices of Intangible Cultural Heritage Safeguarding** initiative was given US\$15,000.

For (a), a survey questionnaire was disseminated and the results are currently being edited to facilitate information sharing on Intellectual Property and Intangible Cultural Heritage. This will be published in 2013.

As for (b), the funding assistance was used to procure database equipment to set inventory for ICH for other ethnic groups in Fiji - Rotuman, Melanesian (Solomon, Ni-Vanuatu), Rabi, Kioa, Indian, Chinese, and other minor ethnicities have made Fiji their home and yet continue to practice their cultural heritage. Other activities included the organizing of two workshops on ICH Best Practice in the North and in Suva. Also, the funding was used for preparations for the submission of "Cultural Mapping" as a best practice methodology for safeguarding ICH.

Fiji Hibiscus Festival

Fiji National Commission for UNESCO co-sponsored students 700 bookmarks in all subject areas & 700 book labels worth \$3,100. UNESCO & Fiji National Commission logos were factored into these labels and distributed to students and teachers during the Hibiscus Festival.

The Fiji Natcom also co-sponsored a Ministry of Education banner and returned fares and meals for CDU Officers & TVET students from BMS, Monfort Boys, and RKS & Suva Vocational Centre during the festival.

Former UNESCO Representative and Director bids Farewell

The former UNESCO Representative and Director to the Pacific States, Dr. Visasio Pongi paid his last official visit to the Minister for Education, National Heritage, and Culture & Arts Ambassador Filipe Bole on 13/8/12. Also present was the Ministry's Permanent Secretary Dr. Brij Lal and the Secretary-General of Fiji National Commission for UNESCO, Mr. Amani Cirikisuva.

Dr. Visasio Pongi who was based at its Cluster Office in Apia, Samoa has not renewed his contract with UNESCO since taking up the appointment in 2005. He officially exited from UNESCO on the 1st of September, 2012.

In his farewell, Dr. Pongi thanked the Fiji Government for its support towards UNESCO's multi-sectorial programmes and hope that it will continue to work in partnership and dialogue with UNESCO so that its benefits are recognized in all communities in terms of enhancing education, culture, natural sciences, social sciences and communications and information priorities.

His successor was Dr. Susan Vize, Social and Human Sciences Programme Specialist based in Samoa.

The Minister, who is also the Chairman of the Fiji National Commission for UNESCO, thanked Dr. Pongi for the services rendered and wished him well in his future undertakings.

Report of the UNESCO's Chair for Teacher Education and Culture

Professor Konai HeluThaman, UNESCO's Chair for Teacher Education and Culture based at the University of the South Pacific (USP) presented her Annual Report to the Fiji National Commission for UNESCO detailing her activities undertaken in 2012. These included:

- Providing teaching to undergraduates, post graduates
- Post-graduate research supervision
- Thesis examination
- Research work
- Presenting Papers at international and regional conferences
- Membership of professional organization

Education for Sustainable Development

Report of the Art & Traditional Cultural Expression, Education for Sustainable Development

A 3 day workshop titled "Indigenous Knowledge, Contemporary Art and the Pacific Economy: A dialogue with Fiji" was held at the USP Laucala Campus on 15/3/12 – 17/3/12. The main focus of the workshop was to look at various ways of using arts to (a) preserve; and (b) to create awareness about indigenous knowledge in Fiji. The workshop also identified some problems associated with arts & culture and tried to address these through devising practical strategies which are achievable.

The Drua Files; Report on the Collection and Recording of Cultural Knowledge of Drua and associated Culture

The purpose of the above Report was to provide a progress update on the collecting and archiving the historical record of the 'drua' (very large traditional double-hulled canoes used for transportation and warfare) and related culture. It also draws recommendation for the way forward in the research agenda. The report was prepared for the Oceania Centre for Arts, Culture and Pacific Studies, USP and the Fiji Islands Voyaging Society.

National Policies on Youth and National Youth Councils Survey

One of the priorities of UNESCO Youth Programmes is to contribute to the development or revision of public policies affecting youth, with a view to enabling a holistic development of young women and men and to promoting their meaningful engagement in decisions, policies and programmes that affect their lives.

In this framework, a National Policies on Youth Survey initiated by UNESCO was undertaken and completed in September last year by the Ministry of Youth & Sports. Its purpose was to conduct a mapping of existing National Policies affecting youth and of National Youth Councils and other pertinent youth representatives and participation structures at national level.

World Atlas of Gender Equality in Education

The World Atlas of Gender Equality in Education published by the Education Sector and the UNESCO Institute for Statistics was released on 1/9/12. Its main purpose was to create an awareness to national governments, policy makers, NGOs and civil societies of the current status of gender equality in education throughout UNESCO's 195 Member States and in the specific demarcated regions and sub-regions of the world namely in Arab States, Central & Eastern Europe, Central Asia, East Asia & Pacific, Latin America & Caribbean, North America & Western Europe, South & West Asia, Sub-Saharan Africa. This can be downloaded using the link <http://www.unesco.org/new/en/education/> or www.unesco.org/data/education/gender-atlas/ for a narrative version.

Education Survey 2012

The Annual Education Survey was compiled and submitted to its UNESCO's Institute of Statistics (UIS) in September last year. Its contents were based on the following:

- Statistics of Education, Pre-primary, Primary, Secondary and Post-secondary, Non-tertiary Education
- Statistics of Educational finance and Expenditure
- Statistics of Tertiary Education

A thorough research of the relevant data was gathered and critically analyzed for UIS, the government and the policy makers.

Fiji Memory of the World Committee

Major activities undertaken last year included:

- Fiji MOWC received the Certificates of Records of the Indian Indentured Laborers from the Memory of the World Register of the Latin America and the Caribbean. (MOWLAC
- Displays of the Fiji MOW Banner at the following events and locations;
- February – Literacy Programme at Tailevu North High School
- May – Display of Indian Indenture Laborers at Suva Muslim College
- August – Display at Naitasiri, Nadarivatu, Levuka, Yasawa and other parts of Fiji
- September – Display during the Library Week in Viti Levu
- October – Display at Fiji Day Celebrations Fijian Community at Vallejo, California, USA.
- Fiji Memory of the World representatives, Mr. Opeta Alefaia and Adi Meretui Ratonabuabua were part of the Youth Forum Council of the 11th Pacific Festival of Arts in Solomon Islands
- Presentation of the Fiji Memory of the World Cabinet Paper to the Senior Staff and the Minister's Forum at the Ministry of Education, National Heritage, Culture & Arts.
- Fiji MOW Communications & Planning Committee discussed future plans to elevate its visibility to the community.

In each UNESCO biennial year annual reports are submitted to the Secretariat, UNESCO Memory of the World Programme based at its UNESCO Headquarters in Paris, France, and the Fiji National Commission prior to the General Conference.

Cultural Grants Committee

The Fiji National Commission for UNESCO through its Secretary General continues its membership to the Cultural Grants Committee (CGC). The grants targets community-based projects. It is facilitated by the Department of National Heritage, Culture & Arts.

The objectives of the grants are to:

- Revive traditional artifacts and music as a means of sustaining the community's livelihood.
- Elevate the artistic and creative talents of participants at national events such as the Fiji Fashion Week, Film industry, Tadrakahani etc.

CHAPTER 9: ACCESS TO QUALITY EDUCATION PROGRAM (AQEP)

Background

The Access to Quality Education Program (AQEP) commenced in mid-August 2011. AQEP consists of a package of bilateral assistance worth up to AUD\$50 million to the Fiji education sector over five years after an additional AUD\$20 million was confirmed in 2012. AQEP is funded by the Commonwealth of Australia through AusAID and implemented by GRM International.

Program Goal, Objectives and Key Outcomes

Program Goal and Objectives

The goal of AQEP is to work with the 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.

The purpose of the Program is to work with the MoE and other key stakeholders to implement activity through three related components:

- (a) **Component 1:** reducing financial barriers to accessing school education. This involves mitigating the effects of the global recession on the most vulnerable children;
- (b) **Component 2:** 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:** 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

Anticipated Program outcomes under each Component include:

- (a) **Component 1 Outcomes:**
 - (i) Improved school access, retention and completion rates for the most economically disadvantaged children in targeted communities. This outcome will support Fiji gains and contributions to achieve Millennium Development Goal 2 by 2015;
 - (ii) Strengthened school based management in target schools to plan and deliver programs to support attendance, retention and opportunities for quality teaching and learning; and
 - (iii) Linking schools with the social safety net and social protection mechanisms for Fiji's most vulnerable populations.
- (b) **Component 2 Outcomes:**
 - (i) Upgraded and/or well-maintained school facilities in poor areas;
 - (ii) Improved water supply and sanitation in these schools to protect the health and well-being of school children; and
 - (iii) Improved physical infrastructure to increase access for students with disabilities in mainstream schools.
- (c) **Component 3 Outcomes:**
 - (i) Promotion of evidence-based planning as a result of systematic research contributing to knowledge management;
 - (ii) Improved curriculum, databases and assessment within the MoE and support to other strategic priorities that emerge during the life of the program;
 - (iii) Increased teaching and student learning through support to MoE's efforts to improve education quality; and
 - (iv) Increased capacity within MoE to assess student learning outcomes.

Support for MoE Strategic Plan

Achievement of Program objectives will support six of the seven Education Outcomes identified in the MoE's 2012-2014 Education Sector Strategic Development Plan, namely:

- (a) All students, especially those in kindergartens, disadvantaged and those with special needs will have equitable access to an improving and inclusive education that contributes to the alleviation of poverty.
- (b) All children, especially those in kindergartens, disadvantaged students and those with special needs will acquire knowledge; develop lifelong skills, religious values and good citizenship through a relevant, responsive and innovative curriculum.
- (c) The welfare of students is promoted and protected through school improvement that builds character and brings about social cohesion in an environment that is clean and secure.
- (d) A productive workforce that reflects gender and equality, who are appropriately qualified, competent and committed to deliver quality education services with integrity and transparency.
- (e) Strengthened partnerships with communities, stakeholders and donors to ensure that education programs are responsive and sustainable.
- (f) Improved delivery of education services at all levels through reforms in internal processes and systems and the Public Sector.

Principles Underpinning Program Implementation

Six principles guide program implementation. They underpin the interventions to support children from the poorest families, including those with a disability, to attend schools more regularly; and at the same time to strengthen the poorest schools with knowledge and skills to enable them to provide effective long-term social protection measures for the most deserving primary-aged children.

The principles include:

1. Recognition that rural and urban poverty are experienced differently by disadvantaged children and their parents/guardians and development of a school targeting methodology that is sensitive to these differences.
2. Fair and transparent decision-making involving AusAID, MoE and Ministry of Provincial Development participation and development of school lists utilising data from a range of sources: the 2008/09 Household Income and Expenditure Survey, the 2007 Census, the poverty mapping report (World Bank, 2011) and relevant research findings from AQEP (including squatter and informal settlement data, small-scale case studies, rapid school assessment surveys) and other relevant studies.
3. Focus on children in the formative years including children with special needs and high levels of disadvantage: primary schools, early childhood education (ECE) centres attached to primary schools and primary schools with boarding facilities. Children with disabilities in mainstream schools are a key focus. Primary aged children who are out-of-school, including those with a disability are also targeted. The exception is AQEP's emergency response which is based on need and also includes secondary schools and special schools.
4. Adopting a holistic 'total package' multi-pronged approach for maximum impact by: providing assistance through grants for school-based management that can assist poor children directly and that can be used by schools to plan qualitative improvements to teaching and learning; providing grants for building renovations and improved water supply and sanitation in eligible schools; provision of quality teaching and learning resources and materials for all selected schools; and capacity development and on-going training activities for School Management Committees (SMCs), Head Teachers, teachers and support staff.
5. Providing support for school based management will develop the capacity of schools to determine for themselves the most effective use of the block grants in line with annual plans that address not just qualitative school improvements but also poverty constraints facing families and households that fall within a school's catchment area.

Sustainability of interventions will be addressed through AQEP's support for forward planning with SMCs. The Program will have on-going discussions with relevant stakeholders and school communities to identify possible modalities that can contribute to improved sustainability of Program activities.

Key Activities in Component 1 – Social Protection

The following activities were completed in this reporting period for Social Protection:

- Provision of social protection support to 10 flood-affected schools as part of AQEP's emergency response in early March 2012. This included:
 - payment of a school levy grant of F\$90 per child directly to 10 primary Flood 1 affected schools as a pilot for Component 1 for School Management Committees to manage for social protection and quality improvements;
 - Every student in 9 schools was also provided student school kits which consisted of exercise books, stationery, lunch box, water bottle, toothbrush and toothpaste; the procurement and distribution of the school kits was outsourced to Save the Children Fiji (SCF had already distributed school kits directly to the 10th school immediately after the flood);
 - Training for the 10 Head Teachers and School Managers on the use of the school levy grant and acquittal requirements and provided relevant support and advice, including monitoring visits; and
 - A workshop on sharing lessons learnt for the 10 schools provided with school levy grants was undertaken on 25 June in Nadi.
- A study tour to Tonga by AQEP to learn about the Tonga School Grant Program in April 2012.
- A study tour to Samoa by AQEP, MoE senior staff and AusAID to learn about the Samoa School Fee Grant Scheme in July 2012.
- The recruitment of the Social Protection Specialist in August, the School Based Management Specialist in October and five additional School Community Coordinators in December 2012.
- Development and approval of the Social Protection School Based Management (SBM) approach.
- Drafting of the Quality and Access Manual, Quality and Access training package and the funding system.
- Teaching and Learning Package approved by MoE and prepared for distribution to 50 Year 2 schools.

Key Activities – Disability Inclusion Strategy

The following activities were completed in this reporting period for Disability Inclusion in mainstream primary schools:

- Recruitment of the Disability Inclusion Coordinator in April 2012.
- Development of the Disability Inclusion Strategy and approval by PCC in June 2012.
- Selection of 5 primary schools to pilot disability inclusion and approval by the PCC; the schools are:
 - South Taveuni Primary School (Northern Division)
 - Tavua District School (Western Division)
 - Ratu Latianara Primary School (Central Division)
 - Adi Maopa Primary School (Eastern Division)
 - Arya Samaj Primary School (Suva).
- Capacity development training on Inclusive Education for 68 teachers from the five Disability Inclusive schools in August 2012.
- Specialised training in Braille and Sign Language for 10 teachers and 10 community representatives from AQEP's 5 disability inclusion schools from September to December 2012.
- A study tour on Inclusive Education to Samoa from 8-12 October 2012 for 5 Head Teachers of the Pilot schools, MoE SEO Special Education and AQEP's Disability Inclusion Coordinator.
- Community consultations on inclusive education with School Management Committees (SMCs) and parents.

Key Activities in Component 2 – Infrastructure

The following activities were completed in this reporting period for Component 2 Infrastructure:

- Development and approval of the Component 2 Infrastructure approach and operational procedures.
- Development and approval of the Infrastructure Minimum Quality Standards.
- Development of the AQEP Infrastructure Manual.
- Training on Component 2 Infrastructure conducted for 26 MoE staff and 129 members of the School Management Committees (School Managers and Head Teachers and Treasurers) bringing the total number trained to 155.
- Selection and approval of prequalified list of building contractors.
- 52 schools renovated through AQEP's Emergency Response.
- Renovations completed for 24 Year 1 schools.
- Infrastructure work in 19 Year 2 schools well underway.

Component 3: Flexible Support for MoE Priorities

AQEP has supported six MoE projects during this reporting period:

- School Planning, Financial Management and Safer Schools Training
- Leadership and Management training
- Training on LANA
- Evaluation of LANA

Improvement of SIMS (FEMIS)

- Co-sponsored the MoE Corporate Planning Workshop, 14-16 November 2012.

A brief summary is provided below on these MoE projects which AQEP supported in 2012.

School Planning, Financial Management and Safer Schools Training

The workshops started in May 2012. To date a total of 1,153 participants from primary and secondary schools have been trained on the Safer Schools, Financial Management and School Planning modules. 21% of the participants were women while 79% were men. As a result of the training workshops many schools, both primary and secondary, submitted their school's Strategic Plans, School Annual Plans and the Emergency Evacuation Plans to the District Offices. 15 trainers conducted training at 42 different course centres in all 9 Education Districts.

Leadership and Management Training

The Leadership and Management Training Program commenced in January 2012 and will end in August 2013. It trains school leaders in primary and secondary schools how to effectively lead and manage a school. 1,307 current and future leaders have been trained to date as shown in Table 2 below. 72.5% of the participants were men while 27.5% were women.

Evaluation of LANA

The Ministry of Education has outsourced this consultancy to the SPBEA. The first phase was completed in September 2012 which was the identification of all the LANA components and its implementation in Fiji. Unfortunately, there has been a 3 month gap due to the following factors: mismatch in the timelines of the MoE, SPBEA and schools to conduct the evaluation; unavailability of key informants; and inability of SPBEA to access relevant data from the MoE. Interviews will commence in March 2013 and the timeline for the submission of Lana evaluation report has been deferred to August 2013.

Improvement of SIMS/FEMIS

An input from August to December 2012 by the Short Term Application Development Specialist addressed shortcomings in the MoE SIMS by re-designing SIMS (now FEMIS) for use primarily by schools and districts. MoE and others will be able to harvest the data entered by schools.

The approach was ratified by MoE senior management and a fully functioning prototype was delivered in mid-November. Two full time posts were created in the MoE IT Unit and capacity building was carried out. End user training on the new system was carried out at education district level.

Key Program Results/Achievements

AQEP has made some notable achievements overall. Key results/outputs for the Program are summarised below.

Beneficiaries in Selected Schools

Since the Program commenced, a total of 45 targeted primary schools selected through a fair and transparent targeting approach have been assisted by the Program as shown in Table 1. This comprises 6% of the total number of primary schools in Fiji or 25% of the targeted 180 primary schools.

15,052 students have benefitted from the Program so far in targeted schools which comprises approximately 11.6% of primary school enrolments. Of this number, 7,844 are boys and 7,208 are girls.

Table 48: AQEP Consolidated Assistance and Beneficiaries in Target Schools

Assistance	No of Schools	Boys	Girls	Total
Year 1 – infrastructure only	24	4,386	4,004	8,390
Year 2 – infrastructure only	19	2,591	2,334	4,925
Disability Inclusion	5	867	870	1,737
	45*	7,844	7,208	15,052

Note: *The total number of schools does not tally because 3 schools which have been assisted more than once have only been counted once.

Beneficiaries in Emergency Schools

Table 42 shows the number of schools and student beneficiaries from assistance through AQEP's emergency response. A total of 52 emergency schools were supported with 18,452 student beneficiaries comprising 9,328 boys and 9,121 girls.

Table 49: AQEP Consolidated Assistance and Beneficiaries for Emergency Schools

Assistance	No of Schools	Boys	Girls	Total
Flood 1	20	2,564	2,431	4,995
Flood 2	36	6,592	6,574	13,166
Fire	1	42	35	77
AusAID Emergency	3	130	84	214
	52*	9,328	9,121	18,452

Note: *The total number of schools does not tally because 8 schools which have been assisted more than once have only been counted once.

Achievement/Outputs – Component 1

Since the commencement of the Program, key outputs for Component 1 Social Protection have included:

- 1,200 students in 9 flood-affected schools received individual student school packs;
- 10 flood schools received a school levy of \$90 per child;
- Training of 67 SMC representatives and Head Teachers of 14 Taveuni and Macuata schools on plans to develop access and quality activities; 25 (37%) are women; and
- 68,780 textbooks being prepared to be distributed to 50 Year 2 schools by ERC through AQEP funding as well as 1 set each of Science kits, Physical Education materials, musical instruments and Art & Craft materials.

Table 50: Textbooks to 50 AQEP Schools

Class	No of textbooks to be distributed
ECE	80
1	10,750
2	11,800
3	7,700
4	5,050
5	9,050
6	6,650
7	7,700
8	10,000
Total	68,780

Achievements/Outputs – Disability Inclusion Strategy

- 5 primary disability inclusion schools selected to pilot disability inclusion interventions
- 68 teachers (50% males; 50% females) trained in inclusive education;
- 5 Head Teachers and SEO Special Education completed a study tour to Samoa;
- 10 teachers and 10 community representatives completed a 3-month course on braille and Sign Language

Achievements/Outputs – Component 2 Infrastructure

Key outputs for Component 2 Infrastructure have included:

- Training workshops for 44 target schools and 155 participants comprised of 132 (85%) males and 23 (15%) females – See Table 4.
- 90 schools rehabilitated through both regular and emergency support: 648 classrooms and 83 toilets renovated; 36 water tanks provided; and 354 school facilities repaired (includes assistance to school libraries, teachers quarters, teacher's office/staff room, school fence, ECE, walkways) – See Table 5.

Table 51: Component 2 Infrastructure Training, January – December 2012

Participant Attended/Invited	Male Participants	Female Participants	Total
No. of District Education Officers	12	3	15
No. of Principal Education Officers	5	2	7
No. of AMU staff	3	1	4
No. of Head Teachers	37	8	45
No. of Manager	40	4	44
No. of Treasurer	35	5	40
Total	132	23	155

Table 52: AQEP Component 2 Infrastructure Support – January-December 2012

Assistance	Year 1	Year 2 (near completion)	Emergency – Flood 1	Emergency – Flood 2	Emergency – AusAID, Cyclone Tomas	Total
No. of Schools	24	19	14	36	3	90
No. of classrooms	295	188	64	94	7	648
School Toilet	30	25	9	17	2	83
Water tank	5	17	5	8	1	36

Achievements/Outputs – Component 3 Flexible Support for MoE Priorities

Through support for MoE priorities, the following participants have benefited from some training since Program implementation commenced:

- 1,153 participants from Primary and Secondary schools participated in the School Planning, Financial Management and Safer Schools training; 79% were men while 21% were women
- 1,307 current and future leaders were trained in school leadership and management; 72.5% were men; 27.5% were women (see Table 6)
- 646 Class 4 teachers from 636 schools participated in a round of Literacy and Numeracy workshops (LANA); 10% of those trained were HTs and 90% teachers; at least 55% of participants were females.

Table 53: MoE-Led Leadership and Management Training Workshops

Training Activities	M	F	Total
1. Future Leader's Training	120	83	203
2. Current Leader's Training	702	232	934
3. Training of Trainers – 1	63	22	85
4. Training of modules workshop	63	22	85
Totals	948	359	1307

Management of Stakeholder Relationships

Key stakeholder relationships have been strengthened in this reporting period through:

- Regular communications with MoE and AusAID executive team on progress and updates on the Program;
- Collaboration and consultations with MoE on operational issues;
- Utilisation of MoE in AQEP work, particularly district education officers and the Assets Monitoring Unit;
- Establishment of, and consultation with, Technical Working Groups for each of the three Components;

The Program has also held consultation meetings with, and made AQEP presentations to, key stakeholders – government ministries (e.g. Ministry of Provincial Development, Ministry of Women and Social Welfare, Poverty Eradication Unit), professional organisations (e.g. Head Teachers Association, School Managers Association of Fiji, teachers' unions), Faith Based Organisations (Christian, Hindu, Muslim), NGOs (e.g. People's Community Network, Save the Children Fiji), regional organisations (e.g. Secretariat of the Pacific Board for Educational Assessment), international agencies (e.g. WHO, UNICEF), tertiary institutions (e.g. University of the South Pacific, Fiji National University), special schools and Disabled Persons' Organisations.

Conclusion

Despite some key challenges faced by the Program in this reporting period such as the deferral of Component 1 and the shift in focus to disaster relief assistance, the Program has had some promising achievements and results:

Cross-cutting Interventions

- A sharper emphasis on disability inclusion is evident through the development of AQEP's Disability Inclusion Strategy and the support provided to five disability inclusive demonstration primary schools where teachers have been trained on inclusive education and braille and sign language, and the five demonstration schools will get the full package of support that all regular AQEP schools receive in 2013.
- AQEP has begun developing a Gender Equality Strategy and Action Plan which outline ways the Program can provide gender equality interventions in each Component and across the Program.

Capacity Development

- A large number of SMCs, District Education Staff and teachers, school leaders and future leaders have received training either from AQEP or through AQEP-supported MoE priorities.

Beneficiaries in Target Schools and Students

- 45 target primary schools were supported which is 25% of the targeted 185 primary schools; this is 6% of the targeted 25% primary schools in Fiji.
- 15,052 students have already benefited from the Program in the 45 targeted schools - this comprises 11.6% of total school enrolments. 52% are boys and 7,208 are girls.

Beneficiaries in Emergency Schools and Students

- 52 schools affected through natural or man-made disasters were supported.
- 18,452 students have benefitted; 51% are boys while 49% are girls.

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TABLE I: MEMBERS OF THE DIVISIONAL SCHOOL MANAGEMENT BOARD

NORTHERN DIVISION	EASTERN DIVISION	CENTRAL DIVISION	WESTERN DIVISION
Mohammed Idris	George O'Connor	Mrs Vilomena Koroi	Mr. Waisake Manako
Rama	Josevata Natuwawa	Mr Murari Lal	Mikaele Mataka
Filise Tikoimaleya	Adi Lavenia Yavala	Ratu Isoa Baleinaivalu	Mr. Arvind Sewram
Suliasi Saraqia	Peni Verebasaga	Mr Tomasi Tui	Mr. Praveen Kapadia
Pardip Kumar	Nacanielei Vuli	Mr Vijay Nair	Narsey
Feroz Khan	Inoke Raivalita	Mr Claude Fongtoy	Mr. Masued Mohammed
Rt Kinijoji Ramasima	Eroni Tadu	Mr Latchman Singh	Mr. Kamalesh Arya
Lakhan Kumar	Karavaki K. Tuiwai	Mr Vijay Nath	Mr. Dalabar Singh
Solomone Naqoli	Noa Sukanasau	Mr Pita Tagicakiverata	Mr. Keshwa Prasad
Loganathan Ramanna	Eroni Vakasisikakala	Mr Abdul Khan	Sharma
Nemani Bikaca	Theresa Yee Shaw	Mr Samuela Nasagavale	Mr. Jagathnath Sami
Bobby Singh	Suliana Sandy	Mr Sat Narayan	Rev. Manasa Saraqia
Kamlesh Reddy	Kolinio Tawake	Mr Tomasi Gonelevu	Vilisoni Dakuna [Pastor]
Mrs. D. Robison	Marika Mataitoga	Mr Sakiusa Ravatu	Mr. Kamal Kumar
Mr. Solomon Seruiratu	Kava Mamfanoa	Ratu Lepani Tagicakibau	Faiaaz Ali [JP]
Mr. I Rainibogi			Commissioner's Office
Mrs. Selina Leewah			Ratu Inoke Tasere
Mr. Mohammed Rafiq			Ratu Meli Bolobolo

TABLE II: MEMBERS OF THE EDUCATION FORUM

Name of Member	Organisation/Division
Mr Brij Lal	Ministry of Education- Chairperson / Permanent Secretary for Education
Mr Apisalome Movono	Deputy Secretary Corporate Services, MoE
Mrs Basundra Kumar	Deputy Secretary, Primary/Secondary/AMU/FTRB MoE
Mrs Kalera Taloga	Deputy Secretary Professional, MoE
Mr Niумаia Vola	President, Fiji Head Teachers Association
Mr Kishore Lal	Fiji Principals Association President
Mrs Merewairita Moci	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)
Swami Tadananda	Fiji Rama Krishna Mission / Western (Nadi)
Mr Govind Singh	School Management Association of Fiji
Ms Akanisi Kedrayate	Tertiary Education in Fiji
Mr Bal Ram	Tertiary Education in Fiji
Mrs Sushila Ramesh	Sanatan Nari Sabha of Fiji
Mr Bhuwan Dutt	Arya Prathinidi Sabha of Fiji
Mr Apisalome Vuadreu	Seventh Day Adventist Church
Mr Remesio Rogovakalali	Catholic Education
Rev Joseva Katonibau	Methodist Church of Fiji
Mrs Sheela Venkataiya	TISI Sangam
Mr Aleem 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)
Mr Tevita Ba	Central

TABLE III: NUMBER AND TYPE OF SCHOOLS BY EDUCATION AGENCIES

CONTROLLING AUTHORITY	PRIMARY SCHOOLS	SECONDARY SCHOOLS	VOCATIONAL CENTRES	SPECIAL SCHOOLS	TOTAL
Ahmadiyya Muslim Association	2	2			4
Anglican Church	5	2			7
Arya Pratinidhi Sabha	17	6			23
Assemblies of God	1	1			2
Catholic Archdiocese	38	16			54
Chinese Education Society	2	1			3
Church of Latter Day Saints	1	1			2
Committee	556	79	2	4	637
Crippled Children's Society				7	7
Dakshina Indian Andhra Sangam	5	2			7
Fiji Blind Society				1	1
Fiji Gospel Churches	2	1		1	4
Fiji Muslim League	17	5			24
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	8	9			17
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			5
Society of Disabled				4	4
TISI Sangam	16	5			21
Total	721	176	2	17	916

TABLE IV: SCHOOL TYPE SUMMARY

District	Primary							Secondary						Vocational						Special Schools								
	Govt	Non Govt	Private	Tot	Urban	Rural	Remote	Govt	Non Govt	Private	Tot	Urban	Rural	Remote	Govt	Non Govt	Private	Tot	Urban	Rural	Remote	Govt	Non Govt	Private	Tot	Urban	Rural	Remote
Ba/Tavua		61	1	62	23	29	10		14		14	9	4	1									2			2		
Cakaudrove		64	1	65	5	28	32	1	12		13	2	9	2									1		1	1		
Eastern		115		115	4	8	103	2	11		13	2	1	10									1		1			
Lautoka/Yasawa	1	80	3	84	39	24	21	1	20	3	24	17	6	1									3		3	1		
Macuata/Bua		95	2	97	18	21	58	1	24		25	10	7	8									1		1	1		
Nadroga/Navosa		59		59	6	13	40		13		13	3	4	6									1		1	1		
Nausori		115	2	117	27	30	60	4	23	2	29	13	7	9									1		1	1		
Ra		40		40	9	8	23		6		6	3	2	1									1		1	1		
Suva	1	77	4	82	54	9	19	3	31	4	38	31	2	5									6		6	6		
Total	2	706	13	721	185	170	366	12	154	9	175	90	42	43	2		2	1	1	1		17		17	17			

TABLE V: PRIMARY EDUCATION ENROLMENT BY EDUCATION LEVEL, AGE AND GENDER AS AT 30TH JUNE, 2012

Total	CLASS 1		CLASS 2		CLASS 3		CLASS 4		CLASS 5		CLASS 6		CLASS 7		CLASS 8		TOTAL		GRAND TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Under 6	1268	1261	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	1281	1274	2555
6	7016	6627	1112	1224	14	19	0	0	0	0	0	0	0	0	0	0	0	8142	7870	16012
7	854	715	6323	6096	1140	1271	25	20	0	0	0	0	0	0	0	0	0	8342	8102	16444
8	99	71	1337	1032	5896	5563	1159	1278	15	21	0	0	0	0	0	0	0	8506	7965	16471
9	9	8	150	103	1702	1357	5425	5250	1058	1201	37	35	0	0	0	0	0	8381	7954	16335
10	5	3	32	22	285	224	1657	1330	5142	5069	1111	1226	25	30	0	0	0	8257	7904	16161
11	5	2	8	4	46	30	336	177	1779	1393	5025	5058	933	1049	10	17	0	8142	7730	15872
12	1	1	4	0	12	7	65	34	411	265	1747	1357	4410	4303	978	1115	0	7628	7082	14710
13	2	2	0	1	3	1	15	12	96	59	414	250	1645	1393	4102	4187	0	6277	5905	12182
14	4	1	0	1	0	0	6	3	20	11	83	48	478	304	1657	1259	0	2248	1627	3875
15	1	1	0	0	0	0	1	0	4	2	13	7	107	44	396	233	0	522	287	809
16 and Over	0	0	0	0	3	4	0	0	0	0	5	5	22	20	87	50	0	117	79	196
TOTAL	9264	8692	8979	8496	9101	8476	8689	8104	8525	8021	8435	7986	7620	7143	7230	6861	67843	63779	131622	
Total by Class	17956		17475		17577		16793		16546		16421		14763		14091		131622			

TABLE VI: SECONDARY EDUCATION ENROLMENT BY EDUCATION LEVEL, AGE AND GENDER AS AT 30TH JUNE, 2012

Total	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		FORM 7		TOTAL		GRAND TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Under 13	369	310	124	166	13	16	0	0	0	0	0	0	0	0	0	0	506	492	998
13	156	141	563	558	1232	1294	92	99	0	0	0	0	0	0	0	0	2043	2092	4135
14	27	10	206	161	4369	4616	931	1341	17	50	0	0	0	0	0	0	5550	6178	11728
15	6	5	43	36	1879	1483	3989	4254	1048	1303	40	74	0	0	0	0	7005	7155	14160
16	5	2	13	9	483	334	1744	1467	3842	4030	961	1395	12	14	0	0	7060	7251	14311
17	0	0	0	6	75	44	439	312	1794	1672	3250	3667	498	858	0	0	6056	6559	12615
18	0	0	0	0	7	4	58	31	492	386	1408	1480	1429	1965	0	0	3394	3866	7260
19 and Over	0	0	0	0	2	3	12	8	107	84	600	570	790	1042	0	0	1511	1707	3218
TOTAL	563	468	949	936	8060	7794	7265	7512	7300	7525	6259	7186	2729	3879	33125	35300	68425		
Total by Form	1031		1885		15854		14777		14825		13445		6608		68425				

TABLE VII: TEACHER CLASSIFICATION BY QUALIFICATION

Qualification	Primary		Secondary		Secondary & Vocational		Vocational		Special Education		TOTAL		Overall Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Masters	22	15	26	19	8	6	0	0	0	1	56	41	97
PGD	27	34	62	61	21	23	0	0	0	0	110	118	228
PGCE	2	3	75	91	38	22	1	0	0	0	116	116	232
Degree	212	240	592	764	343	357	1	1	5	12	1153	1374	2527
Diploma	540	922	605	628	406	335	11	6	2	11	1564	1902	3466
Certificate	1488	1557	32	25	29	23	3	0	23	41	1575	1646	3221
Form 7	0	0	0	0	0	0	0	0	5	11	5	11	16
Total	2291	2771	1392	1588	845	766	16	7	35	76	4579	5208	9787
Total by Level	5062		2980		1611		23		111		9787		

TABLE VIII: EDUCATION BUDGET AS A PERCENTAGE OF THE NATIONAL BUDGET (2010 – 2012)

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		
2010	\$1,715,453,500	\$240,082,882	\$20.5m	\$37,597,202	\$3.6m	17.59	\$239,148,972
2010	Dept. of Youth & Sports Budget	\$2,692,700					
2011	\$1,961,718,300	\$248,629,175	\$25m	\$36,597,202	\$3m	15.97	\$252,314,670
2011	Dept. of Youth & Sports Budget	\$3,360,600					
2012	\$2,077,929,300	\$257,341,900	\$28m	\$36,597,202	\$3m	15.64	\$257,341,900

TABLE IX: EDUCATION BUDGET ANALYSIS BY PROGRAMME FOR 2012

Head 21	Programme	Amount (\$)	% of Ministry of Education budget
Programme 1	Policy and Administration	\$23,367,000	9.08
Programme 2	Primary Education	\$113,366,000	44.05
Programme 3	Secondary Education	\$109,841,600	42.68
Programme 4	Curriculum Development	\$3,324,700	1.29
Programme 5	Tertiary Technical Education	\$2,132,200	1.22
Programme 6	Research, Development and Training	\$991,000	0.38
Programme 7	Asset Monitoring Unit	\$417,300	0.16
Programme 8	Examinations	\$1,709,800	0.66
Programme 9	Culture & Heritage	\$2,192,500	0.85
Total		\$257,342,100	100%

TABLE X: MOE BUDGET ANALYSIS BY STANDARD EXPENDITURE (SEG)

SEG	DESCRIPTION	AMOUNT (\$)	% of Ministry of Education budget
1	Established Staff	\$200,469,300	77.90
2	Government Wage Earners	\$1,882,700	0.73
3	Travel and Communications	\$880,700	0.34
4	Maintenance and Operations	\$1,238,500	0.48
5	Purchase of Goods and Services	\$5,505,700	2.14
6	Operating Grants and Transfers	\$38,256,900	14.87
7	Special Expenditures	\$2,791,000	1.09
8	Capital Constructions	\$2,300,000	0.89
9	Capital Purchases	\$200,000	0.08
10	Capital Grants and Transfers	\$2,119,000	0.83
13	Value Added Tax	\$1,698,200	0.65
Total Budget by SEGs		\$257,342,000	100%

TABLE XI: LANA ENROLMENT FIGURES BY DISTRICT AND GENDER FOR EACH CLASS – 2012

District	No. of Schools	Class 4		Class 6		Class 8		Total
		Female	Male	Female	Male	Female	Male	
Ba – Tavua	62	611	611	593	622	444	522	3403
Cakaudrove	66	636	629	573	619	568	584	3609
Eastern	115	486	554	481	562	418	502	3003
Lautoka-Yasawa	84	1430	1531	1419	1501	1261	1267	8409
Macuata-Bua	97	783	900	871	950	716	795	5015
Nadroga-Navosa	63	580	611	531	562	563	544	3391
Nausori	116	1331	1388	1227	1352	1118	1216	7632
Ra	40	320	363	315	368	297	343	2006
Suva	85	1964	2142	2014	2032	1754	1842	11748
Total	728	8141	8729	8024	8568	7139	7615	48216

TABLE XII: 2012 FSLCE SUBJECT ENROLMENT BY GENDER AND GEOGRAPHICAL LOCATION

District	Gender		Geographical Location			
	Female	Male	Remote	Rural	Semi-Urban	Urban
English	7318	6297	2155	2604	1178	7678
Mathematics	7260	6282	2150	2601	1166	7625
Biology	3096	1262	634	801	370	2553
Chemistry	2815	1846	622	854	366	2819
Physics	1025	2331	446	571	272	2067
Geography	2327	1546	824	721	338	1990
History	1143	736	493	237	139	1010
Accounting	2562	1465	497	819	357	2354
Economics	3017	1752	648	935	431	2755
Office Technology	258	51	29	38	14	228
Agricultural Science	1192	1259	425	564	222	1240
Computer Studies	1786	1554	349	673	288	2030
Home Economics	1288	132	143	277	160	840
Applied Technology	62	1524	307	250	174	855
Technical Drawing And Design	142	2512	420	503	257	1474
Fijian	1107	728	564	389	136	746
Hindi	132	47	19	86	4	70
Urdu	21	17			5	33
French	5	4				9

TABLE XIII: 2012 FIJI SCHOOL LEAVING CERTIFICATE ENROLMENT REPORT BY DISTRICT

District	No. of Schools	No of Candidates
Ba/Tavua	14	1148
Eastern	13	497
Cakaudrove	10	575
Lautoka/Yasawa	21	2489
Macuata/Bua	25	1631
Nadroga/Navosa	13	760
Ra	6	365
Nausori	2267	2270
Suva	35	3641
Total	164	13373

TABLE XIV: 2012 FIJI SEVENTH FORM EXAMINATION ENROLMENT REPORT BY DISTRICT

District	No. of Schools	No of Candidates
BA/TAVUA	14	574
EASTERN	12	228
CAKAUDROVE	10	340
LAUTOKA/YASAWA	21	1230
MACUATA/BUA	22	961
NADROGA/NAVOSA	12	369
RA	6	231
NAUSORI	25	1013
SUVA	32	1633
Total	154	6579

TABLE XV: 2012 FSFCE SUBJECT ENROLMENT BY GENDER AND GEOGRAPHICAL LOCATION

District	Gender		Geographical Location			
	Female	Male	Remote	Rural	Semi-Urban	Urban
English	3953	2744	1065	1238	589	3805
Mathematics	3904	2717	1057	1225	581	3758
Biology	1708	610	359	420	204	1335
Chemistry	1623	956	363	473	210	1533
Physics	682	1116	211	309	152	1126
Geography	1198	685	418	322	171	972
History	592	358	256	142	88	464
Accounting	1426	768	247	407	192	1348
Economics	1605	891	309	446	212	1529
Agricultural Science	609	426	237	195	97	506
Introduction To Technology	73	938	153	188	95	575
Computer Studies	939	767	162	326	145	1073
Home Economics	573	40	58	155	58	342
Fijian	606	367	352	202	73	346
Hindi	90	15	11	42	1	51
Urdu	5	4			3	6

Table: XVI: Total Candidature 2012

Examination	No. of Schools	No. Enrolled		Total	No. Sat		Total
		Female	Male		Female	Male	
FSLCE	164	7194	6179	13373	7 048	6 065	13113
FSFCE	154	3887	2692	6579	3 838	2 646	6484
Total	318	11081	8871	19952	10 886	8 711	19597

TABLE XVII: FSLCE, YEAR, NO. SAT, NO. PASS, % PASS FROM 2005 – 2012

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2005	11611	7467	64.3	28.2
2006	11294	7359	65.2	28.0
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

*Figures may change when results are confirmed.

TABLE XVIII: FSFCE, YEAR, NO. SAT, NO. PASS, % PASS FROM 2005 – 2012

Year	No. Sat	No. Pass	% Pass ≥ 200	% Pass ≥ 250
2005	4754	3753	78.9	34.4
2006	4347	3620	83.3	34.0
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

*Figures may change when results are confirmed.

APPENDIX II: ABBREVIATIONS AND ACRONYMS

AusAID	Australian Agency for International Development	PEMAC	Physical Education, Music, Art and Craft
HEC	Higher Education Commission	EAU	Examinations and Assessment Unit
ACP	Annual Corporate Plan	PRIDE	Pacific Regional Initiative for the Development of Education
IPSP	Improvement Performance School Programme	ECE	Early Childhood Education
AMU	Asset Management Unit	PSC	Public Service Commission
JICA	Japanese International Corporation Agency	EFA	Education for All
AQEP	Access to Quality Education Programme	RDSSED	Roadmap for Democracy and Sustainable Socio-Economic Development
LANA	Language and Numeracy Assessment	ESRI	External School Review Inspectorate
BCF	Boxing Commission of Fiji	PRIDE	Pacific Regional Initiative for the Development of Education
MAR	Monthly Absence Return	ESU	Executive Support Unit
CA	Community Awareness	PSC	Public Service Commission
MOA	Memorandum of Agreement	EU	European Union
CAS	Curriculum Advisory Services Unit	RDSSED	Roadmap for Democracy and Sustainable Socio-Economic Development
MoE	Ministry of Education	FCAE	Fiji College of Advanced Education
CBA	Classroom Based Assessment	SIMS	Schools Information Management System
MSB	Ministry's Staff Board	FESA	Fiji Education Staffing Appointment database
CAT	Common Assessment Tasks	SFL	Skills for Life
NGO	Non-Government Organisation	FILNA	Fiji Island Literacy and Numeracy Assessment
CBT	Competency Base Training	SFCCO	Strategic Framework for Change Coordinating Office
NSAAC	National Substance Abuse Advisory Council	FIAF	Fiji Island Assessment Framework
CCTC	Corpus Christi Teachers College	SLWOP	Study Leave without Pay
NYD	National Youth Development	FNCDP	Fiji National Council of Disabled Persons
CDM	Commission Delegate Meeting	SLWP	Study Leave with Pay
NSO	National Sporting Organisation	FSFE	Fiji Seventh Form Examination
CDU	Curriculum Development Unit	SPC	Secretariat of the Pacific Community
NYTC	National Youth Training Centre	FNU	Fiji National University
CSB	Central Staff Board	SPBEA	South Pacific Board of Educational Assessment
NYSS	National Youth Service Scheme	FQF	Fiji Qualification Framework
CE	Citizenship Education	SME	Small Micro Enterprise
NZAID	New Zealand Aid	FSLC	Fiji School Leaving Certificate Examination
DEAP	Duke of Edinburgh Award Program	TVET	Technical Vocational Education and Training
PDU	Professional Development Unit	FTRB	Fiji Teachers Registration Board
DEL	Distance Education Learning	ToT	Training of Trainers
PEO	Principal Education Officer	GIA	Grant In-Aid
DS	Deputy Secretary	TOR	Terms of Reference
PPU	Post Processing Unit		
DYS	Department of Youth and Sports		

APPENDIX III: 2012 MOENHCA FINANCIAL STATEMENT



8th Floor, Ralu Sukuna House,
MacArthur Street,
P. O. Box 2214,
Government Buildings,
Suva, Fiji Islands.

REPUBLIC OF FIJI OFFICE OF THE AUDITOR GENERAL

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File: 387

30 April 2013

Filipe Bole
Minister for Education, National Heritage, Culture and Arts
Ministry of Education, National Heritage, Culture and Arts
Marela House
Suva

Dear Mr. Bole

Audited Financial Statements – Ministry of Education, National Heritage, Culture and Arts for the Year Ended 31 December 2012

Audited Financial Statements for the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2012 together with my audit report on them are enclosed.

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

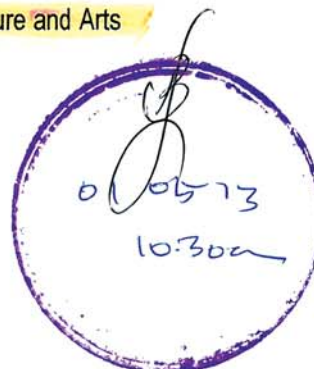
Yours sincerely

Handwritten signature of Tevita Bolanavanua.

Tevita Bolanavanua
Auditor General

cc: Dr. Brij Lal – Permanent Secretary for Education, National Heritage, Culture and Arts

Encl.



**MINISTRY OF EDUCATION,
NATIONAL HERITAGE, CULTURE AND ARTS**

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2012**

**MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2012**

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MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2012

INDEPENDENT AUDIT REPORT

Scope

I have audited the special purpose financial statements which have been prepared under the cash basis of accounting and notes thereon of the Ministry of Education, National Heritage, Culture and Arts for the year ended 31 December 2012, as set out on pages 6 to 13. The financial statements comprise the following:

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

The Ministry of Education, National Heritage, Culture 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 Fiji 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, National Heritage, Culture and Arts for the year ended 31 December 2012.

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, National Heritage, Culture and Arts for the year ended 31 December 2012.
- b) the financial statements give the information required by the Financial Management Act 2004 in the manner so required.

Without qualifying the accounts, attention is drawn to the following matter:

The correctness of the Statement of Losses submitted by the Ministry of Education, National Heritage, Culture and Arts could not be verified as a Board of Survey was not completed for the whole Ministry.

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.



Tevita Bolanavanua
AUDITOR GENERAL

Suva, Fiji
30 April 2013



MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

MANAGEMENT CERTIFICATE

FOR THE YEAR ENDED 31 DECEMBER 2012

We certify that these financial statements:

- (a) fairly reflect the financial operations and performance of the Ministry of Education, National Heritage, Culture and Arts and its financial position for the year ended 31 December 2012; and
- (b) have been prepared in accordance with the requirements of the Financial Management Act 2004, Finance Instructions 2010 and Finance Circular 16/2006.



Dr. Brij Lal

Permanent Secretary

Date:23/04/13.....



Ms. Makarita Fuata

Principal Accountant

Date:23/4/13.....

MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2012

	Notes	2012 (\$)	2011 (\$)
RECEIPTS			
State Revenue			
Fees - Examination		27,887	18,206
Fees – Government Day School		22,901	8,388
Fees – Government Boarding Schools		434,268	454,918
Registration – Teacher Registration Board		577,646	377,696
Registration – Higher Education Commission		28,645	103,708
Rent for Official Quarters		850	889
Commission		2,451	6,058
OPR in Previous Years		55,831	36,545
Total State Revenue	3(a)	<u>1,150,479</u>	<u>1,006,408</u>
Agency Revenue			
Miscellaneous Revenue		281,551	93,731
Sale of School Farm Produce Surplus		8,198	2,693
Total Agency Revenue		<u>289,749</u>	<u>96,424</u>
TOTAL RECEIPTS	3(b)	<u>1,440,228</u>	<u>1,102,832</u>
EXPENDITURE			
Operating Expenditure			
Established Staff	3 (c)	210,730,757	198,244,861
Unestablished Staff	3 (d)	2,157,366	1,659,565
Travel & Communications	3 (e)	1,174,940	898,673
Maintenance & Operations	3 (f)	1,223,504	1,234,531
Purchase of Goods & Services	3 (g)	5,723,724	4,871,483
Operating Grants & Transfers	3 (h)	44,538,571	41,428,638
Special Expenditure	3 (l)	1,927,034	1,596,220
Total Operating Expenditure		<u>267,475,896</u>	<u>249,933,971</u>
Capital Expenditure			
Construction	3 (j)	583,826	577,219
Purchases		0	0
Grants & Transfers	3(k)	587,884	388,653
Total Capital Expenditure		<u>1,171,710</u>	<u>965,872</u>
Value Added Tax	3(l)	1,614,281	1,381,210
TOTAL EXPENDITURE		<u>270,261,886</u>	<u>252,281,053</u>

MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

APPROPRIATION STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2012

SEG	Item	Budget Estimate (\$)	Appropriation Changes (\$)	Revised Estimate (\$)	Actual Expenditure (\$)	Carry-Over (\$)	Lapsed Appropriation (\$)
1	Established Staff	200,469,268	(4,700,000)	195,769,268	210,730,757	---	(14,961,489)
2	Unestablished Staff	1,882,664	---	1,882,664	2,157,366	---	(274,702)
3	Travel & Communications	880,725	304,797	1,185,522	1,174,940	---	10,582
4	Maintenance & Operations	1,238,484	(6,136)	1,232,348	1,223,504	---	8,844
5	Purchase of Goods & Services	5,505,700	233,187	5,738,887	5,723,724	---	15,163
6	Operating Grants & Transfers	38,256,900	6,281,405	44,538,305	44,538,571	---	(266)
7	Special Expenditure	2,790,981	688,151	3,479,132	1,927,034	---	1,552,098
	Total Operating Costs	251,024,722	2,801,404	253,826,126	267,475,896	---	(13,649,770)
	Capital Expenditure						
8	Construction	2,300,000	(1,701,755)	598,245	583,826	---	14,419
9	Purchases	200,000	(200,000)	---	---	---	---
10	Grants & Transfers	2,118,965	(1,530,000)	588,965	587,884	---	1,081
	Total Capital Expenditure	4,618,965	(3,431,755)	1,187,210	1,171,710	---	15,500
13	Value Added Tax	1,698,200	(47,586)	1,650,614	1,614,281	---	36,333
	TOTAL EXPENDITURE	257,341,887	(677,937)	256,663,950	270,261,887	---	(13,597,937)

MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS
STATEMENT OF LOSSES FOR THE YEAR ENDED 31 DECEMBER 2012

Loss of Money

A total of \$47,674.56 was lost by the Ministry in 2012 through embezzlement by the Ministry's staff.

Loss (other than money)

The Ministry reported loss of a camera in 2012 valued at \$1,098.00. Also the Board of Survey for 2012 was not carried out for the whole the Ministry. A few Sections and Government Schools' Board of Survey was not done for 2012, thus the correctness of the Statement of Losses on assets as submitted by the Ministry could not be verified.

MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2012

NOTE 1: REPORTING ENTITY

The Ministry of Education, National Heritage, Culture and Arts is responsible for the delivery of Education and Training Services to schools, pre-schools, 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, National Heritage, Culture and Arts is prepared on cash basis of accounting. All payments related to purchases of fixed assets have been expensed.

The financial statements are presented in accordance with the Financial Management Act 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, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2012

NOTE 3: SIGNIFICANT VARIATIONS

- (a) The state revenue increased by \$144,071 or 14% in 2012 compared to 2011. The increase was due to:
- increase in the number of schools taking external exams;
 - increase in foreign students in government schools;
 - increase in teachers paying registration fees; and
 - Increase of recoveries to be made for overpayment of salaries.
- (b) The agency revenue increased by \$193,325 or 201% in 2012 compared to 2011. The increase was due to request for recount/recheck and certified copies of the exam results.
- (c) The Established Staff costs increased by \$12,485,896 or 6% in 2012 compared to 2011. This was mainly due to the incorrect budget provided as per Person to Person (P2P). Payment of location allowance that was approved by the Prime Minister's Office with effect from 01st August, 2011. Other allowances including Remote/Rural allowances and Boarding allowances were not accurately calculated during the preparation of the person to post listing. The virement of \$4.7m to the bus fare assistance scheme that was sourced internally.
- (d) The Government Wage Earners' costs increased by \$497,801 or 30% in 2012 compared to 2011. 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.
- (e) The Travel and Communications costs increased by \$276,267 or 31% in 2012 compared to 2011. The increase was due to the payment of meals and subsistence for officers working overtime. The increase was also due to the visits to schools and districts by the Minister and Permanent Secretary and increase in payment of telecom charges.
- (f) The Maintenance and operations costs decreased by \$11,027 or 1% in 2012 compared to 2011 due to the cost cutting measures implemented.
- (g) The Purchase of Goods and Services costs increased by \$852,241 or 18% in 2012 compared to 2011. The increase in cost of goods and services from food ration suppliers resulted in the increase in food and ration expenses for Government Secondary Boarding schools.
- (h) The Operating Grants and Transfers increased by \$3,109,933 or 8% in 2012 compared to 2011. The increase was due to virement of funds from other allocations to cater for the shortfall in the bus fare allocation.
- (i) The Special Expenditure increased by \$330,814 or 21% in 2012 compared to 2011. This was due to increase Ministry's education initiatives.

MINISTRY OF EDUCATION, NATIONAL HERITAGE, CULTURE AND ARTS

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2012

- (j) The Capital Construction increased by \$6,607 or 1% in 2012 compared to 2011. The increase was due to capital works to Government schools and institutions.
- (k) The Capital Grants and Transfers increased by \$199,231 or 51% in 2012 compared to 2011. The increase was due to grants provided for the infant schools construction in 2012.
- (l) The Value added Tax increased by \$233,071 or 17% in 2012 compared to 2011. The increase was due to increase in expenditure in other operating SEGs.

NOTE 4: DETAILS OF APPROPRIATION CHANGES

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

Virement Number	From	To	Amount (\$)
DV 21/005	SEG 8	SEG 6	175,090.00
DV 21/002	SEG 8	SEG 7	7,861.00
DV 21/003	SEG 8	SEG 8	3,069.00
DV 21/006	SEG 8	SEG 6	1,028,104.00
DV 21/001	SEG 8	SEG 5	300,000.00
DV 21/04	SEG 10	SEG 6	281,754.00
DV 21/006	SEG 10	SEG 6	1,030,246.00

The Permanent Secretary approved the following virements under delegation from the Minister of Finance:

Virement Number	From	To	Amount (\$)
DV 21/29	SEG 1	SEG 6	4,500,000.00
DV 22/16	SEG 1	SEG 6	200,000.00
DV 21/32	SEG 3	SEG 5	2,199.00
DV 21/31	SEG 3	SEG 5	850.00
DV 21/32	SEG 4	SEG 5	1,660.00
DV 21/33	SEG 4	SEG 4	600.00
DV 21/40	SEG 4	SEG 5	1,149.19
DV 21/12	SEG 4	SEG 7	800.00
DV 21/31	SEG 4	SEG 5	4,150.00
DV 21/32	SEG 5	SEG 5	4,946.00
DV 21/33	SEG 5	SEG 4	1,558.00
DV 21/34	SEG 5	SEG 5	10,000.00
DV 21/35	SEG 5	SEG 5	1,267.00
DV 21/39	SEG 5	SEG 5	47,971.00
DV 21/40	SEG 5	SEG 5	3,706.22
DV 21/42	SEG 5	SEG 3	1,290.00
DV 21/43	SEG 5	SEG 3	778.00
DV 21/45	SEG 5	SEG 5	10,100.00
DV 21/25	SEG 5	SEG 7	80,000.00
DV 21/22	SEG 5	SEG 7	2,000.00
DV 21/12	SEG 5	SEG 7	104,300.00
DV 21/24	SEG 5	SEG 6	30,000.00
DV 21/2	SEG 5	SEG 7	46,691.00

Virement Number	From	To	Amount (\$)
DV 21/15	SEG 5	SEG 6	5,000.00
DV 21/31	SEG 5	SEG 5	2,280.00
DV 21/31	SEG 6	SEG 5	6,700.00
DV 21/32	SEG 6	SEG 5	3,282.00
DV 21/38	SEG 6	SEG 6	51,312.00
DV 21/41	SEG 6	SEG 7	10,000.00
DV 21/44	SEG 6	SEG 3	5,000.00
DV 21/45	SEG 6	SEG 5	12,000.00
DV 21/46	SEG 6	SEG 6	135,000.00
DV 21/46	SEG 6	SEG 5	50,000.00
DV 21/46	SEG 6	SEG 3	10,000.00
DV 21/46	SEG 6	SEG 3	4,350.00
DV 21/27	SEG 6	SEG 3	29,428.00
DV 21/03	SEG 6	SEG 3	15,000.00
DV 21/08	SEG 6	SEG 5	40,000.00
DV 21/08	SEG 6	SEG 13	6,000.00
DV 21/10	SEG 6	SEG 6	21,000.00
DV 21/04	SEG 6	SEG 5	30,000.00
DV 21/04	SEG 6	SEG 13	3,914.00
DV 21/05	SEG 6	SEG 3	50,000.00
DV 21/06	SEG 6	SEG 6	30,000.00
DV 21/17	SEG 6	SEG 5	50,000.00
DV 21/21	SEG 6	SEG 5	4,300.00
DV 21/19	SEG 6	SEG 5	20,000.00
DV 21/19	SEG 6	SEG 3	7,000.00
DV 21/12	SEG 6	SEG 7	775,000.00
DV 21/15	SEG 6	SEG 6	35,000.00
DV 22/08	SEG 6	SEG 6	100,000.00
DV 21/30	SEG 6	SEG 5	55,000.00
DV 21/30	SEG 6	SEG 3	35,000.00
DV 21/12	SEG 6	SEG 13	7,500.00
DV 21/36	SEG 7	SEG 7	32,522.00
DV 21/32	SEG 7	SEG 5	2,815.00
DV 21/29	SEG 7	SEG 7	15,000.00
DV 21/16	SEG 7	SEG 7	7,200.00
DV 21/22	SEG 7	SEG 7	10,000.00
DV 21/12	SEG 7	SEG 7	20,000.00
DV 21/15	SEG 7	SEG 6	60,000.00
DV 21/13	SEG 7	SEG 7	80,618.00
DV 21/02	SEG 7	SEG 7	10,000.00

In addition, Cabinet approved the redeployment of \$678,000 from the Ministry's 2012 Budget to fund the unforeseen commitments of the Government.

NOTE 5: OPERATING TRUST

At balance date, the operating fund account had a balance of \$967,131.42(CR). This relates to various employee deductions.

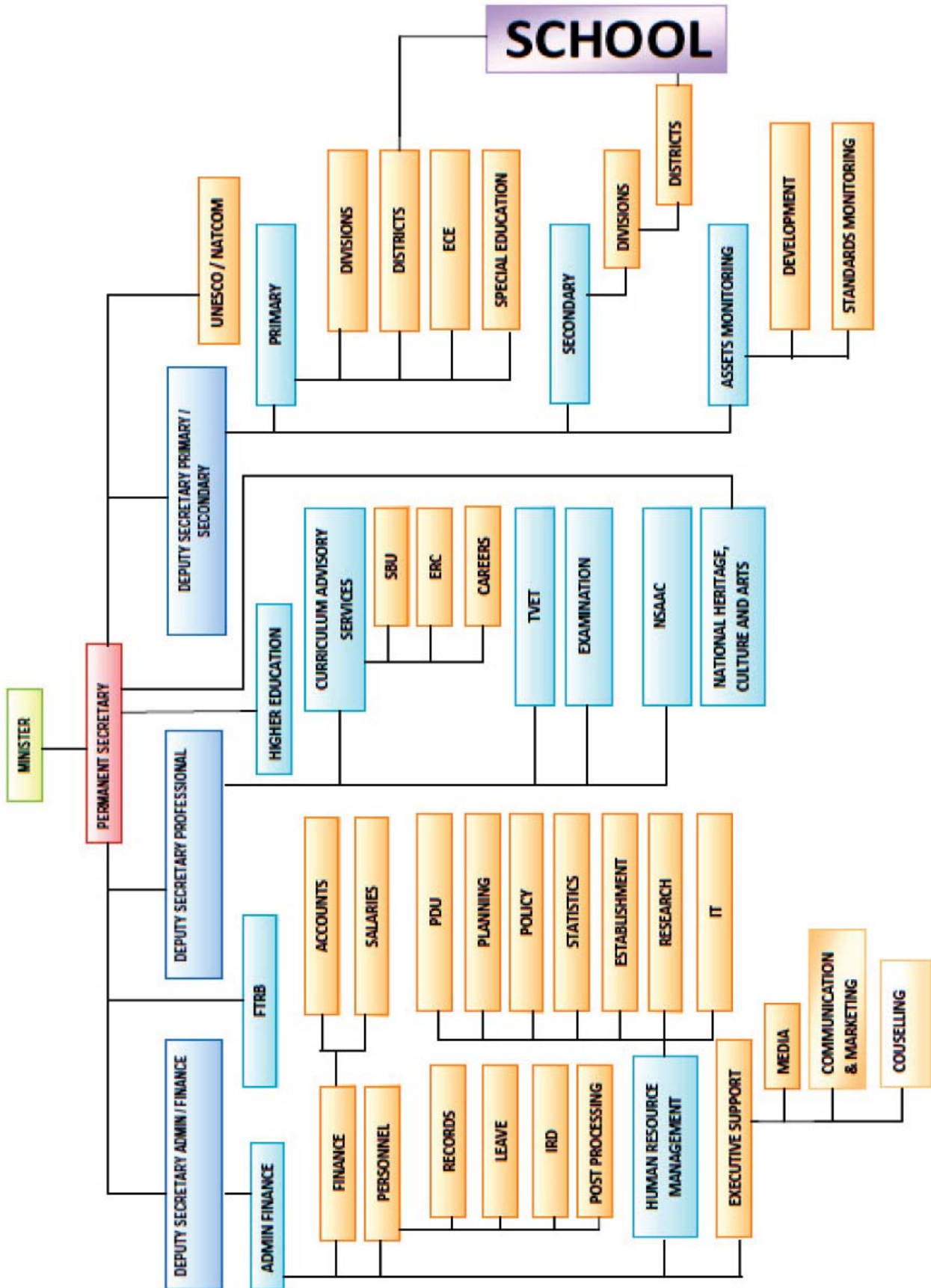
NOTE 6: REVOLVING FUND ACCOUNT – MISCELLANEOUS

At balance date, there were funds amounting to \$1,833,717 under the Revolving Fund Account. Most of the balances in this account relate to accountable advance and prepaid expenses, dishonoured cheques and surcharges.

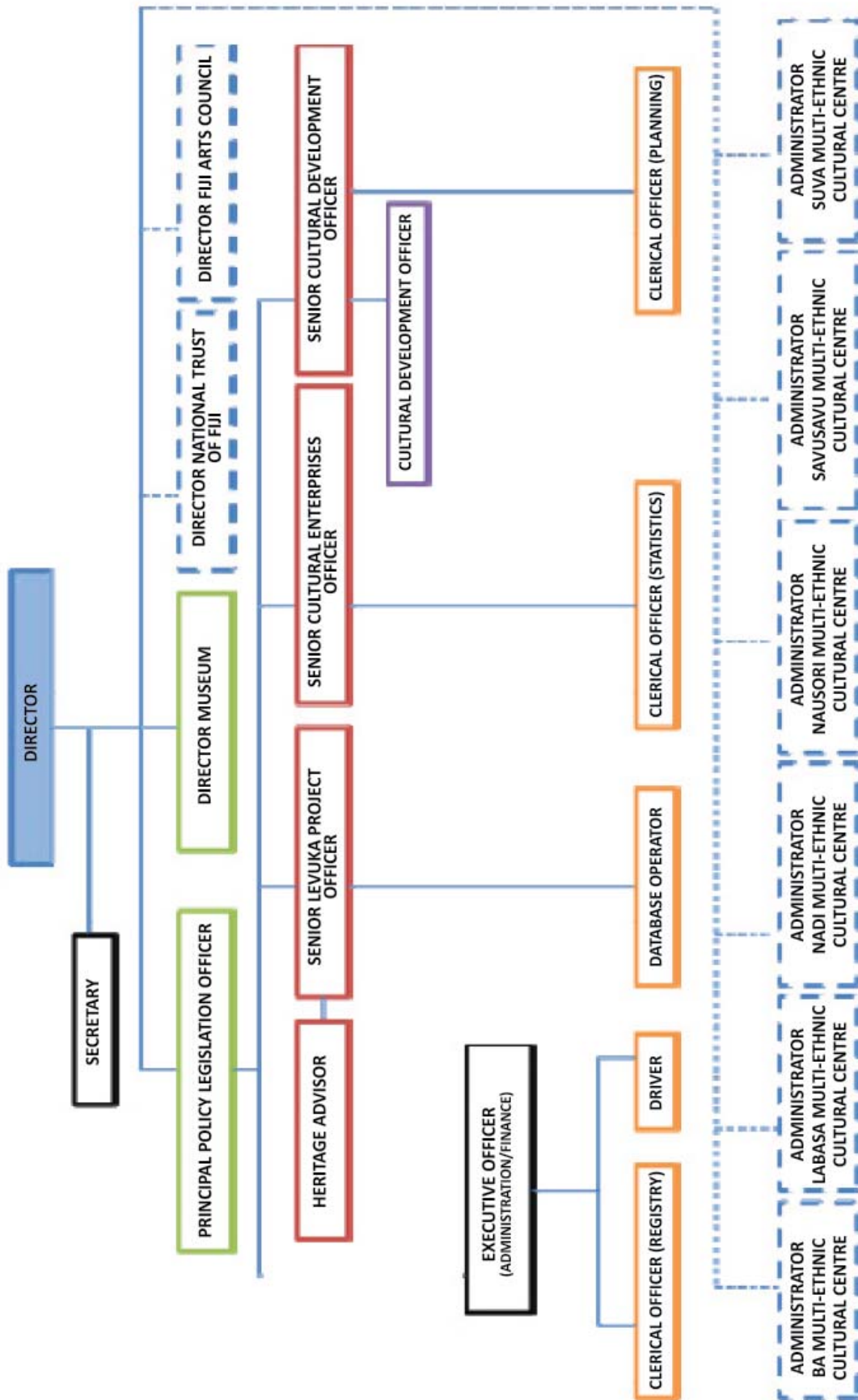
NOTE 7: DRAWINGS ACCOUNT

At balance date, drawings account balance amount to \$4,367,708 (CR). These monies were related to cheques written by the Ministry that were yet to be presented to the bank.

APPENDIX IV: MINISTRY OF EDUCATION ORGANISATIONAL STRUCTURE



APPENDIX V: DEPARTMENT OF CULTURE, HERITAGE AND ARTS ORGANISATIONAL STRUCTURE



KEY: Positions marked are not civil servants, however, their appointments are made by their governing boards/councils and committee with the support of the Department.



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DEPARTMENT OF NATIONAL
HERITAGE, CULTURE & ARTS

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